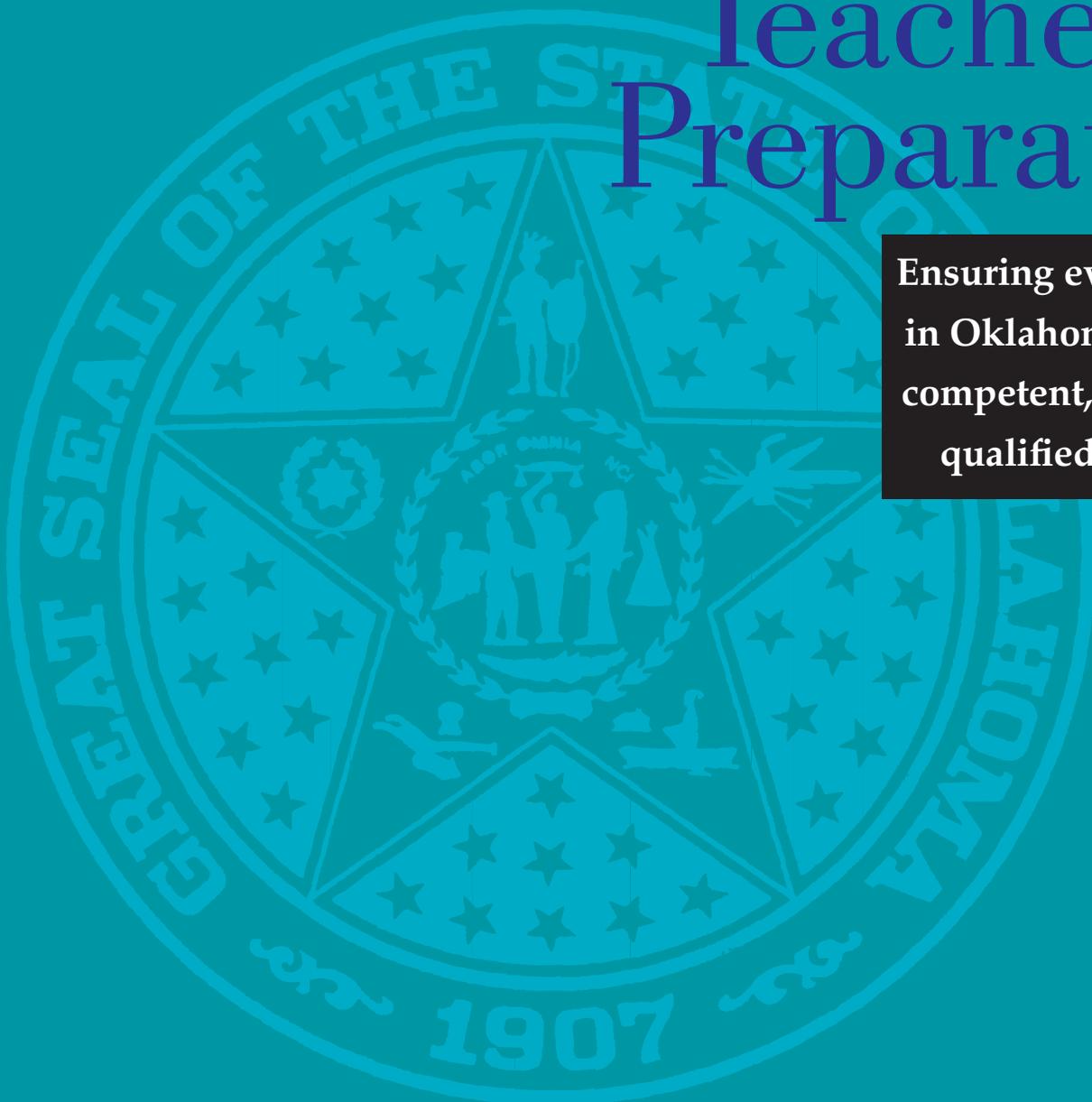


2010 Annual Report

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](http://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

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2010  
Annual Report

Oklahoma  
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for Teacher  
Preparation

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*Student Success Through Quality Teaching*

## 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.

# OCTP 2010 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, 2010-2011

Ms. Linda Sholar, Stillwater, Chair

Dr. Debbie Blue, Shawnee, Vice Chair

Dr. Ruth Ann Carr, Ardmore

Dr. Kim Boyd, Tulsa

Ms. Heather Sparks, Edmond

Mr. Perry Zeiset, Alex

Mr. Floyd Atha, Yukon

Mr. Weldon Davis, Bethany

Ms. Carrie DeMuth, Stillwater

Dr. Sandy Johnson, Oklahoma City

Mr. John Massey, Durant

Ms. Gail Foresee, Shawnee

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)

Dr. Janet Barresi, State Superintendent of Public Instruction

Dr. Glen Johnson, Chancellor, State Regents for Higher Education  
(Dr. Lisa Holder, Designee)

Dr. Phyllis Hudecki, Secretary of Education

## Program Accreditation

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

## Unit Accreditation

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

The accreditation process ensures that teacher preparation programs are providing teacher candidates with a knowledge-based education that includes multiple performance measures. It also provides a means of assessing the quality of faculty members serving in the teacher education unit, the diverse learning opportunities available to our teacher candidates, and the caliber of students being admitted for teacher candidacy.



## Board of Examiners Training

According to OCTP rules, a trained accreditation team must review each teacher preparation program every seven years. These teams are composed of education professionals who have received Board of Examiner training in the National Council for Accreditation of Teacher Education (NCATE) standards. In order to better understand the accreditation process, OCTP Commissioners and members of the Program Accreditation Committee are required to complete Board of Examiners training prior to voting on accreditation issues. The Commission provides a formal training in this process each year. The trainings typically include representatives from the 22 institutions offering teacher education programs as well as representatives from the State Board of Regents, the State Department of Education, Oklahoma professional teachers' organizations, and National Board Certified Teachers. In February 2010 over 40 participants attended a training facilitated by Dr. Donna Gollnick, Senior Vice-President, NCATE. The next training is scheduled for February 2011.



# Program Accreditation

All Oklahoma teacher preparation programs are evaluated by the following:

## National Council for the Accreditation of Teacher Education Standards

### *Standard 1: Candidate Knowledge, Skills, and Professional Dispositions*

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

### *Standard 2: Assessment System and Unit Evaluation*

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

### *Standard 3: Field Experiences and Clinical Practice*

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

### *Standard 4: Diversity*

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

### *Standard 5: Faculty Qualifications, Performance, and Development*

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

### *Standard 6: Unit Governance and Resources*

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

## Oklahoma State Requirements

### *Requirement 1: Candidate Portfolios*

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

### *Requirement 2: Foreign Language Requirement*

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

### *Requirement 3: Input from Stakeholders*

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

### *Requirement 4: Content Preparation*

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

### *Requirement 5: Advisement*

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

### *Requirement 6: Field Experiences*

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

### *Requirement 7: Admission Requirements*

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

### *Requirement 8: Exit Requirements*

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

### *Requirement 9: Faculty Professional Development*

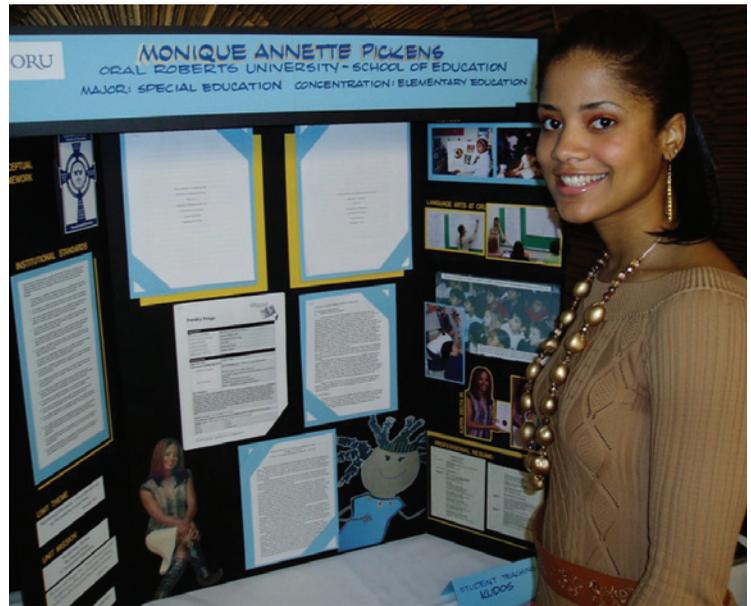
Units report the annual professional development activities of all teacher education faculty members. All full-time teacher education faculty members must serve at least ten (10) clock hours per year in a state accredited public school.

### *Requirement 10: Alternative Placement Program*

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

# 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.



## 2009-2010 Academic Year in Review

### *The Oklahoma Commission for Teacher Preparation:*

- Developed and implemented a resident year teacher survey designed to inform program improvement
- Facilitated state requirement changes related to unit annual reporting and the role of professional development committees
- Facilitated site accreditation visits to three Oklahoma universities
- Provided Board of Examiners training to university faculty, commission members, and PK-12 educators
- Provided program review training for over 200 university faculty members, policymakers, and P-12 educators
- Facilitated or directly reviewed 60 teacher education programs
- Revised the process for completing the review of in-state programs





## Accreditation Decisions 2009-2010

### Oklahoma Panhandle State University

Oklahoma Panhandle State University (OPSU) was founded in 1909 as Pan-Handle Agricultural Institute to serve western Oklahoma's agricultural needs and expanded in 1915 to add the Teachers' Normal course. The early mission of the college was: to give the young men and women of the Oklahoma Panhandle a high standard of training in agriculture, manual arts, home economics, general science, and literary courses; to investigate through the experiment state the agricultural problems of the Panhandle; and to train teachers for the schools in this section of the state. Though the institution has evolved and added programs such as nursing, the mission of the institution has remained much as it began.

OPSU is located in Goodwell, Oklahoma, a community of approximately 1,200 residents located 11 miles from Guymon in the Oklahoma panhandle. Geographic and demographic factors give Oklahoma Panhandle State University a setting that is unique in the state of Oklahoma and is certainly uncommon among regional baccalaureate institutions across the nation. There are no other four-year institutions within 125 miles of OPSU. Population densities in the area are typically less than five people per square mile and in many counties are less than two per square mile. There is a rapidly growing immigrant Hispanic population from which OPSU draws an increasing number of students. High schools in the area are typically small, many with less than ten graduates annually, and typically have very limited offerings. Many of OPSU's students are first generation college students.

OPSU is organized into five academic schools and the University College: Agriculture; Business and Technology; Education; Liberal Arts; and Math, Science, and Nursing.

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

#### *Observations made by the BOE team:*

- The progress made by the unit with the development of the assessment system has contributed positively to the development of the assessment culture on the OPSU campus by modeling how to utilize assessment data to guide and inform program modifications.
- The changing population in the region helps candidates become prepared to work in ethnically diverse classrooms as well as provides more diverse candidates and a more diverse potential candidate base.
- The clinical practice is sufficiently extensive and intensive to ensure that candidates experience many facets of school involvement.
- The close collaboration of university and school faculties has resulted in collaborative professional development for school partners and university faculty.

#### *The BOE Team indicated these areas for improvement:*

- Candidates have limited opportunities to interact with faculty members from diverse backgrounds.
- There is insufficient evidence of scholarly activity related to the mission of the institution.

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





## University of Science & Arts of Oklahoma

The first Oklahoma Legislature established the University of Science and Arts of Oklahoma (USAO) as the Oklahoma Industrial Institute and College for Girls, charged with delivering a “literary education” to the daughters of the new state. A special act of the legislature in 1916 officially changed the name to Oklahoma College for Women (OCW). Both college and high school programs were offered until 1925, at which time the secondary division was discontinued. OCW built an excellent reputation as a liberal arts college for women; graduates became leaders in many professions, especially education. In 1965 the college became co-educational and was renamed the Oklahoma College of Liberal Arts (OCLA) and in May 1974, another state-mandated change saw the institution become the University of Science and Arts of Oklahoma.

USAO is located in Chickasha, a community of approximately 16,000 residents located about forty-five miles southwest of Oklahoma City. The University is a public, state-supported institution with its own Board of Regents. It has an enrollment of approximately 1,300 students. Although the majority of students come from small towns and rural areas of south central Oklahoma, USAO draws a diverse student population from 53 of the 77 Oklahoma counties, 21 states, and 12 countries.

The University offers 23 majors within four divisions. The teacher education unit includes three programs within the Division of Math, Science, and Physical Education, one within the Division of Business and Social Sciences, four within the Division of Arts and Humanities, and three within the Division of Education and Speech Language Pathology.

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

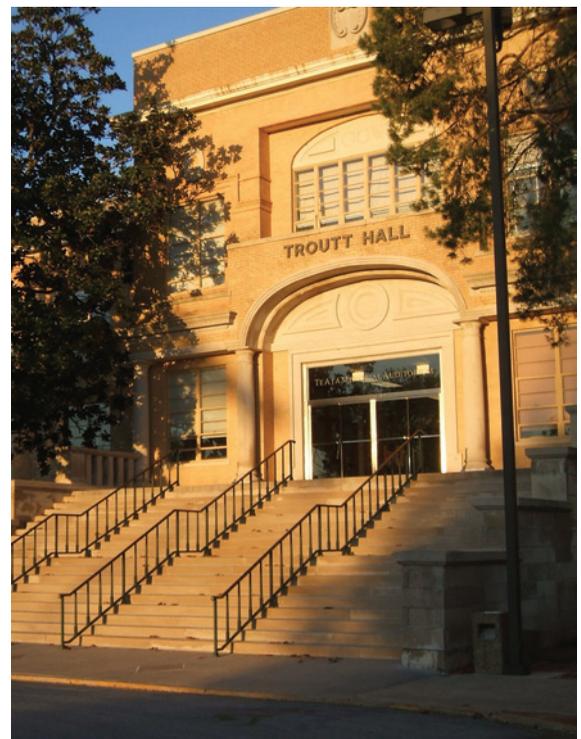
### *Observations made by the BOE team:*

- Evidence is available to validate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn.
- The assessment committee has developed and implemented a comprehensive and systematic data management system that is reflective and beneficial to the unit and its constituents.
- Candidates have access to opportunities to work with P-12 students of diverse ethnicities and races through a series of carefully assigned field experiences.
- The faculty are qualified and engaged in all areas of teaching, service, and scholarship with their candidates.

### *The BOE Team indicated these areas for improvement:*

- None

University of Science and Arts of Oklahoma was granted continuing accreditation by the OCTP and NCATE.





## Bacone College

**B**acone College is a private institution with ties to the American Baptist Churches USA and the Native American tribal community. Located in Muskogee, Oklahoma, a community of approximately 40,000 residents situated 40 miles southeast of Tulsa, Bacone is Oklahoma's oldest continuous center of higher education. The institution first held classes in the Cherokee Baptist Mission in Tahlequah, Indian Territory in 1880 with the help of the American Baptist Home Mission Society. Named after Professor Almon C. Bacone, a missionary leader who started the school, the institution relocated in 1885 from Tahlequah to 160 acres of Creek tribal land in Muskogee. For much of its early history, Bacone was the only Oklahoma college for Native Americans.

Bacone College is one of the most culturally diverse higher education institutions within the United States. Thirty percent (30%) of its student population is American Indian, thirty-five percent (35%) are white, twenty-four percent (24%) are African-American and six percent (6%) are Hispanic.

Bacone offers 29 associate and bachelor degrees and is organized into two schools, the School of Education and the School of Health Sciences, and four divisions, the Division of Arts and Sciences, the Division of Business, the Division of General Studies, and the Division of Adult Education. The School of Education serves candidates pursuing certification in early childhood education, elementary education, and health and physical education.

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

### *Observations made by the BOE team:*

- Results from the resident year surveys indicate that graduates have attained the content knowledge and pedagogical knowledge necessary to be a quality educator.
- Written documentation and interviews indicate that relationships between the unit and school partners are strong, with mutual respect and collaboration being present.
- Evidence and interviews highlighted the fact that faculty assess their effectiveness as teachers, including their effects on candidate learning.

### *The BOE Team indicated these areas for improvement:*

- Present library holdings hinder the unit's ability to prepare candidates for meeting the institutional, state, and professional standards.

**Bacone College 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 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 2017
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

\*Teacher Education Accreditation Council

# Program Review

Each program area (e.g., math, reading, etc.) within a teacher education unit is required to submit a detailed review as part of the assessment process. Individual programs are evaluated based on the standards of national learned societies and/or state approved standards. For example, the International Reading Association (IRA) has created a set of standards that should guide all reading programs in Oklahoma. The standards of the IRA are then integrated with the Oklahoma State Competencies and an assessment measure for reading programs is created. This process has occurred for each learned society that is affiliated with NCATE. When a program is not directly affiliated through NCATE (e.g., art, business, driver's education), state standards are utilized as the foundation for program review.

Prior to the initiation of this assessment process, only five programs in the State of Oklahoma were nationally recognized. It is OCTP's goal for all NCATE-affiliated schools to have multiple programs receive national recognition. Currently, there are over 290 recognized teacher preparation programs at universities in the state of Oklahoma.

## Program Review Advisory Board

The Oklahoma Commission for Teacher Preparation utilizes the expertise of a Program Review Advisory Board (PRAB) for consultation and recommendations on program reviews. Membership is comprised of state and nationally trained reviewers in a variety of subject areas. PRAB



members monitor changes in state and national standards, participate actively in the program review process, and answer questions from reviewers and program compilers on content-related issues. In the past two years, OCTP has increased the number of PRAB members who serve as national program reviewers and has provided financial assistance to members who wish to attend national reviewer training. 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 22 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*

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

# Programs Offered by Institution

## Bacone College

Early Childhood  
Elementary Education  
Physical Education/Health/Safety



## Cameron University

Biology  
Chemistry  
Early Childhood  
Educational Administration – Building Level  
Elementary Education  
English  
Mathematics  
Physical Education/Health/Safety  
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 – Instrumental and Vocal  
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 – Instrument and Vocal  
Physical Education/Health/Safety  
Special Education  
Technology Education



## Mid-America Christian University

Elementary Education  
English  
Mathematics  
Music – Instrumental and Vocal  
Social Studies



## Northeastern State University

Art  
Cherokee  
Early Childhood (Initial)  
Early Childhood (Advanced)  
Educational Administration- Building Level  
Educational Administration – District Level  
Elementary Education  
English  
Library Media Specialist  
Mathematics  
Mathematics (Advanced)  
Music - Vocal  
Physical Education/Health/Safety  
Reading Specialist  
School Counselor  
Science  
Science (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 – Instrumental and Vocal  
Physical Education/Health/Safety  
Reading Specialist  
School Counseling  
Science  
Social Studies



*continued on page 12*

## Programs Offered by Institution, *continued*

### Oklahoma Baptist University

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



Oklahoma Baptist  
UNIVERSITY

### OSU *continued*

Mathematics  
Physical Education/Health/Safety  
Reading Specialist  
School Counselor  
School Psychology  
Science  
Social Studies  
Spanish  
Special Education  
Speech & Language Pathology  
Technology Engineering  
Trade and Industrial Arts

### Oklahoma Christian University

Early Childhood  
Elementary Education  
Mathematics  
Music – Instrumental and Vocal  
Physical Education  
Science  
Social Studies



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### Oklahoma Wesleyan College

Elementary Education  
English  
Mathematics  
Music – Instrumental and Vocal  
Physical Education/Health/Safety  
Science  
Social Studies



### Oklahoma City University

Art  
Early Childhood  
Elementary Education  
English  
French  
German  
Mathematics  
Music – Instrumental and Vocal  
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  
English  
French  
Mathematics  
Music – Instrumental and Vocal  
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



### Oklahoma State University

Agriculture  
Art  
Business & Information Technology  
Early Childhood  
Educational Administration – Building Level  
Educational Administration – District Level  
Elementary Education  
English  
Family and Consumer Science  
French  
German  
Gifted and Talented  
Library Media Specialist  
Marketing Education



### Saint Gregory's University

Elementary Education  
English  
Mathematics  
Science  
Social Studies



## Programs Offered by Institution, *continued*

### Southeastern Oklahoma State University

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



English As A Second Language  
Family and Consumer Science  
Library Media Specialist  
Mathematics  
Music – Instrumental and Vocal  
Physical Education/Health/Safety  
Reading Specialist  
School Counselor  
School Psychology  
School Psychometry  
Science  
Social Studies  
Spanish  
Special Education  
Speech/Drama/Debate  
Speech & Language Pathology  
Trade and Industrial Arts

### Southern Nazarene University

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



### 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 – Instrumental and Vocal  
Physics  
Reading Specialist  
School Counselor  
Social Studies  
Spanish  
Special Education  
Speech & Language Pathology



### Southwestern Oklahoma State University

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



### University of Science and Arts of Oklahoma

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



### University of Central Oklahoma

Allied Health  
Art  
Business  
Dance  
Early Childhood  
Early Childhood (Advanced)  
Educational Administration – Building Level  
Educational Administration – District Level  
Elementary Education  
Elementary Education (Advanced)  
English



### University of Tulsa

Deaf/Hard of Hearing  
Elementary Education  
Music – Instrumental and Vocal  
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 and 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.

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.



## 2009-2010 Assessment Year in Review

- Administered over 20,000 exams across the state via 6 paper-based test administrations and 6 computer-based test administrations
- Redeveloped the Elementary Education subject area exam to more closely align with scientific based research in reading instruction
- Developed and implemented online OGET practice exam
- Redeveloped a second subject area test, School Counselor, and expanded the test item bank for Early Childhood, Mild-Moderate Disabilities and Middle Level/Intermediate Mathematics

# Certification Examinations for Oklahoma Educators

September 2009 - August 2010

## Aggregate Pass Rates By Test

The Certification Examinations for Oklahoma Educators consist of fifty-seven tests: Fifty-four 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	TEST	N	% Pass
Instrumental/General Music	80	91.3	School Counselor	214	94.9
Art	115	85.2	Business Education	251	84.9
Vocal/General Music	74	87.8	Marketing Education	37	56.8
Chemistry	100	53.0	Agricultural Education	58	100.0
Early Childhood Education	1231	77.0	Technology Education	23	60.9
English	504	81.3	Principal Common Core	400	92.3
Earth Science	50	48.0	Elementary Principal Specialty Test	271	79.3
Family and Consumer Science	116	51.7	Middle Level Principal Specialty Test	28	53.6
Biological Sciences	284	54.2	Secondary Principal Specialty Test	305	57.0
Advanced Mathematics	125	86.4	Superintendent	135	70.4
Physical Education/Health/Safety	412	79.9	Elementary Education Subtest 1	1678	83.7
Physical Science	89	74.2	Elementary Education Subtest 2	1598	88.9
Physics	41	56.1	OGET	4571	86.2
Reading Specialist	120	97.5	OPTE: PK-8	1596	93.9
Speech/Drama/Debate	101	62.4	OPTE: 6-12	1200	95.3
US History/OK History/Econ/Govt	465	73.5	English as a Second Language	104	84.6
World History/Geography	280	55.7	Dance	12	100.0
Spanish	99	56.0	Cherokee	3	33.3
French	15	86.7	Chinese (Mandarin)	10	90.0
German	5	100.0	Computer Science	14	50.0
Russian	3	100.0			
Latin	3	100.0			
Middle Level English	247	75.7			
Middle Level/Intermediate Math	636	57.5			
Middle Level Science	256	38.3			
Middle Level Social Studies	251	40.6			
Blind/Visual Impairment	12	100.0			
Mild-Moderate Disabilities	588	80.3			
Deaf/Hard of Hearing	16	81.3			
Severe-Profound Disabilities	127	92.1			
Psychology/Sociology	116	69.8			
School Psychologist	10	100.0			
Psychometrist	17	82.4			
Speech-Language Pathologist	46	56.5			
Driver/Safety Education	67	85.1			
Journalism	67	98.5			
Library-Media Specialist	117	95.7			



# 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.

UNIVERSITIES	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Bacone College	10	90.0	3	100.0	12	83.3	25	88.0
Cameron University	22	90.9	61	96.7	71	78.9	154	87.7
East Central University	52	86.5	106	88.7	270	84.4	428	85.7
Langston University	26	46.2	9	88.9	30	73.3	65	64.6
Mid-America Christian University	9	88.9	7	100.0	9	100.0	25	96.0
Northeastern State University	181	82.3	317	97.8	592	85.1	1090	88.3
Northwestern Oklahoma State University	41	78.0	49	91.8	104	84.6	194	85.1
Oklahoma Baptist University	31	96.8	22	100.0	37	91.9	90	95.6
Oklahoma Christian University	43	95.3	26	100.0	64	93.6	133	95.5
Oklahoma City University	30	100.0	16	100.0	26	84.6	72	94.4
Oklahoma Panhandle State University	31	77.4	15	100.0	31	93.5	77	88.3
Oklahoma State University	415	92.5	330	97.9	572	92.7	1317	93.9
Oklahoma Wesleyan University	12	91.7	14	100.0	24	91.7	50	94.0
Oral Roberts University	34	91.2	33	97.0	97	84.5	164	88.4
Southeastern Oklahoma State University	80	82.5	146	93.8	236	86.0	462	87.9
Southern Nazarene University	25	88.0	24	91.7	83	91.6	132	90.9
Southwestern Oklahoma State University	95	87.4	80	97.5	303	85.8	478	88.1
St. Gregory's University	5	60.0	3	66.7	11	72.7	19	68.4
University of Central Oklahoma	117	95.7	211	99.1	419	91.6	747	94.4
University of Oklahoma	120	100.0	142	100.0	251	94.8	513	97.5
University of Science and Arts	25	84.0	31	96.8	60	90.0	116	90.5
University of Tulsa	1	100.0	21	95.2	31	90.3	53	92.5

## Aggregate OPTE Pass Rates by Program Status

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

Test	TOTAL		*PROGRAM		**NON-PROGRAM	
	N	%Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,596	93.9	1,090	96.7	506	87.9
OPTE: 6-12	1,200	95.3	584	96.9	616	93.7
OVERALL OPTE	2,796	94.5	1,674	96.8	1,122	91.1

## Aggregate Pass Rates by OSAT Category and Program Status

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

Category	OVERALL		*PROGRAM		**NON-PROGRAM	
	N	%Pass	N	% Pass	N	% Pass
General	9878	76.0	2,688	87.8	7,190	71.6
Vocational	485	75.5	60	90.0	425	73.4
Advanced	524	92.0	219	98.6	305	87.2
Administrator - Principal	1,004	77.0	404	83.4	600	72.7
Administrator – Superintendent	135	70.4	12	91.7	123	68.3
TOTAL	12,026	76.7	3,383	88.0	8,643	72.3

\* **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	30	80.0
Art	23	95.7	92	82.6
Vocal/General Music	37	100.0	37	75.7
Chemistry	16	68.8	84	50.0
Early Childhood Education	328	89.0	903	72.6
English	121	93.4	383	77.5
Earth Science	8	50.0	42	47.6
Family and Consumer Science	9	55.6	107	51.4
Biological Sciences	47	66.0	237	51.9
Advanced Mathematics	42	100.0	83	79.5
Physical Education/Health/ Safety	143	88.8	269	75.1
Physical Science	9	88.9	80	72.5
Physics	2	50.0	39	56.4
Reading Specialist	61	100.0	59	94.9
Speech/Drama/ Debate	11	63.6	90	62.2
US History/OK History/Econ/Govt	134	88.1	331	67.7
World History/Geography	99	54.5	181	56.4
Spanish	22	59.1	77	59.7
French	1	100.0	14	85.7
German	1	100.0	4	100.0
Russian	0	NA	3	100.0
Latin	0	NA	3	100.0
Middle Level English	4	100.0	243	75.3
Middle Level/ Intermediate Math	15	80.0	621	57.0
Middle Level Science	5	40.0	251	38.2
Middle Level Social Studies	12	75.0	239	38.9
Blind/Visual Impairment	2	100.0	10	100.0
Mild-Moderate Disabilities	100	88.0	488	78.7
Deaf/Hard of Hearing	5	100.0	11	72.7
Severe-Profound Disabilities	13	92.3	114	92.1
Psychology/ Sociology	4	75.0	112	69.6
School Psychologist	4	100.0	6	100.0
Psychometrist	6	83.3	11	91.8
Speech-Language Pathologist	0	NA	46	56.5
Driver/Safety Education	1	0.0	66	86.4
Journalism	0	NA	67	98.5
Library-Media Specialist	62	98.4	55	92.7
School Counselor	86	98.8	128	92.2
Business Education	13	92.3	238	84.5
Marketing Education	0	NA	37	56.8
Agricultural Education	35	100.0	23	100.0
Technology Education	3	66.7	20	60.0

*continued on page 19*

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

Test	*PROGRAM		**NON-PROGRAM	
	N	% Pass	N	% Pass
Principal Common Core	172	95.9	228	89.5
Elementary Principal Specialty Test	122	83.6	149	75.8
Middle Level Principal Specialty Test	4	25.0	24	58.3
Secondary Principal Specialty Test	106	65.1	199	52.8
Superintendent	12	91.7	123	68.3
Elementary Ed Subtest 1	728	88.2	950	80.3
Elementary Ed Subtest 2	693	92.5	905	86.2
English as a Second Language	8	87.5	96	84.4
Dance	0	NA	12	100.0
Cherokee	3	33.3	0	NA
Chinese (Mandarin)	0	NA	10	90.0
Computer Science	1	100.0	13	46.2
<b>OGET</b>	<b>1912</b>	<b>88.3</b>	<b>2659</b>	<b>84.7</b>

NOTE: \* **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 they continue to improve their knowledge and skills throughout their careers.

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

## Reading

Reading professional development for elementary teachers and administrators is a scientifically research-based reading professional development model. Student reading achievement is dependent on the knowledge and skills of both the teacher and principal. The scientifically based **reading elements** of **phonemic awareness, phonics, vocabulary, fluency and comprehension** are the frameworks for the skills and strategies taught.

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

## Key Elements of the Reading Reform 3-Year Process

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

*Literacy First 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 grant schools to determine impact on student achievement.

### Data

Due to changes to the Oklahoma Core Curriculum Tests (OCCT) and the Academic Performance Index (API) formula over the last two years, comparable state assessment data were only available for 2009 and 2010. The tables and graphs in this section summarize the most critical part of the evaluation, which is the effect of the program/process on the learning of teachers and the achievement of students.

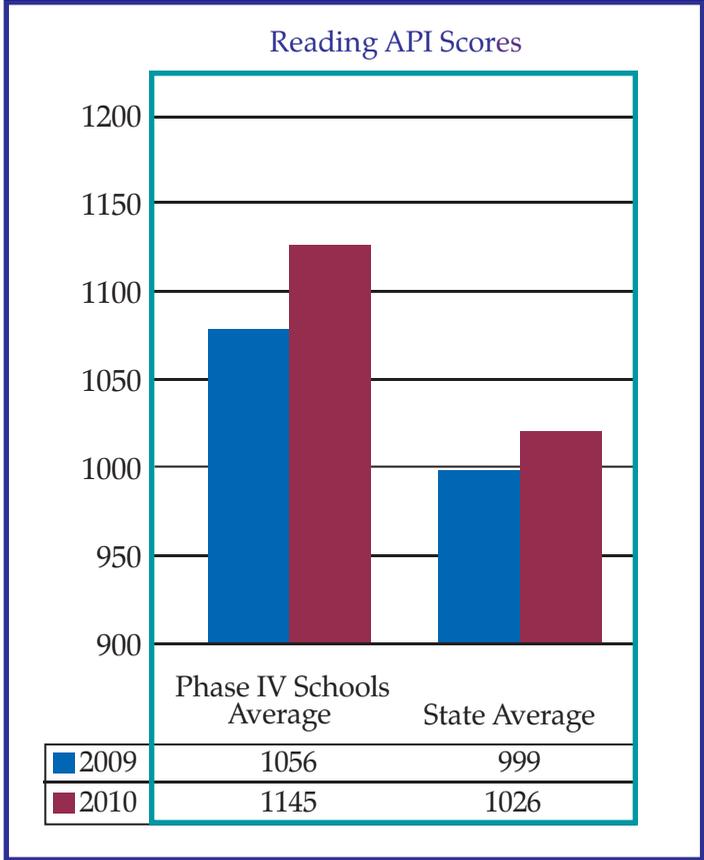
### Teacher Knowledge

Table 1. Structural analysis of pre-post concept maps, Literacy First 2009-10			
Structural Component	Pre-Program Mean	Post-Program Mean	*Significant
Total Number of Concepts	12.99	20.29	Yes
Breadth of Knowledge	2.31	2.44	No
Depth of Knowledge	8.44	11.79	Yes
Hierarchical Structure Score *	2.50	4.51	Yes
Degree Concepts Interconnected	1.81	2.60	Yes
Extent Concepts Interconnected	.01	.10	Yes

\*If this column is marked Yes, the difference between means was significant ( $\alpha = .05$ ). Teachers demonstrated statistically significant growth in the depth of their understanding of the process of teaching reading. Teachers demonstrated more knowledge about the five essential elements of reading instruction and the instructional strategies associated with those elements.

## Student Achievement

Figure 1.



Literacy First Grant schools in years 2 and 3 who met implementation requirements increased their average API scores by 89 points from 2009-2010 while the state increased their average by 27 points. In 2009 the grant schools scored 57 points higher than the state average and by 119 points in 2010.



## Student Assessment Results

On Grade Level Summary by Grade  
All Literacy First Grant Schools 2009-2010 Academic Year

Table 2. Phonological Awareness						
	Transient	Received Instruction	Off-Continuum	On Grade Level		
				Year Begin	Mid Year	End Year
Grade Pre K	0	0	0	n/a	n/a	0%
Grade K	6	78	0	0%	81%	86%
Grade 1	5	57	0	0%	70%	96%
Grade 2	3	45	0	2%	20%	96%
Grade 3	15	52	0	0%	0%	2%
Grade 4	0	0	0	0%	0%	2%
Grade 5	0	0	0	0%	0%	2%
School Total	29	232	0			
School Avg (n7)	4	33	0	0%	29%	41%

Table 3. Phonics Assessment					
	Received Instruction	Off-Continuum	On Grade Level		
			Year Begin	Mid Year	End Year
Grade Pre K	0	0	n/a	n/a	n/a
Grade K	78	0	n/a	74%	92%
Grade 1	57	0	0%	75%	77%
Grade 2	45	0	2%	16%	80%
Grade 3	13	39	75%	75%	87%
Grade 4	0	0	0%	75%	87%
Grade 5	0	0	0%	75%	87%
School Total	193	39			
School Avg (n7)	28	6	15%	65%	85%

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

- (1) **"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.
- (2) **"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.
- (3) **"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 (OGL) percentages.
- (4) If the Mid-Year or End-Year has not passed, the percentages in these columns indicate what percentage of students has already met the on grade level requirements for Mid-Year or End-Year.
- (5) Phonological Awareness and Phonics are the critical elements necessary for rapid decoding. When decoding is precise and automatic, students can concentrate on comprehension skills to construct meaning from text.
- (6) After careful study and input from schools and consultants across the country, it was determined that mid-year on grade level requirements would be accelerated slightly beyond a half-year's growth to ensure whole skill automaticity by the end of the year and to dampen regression between grade levels.
- (7) The school average for OGL %s represents an average of the average OGL % for each grade level. It is therefore skewed if the numbers of students in each grade are not roughly equivalent.

## Literacy First Comprehension

**Table 4. Percent of students who attained comprehension sub skills, Fall and Spring 2009-10 administrations, Literacy First Comprehension Assessment.**

FALL					
Grade	BASIC SIGNAL WORDS				
	Who	What	Where	When	Why
Pre-K	12.31%	10.77%	9.23%	1.54%	9.23%
K	2.14%	2.39%	2.01%	0.63%	1.76%
1	21.82%	21.41%	21.82%	17.98%	19.80%
2	47.95%	47.01%	41.24%	40.08%	44.60%
3	55.03%	55.54%	54.65%	49.94%	53.76%
SPRING					
Grade	BASIC SIGNAL WORDS				
	Who	What	Where	When	Why
Pre-K	86.15%	81.54%	80.00%	55.38%	69.23%
K	90.44%	92.33%	90.44%	62.89%	84.28%
1	95.56%	94.65%	93.94%	78.89%	88.38%
2	96.64%	96.85%	96.54%	90.77%	93.39%
3	88.66%	88.92%	88.54%	82.04%	86.37%

The Literacy First Comprehension Assessment is new with data being available for the first time this year. Evaluators who conducted a thorough review determined that the Literacy First Comprehension process is aligned with the recently released reading comprehension report from the US Department of Education's What Works Clearinghouse entitled *Improving Reading Comprehension in Kindergarten Through 3rd Grade*, a research-based guide for teaching reading comprehension. Data from the Comprehension assessment showed that the number of skills mastered in each grade level increased throughout the year, indicating that the explicit instruction in all of the comprehension strategies was reflected in higher student achievement. The skills that the Phase IV schools have been most successful in teaching in grades PK-2 were Basic Signal Words and least successful nonfiction comprehension skills. Literacy First is assessing the skills that the panel of authors deemed most important in the early grades. A review of the comprehension data shows that the number of skills mastered in each grade level increased throughout the year indicating the Literacy First program emphasizes explicit instruction in all of the comprehension strategies measured.

**Table 5. Percent of students who attained comprehension sub skills, Fall and Spring 2009-10 administrations, Literacy First Comprehension Assessment.**

FALL											
Grade	FICTION						FICTION - STORY ELEMENTS				
	Predicting	Combining Details	Main Idea	Making Inferences	Selection Details	Summarizing	Character	Events	Problem/Goal	Setting	Solution/Outcome
Pre-K		0.00%	0.00%		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
K		0.00%	0.00%		0.00%	0.00%	0.38%	0.00%	1.51%	0.00%	0.63%
1		0.10%	0.10%		0.10%	0.10%	7.27%	38/990	8.59%	2.32%	4.75%
2	0.00%	2.41%	2.94%	0.00%	2.20%	0.84%	25.33%	13.78%	22.09%	10.33%	10.70%
3	3.61%	20.51%	26.24%	3.96%	24.71%	18.60%	22.33%	15.72%	19.21%	11.87%	30.06%
SPRING											
Grade	FICTION						FICTION - STORY ELEMENTS				
	Predicting	Combining Details	Main Idea	Making Inferences	Selection Details	Summarizing	Character	Events	Problem/Goal	Setting	Solution/Outcome
Pre-K		0.00%	0.00%		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
K		0.00%	0.13%		0.00%	0.00%	20.63%	15.47%	27.55%	14.59%	15.60%
1		2.63%	11.92%		3.13%	2.93%	57.98%	43.43%	57.68%	40.71%	44.65%
2	52.94%	39.03%	43.02%	50.00%	38.30%	35.36%	80.65%	65.15%	76.49%	59.27%	62.96%
3	60.12%	38.98%	46.24%	60.04%	44.59%	34.14%	69.65%	54.55%	30.30%	51.74%	53.76%

# Professional Development

## Literacy First Comprehension continued

**Table 6. Percent of students who attained comprehension sub skills, Fall and Spring 2009-10 administrations, Literacy First Comprehension Assessment.**

FALL								
NONFICTION							QUESTIONING	
Grade	IV- Main Idea	Retelling	Summarizing	Question/Answer Relationship	Important Details	VII - Main Idea	Questioning	V - Questioning
Pre-K	0.00%	0.00%					0.00%	
K	0.00%	0.00%					0.00%	
1	0.10%	0.00%					0.10%	
2	1.36%	1.57%	0.00%	0.00%	0.00%	0.00%	0.51%	
3	12.87%	12.74%	0.97%	1.41%	1.06%	1.23%	9.43%	1.06%
SPRING								
NONFICTION							QUESTIONING	
Grade	IV- Main Idea	Retelling	Summarizing	Question/Answer Relationship	Important Details	VII - Main Idea	Questioning	V - Questioning
Pre-K	0.00%	0.00%					0.00%	
K	0.00%	0.00%					8.68%	
1	1.72%	11.82%					17.78%	
2	39.45%	41.45%	8.82%	38.24%	41.18%	20.59%	49.95%	
3	34.90%	35.67%	32.04%	43.05%	37.32%	39.52%	35.29%	87.26%

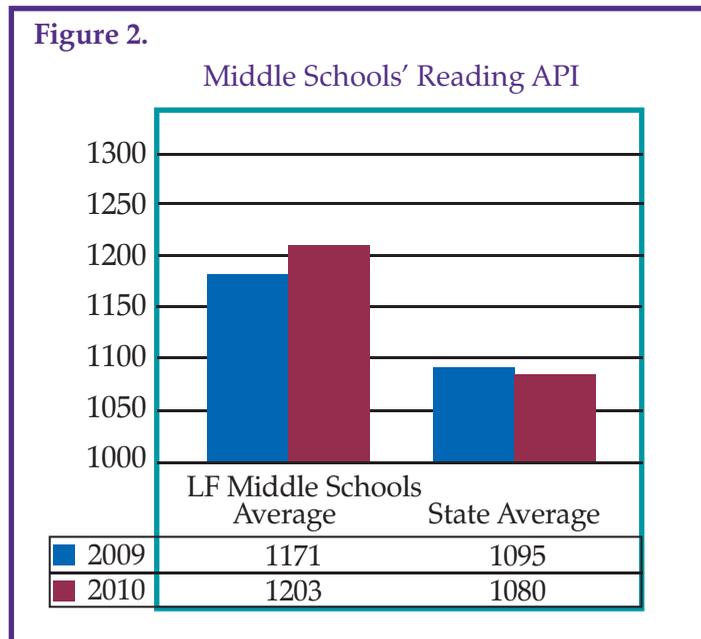
**Table 7. Percent of students who attained comprehension sub skills, Fall and Spring 2009-10 administrations, Literacy First Comprehension Assessment.**

FALL												
NONFICTION - TEXT FEATURES												
Grade	IV-Bold Print	Caption	Glossary	IV-Heading	IV-Table of Contents	Index	Labeled Diagram	V-Bold	V-Heading	Picture (Illustration)	Picture (Photograph)	V-Table of Contents
Pre-K								0.00%	0.00%	0.00%	0.00%	0.00%
K								0.00%	0.00%	0.00%	0.00%	0.00%
1								0.00%	0.00%	0.00%	0.00%	0.00%
2	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.73%	2.10%	2.83%	3.57%	3.25%
3	2.99%	3.26%	4.58%	3.35%	4.23%	3.61%	3.61%	12.74%	9.55%	11.72%	13.12%	14.14%
SPRING												
NONFICTION - TEXT FEATURES												
Grade	IV-Bold Print	Caption	Glossary	IV-Heading	IV-Table of Contents	Index	Labeled Diagram	V-Bold	V-Heading	Picture (Illustration)	Picture (Photograph)	V-Table of Contents
Pre-K								0.00%	0.00%	0.00%	0.00%	0.00%
K								0.00%	0.00%	0.00%	0.00%	0.00%
1								20.91%	21.72%	21.52%	22.73%	25.86%
2	35.29%	29.41%	55.88%	29.41%	0.00%	58.82%	32.35%	51.00%	49.74%	51.42%	55.82%	61.28%
3	69.54%	64.26%	80.02%	69.37%	81.51%	74.56%	69.72%	40.51%	37.32%	39.75%	44.71%	46.75%

# Professional Development

## Literacy First Reading – Middle Schools

In 2009 the legislature extended 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. After experiencing success in the Literacy First Reading process at the elementary level some districts chose to partner with the Commission to fund the literacy reading reform process at their middle schools.



Literacy First Middle Schools increased reading API average by 32 points from 2009-2010 while the State average lowered their API by 15 points. In 2009 Literacy First schools average was 76 points higher than the state average and in 2010 they surpassed the state by 123 points.



# Professional Development

## Inquiry Science PDI – K-8

The primary focus of the science evaluation was to determine the effect Professional Development Institute (PDI) had on student achievement and changes in teacher knowledge and teaching practice. The Inquiry Science Program is a state-funded PDI awarded by bid from the Oklahoma Commission for Teacher Preparation (OCTP). Evaluator observations and a review of the Science program and materials established that the Science program met its program goals as well as the National Staff Development Council standards for high quality professional development.

Positive changes were noted in teacher content knowledge. Evaluators employed a concept map measurement which demonstrated that **PDI participants had statistically significant growth in their knowledge and understanding of science concepts**. Participants' post-program maps were superior to their pre-program maps on nearly every trait measured; **the program resulted in teachers having greater breadth of knowledge and depth of understanding of the science concepts specific to the grade levels they taught.**

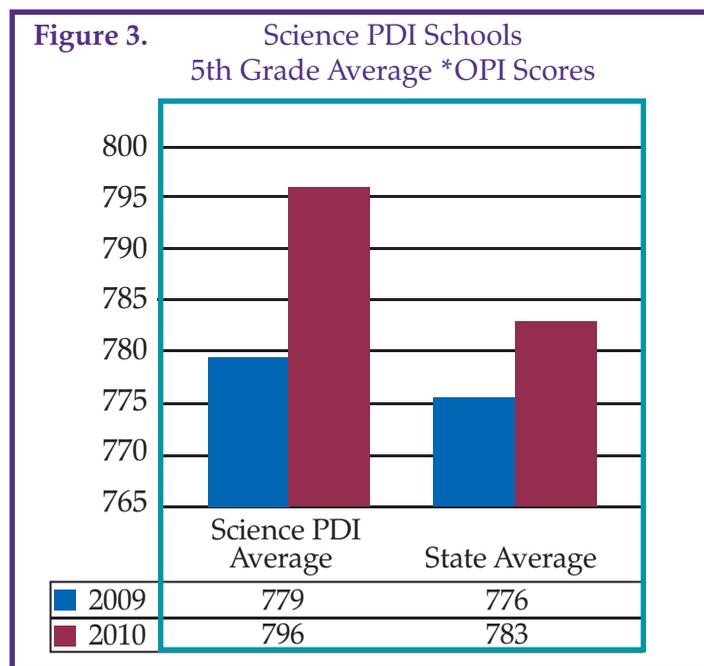
## Teacher Knowledge

Structural Component	Pre-Program Mean	Post-Program Mean	*Significant
Total Number of Concepts	11.89	23.03	Yes
Breadth of Knowledge	2.65	3.26	Yes
Depth of Knowledge	6.86	13.00	Yes
Hierarchical Structure Score (HSS)	3.26	8.19	Yes
Degree which Concepts Interconnected	1.58	4.08	Yes
Extent to which Concepts Interconnected	1.59	4.08	Yes
Number of Crosslinks	.08	.03	No

\*If this column is marked Yes, the difference between means was significant ( $\alpha = .05$ ).

## Student Achievement

The project utilized FOSS science kits to aid teachers in adopting more inquiry-based science instruction. At the end of the year, student assessment instruments associated with the FOSS kits were used, in addition to Oklahoma Core Curriculum Test (OCCT), data, to measure the program's impact on student achievement in science.



5th grade students in the Science PDI schools increased their 2010 average OPI scores by 17 points while the state average for 5th grade increased by 7 points.

\*The Oklahoma Performance Index (OPI) is a scaled score of the OCCT that places students into performance levels established for each test.



# Professional Development

## Mentoring

### Purpose/Mission

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

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

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

### About the Oklahoma Mentor Network

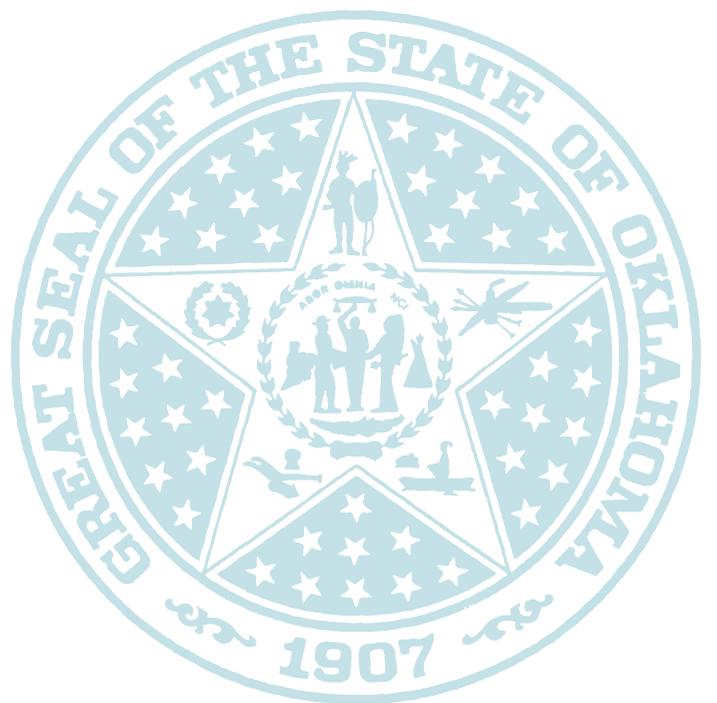
The Oklahoma Mentor Network (OMN) is a project of the Oklahoma Commission for Teacher Preparation, Oklahoma Education Association, Oklahoma State University, and the University of Oklahoma. The OMN seeks to assist beginning teachers, mentors, and school leaders to provide critical training and support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

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

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

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

In 2010, teacher retention data was not collected due to budget cuts and concomitant layoffs of beginning teachers in many school districts (including the participating districts) that made it impossible to compare teacher retention rates in 2009-10 with historical rates.



# 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 a voluntary assessment program designed to identify great teachers – and make them better. 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. The process includes assessment of subject knowledge, submission of video recordings of classroom instruction and examples of student work.

Like board-certified doctors and accountants, teachers who achieve National Board Certification have met advanced standards through intensive study, expert evaluation, self-assessment and peer review. National Board Certification is a model of pay-for-performance that is supported by teachers and administrators nationwide.

Oklahoma ranks 10th nationwide in the number (225) of new National Board Certified Teachers (NBCTs) and ranks 9th in the total number of teachers (2820) who achieved certification over time.

- Oklahoma NBCTs make up seven percent of the state's teaching force.
- The state's top five school districts in terms of the cumulative total of NBCTs are: Tulsa (157), Norman (139), Edmond (133), Oklahoma City (120), and Moore (105).

## 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 as leaders in schools, districts, and state committees
- Have NBCTs in every school district in Oklahoma
- Secure funding for scholarships for National Board candidates
- Expand the mentoring program for NBCTs
- Provide the guidance and support needed by candidates with specific feedback
- Provide leadership training for NBCTs



*Bethel National Board Certified Teachers*

## Student Benefits

- National Board Certification improves student learning and achievement. Students of NBCTs make higher gains on achievement test than students taught by non-board-certified teachers, according to the National Research Council in a congressionally-mandated report.
- NBCTs have proven that they know and can successfully teach their subject matter
- NBCTs help students find relevance in learning and engage them in the learning process.

## School Benefits

- NBCTs regularly lead efforts to create closer ties among schools and students, families and communities.
- NBCTs play a critical role in mentoring new teachers and helping struggling ones improve.
- NBCTs are frequently asked to share their expertise with policymakers and other stakeholders.
- NBCTs tend to stay in the profession longer than non-certified teachers.

## Nation Benefits

- National Board Certification is changing the culture of learning in classrooms, schools and districts by leveraging NBCTs to build human capital, especially in high-needs schools.
- More than half of all NBCTs teach in Title I eligible schools as reported by the National Center for Education Statistics.
- NBCTs offer students the skills necessary to thrive in school and in the workplace – essential factors for our nation’s success in the 21st century global economy.
- National Board Certification provides valuable incentives to keep our most accomplished teachers in the classroom.



## State Impact

- 2820 Total Number of Oklahoma National Board Certified Teachers
- 400 Candidates were funded by the Oklahoma Legislature
- 225 New NBCTs in 2010
- 46 NBCTs renewed certification in 2010
- 161 NBCTs renewed certification since 2008
- 76 of Oklahoma’s 77 counties have an NBCT or a candidate
- 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

- 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 institutes
- Thirteen regional coordinators facilitate support and provide on-going professional development
- Professional development for NBCTs seeking renewal of National Board Certification
- Advanced Candidates’ Workshop for candidates in 2nd and 3rd year
- Scholarship candidates are funded by the legislature for two retakes
- Partnerships with Career Technology Centers and Oklahoma Universities
- Partnership with Oklahoma City School Foundation and National Board to fund “Targeted High Needs Initiative” and support teachers through the “Take One” process



# CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

[www.ceoe.nesinc.com](http://www.ceoe.nesinc.com)



## PAPER-BASED TEST

September 18, 2010  
November 20, 2010  
January 29, 2011  
April 16, 2011  
May 21, 2011  
July 23, 2011

## COMPUTER-BASED TEST

October 15-25, 2010  
December 16-22, 2010  
February 17-23, 2011  
March 24-30, 2011  
June 16-22, 2011  
August 26-September 1, 2011

Please see website for specific dates

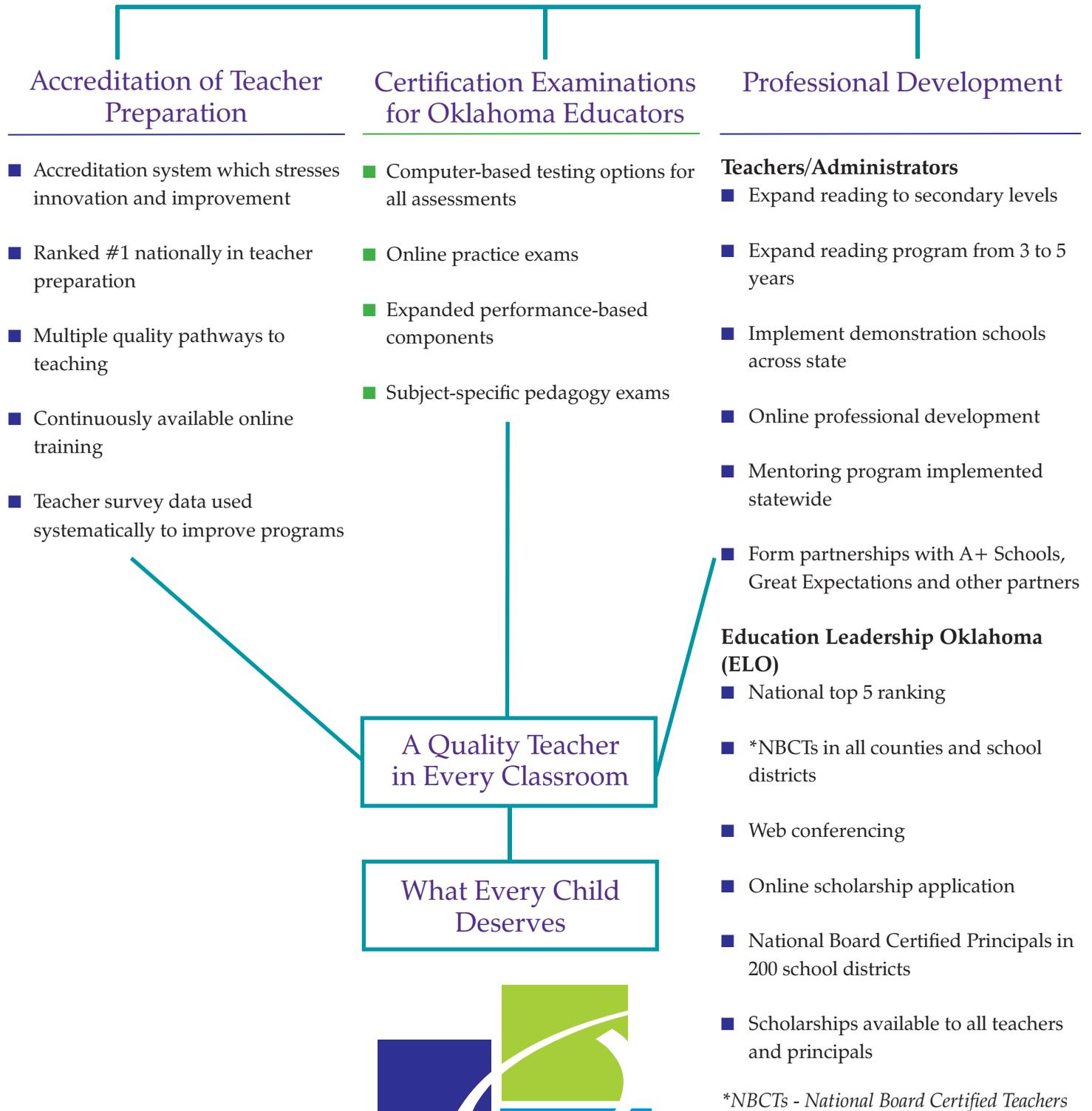


[www.octp.org](http://www.octp.org)

*Student Success Through Quality Teaching*

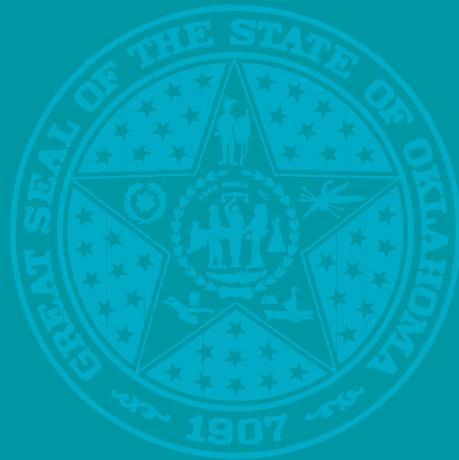
# Oklahoma Commission for Teacher Preparation Action Plan

## Continuing to Raise the Bar



\*NBCTs - National Board Certified Teachers

*Student Success Through Quality Teaching*



Oklahoma Commission for Teacher Preparation

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