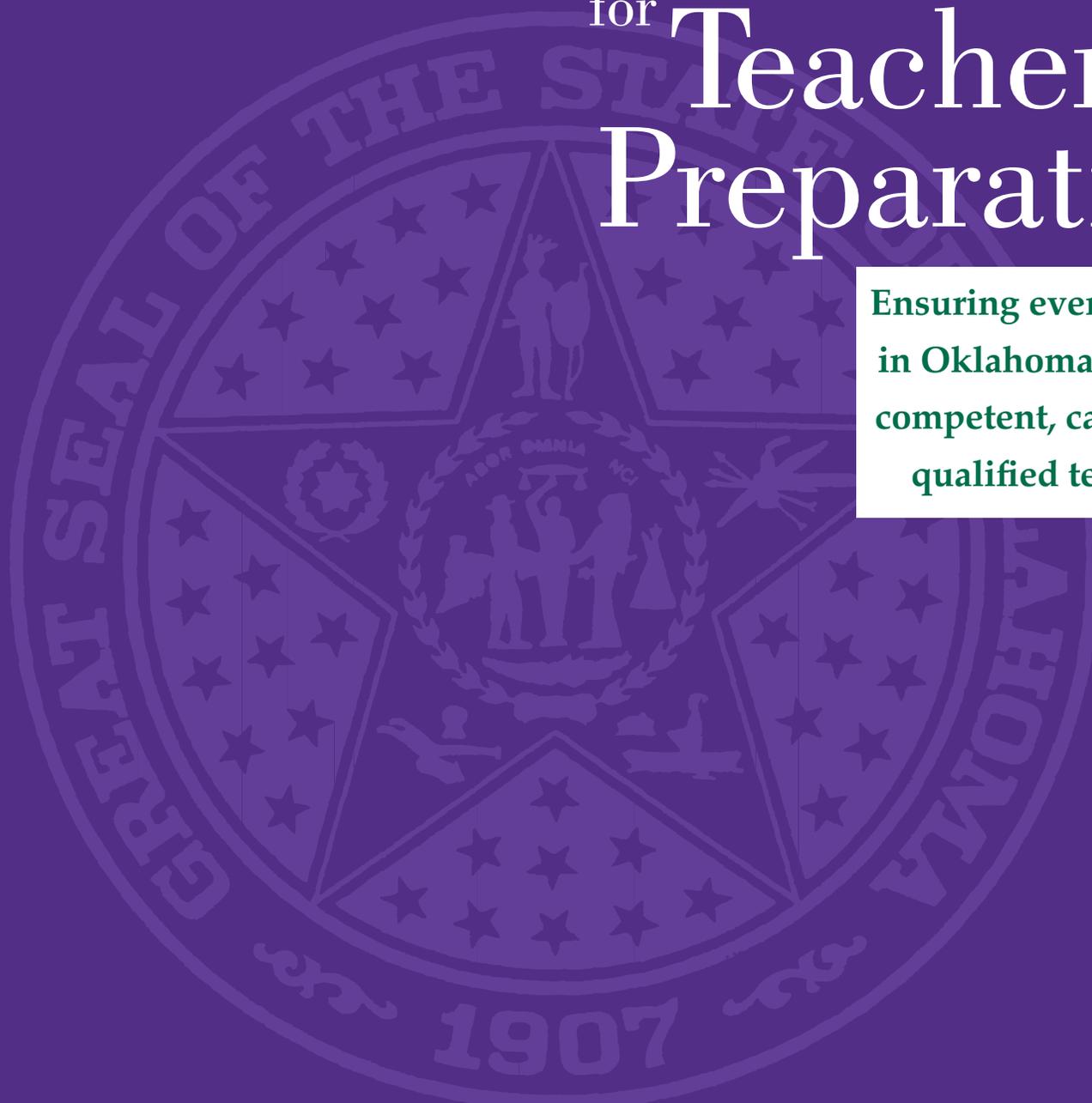


2009 Annual Report

Oklahoma
Commission
for **Teacher
Preparation**

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





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



2009
Annual Report

Oklahoma
Commission
for Teacher
Preparation

Student Success Through Quality Teaching



Student Success Through Quality Teaching

Certification Examinations for Oklahoma Educators
www.ceoe.nesinc.com

PAPER-BASED TEST DATES

SEPTEMBER 19, 2009
NOVEMBER 14, 2009
JANUARY 30, 2010
APRIL 17, 2010
MAY 22, 2010
JULY 24, 2010

COMPUTER-BASED OGET AVAILABLE

See the CEOE website for test dates

**OKLAHOMA COMMISSION
FOR TEACHER PREPARATION**

www.octp.org

OCTP 2009 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, 2009-2010

Ms. Linda Sholar, Stillwater, Chair

Dr. Debbie Blue, Shawnee, Vice Chair

Dr. Ruth Ann Carr, Ardmore

Dr. Kim Boyd, Tulsa

Ms. Judith Chalmers, Edmond

Ms. Tracy Dakil, Chickasha

Mr. Weldon Davis, Bethany

Ms. Carrie DeMuth, Stillwater

Dr. Sandy Johnson, Oklahoma City

Mr. John Massey, Durant

Ms. Gayle Miles-Scott, Oklahoma City

Dr. Chris Ormsbee, Stillwater

Mr. Mike Turpen, Oklahoma City

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 2009 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.

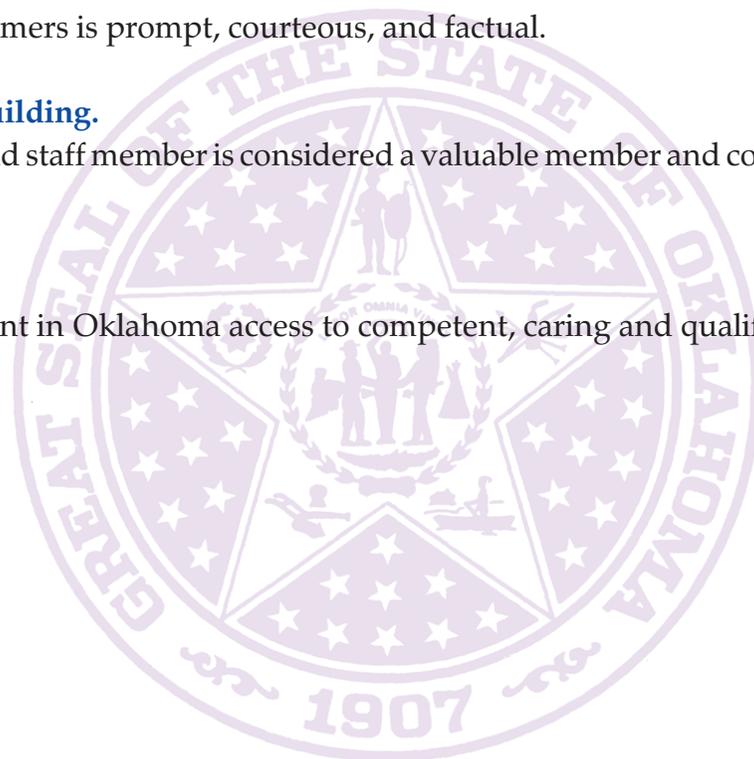
Interaction with customers is prompt, courteous, and factual.

■ 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 division of OCTP ensures that all undergraduate and graduate teacher preparation programs in Oklahoma meet established standards of quality. OCTP facilitates the accreditation process for all Oklahoma institutions which offer teacher preparation programs by conducting assessments of teacher preparation units, overseeing the approval of programs, providing training and assistance on accreditation and program standards, and monitoring changes in program quality.

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 accreditation. Because both teams use NCATE standards for evaluation purposes, all schools are measured against national standards.

National Council for the Accreditation of Teacher Education 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.



Oklahoma Wesleyan University

Oklahoma Wesleyan University (OWU), sponsored by The Wesleyan Church, is a private Christian, Liberal Arts University which was founded to provide quality education within a Christian environment. The university was established as a four-year college in 1972 and is a result of several mergers and relocations which date back to 1909. The institution officially changed its name from Bartlesville Wesleyan College to Oklahoma Wesleyan University on September 1, 2001.

OWU has a total enrollment of approximately 1,100 students and is located in Bartlesville, Oklahoma (a community of approximately 35,000), 40 miles north of Tulsa and 20 miles south of the Kansas state line. The scenic 25-acre campus is situated in a quiet residential area of the city. OWU was named a Regional Best for Comprehensive Colleges in the West by U.S. News and World Report in the 2003, 2004, 2005, and 2006 editions of America's Best Colleges.

The School of Education is one of five academic schools within the university and offers degree programs in seven areas: Elementary Education, English Education, Mathematics Education, Science Education, Social Studies Education, Music Education, and Health/Physical Education. The unit's mission statement, "Building Effective Educators with a Christian Perspective," is in keeping with the mission of the institution.

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

Observations made by the BOE team:

- Field experiences and clinical practice include experiences working with students from diverse backgrounds and with exceptionalities and also provide opportunities to use technology to enhance teaching and learning.
- Assessment data is shared with candidates multiple times within the assessment cycle.
- A new evaluation system for all university faculty has been implemented to provide feedback and improve performance.
- The new administrative structure is a strong indication that the academic enterprise of the institution is consistently improving. The new structure is designed to better support additional program growth and recognition for teacher education.

The BOE Team cited these Areas for Improvement:

- Scoring guides are inconsistently interpreted within programs. The unit has not taken effective steps to eliminate sources of bias and ensure accuracy in its performance assessments.
- Data are not summarized systematically in order to drive decision-making leading to program improvement.
- The absence of diversity in the unit limits the opportunity for candidates to interact with diverse faculty.
- Faculty members have heavy teaching loads that limit the engagement in sustained scholarship activities related to enhancing teaching and the learning of candidates.



Oklahoma Wesleyan University was granted Continuing Accreditation by the OCTP and NCATE.



University of Central Oklahoma

The University of Central Oklahoma (UCO) is a public, regional university and is one of the state's oldest institutions of higher education. UCO opened in 1890 as the Territorial Normal School, one year after the opening of Native American lands for settlement and 17 years prior to Oklahoma's statehood. Over the years, as several degree programs were added and the school's academic portfolio expanded, the institution went through six name changes.

From an initial enrollment of 25 students, UCO has undergone much growth to become a university enrolling nearly 16,000 students in undergraduate and graduate programs. The university is located on a 200-acre campus in Edmond, Oklahoma, 30 miles north of Oklahoma City. It is the largest of Oklahoma's regional universities and is one of Oklahoma's largest preparers of educators.

The Professional Education Unit at the University of Central Oklahoma is the College of Education and Professional Studies (CEPS). The CEPS offers 17 undergraduate degree programs and 12 master's degree programs. Twenty-five (25) of those are professional education programs and three of these programs are offered at the both the baccalaureate and master's levels.

Drawing 55% of its students from the surrounding metropolitan area, UCO's student population is increasingly diverse. The average age of the student population in the College of Education and Professional Studies is 27, slightly older than the rest of the institution.

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

Observations made by the BOE team:

- Work samples indicated that candidates reflect on their practice, modify instruction to address students' needs, and often use technology to support and improve student learning.
- Field and clinical experiences include opportunities to work with diverse populations. Mentor teachers, clinical faculty, unit faculty, and candidates, all play a vital role in assessing and reviewing the experiences of all candidates.
- The faculty of the University of Central Oklahoma possesses the qualifications and experience required to implement highly effective professional educator programs. Performance evaluations of faculty show they effectively balance best practices in teaching, scholarly and creative activities, and service.



The BOE Team cited these Areas for Improvement:

- The unit does not systematically collect and analyze candidate performance data in the non-licensure M.Ed. in Elementary Education program.
- The advanced programs do not use assessment data to predict candidate success.

University of Central Oklahoma was granted Continuing Accreditation by the OCTP and NCATE.



Cameron University

Cameron University, one of Oklahoma's eight regional universities, was founded in 1908. The evolution of the institution from a district agricultural high school to a two-year college, then to a baccalaureate level establishment and finally to a masters degree granting institution causes Cameron to be unique among the eight regional state universities in Oklahoma. Cameron's enrollment is over 5,000 students each semester.

The university is located in Lawton, Oklahoma, the 3rd largest city in the state, with a growing population of 111,000. Lawton is adjacent to Fort Sill, a large U. S. army installation that joins people from around the country and across the world as the nation's field artillery center. A second Cameron campus is located in Duncan, Oklahoma and offers general education classes and some upper-division classes via interactive television. In the last two years, Cameron has created a partnership with Rogers State University (RSU) in Claremore to offer its elementary education program on the RSU campus.

Cameron has responded to constituent needs by collaborating with other educational institutions to make a wider inventory of programs available to its constituents and the constituents of other institutions. These efforts have created partnerships with East Central University, Western Oklahoma State College, and Rogers State University in Claremore.

The Department of Education at Cameron University is one of the academic departments housed in the School of Education and Behavioral Sciences. It is responsible for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel. Prior to fall 2007, the Unit had one initial preparation program in elementary education. The Oklahoma State Regents for Higher Education (OSRHE) approved eight new initial programs at the bachelor's degree level that began in fall 2007.

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

Observations made by the BOE team:

- The program consistently and systematically assesses candidate dispositions identified in the conceptual framework throughout the program and in follow-up studies using multiple measures at each assessment gate.
- The unit has a comprehensive system for assessment including collection of data, reporting, analyzing, and using assessment information.
- Field experiences, clinical practice, and internships are integral program components for both initial and advanced programs. The unit's design and sequence for this standard sustains the conceptual framework of producing caring, competent, and committed professionals.
- The unit shows a strong commitment towards infusing diversity into the curriculum, field experiences, practica, clinical practice and internships.

The BOE Team cited no Areas for Improvement.



Cameron University was granted Continuing Accreditation by the OCTP and NCATE.

Southwestern Oklahoma State University

Southwestern Oklahoma State University (SWOSU) was originally established as Southwestern Normal School in Weatherford, Oklahoma to serve the western and southwestern regions of Oklahoma. Founded in 1901 by the Oklahoma Territorial Legislature, the first classes met in 1903. In 1949 the name changed to Southwestern State College. In 1987, Sayre Junior College merged with Southwestern Oklahoma State University adding a two-year branch campus in western Oklahoma. The University campus covers 73 acres overlooking the city of Weatherford to the south and the Deer Creek Valley to the north. Although the majority of Southwestern's students come from western Oklahoma, students from 73 of Oklahoma's 77 counties, 36 states and 29 countries are represented.

The mission of Southwestern Oklahoma State University is to provide educational opportunities in higher education that meet the needs of the state and region; contribute to the educational, economic, and cultural environment; and support scholarly activity.

The Department of Education provides initial teacher preparation programs in Early Childhood, Elementary Education, Art, English, Mathematics, Music, Physical Education, Science, Social Studies and Special Education. SWOSU also offers a Master of Education program in Education Administration. Advanced programs in School Counseling, School Psychology and School Psychometry are administered by the Department of Psychology.

The purpose of the Focus visit was to determine whether the Professional Education Unit of Southwestern Oklahoma State University has met NCATE Standard Five in the area of faculty qualifications, performance and development. Two Areas for Improvement cited during the site visit conducted in November 2006 were determined by the team to have been corrected.

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

Observations made by the BOE team:

- Assessment strategies include formal and authentic assessment methods. The faculty and candidates note that formative assessment is used within the classes and is followed by a change in teaching approaches if the assessment indicates a need.
- The expectation within the unit is for faculty to engage in scholarly activity related to their area of teaching and/or professional discipline. Evidence found in documents and triangulated in interviews confirms that scholarship by the faculty shows alignment with the conceptual framework of the unit and the mission of the institution.
- The faculty vitae and interviews with faculty indicate that they are members of professional organizations at the state and national level. Several undergraduate and graduate faculty have provided leadership within these organizations.



The BOE Team cited this Area for Improvement:

- A number of unit faculty are not qualified for their assignments.

Southwestern Oklahoma State University was granted Continuing Accreditation by the OCTP.

Accreditation Status Report

| Institution | Status | Next Site Visit |
|---|-----------------------------|----------------------------|
| Bacone College (BC)* | State Continuing | Spring 2016 |
| Cameron University (CU) | NCATE/State Continuing | Fall 2015 |
| East Central University (ECU) | NCATE/State Continuing | Fall 2013 |
| Langston University (LU) | NCATE/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 2010 |
| 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/ TEAC** | Spring 2014 Spring 2011 |
| *State Accreditation only | | |
| **Teacher Education Accreditation Council | | |

Board of Examiners Training

According to OCTP rules, a trained accreditation team must review each teacher preparation program 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 each 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, representatives of Oklahoma professional teachers' organizations, and National Board Certified Teachers. 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. In February 2009 over 30 individuals attended a training facilitated by Dr. Lois Lawler-Brown, Chair of Education, Oklahoma City University and Dr. Pam Fly of Northeastern State University. The next training is scheduled for February 2010.

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.



2008-2009 Year in Review *Program Accreditation*

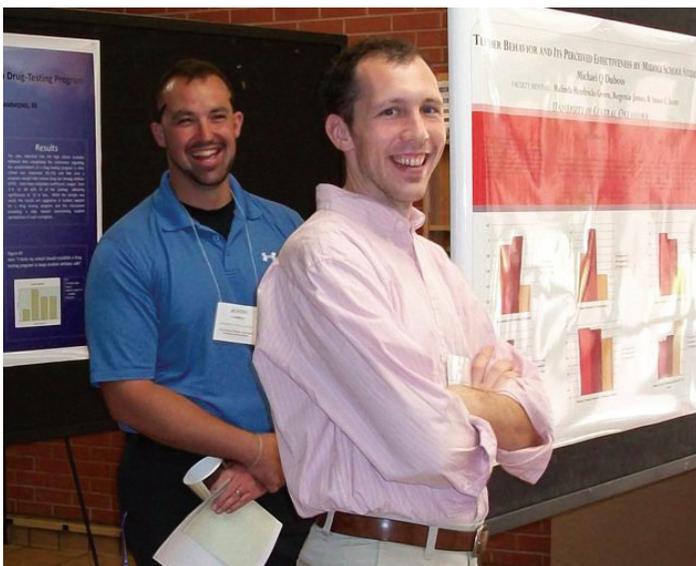
- Provided program review training for over 200 university faculty members, policymakers, and P-12 educators
- Facilitated site accreditation visits to four Oklahoma universities
- Provided Board of Examiners training to university faculty, commission members, and PK-12 educators
- Facilitated or directly reviewed over 40 teacher education programs
- Developed a graduate survey to assist in assessing the quality of Oklahoma teacher preparation programs
- Implemented a new process for approval of district level leadership (superintendent) programs



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 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 implementation 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 250 recognized 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. OCTP has recently initiated an effort to increase the number of PRAB members who serve as national program reviewers. At the present time, 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.

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 university 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*

Program Areas Offered by Institution

Bacone College

Early Childhood
Elementary Education
Physical Education/Health/Safety



Cameron University

Biology
Chemistry
Early Childhood
Educational Leadership – Building Level
Elementary Education
English
Mathematics
Physical Education
Reading Specialist
Romance Languages - French & Spanish
Social Studies



East Central University

Art
Biology
Chemistry
Early Childhood
Educational Administration – Building Level
Educational Administration – District Level
Elementary Education
English
Family and Consumer Science
Library Media Specialist
Mathematics
Music
Physical Education/Health/Safety
Physics
Reading Specialist
School Counselor
School Psychology
School Psychometry
Social Studies
Special Education
Special Education (Advanced)
Speech/Drama/Debate



Langston University

Biology
Chemistry
Early Childhood
Educational Administration – Building Level
Elementary Education
English
Family and Consumer Science
Mathematics
Music
Physical Education/Health/Safety
Special Education
Technology Education



Mid-America Christian University

Elementary Education
English
Mathematics
Music
Social Studies



Northeastern State University

Art
Cherokee
Early Childhood
Early Childhood (Advanced)
Educational Administration- Building Level
Educational Administration – District Level
Elementary Education
English
Library Media Specialist
Mathematics
Mathematics Education
Music
Physical Education/Health/Safety
Reading Specialist
School Counselor
Science
Science Education (Advanced)
Social Studies
Spanish
Special Education
Speech-Language Pathology
Teaching (Advanced)



Northwestern Oklahoma State University

Agriculture
Early Childhood
Educational Administration – Building Level
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
School Counseling
Science
Social Studies
Special Education
Speech/Drama/Debate



Program Areas Offered by Institution, *continued*

Oklahoma Baptist University

Art
Early Childhood
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
Science
Social Studies
Spanish
Special Education



OSU *continued*

School Counselor
School Psychology
School Psychometry
Science
Social Studies
Spanish
Special Education
Speech & Language Pathology
Technology Education

Oklahoma Christian University

Early Childhood
Elementary Education
Mathematics
Music
Physical Education
Science
Social Studies



OKLAHOMA CHRISTIAN UNIVERSITY
— School of Education —
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www.oc.edu

Oklahoma Wesleyan College

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



Oklahoma City University

Art
Early Childhood
Elementary Education
English
French
German
Mathematics
Music
Science
Social Studies
Spanish
Speech/Drama/Debate



OKLAHOMA CITY UNIVERSITY

Oral Roberts University

Art
Early Childhood
Educational Administration –
Building Level
Educational Administration – District Level
Elementary Education
French
Mathematics
Music
Physical Education/Health/Safety
Science
Social Studies
Spanish
Special Education
Speech/Drama/Debate



Oklahoma Panhandle State University

Agriculture
Business
Elementary Education
Mathematics
Physical Education/Health/Safety



Saint Gregory's University

Elementary Education
English
Mathematics
Science
Social Studies



Oklahoma State University

Agriculture
Art
Early Childhood
Educational Administration – Building Level
Educational Administration – District Level
Elementary Education
English
French
German
Gifted and Talented
Library Media Specialist
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist



Southeastern Oklahoma State University

Art
Educational Administration –
Building Level
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
School Counselor
Science
Social Studies
Spanish
Special Education



Program Areas Offered by Institution, *continued*

Southern Nazarene University

Early Childhood
 Educational Administration
 – Building Level
 Elementary Education
 English
 Mathematics
 Music
 Physical Education/Health/Safety
 Science
 Social Studies
 Spanish



Southwestern Oklahoma State University

Early Childhood
 Educational Administration –
 Building Level
 Elementary Education
 English
 Mathematics
 Music
 Physical Education/Health/Safety
 Reading Specialist
 School Counselor
 School Psychometry
 Science
 Social Studies
 Special Education



University of Central Oklahoma

Art
 Business
 Dance
 Early Childhood
 Early Childhood (Advanced)
 Educational Administration – Building Level
 Elementary Education
 Elementary Education (Advanced)
 English
 English As A Second Language
 Family and Consumer Sciences
 Library Media Specialist
 Mathematics
 Music
 Physical Education/Health/Safety
 Reading Specialist
 School Counselor
 School Psychology
 School Psychometry
 Science
 Social Studies
 Spanish
 Special Education
 Speech/Drama/Debate
 Speech & Language Pathology



University of Oklahoma

Biology
 Chemistry
 Early Childhood
 Earth Science
 Educational Administration – Building Level
 Educational Administration – District Level
 Elementary Education
 English
 French
 German
 Latin
 Library Media Specialist
 Mathematics
 Music
 Physics
 Reading Specialist
 School Counselor
 Social Studies
 Spanish
 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

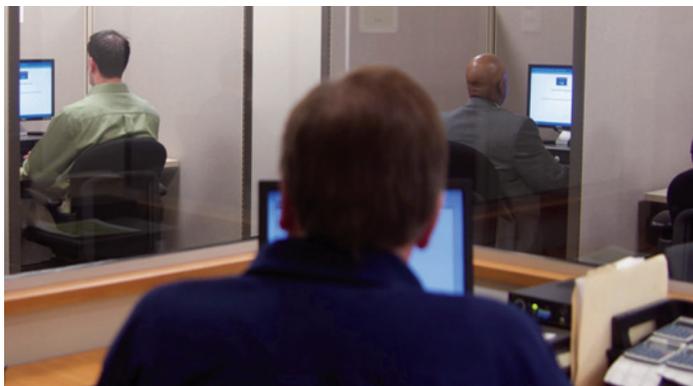
Certification for Oklahoma Educators

In 1995, the Oklahoma Commission for Teacher Preparation 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, the Oklahoma Subject Area Test, and the Oklahoma Professional Teaching Examination. 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, Full Subject Matter Competencies, Priority Academic Student Skills (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.

Computer-based Testing added for 2008-2009



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.

2008-2009 Assessment Year in Review

- Developed a Subject Area Test in Computer Science working in close collaboration with the Oklahoma Department of Career and Technology Education, the Oklahoma State Department of Education, and Computer Science teachers across the state
- Offered a computer-based OPTE, along with the OGET during select six-day testing windows at Pearson Professional Centers in Oklahoma City, Tulsa, and across the nation
- Redeveloped three subject area exams: Middle Level Science, Technology Engineering, and Driver/Safety Education
- Provided testing opportunities at military bases overseas for military personnel and their families
- Administered Oklahoma certification exams to *Teach for America* candidates preparing to work in Oklahoma public schools

Certification Examinations for Oklahoma Educators

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 | 85 | 84.7 |
| Art | 131 | 84.7 |
| Vocal/General Music | 66 | 86.4 |
| Chemistry | 95 | 47.4 |
| Early Childhood Education | 1,455 | 83.0 |
| English | 498 | 81.9 |
| Earth Science | 73 | 53.4 |
| Family and Consumer Science | 174 | 43.7 |
| Biological Sciences | 367 | 42.0 |
| Advanced Mathematics | 153 | 81.7 |
| Physical Education/Health/Safety | 471 | 83.9 |
| Physical Science | 132 | 68.2 |
| Physics | 34 | 47.1 |
| Reading Specialist | 114 | 93.9 |
| Speech/Drama/Debate | 120 | 60.8 |
| US History/OK History/Econ/Govt | 494 | 68.4 |
| World History/Geography | 280 | 61.8 |
| Spanish | 130 | 59.2 |
| French | 14 | 57.1 |
| German | 9 | 66.7 |
| Russian | - | - |
| Latin | 8 | 62.5 |
| Middle Level English | 247 | 74.1 |
| Middle Level/Intermediate Math | 676 | 57.2 |
| Middle Level Science | 264 | 59.1 |
| Middle Level Social Studies | 284 | 35.6 |
| Blind/Visual Impairment | 11 | 100.0 |
| Mild-Moderate Disabilities | 611 | 82.0 |
| Deaf/Hard of Hearing | 21 | 81.0 |
| Severe-Profound Disabilities | 137 | 89.1 |
| Psychology/Sociology | 203 | 74.4 |
| School Psychologist | 19 | 94.7 |
| Psychometrist | 31 | 87.1 |
| Speech-Language Pathologist | 28 | 46.4 |
| Driver/Safety Education | 99 | 82.8 |
| Journalism | 117 | 89.7 |
| Library-Media Specialist | 106 | 88.7 |

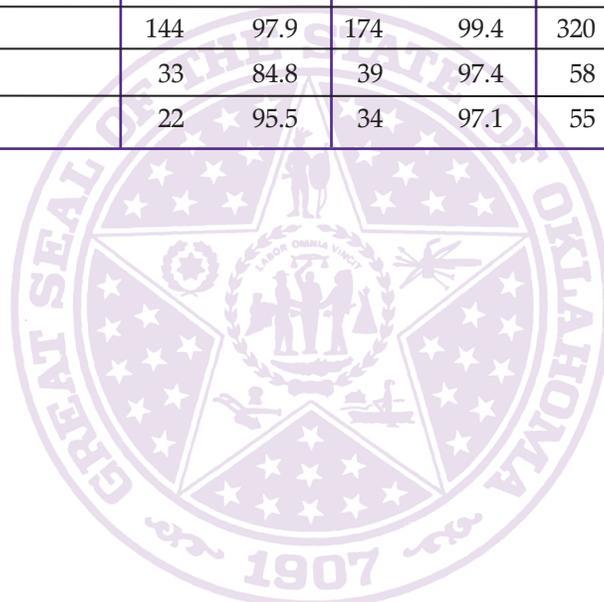
| TEST | N | % Pass |
|---------------------------------------|-------|--------|
| School Counselor | 222 | 95.0 |
| Business Education | 420 | 84.0 |
| Marketing Education | 51 | 43.1 |
| Agricultural Education | 87 | 100.0 |
| Technology Education | 48 | 56.3 |
| Principal Common Core | 473 | 90.7 |
| Elementary Principal Specialty Test | 300 | 79.7 |
| Middle Level Principal Specialty Test | 33 | 63.6 |
| Secondary Principal Specialty Test | 371 | 67.4 |
| Superintendent | 145 | 74.5 |
| Elementary Education Subtest 1 | 1,896 | 85.8 |
| Elementary Education Subtest 2 | 1,813 | 91.0 |
| OGET | 5,000 | 86.0 |
| OPTE: PK-8 | 1,791 | 92.4 |
| OPTE: 6-12 | 1,340 | 93.7 |
| English as a Second Language | 101 | 81.2 |
| Dance | 7 | 85.7 |
| Cherokee | 5 | 60.0 |
| Chinese (Mandarin) | 12 | 100.0 |



Aggregate Pass Rate by Teacher Preparation Programs

Examinees from twenty-two teacher preparation programs 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 | 7 | 42.9 | 3 | 33.3 | 4 | 50.0 | 14 | 42.9 |
| Cameron University | 35 | 85.7 | 57 | 100.0 | 78 | 93.6 | 170 | 94.1 |
| East Central University | 57 | 86.0 | 118 | 90.7 | 350 | 81.4 | 525 | 84.0 |
| Langston University | 22 | 36.4 | 21 | 76.2 | 31 | 71.0 | 74 | 62.2 |
| Mid-America Christian University | 4 | 100.0 | 2 | 100.0 | 15 | 86.7 | 21 | 90.5 |
| Northeastern State University | 146 | 84.2 | 404 | 95.0 | 630 | 86.8 | 1,180 | 89.3 |
| Northwestern Oklahoma State University | 47 | 83.0 | 71 | 93.0 | 127 | 89.0 | 245 | 89.0 |
| Oklahoma Baptist University | 38 | 94.7 | 38 | 94.7 | 74 | 95.9 | 150 | 95.3 |
| Oklahoma Christian University | 51 | 96.1 | 52 | 100.0 | 82 | 92.7 | 185 | 95.7 |
| Oklahoma City University | 29 | 96.6 | 19 | 100.0 | 26 | 88.5 | 74 | 94.6 |
| Oklahoma Panhandle State University | 28 | 82.1 | 13 | 100.0 | 20 | 75.0 | 61 | 83.6 |
| Oklahoma State University | 324 | 95.7 | 296 | 95.6 | 496 | 94.2 | 1,116 | 95.0 |
| Oklahoma Wesleyan University | 10 | 100.0 | 6 | 100.0 | 14 | 78.6 | 30 | 90.0 |
| Oral Roberts University | 32 | 93.8 | 40 | 95.0 | 99 | 90.9 | 171 | 92.4 |
| Southeastern Oklahoma State University | 61 | 83.6 | 133 | 88.7 | 269 | 82.2 | 463 | 84.2 |
| Southern Nazarene University | 30 | 90.0 | 21 | 90.5 | 111 | 85.6 | 162 | 87.0 |
| Southwestern Oklahoma State University | 81 | 88.9 | 92 | 92.4 | 283 | 89.8 | 456 | 90.1 |
| St. Gregory's University | 8 | 87.5 | 5 | 80.0 | 8 | 87.5 | 21 | 85.7 |
| University of Central Oklahoma | 178 | 87.6 | 165 | 98.8 | 363 | 92.3 | 706 | 92.6 |
| University of Oklahoma | 144 | 97.9 | 174 | 99.4 | 320 | 92.2 | 638 | 95.5 |
| University of Science and Arts | 33 | 84.8 | 39 | 97.4 | 58 | 89.7 | 130 | 90.8 |
| University of Tulsa | 22 | 95.5 | 34 | 97.1 | 55 | 96.4 | 111 | 96.4 |



Aggregate OPTE Pass Rates by Program Status

| Test | TOTAL | | *PROGRAM | | **NON-PROGRAM | |
|--------------|-------|-------|----------|--------|---------------|--------|
| | N | %Pass | N | % Pass | N | % Pass |
| OPTE: PK-8 | 1,791 | 92.4 | 1,229 | 95.0 | 562 | 86.7 |
| OPTE: 6-12 | 1,340 | 93.7 | 582 | 95.0 | 758 | 92.7 |
| OVERALL OPTE | 3,131 | 93.0 | 1,811 | 95.0 | 1,320 | 90.2 |

Aggregate Pass Rates by OSAT Category and Program Status

| Category | TOTAL | | *PROGRAM | | **NON-PROGRAM | |
|--------------------------------|--------|-------|----------|--------|---------------|--------|
| | N | %Pass | N | % Pass | N | % Pass |
| General | 11,119 | 77.3 | 2,805 | 89.0 | 8,314 | 73.3 |
| Vocational | 780 | 72.4 | 71 | 87.3 | 709 | 70.9 |
| Advanced | 520 | 90.4 | 213 | 94.4 | 307 | 87.6 |
| Administrator - Principal | 1,177 | 79.8 | 471 | 83.2 | 706 | 77.5 |
| Administrator – Superintendent | 145 | 74.5 | 9 | 88.9 | 136 | 73.5 |
| TOTAL | 13,741 | 77.7 | 3,569 | 88.5 | 10,172 | 73.9 |

* **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.

Aggregate OSAT and OGET Pass Rates by Program Status

| OSAT Test | *PROGRAM | | **NON-PROGRAM | |
|-----------------------------------|----------|--------|---------------|--------|
| | N | % Pass | N | % Pass |
| Instrumental/General Music | 50 | 98.0 | 35 | 65.7 |
| Art | 29 | 86.2 | 102 | 84.3 |
| Vocal/General Music | 27 | 100.0 | 39 | 76.9 |
| Chemistry | 19 | 57.9 | 76 | 44.7 |
| Early Childhood Education | 292 | 94.5 | 1,163 | 80.1 |
| English | 110 | 88.2 | 388 | 80.2 |
| Earth Science | 12 | 83.3 | 61 | 47.5 |
| Family and Consumer Science | 11 | 63.6 | 163 | 42.3 |
| Biological Sciences | 43 | 58.1 | 324 | 39.8 |
| Advanced Mathematics | 65 | 93.8 | 88 | 72.7 |
| Physical Education/Health/ Safety | 131 | 90.1 | 340 | 81.5 |
| Physical Science | 17 | 88.2 | 115 | 65.2 |
| Physics | 2 | 50.0 | 32 | 46.9 |
| Reading Specialist | 59 | 96.6 | 55 | 90.9 |
| Speech/Drama/ Debate | 9 | 77.8 | 111 | 59.5 |
| US History/OK History/Econ/Govt | 120 | 87.5 | 374 | 62.3 |
| World History/Geography | 93 | 74.2 | 187 | 55.6 |
| Spanish | 26 | 61.5 | 104 | 58.7 |
| French | 3 | 100.0 | 11 | 45.5 |
| German | . | . | 9 | 66.7 |
| Russian | . | . | . | . |
| Latin | . | . | 8 | 62.5 |
| Middle Level English | 7 | 85.7 | 240 | 73.8 |
| Middle Level/ Intermediate Math | 35 | 77.1 | 641 | 56.2 |
| Middle Level Science | 7 | 57.1 | 257 | 59.1 |
| Middle Level Social Studies | 17 | 47.1 | 267 | 34.8 |
| Blind/Visual Impairment | 3 | 100.0 | 8 | 100.0 |
| Mild-Moderate Disabilities | 76 | 96.1 | 535 | 80.0 |
| Deaf/Hard of Hearing | 8 | 100.0 | 13 | 69.2 |
| Severe-Profound Disabilities | 14 | 92.9 | 123 | 88.6 |
| Psychology/ Sociology | 5 | 60.0 | 198 | 74.7 |
| School Psychologist | 14 | 100.0 | 5 | 80.0 |
| Psychometrist | 12 | 91.7 | 19 | 84.2 |
| Speech-Language Pathologist | 1 | 0.0 | 27 | 48.1 |
| Driver/Safety Education | 1 | 100.0 | 98 | 82.7 |
| Journalism | 1 | 100.0 | 116 | 89.7 |
| Library-Media Specialist | 58 | 89.7 | 48 | 87.5 |
| School Counselor | 69 | 97.1 | 153 | 94.1 |
| Business Education | 15 | 86.7 | 405 | 84.0 |
| Marketing Education | 2 | 0.0 | 49 | 44.9 |
| Agricultural Education | 40 | 100.0 | 47 | 100.0 |
| Technology Education | 3 | 66.7 | 45 | 55.6 |

continued on page 22

* **PROGRAM** - Examinees enrolled in a teacher education program

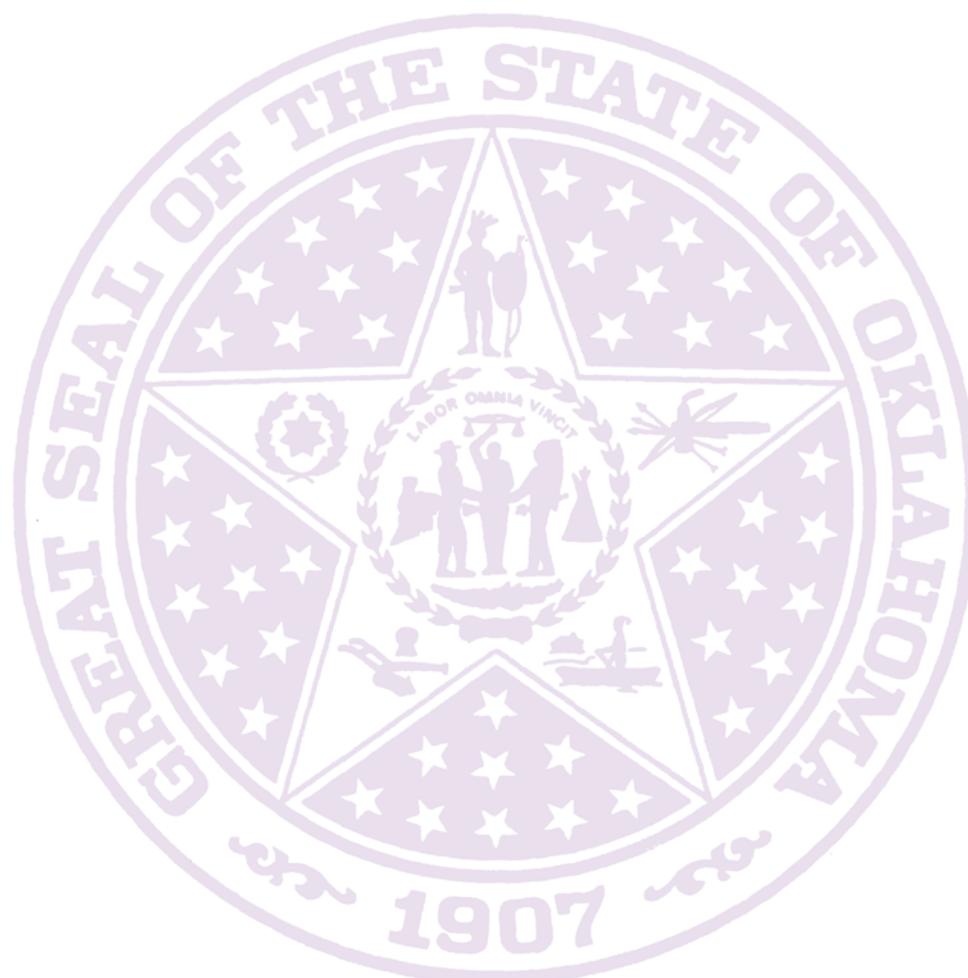
****NON-PROGRAM** - Examinees are out-of-state candidates, alternative certification candidates, and/or educators seeking additional certification.

Aggregate OSAT and OGET Pass Rates by Program Status, *continued*

| OSAT Test | *PROGRAM | | **NON-PROGRAM | |
|---------------------------------------|--------------|-------------|---------------|-------------|
| | N | % Pass | N | % Pass |
| Principal Common Core | 207 | 92.8 | 266 | 89.1 |
| Elementary Principal Specialty Test | 128 | 84.4 | 172 | 76.2 |
| Middle Level Principal Specialty Test | 9 | 55.6 | 24 | 66.7 |
| Secondary Principal Specialty Test | 127 | 68.5 | 244 | 66.8 |
| Superintendent Elementary Ed | 9 | 88.9 | 136 | 73.5 |
| Subtest 1 Elementary Ed | 802 | 88.5 | 1,094 | 83.7 |
| Subtest 2 | 764 | 93.2 | 1,049 | 89.4 |
| English as a Second Language | 13 | 84.6 | 88 | 80.7 |
| Dance | . | . | 7 | 85.7 |
| Cherokee | 4 | 50.0 | 1 | 100.0 |
| Chinese (Mandarin) | . | . | 12 | 100.0 |
| OGET | 1,916 | 88.5 | 3,084 | 84.4 |

* **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.



Professional Development

Higher Expectations/Greater Needs

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

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

The tables and graphs in this section 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 evidenced 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.

Phase IV Schools are schools that have received grants to participate in the Literacy First comprehensive three-year reading reform process. In order to create a reading process that accelerates the reading achievement of ALL students, the Literacy First consultant collaborates with the building leadership team and teachers to assess and transform the infrastructure of the school. This three-year process begins

with a comprehensive appraisal of the components critical to accelerating student reading achievement. The data gathered from this reading program analysis is used to create a customized, comprehensive three-year strategic plan that guides the transformation of the reading program.

Key Elements of the Phase IV 3-Year Process

- 16 days of intensive professional development
- 22 days of explicit on-site coaching & consulting
- Unlimited telephone & email consultation
- Annual Leadership Institute

Throughout the three-year process, the Literacy First consultant prepares teachers and the leadership team to continue a long-term, on-going successful reading process. The Principal and LRS (Literacy Resource Specialist) work hand-in-hand with the Literacy First consultant to facilitate, coordinate, and customize all aspects of the Literacy First Process to meet the needs of the students and the school. Literacy First has made a difference for many students, teachers and schools across Oklahoma as evidenced by the data on the following pages.



Professional Development

Literacy First Reading - Elementary

The principal focus of the Literacy First reading professional development institute was to impact student reading achievement. To determine this, the external evaluators measured changes in participant pre-post concept maps in teacher knowledge and understanding of teaching reading that could be attributed to Literacy First as well as student API scores of Literacy First Phase IV schools to determine impact on student achievement.

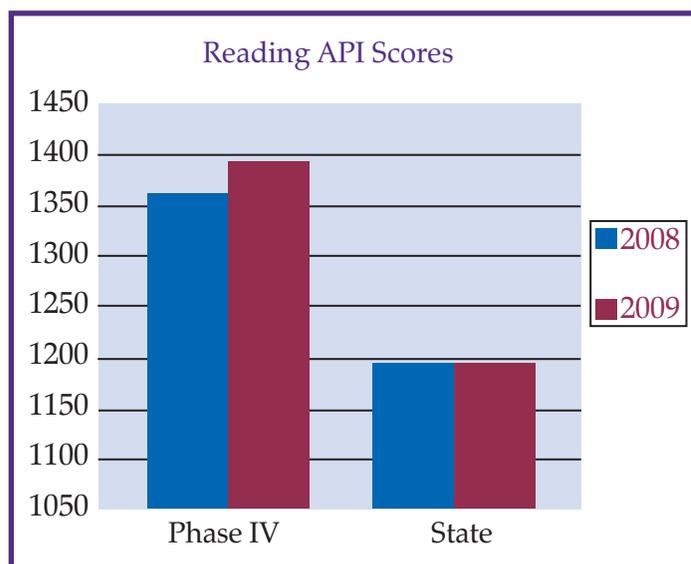
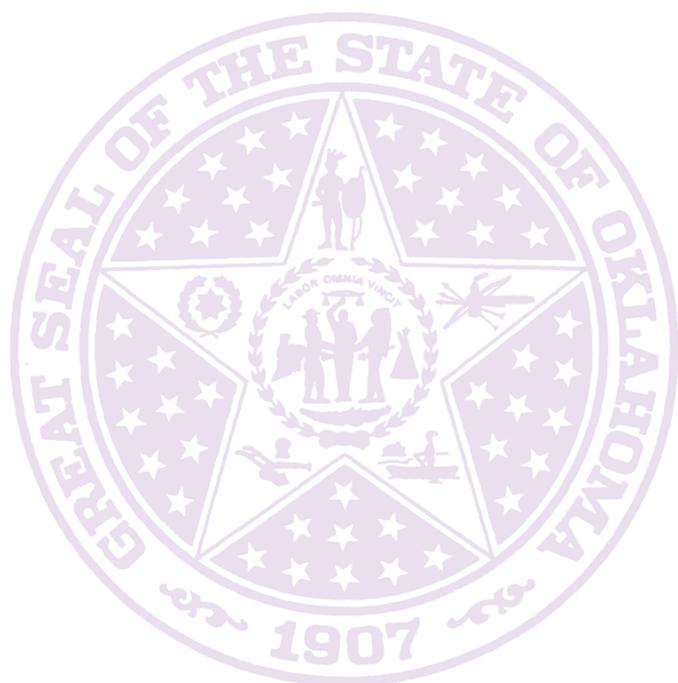


■ After one year of implementing the Literacy First Process teachers clearly demonstrated growth in knowledge and understanding in the teaching of reading in the five essential elements of reading.

■ Phase IV schools increased their regular students Reading Academic Performance Index (API) scores by 25 points while the State Reading API score essentially stayed the same.

TABLE 1. Phase IV Schools: Reading Academic Performance Indicator

| Year Begin | 2008 Reading API | 2009 Reading API |
|---|------------------|------------------|
| Phase IV Schools | 1368 | 1393 |
| State Reading API Average, Regular Students | 1195 | 1195 |



Professional Development

On Grade Level Summary by Grade All Phase IV Schools 2008-09 Academic Year

| TABLE 2. Phonological Awareness | | | | | | |
|---------------------------------|----------------|----------------|--------------------|----------------|---------------|---------------|
| | Transient (n1) | On Grade Level | Off-Continuum (n3) | On Grade Level | | |
| | | | | Year Begin | Mid Year (n4) | End Year (n4) |
| Grade Pre K | 61 | 450 | 0 | n/a | n/a | 74% |
| Grade K | 202 | 1068 | 1 | 25% | 72% | 90% |
| Grade 1 | 185 | 1085 | 84 | 66% | 73% | 92% |
| Grade 2 | 146 | 722 | 450 | 69% | 79% | 91% |
| Grade 3 | 140 | 322 | 800 | 71% | 88% | 90% |
| Grade 4 | 115 | 57 | 793 | 93% | 94% | 95% |
| Grade 5 | 89 | 54 | 680 | 93% | 93% | 93% |
| School Total | 938 | 3758 | 2808 | | | |

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

| TABLE 3. Phonics Assessment | | | | | | |
|-----------------------------|----------------|---------------------------|--------------------|----------------|---------------|---------------|
| | Transient (n1) | Received Instruction (n2) | Off-Continuum (n3) | On Grade Level | | |
| | | | | Year Begin | Mid Year (n4) | End Year (n4) |
| Grade Pre K | 61 | 450 | 0 | n/a | n/a | n/a |
| Grade K | 202 | 1069 | 0 | n/a | 66% | 87% |
| Grade 1 | 185 | 1169 | 0 | 72% | 74% | 78% |
| Grade 2 | 146 | 1102 | 70 | 54% | 50% | 79% |
| Grade 3 | 140 | 624 | 498 | 57% | 69% | 81% |
| Grade 4 | 115 | 245 | 605 | 71% | 79% | 88% |
| Grade 5 | 89 | 157 | 577 | 79% | 82% | 90% |
| School Total | 938 | 4816 | 1750 | | | |

(n1) "Transient" includes students who were not enrolled in the same school for the entire school year and therefore did not receive a full year of instruction. Transient students are excluded from calculations for both assessments.

(n2) "Received Instruction" includes all students who received instruction in the assessment during the academic year. This excludes students who were transient or who began the year off-continuum.

(n3) "Off-Continuum" includes students who completely mastered the assessment prior to the 2008-2009 school year. Off-Continuum students are included in the On Grade Level percentages.

(n4) If the Mid-Year or End-Year has not passed, the percentages in these columns indicate what percentage of students have already met the on grade level requirements for Mid-Year or End-Year.

Literacy First students in Phase IV schools made consistent growth in their phonological awareness and phonics (Tables 2 and 3). Students in kindergarten achieved the greatest gain (65%) in Phonological Awareness. The students in the second and third grades made the greatest progress (25% & 24% gains) in Phonics. It is important to note that free and reduced lunch rate for all students in the state was 56% in comparison to 70% for the students attending Literacy First Phase IV schools.

Professional Development

Literacy First Reading - Middle Schools

In 2009 the legislature approved to extend reading professional development through the 8th grade. Literacy First professional development at the middle school level includes two distinct processes: 1) teaching reading in the content area, and 2) intensive reading professional development for teachers who are working with students who are reading two or more levels below their actual grade level. The districts in the data below have implemented the Literacy First process at the elementary level and chose to partner with the Commission to fund the literacy reading reform process at their middle schools.

TABLE 4. Middle School Literacy First Schools: Reading API

| | 2008 | 2009 |
|--------------|------|------|
| Muskogee | 949 | 964 |
| Anadarko | 1069 | 1124 |
| Bartlesville | | |
| Central | 1267 | 1292 |
| Madison | 1337 | 1357 |
| State | 1185 | 1180 |

Muskogee and Bartlesville are implementing the reading in the content areas in 3 phases. They provided Intensive Reading professional development for all teachers who would be teaching students who are reading two or more levels below their current grade and they continue to provide reading in the content area for 1/3 to 1/2 of their teachers each year over a 3 year period. Muskogee increased their Reading API by 15 points while Bartlesville increased their scores by an average of 23 points. Anadarko fully implemented the Middle School Literacy First Reading Reform Process and their Reading API score increased by 55 points. The state average decreased by 5 points.



Connected Math – Middle School

The principal focus of the Connected Math Professional Development Institute (PDI) was to impact student achievement in mathematics. To determine this, the external evaluators measured changes in participant pre-post concept maps in teacher knowledge and understanding of mathematics that could be attributed to the Connected Math PDI. They also measured changes in the middle school Math API scores of Year 1 and Year 2 Connected Math schools to determine impact on student achievement.

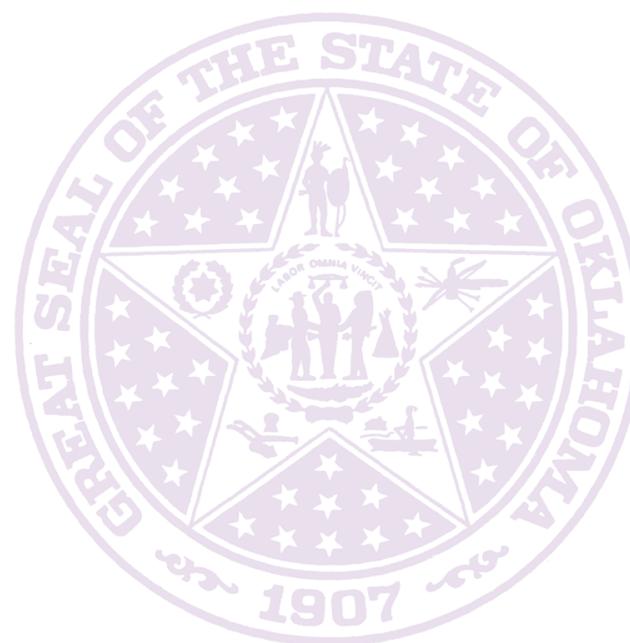
Teachers participating in the Connected Math program showed significant pre-post gains in knowledge of mathematics.

Overall, both groups of “Regular” and “All” students from Connected Math schools showed gains in Math API scores.

TABLE 5. Middle School Math API Scores

| API Scores over 3 Years | 2007 | 2008 | 2009 |
|----------------------------|------|------|------|
| Connected Math Average API | 1279 | 1318 | 1386 |
| State Math Average API | 1242 | 1298 | 1335 |

The greatest student gains in Math API scores were demonstrated in year one of the Connected Math program with Regular students improving by 39 points in 2008 and 68 points in 2009. The Connected Math Schools average exceeded the 2009 state average by 51 points.



Professional Development

K20 Science – K-8

The primary focus of the K20 science evaluation was to determine the effect the K20 science PDI (Professional Development Institute) had on student achievement and changes in teacher knowledge and teaching practice. External evaluators measured changes in participant pre/post concept maps in teacher knowledge and understanding of science concepts that could be attributed to the K20 science program. To measure the impact of student achievement, Oklahoma Core Curriculum Test scores of students from participating Year 1 and 2 school sites were analyzed.

- Teacher pre-post gains indicated that after one year of training and implementation of the K20 science program, teachers had a greater knowledge and depth of understanding of inquiry-based science instruction.

- The K20 Center concentrated the science grants in rural schools. Many of these schools had extremely small numbers making the typical type of score reporting impossible. Their Oklahoma Core Curriculum Test percentages were converted to Index scores that provided meaningful data about the performance of the K20 programs but which cannot be compared to the State Average Percentage scores.



Mentoring

The primary purpose of evaluating the Oklahoma Education Consortium-Mentoring (OEC-M) Pilot program was to assess the implementation of the two-year pilot program and its impact on teacher retention. Data at participating school sites indicated that all sites were at different levels in implementing the OEC-M program.

- All participating districts reported to be sustaining the program as intended with new teachers to the district and/or having the OEC-M trained teachers use the coaching skills and knowledge they learned when attending the OEC-M program. This provides additional professional learning opportunities to teachers in the districts, such as pairing an OEC-M teacher with skills and knowledge in technology with a teacher needing training in technology. Previously, beginning teachers were assigned mentors with little or no training in mentoring or coaching skills.

- Overall, OEC-M participating districts demonstrated higher retention rates.

TABLE 6. Year 2 Sites' Beginning Year Teacher Retention Data

| Year 2 Site Data | 2008 | 2009 |
|------------------|------|------|
| Mean | 86% | 90% |

The teacher retention rates for participating schools was 90% for second year teachers completing Year 2 of the program. This is a higher rate than reported at the national level (76%) as reported by NCTAF (2003) and the state level (83%) in the Oklahoma State Regents Teacher Supply and Demand Study (2002). The mean percentage retention rate of beginning year teachers increased by four percentage points from 2008 (Year 1) to 2009 (Year 2).



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 the 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 (296) of new National Board Certified Teachers (NBCTs) and ranks 9th in the total number of teachers (2,599) who achieved certification over time.

- Oklahoma NBCTs make up 5.7 percent of the state's teaching force
- The state's top five school districts in terms of the cumulative total of NBCTs are: Tulsa (144), Norman (128), Edmond(121), Oklahoma City (109) and Moore (106).

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

National Board Certified Teachers from Byng Public Schools.



Education Leadership Oklahoma Highlights from 2008-2009

National Impact

National Board Certification for teachers is part of a growing education reform movement. It is the nation's way of developing, recognizing and retaining great teachers.

In a Congressionally-mandated report, the National Research Council confirmed that **National Board Certification** has a positive impact on student achievement, teacher retention and professional development. Studies also show that students with National Board Certified Teachers (NBCTs) improve in terms of "deep" learning—the higher-order thinking that is needed for a successful U.S. workforce.

Improves Student Achievement and Learning • Students of NBCTs outperform students of non-NBCTs on achievement tests—and the positive effect is even greater among minority students. (National Research Council, 2008; Clotfelter, Ladd and Vigdor, 2007; Goldhaber and Anthony, 2004; Cavalluzzo, 2004)

Develops Effective Teachers • National Board Certification helps change teachers' formative assessment practices (e.g., setting learning goals) and their instruction in general. Even teachers who start at a lower skill level end up with better teaching practices than those who did not go through the certification process. (Sato, Wei and Darling Hammond, 2008)

Makes a Difference in HighNeed Schools • Currently 42 percent of NBCTs are teaching in schools eligible for Title I funding. Nearly 46 percent teach in schools where the free-and-reduced-lunch percentage is more than 40 percent. In recent years, one-half of new NBCTs teach in these schools. (NBPTS, 2008)

The National Board's Targeted High Need Initiative and Take One! programs are increasing NBCT diversity and impact in high-need schools. A large majority of teachers in high-need schools report that Take One! improved the quality of their instructional planning and implementation by enhancing their approach to analyzing and reflecting on their teaching practices. (Learning Point Associates, 2008)

Retains Teachers • National Board Certification helps keep the most highly accomplished teachers in the classroom. In Florida, for example, nearly 90 percent of NBCTs remain in teaching—which far exceeds the average 60 percent retention rate for all teachers statewide. (Florida Department of Education, 2008)

State Impact

- 2,599 Total Number of Oklahoma National Board Certified Teachers
- 400 Candidates were funded by the Oklahoma Legislature
- 296 New National Board Certified Teachers
- 62 National Board Certified Teachers went through the renewal process in 2008
- 115 Total NBCTs met standards to renew their National Board Certification
- 76 of Oklahoma's 77 Counties have a National Board Certified Teacher (NBCT) or a candidate
- The Legislature continues to award a \$5,000 annual stipend to NBCTs who are full-time teachers in Oklahoma public schools

Education Leadership Oklahoma Candidate Support

- Professional Development for trainers working with National Board Candidates
- Two-day summer orientation program for new candidates (in conjunction with Southeastern Oklahoma State University)
- Additional writing, portfolio and assessment professional development
- Thirteen regional coordinators facilitate support and provide professional development
- Professional development for NBCTs seeking renewal of National Board Certification
- Advanced Candidates' Workshop for advanced candidates in 2nd and 3rd year
- Partnerships with Career Technology Centers and Oklahoma Universities
- Partnership with Oklahoma City Public Schools and National Board to fund "Targeted High Needs Initiative" and support teachers through the "Take One" process



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This publication, printed in January 2010 by Mercury Press, is issued by the Oklahoma Commission for Teacher Preparation. 500 copies have been prepared at a cost of \$3,992.70. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries.

Student Success Through Quality Teaching



Oklahoma Commission for Teacher Preparation

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