

# Oklahoma Commission for Teacher Preparation

# OCTP



*Preparing Exceptional Educators to Teach All Students*



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## *Preparing Exceptional Educators to Teach All Students*

### Educator Preparation Transformation

#### ■ **Teacher Performance Assessment (TPA)**

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

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

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

#### ■ **Clinically-Based Teacher Preparation**

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

#### ■ **Co-teaching/Student Teaching Model**

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

#### ■ **Educator Preparation Accountability**

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

#### ■ **Educator Preparation Professional Learning**

Training and support for educator preparation:

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

#### ■ **Voice of Oklahoma Educator Preparation**

- Teacher Leadership Effectiveness (TLE)
- State Consortium on Educator Effectiveness (SCEE)

# OCTP

*Preparing Exceptional Educators to Teach All Students*

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



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

## Commission Members

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



## Ex-Officio Members

- Dr. Janet Barresi,  
State Superintendent of Public Instruction  
Oklahoma State Department of Education  
*Kimberly Richey, Designee*
- Dr. Phil Berkenbile,  
State Director  
Department of Career & Technology Education  
*Kimberly Sadler, Designee*
- Dr. Phyllis Hudecki,  
Secretary of Education  
State Capitol
- Dr. Glen Johnson,  
Chancellor  
Oklahoma State Regents for Higher Education  
*Goldie Thompson, Designee*



## Year in Review

- Facilitated the process of approval for new Elementary Math Specialist preparation programs.
- Conducted first year teacher and administrator surveys designed to inform program improvement.
- Facilitated site accreditation visits to two Oklahoma educator preparation programs.
- Provided Board of Examiners training to university faculty, commission members, and P-12 educators.
- Provided program review training for over 110 university faculty members, policymakers, and P-12 educators.

## 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.





## Educator Preparation

### Board of Examiners Training

Each educator preparation program is required to undergo a review every seven years by a trained accreditation team. The team is 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 January 2012 over 40 participants attended a training facilitated by Dr. Kim Boyd, Dean, Oral Roberts University; Dr. Pam Fly, Assistant Vice President for Teaching & Learning, Northeastern State University; Dr. Marilyn Troupe, Retired Director of Educator Preparation, Kentucky Education Professional Standards Board, and Ms. Renee Launey-Rodolf, Interim Executive Director, and Director of Educator Preparation.



### Portfolio Assessment

Each educator preparation participant is required to undergo a review every 7 years which documents the candidate's accomplishments, learning, and strengths related to Oklahoma's 15 Professional Competencies for Licensure and Certification. Candidate portfolios provide an opportunity for teacher candidates to critically evaluate what teachers need to know to be successful and to consider different types of learners and school environments. The activities and field experiences which are described and reflected on in a candidate's portfolio demonstrate the knowledge, skills and dispositions teacher candidates acquire during their teacher preparation. For purposes related to institutional accreditation, the portfolio presents evidence that the institution is providing initial, on-going, and focused opportunities leading to student achievement of competencies, state and national standards, and outcomes. Representative portfolios, portfolio handbooks, policies, and rubrics are assessed by OCTP's accreditation team during each regularly scheduled Board of Examiners visit.



### First Year Teacher Survey

The Oklahoma Commission for Teacher Preparation has administered an independent survey to approximately 5000 first year teachers and 3000 administrators annually since 2010. First year teachers are asked to rate their preparedness to teach based on the "Oklahoma 15 General Competencies for Teacher Licensure and Certification." Administrators are also asked to rate their first year teachers on their preparedness for the classroom. Results of these surveys are provided to educator preparation programs for use in program development. Survey results can be found at: [http://www.ok.gov/octp/Program\\_Accreditation/Accreditation/index.html](http://www.ok.gov/octp/Program_Accreditation/Accreditation/index.html)



## All Oklahoma Teacher Preparation Programs must meet the following criteria:

### Unit Standards

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

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

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

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

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

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

#### Standard 4: Diversity

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

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

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

#### Standard 6: Unit Governance and Resources

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

### Oklahoma State Requirements

#### Requirement 1: Candidate Portfolios

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

#### Requirement 2: Foreign Language Requirement

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

#### Requirement 3: Input from Stakeholders

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

#### Requirement 4: Content Preparation

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

#### Requirement 5: Advisement

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

#### Requirement 6: Field Experiences

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

#### Requirement 7: Admission Requirements

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

#### Requirement 8: Exit Requirements

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

#### Requirement 9: Faculty Professional Development

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

#### Requirement 10: Alternative Placement Program

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



## Southern Nazarene University

Southern Nazarene University (SNU) began as a merger among 16 Christian colleges and universities in Oklahoma, Arkansas, Texas, and Kansas that took place between 1920 and 1940. SNU is a faith-based institution offering degrees in the Schools of Business, Education, Music, Nursing, and Theology and Ministry; and the Divisions of Cultural and Communications Studies, Science and Mathematics, and Social and Behavioral Sciences. SNU has maintained its motto of "Character--Culture--Christ" for nearly 75 years and maintains an ongoing and primary commitment to the principles of the Church of the Nazarene.

Southern Nazarene University's main campus is located on a 44-acre site in Bethany, Oklahoma, a western suburb of Oklahoma City. An additional 137 acres is under long-term lease from the Oklahoma City Airport Authority and City of Bethany for use as an athletic complex.

The School of Education has the responsibility for managing and coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals at Southern Nazarene University. The unit has oversight of 10 initial preparation programs and one advanced program. Eight of the 11 preparation programs offered by the unit are located in departments spread across the university. These include math, science, physical education, vocal music, instrumental music, English, social studies and Spanish. The remaining three certification programs, early childhood, elementary and educational leadership are contained within the School of Education.

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



### Observations made by the BOE team:

- Data presented in key assessments and alumni surveys show that 100 percent of candidates meet the expected professional disposition requirements.
- The unit has developed a comprehensive unit assessment system that monitors candidate performance and is aligned with state, professional, and institutional standards.
- The professional and collegial modeling of unit faculty members have made a positive impact on current and former candidates.
- The institution and unit demonstrate a strong commitment to providing the latest resources and support the use of all forms of technology at both unit and off-site locations.

### The BOE team indicated the following areas for improvement:

- The unit does not ensure that all candidates have the opportunity to work with faculty from diverse groups.
- The unit lacks sufficient evidence that professional education faculty members are actively engaged in scholarship.

Southern Nazarene University

CHARACTER | CULTURE | CHRIST

*Southern Nazarene University was granted continuing accreditation by the OCTP and NCATE.*



## Northeastern State University

Northeastern State University (NSU) dates back to the Cherokee National Female Seminary founded in 1846, one of the first higher education institutions west of the Mississippi. Nearly 29 percent of NSU's students identify themselves as American Indian, and NSU graduates the highest number of Native Americans among four-year public institutions nationwide. As a state institution, NSU's history began on March 6, 1909 when it was purchased by the Oklahoma legislature to create Northeastern State Normal School which evolved into Northeastern State Teacher's College (1919) and Northeastern State College (1939). In 1985, the name changed to Northeastern State University, reflecting the more comprehensive nature the curriculum and degree offerings. Today, NSU is Oklahoma's fourth-largest public four-year institution, and one of six regional institutions governed by the Regional University System of Oklahoma board.

The university's three campuses – the main campus in Tahlequah and branch campuses in Muskogee and Broken Arrow – serve nearly 10,000 students in northeastern Oklahoma.

The College of Education is the professional education unit at NSU and oversees all educator preparation programs through the Teacher Education Council. The College of Education houses these initial programs: early childhood, elementary, health/physical education, and special education as well as these advanced programs: early childhood education, teaching, library media specialist, reading, school administration (principal and superintendent) and school counseling. The College of Liberal Arts is the academic unit that houses initial preparation programs in art, Cherokee, English, music, social studies, and Spanish education. Finally, the College of Science and Health Professions is the home of the initial and advanced programs in mathematics and science education.

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



### Observations made by the BOE team:

- The unit has made data-driven changes over the past three years based on the unit's position that continuous improvement is paramount.
- The unit has made a substantial effort to ensure that its assessments are fair, accurate, consistent and free of bias.
- At the initial level, there are clear indicators of an ongoing and systematic collaboration between the unit and its partner schools.
- Unit leadership is committed to recruiting and retaining a diverse faculty as well as a diverse candidate pool.

**The BOE team cited no areas for improvement.**



**NORTHEASTERN  
STATE UNIVERSITY**

*Northeastern State University was granted continuing accreditation by the OCTP and NCATE.*



## Accreditation Status

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

Institution	Accreditation Status <small>*(Areas For Improvement Cited at Last Visit)</small>	Next Site Visit
Bacone College	State Continuing <i>(1 Area for Improvement)</i>	Spring 2016
Cameron University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2015
East Central University	NCATE/State Continuing <i>(6 Areas for Improvement)</i>	Fall 2013
Langston University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2013
Mid-America Christian University	State Continuing <i>(6 Areas for Improvement)</i>	Fall 2013
Northeastern State University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2018
Northwestern Oklahoma State University	NCATE/State Continuing <i>(6 Areas for Improvement)</i>	Fall 2012
Oklahoma Baptist University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2016
Oklahoma Christian University	NCATE/State Continuing <i>(1 Area for Improvement)</i>	Spring 2013
Oklahoma City University	State Continuing <i>(3 Areas for Improvement)</i>	Spring 2019
Oklahoma Panhandle State University	NCATE/State Continuing <i>(3 Areas for Improvement)</i>	Fall 2016
Oklahoma State University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2014
Oklahoma Wesleyan University	NCATE/State Continuing <i>(5 Areas for Improvement)</i>	Spring 2016
Oral Roberts University	NCATE/State Continuing <i>(1 Area for Improvement)</i>	Fall 2014
Southeastern Oklahoma State University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2017
Southern Nazarene University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2018
Southwestern Oklahoma State University	NCATE/State Continuing <i>(5 Areas for Improvement)</i>	Spring 2013
St. Gregory's University	State Continuing <i>(6 Areas for Improvement)</i>	Fall 2015
University of Central Oklahoma	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2016
University of Oklahoma	NCATE/State Continuing <i>(6 Areas for Improvement)</i>	Spring 2017
University of Science & Arts of Oklahoma	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2016
University of Tulsa	State Continuing/Teacher Education Accreditation Council <i>(5 Areas for Improvement)</i>	Spring 2014/ Spring 2021

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



## Program Review

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

Prior to the initiation of this assessment process, only five programs in the State of Oklahoma were nationally recognized. It is OCTP's goal for all NCATE-affiliated schools to have multiple programs receive national recognition. Currently, there are over 300 recognized teacher preparation programs at universities in the state of Oklahoma. See appendix page 16.

OCTP provides training on a regular basis to stakeholders from colleges and universities, P-12 teachers and administrators, and education policy-makers. Using legislatively appropriated funds, the Commission provides training from the following national education organizations that set the national standards for teacher preparation:

National Council for Accreditation of Teacher Education

American Alliance for Health, Physical Education, Recreation, and Dance

American Council on the Teaching of Foreign Languages

Association for Childhood Education International

Council for Exceptional Children

Educational Leadership Constituent Council

International Reading Association

National Association for the Education of Young Children

National Council for the Social Studies

National Council of Teachers of English

National Council of Teachers of Mathematics

National Science Teachers Association

Teachers of English to Speakers of Other Languages

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

## Program Review Advisory Board

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





## Year in Review

- Increased the number of computer-based test sites for a total of 12 sites across the state.
- Expanded computer-based testing options to include three additional subject area exams: Business Education, English, and US History/OK History/Govt/Econ.
- Administered over 20,000 exams across the state via 6 paper-based test administrations and 6 computer-based test administrations.
- Developed assessments for two new certification areas: Elementary Mathematics Specialist and Gifted.
- Redeveloped the Physics and Physical Education/Health/Safety subject area exams to align with up-to-date national standards.
- Expanded assessment data for educator preparation programs to include candidate data by test competency.
- Facilitated subject-area assessment focus groups for educator preparation faculty.
- Developed a candidate accessible assessment database.

## Candidate Assessment

### Certification Examinations for Oklahoma Educators (CEOE)

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

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

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

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

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

### Oklahoma Reading Test

Effective in 2010, all elementary, early childhood and special education teacher candidates, prior to graduation, are required by statute (HB1581) to pass a comprehensive assessment that measures their teaching skills in the area of reading instruction. The Oklahoma Reading Test, developed by teacher education faculty, was first administered in 2010-2011. OCTP is responsible for collecting and reporting the assessment results. Test data for 2011-2012 can be found in Appendix page number 20.



# Assessment Pass Rates

## Aggregate Pass Rate By Teacher Preparation Institutions

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

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Bacone College	20	50.0	4	100.0	3	66.7	27	59.3
Cameron University	75	85.3	70	94.3	145	82.1	290	85.9
East Central University	35	100.0	89	98.9	293	79.9	417	85.6
Langston University	2	50.0	8	87.5	26	61.5	36	66.7
Mid-America Christian University	10	70.0	7	100.0	23	91.3	40	87.5
Northeastern State University	100	89.0	303	96.0	520	85.4	923	89.3
Northwestern Oklahoma State University	38	84.2	52	96.2	113	83.2	203	86.7
Oklahoma Baptist University	32	100.0	33	100.0	55	94.5	120	97.5
Oklahoma Christian University	53	92.5	27	100.0	27	77.8	107	90.7
Oklahoma City University	15	100.0	15	93.3	33	90.9	63	93.7
Oklahoma Panhandle State University	20	75.0	24	100.0	26	84.6	70	87.1
Oklahoma State University	325	92.0	312	96.8	535	85.0	1,172	90.1
Oklahoma Wesleyan University	24	83.3	20	85.0	34	85.3	78	84.6
Oral Roberts University	44	93.2	35	94.3	99	85.9	178	89.3
Southeastern Oklahoma State University	47	76.6	113	92.9	187	76.5	347	81.8
Southern Nazarene University	19	100.0	19	94.7	81	87.7	119	90.8
Southwestern Oklahoma State University	106	85.8	78	94.9	359	82.2	543	84.7
St. Gregory's University	7	71.4	4	100.0	8	75.0	19	78.9
University of Central Oklahoma	121	93.4	206	99.5	454	92.1	781	94.2
University of Oklahoma	179	98.3	189	99.5	384	93.5	752	96.1
University of Science and Arts	25	88.0	33	100.0	68	85.3	126	89.7
University of Tulsa	*	*	32	96.9	41	92.7	73	94.5

\*No Examinees Tested

Additional assessment data tables can be found on Appendix pages 17-20.

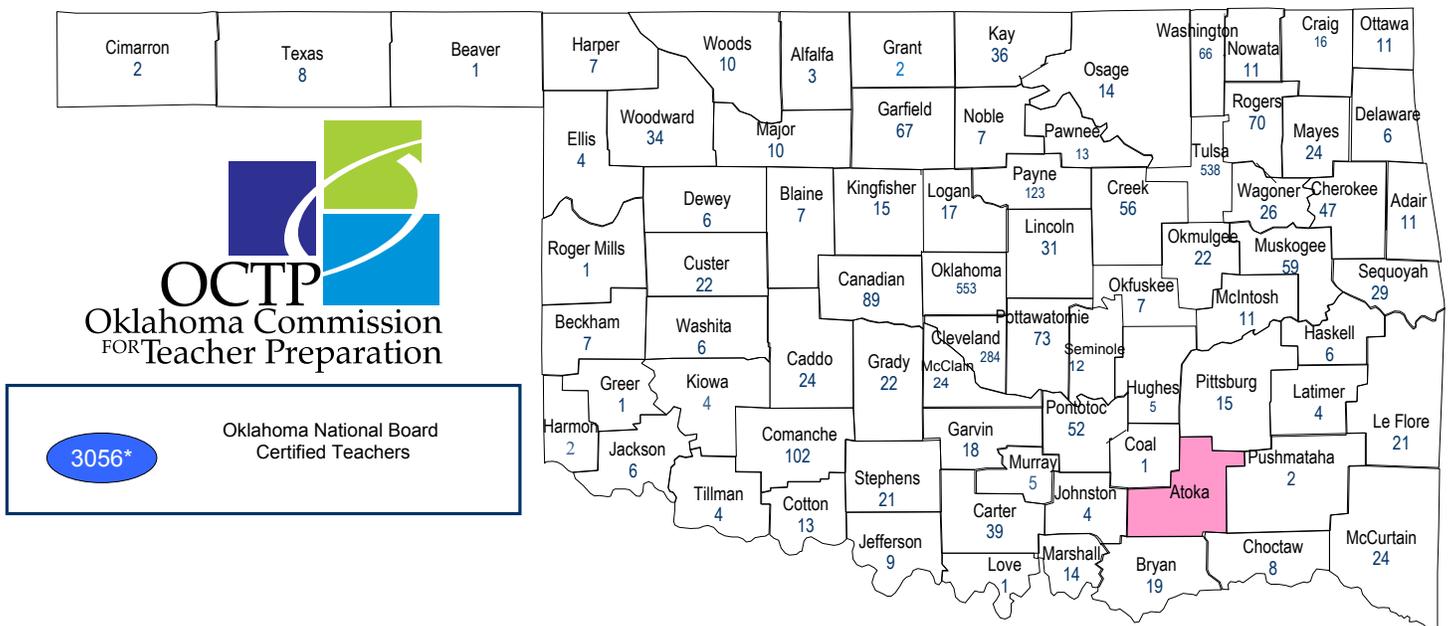


# National Board Certification

## Year in Review

- Oklahoma ranks 17th nationwide in the number of new National Board Certified Teachers (73).
- Oklahoma ranks 9th in the total number of teachers (3056) who achieved certification over time.
- Oklahoma National Board Certified Teachers (NBCT) make up seven percent of the state's teaching force.
- The state's top five school districts in terms of the cumulative total of NBCTs: Tulsa (159), Norman (143), Edmond (138), Oklahoma City (138), and Moore (127).
- 37 NBCTs renewed certification, 252 total renewed NBCTs.
- Provided support for 65 *Take One* Candidates.
- Provided professional development for over 200 National Board, *Take One* and Renewal candidates.
- Provided 13 regional coordinators to support and facilitate professional development.
- State legislated moratorium on National Board scholarships.

## Oklahoma National Board Certified Teachers



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



## Education Leadership Oklahoma

Every child deserves an accomplished teacher — one who is qualified to equip students with the skills to succeed in the 21st century global community. NBPTS Standards and National Board Certification give teachers and schools the tools to define and measure teaching excellence. The Oklahoma Commission for Teacher Preparation’s Education Leadership Oklahoma (ELO) was created by the Oklahoma Legislature in 1997 for the express purpose of providing support for teachers who are participating in the National Board Certification process. National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do.



**National Board Certification** is an advanced teaching credential. It complements, but does not replace, a state’s teacher license. It is valid for 10 years, and renewal candidates must begin the renewal process during their eighth or ninth years as NBCTs. As part of the certification process, candidates complete 10 assessments that are reviewed by trained teachers in their certificate areas. The assessments include four portfolio entries that feature teaching practice and six constructed response exercises that assess content knowledge. National Board Certification is available nationwide for most preK–12 teachers. OCTP provides support for all candidates (advanced and first time) throughout the year, with a National Board overview, Portfolio, Assessment and Advanced Candidate Professional Development Institutes.

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

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



ELO provided funding for an entire school district to participate in the *Take One* professional development experience. ELO supported 50 teachers in the elementary and secondary levels at Jones Elementary and Middle School in Jones, Oklahoma. Funding was also small groups of *Take One* candidates in Moore (2), Norman (3) and Eufaula(10).

*“Take One was the biggest project I have ever undertaken but I have been wanting to do it at my school for a long time. I was very surprised when the principals at the Middle School and Elementary decided to have all the teachers participate. There were over fifty teachers participating. I saw some very positive changes in my school during the year of Take One. The teachers became a more cohesive group as we worked and learned together. Several teachers began making changes in reading instruction that I feel deepened student knowledge. Several teachers began reading trade books to deepen their own knowledge of pedagogy and content. It was exciting to facilitate and watch the changes happening in my school.”*

Cheryl Wolff, Regional Coordinator and *Take One* Facilitator



## Year in Review

- Facilitated alliance discussions across the state, involving universities and P12 representatives.
- Piloted the Teacher Performance Assessment (TPA) with six universities and 53 student teachers.
- Provided support to educator preparation programs piloting the TPA and clinical alliance models.

## Oklahoma Clinical Alliance

Oklahoma was pleased to join the National Council for Accreditation of Teacher Education's Alliance for Clinical Teacher Preparation in 2011. OCTP supports NCATE's initiative to dramatically change the approach for preparing teachers through clinically-based preparation programs. The recommendations of the NCATE Blue Ribbon Panel on Clinical Preparation, Partnerships and Improved Student Learning can transform teacher preparation to become more clinically-based in partnership with P-12 schools and practitioners. The purpose of the NCATE Alliance for Clinical Teacher Preparation is to promote a revolutionary model for developing teachers through the collaborative efforts of teacher preparation providers and school-based practitioners. Such an approach can build directly on creating local strategic partnerships to provide teachers for high needs schools in classroom based preparation programs that are centered in states willing to support this effort.

### Goals of Oklahoma Clinical Alliance:

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

- Create and support collaborative partnerships among schools, districts, and a pluralism of teacher preparation providers in (state) which will prepare teachers in a clinically-based program.
- Expect multiple measures of performance assessments for teacher preparation candidates and providers working in clinically-based venues.
- Establish stronger state policies and incentives to prepare teachers in clinically-based settings.



- Develop a “scale-up” plan to expand from a limited number of clinical teacher preparation partnerships to a state-wide system of clinical teacher preparation as a means for improving student learning – especially in high needs schools.
- Share best practice models for clinically-based teacher preparation with the Alliance and the education community at large.



## Teacher Performance Assessment

The American Association of Colleges of Teacher Education (AACTE) and Stanford University have formed a partnership to develop the Teacher Performance Assessment (TPA), a 25-state initiative involving more than 140 teacher preparation programs. The TPA will create a body of evidence of teaching competence, offer a vehicle for systematically examining the assessment data to improve teacher preparation programs, provide professional development to practicing teachers, and inform decisions about tenure of individual teachers.

The TPA consists primarily of a series of Teaching Events, a multiple measure assessment system that documents teaching and learning in 3-5 day learning segments for one class of students. Teaching Events are subject-specific with separate forms for Multiple Subject (elementary) and Single Subject (secondary) credential areas. The specific records of practice (evidence) in the Teaching Events consist of artifacts of teaching (lesson plans, video clips of instruction, student work samples, teacher assignments, daily reflections) and reflective commentaries, which explain the professional judgments underlying the teaching and learning artifacts.



### Goals of Teacher Performance Assessment:

The primary goal of this initiative is to design and field-test the first nationally accessible Teacher Performance Assessment that will:

- Improve student outcomes.
- Improve the information base guiding improvement of teacher preparation programs.
- Strengthen the information base for accreditation and comparison of program effectiveness.
- Be used in combination with other measures as a requirement for licensure.
- Guide professional development for teachers across the career continuum.
- Serve as a model for assessments, between initial licensure exams and National Board certification and potentially informing continuation-of-employment, tenure, and career ladder decisions.

The six Oklahoma universities that participated in the TPA field test during the spring of 2012 were: University of Central Oklahoma, Southern Nazarene University, University of Oklahoma, Oklahoma State University, East Central University and Oral Roberts University.



# Appendix/ Index

## Teacher Preparation Programs

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

\*On Hiatus

# Certification Examinations for Oklahoma Educators (CEOE)

## Aggregate Pass Rates By Test

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

TEST	N	% Pass
Instrumental/General Music	66	87.9
Art	85	83.5
Vocal/General Music	58	67.2
Chemistry	87	51.7
Early Childhood Education	1,031	85.9
English	392	81.4
Earth Science	41	43.9
Family and Consumer Science	64	53.1
Biological Sciences	235	46.0
Advanced Mathematics	135	85.9
Physical Education/Health/Safety	358	85.2
Physical Science	82	82.9
Physics	35	54.3
Reading Specialist	82	95.1
Speech/Drama/Debate	82	70.7
US History/OK History/Econ/Govt	347	75.5
World History/Geography	209	61.7
Spanish	76	69.7
French	15	73.3
German	4	75.0
Russian	1	100.0
Latin	3	100.0
Middle Level English	206	74.3
Middle Level/Intermediate Math	485	61.2
Middle Level Science	215	40.9
Middle Level Social Studies	196	39.8
Blind/Visual Impairment	21	90.5
Mild-Moderate Disabilities	411	81.5
Deaf/Hard of Hearing	22	81.8
Severe-Profound Disabilities	111	91.9
Psychology/Sociology	69	79.7
School Psychologist	22	100.0
Psychometrist	21	90.5
Speech-Language Pathologist	0	0
Driver/Safety Education	47	87.2
Journalism	32	90.6
Library-Media Specialist	79	84.8
School Counselor	220	70.9
Business Education	133	89.5
Marketing Education	16	68.8
Agricultural Education	58	91.4
Technology Education	11	63.6
Principal Common Core	500	89.8
Elementary Principal Specialty Test	353	81.0
Middle Level Principal Specialty Test	32	62.5
Secondary Principal Specialty	375	60.3
Superintendent	115	84.3
Elementary Education Subtest 1	1,367	61.7
Elementary Education Subtest 2	1,269	92.9
OGET	3,458	86.0
OPTE: PK-8	1,485	92.9
OPTE: 6-12	1,095	94.9
English as a Second Language	85	80.0
Dance	10	90.0
Cherokee	3	0.0
Chinese (Mandarin)	2	100.0
Computer Science	18	55.6

# Aggregate Pass Rates By Program Status

## Oklahoma Professional Teaching Exam (OPTE)

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

Test	Program Status					
	Total		*Program		**Non-Program	
	N	%Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,485	92.9	1,059	96.7	426	83.6
OPTE: 6-12	1,095	94.9	625	97.1	470	91.9
OVERALL OPTE	2,580	93.8	1,684	96.9	896	87.9

## Oklahoma Subject Area Test (OSAT)

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

Category	Program Status					
	Overall		*Program		**Non-Program	
	N	%Pass	N	% Pass	N	% Pass
General	7,911	74.6	2,693	85.8	5,218	68.8
Vocational	282	79.4	51	88.2	231	77.5
Advanced	424	80.7	231	87.9	193	72.0
Administrator - Principal	1,260	77.9	547	82.6	713	74.2
Administrator – Superintendent	115	84.3	12	83.3	103	84.5
TOTAL	9,992	75.5	3,534	85.5	6,458	70.0

\*Program - Examinees enrolled in a teacher education program

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

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

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

Test	Program		Non-Program	
	N	% Pass	N	% Pass
Instrumental/General Music	49	95.9	17	64.7
Art	19	100.0	66	78.8
Vocal/General Music	36	80.6	22	45.5
Chemistry	14	50.0	73	52.1
Early Childhood Education	350	92.6	681	82.5
English	122	96.7	270	74.4
Earth Science	7	42.9	34	44.1
Family & Consumer Science	8	62.5	56	51.8
Biological Sciences	50	74.0	185	38.4
Advanced Mathematics	65	95.4	70	77.1
Phys Ed/Health/ Safety	149	91.9	209	80.4
Physical Science	9	100.0	73	80.8
Physics	4	100.0	31	48.4
Reading Specialist	60	95.0	22	95.5
Speech/Drama/ Debate	4	100.0	78	69.2
US Hist/OK Hist/Econ/Govt	119	86.6	228	69.7
World History/Geography	84	69.0	125	56.8
Spanish	20	75.0	56	67.9
French	2	50.0	13	76.9
German	1	100.0	3	66.7
Russian	*	*	1	100.0
Latin	1	100.0	2	100.0
Middle Level English	5	80.0	201	74.1
Mid Level/ Intermediate Math	19	68.4	466	60.9
Middle Level Science	5	20.0	210	41.4
Middle Level Social Studies	10	70.0	186	38.2
Blind/Visual Impairment	6	100.0	15	86.7
Mild-Moderate Disabilities	78	89.7	333	79.6
Deaf/Hard of Hearing	13	76.9	9	88.9
Severe-Profound Disabilities	10	100.0	101	91.1
Psychology/ Sociology	1	100.0	68	79.4
School Psychologist	13	100.0	9	100.0
Psychometrist	13	92.3	8	87.5
Driver/Safety Education	*	*	47	87.2
Journalism	*	*	32	90.6
Library-Media Specialist	50	90.0	29	75.9
School Counselor	95	80.0	125	64.0
Business Education	4	75.0	129	89.9
Marketing Education	*	*	16	68.8
Agricultural Education	39	94.9	19	84.2
Technology Education	*	*	11	63.6
Principal Common Core	234	93.6	266	86.5
Elementary Principal Test	141	85.1	212	78.3
Middle Level Principal Test	6	83.3	26	57.7
Secondary Principal Test	166	65.1	209	56.5
Superintendent	12	83.3	103	84.5
Elementary Ed Subtest 1	702	72.2	665	50.7
Elementary Ed Subtest 2	714	95.9	555	89.0
English as Second Language	19	78.9	66	80.3
Dance	3	66.7	7	100.0
Cherokee	3	0.0	*	*
Chinese (Mandarin)	*	*	2	100.0
Computer Science	*	*	18	55.6
OGET	1,682	88.6	1,776	83.4

\*No Examinees Tested

# Oklahoma Reading Test

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

## Aggregate Pass Rate By Teacher Preparation Institutions

Institution	Program	Pass Rate	
		N	%Pass
Bacone College	Early Childhood	3	100%
Cameron University	Early Childhood	30	77%
	Elementary Ed	54	91%
	Other	4	75%
East Central University	Early Childhood	29	100%
	Elementary Ed	53	100%
	Special Ed	7	100%
Langston University	Elementary Ed	2	100%
	Special Ed		
Mid-America Christian University	Elementary Ed	2	100%
Northeastern State University	Early Childhood	117	79%
	Elementary Ed	262	80%
	Special Ed	37	81%
	Other	2	100%
Northwestern Oklahoma State University	Early Childhood	25	80%
	Elementary Ed	29	76%
	Special Ed	2	50%
Oklahoma Baptist University	Early Childhood	1	100%
	Elementary Ed	13	100%
	Special Ed	1	100%
	Other	15	96%
Oklahoma Christian University	Early Childhood	9	100%
	Elementary Ed	4	100%
Oklahoma City University	Early Childhood	4	100%
	Elementary Ed	4	100%
Oklahoma Panhandle State University	Elementary Ed	10	100%
Oklahoma State University	Early Childhood	57	100%
	Elementary Ed	128	98%
	Special Ed	4	100%
Oklahoma Wesleyan University	Elementary Ed	5	81%
Oral Roberts University	Early Childhood	1	100%
	Elementary Ed	28	100%
	Special Ed	1	100%
	Other	1	100%
Southeastern Oklahoma State University	Elementary Ed	93	87%
	Early Childhood	10	70%
Southern Nazarene University	Early Childhood	4	75%
	Elementary Ed	13	100%
Southwestern Oklahoma State University	Early Childhood	17	100%
	Elementary Ed	32	100%
	Special Ed	4	100%
St. Gregory's University	Elementary Ed	*	*
University of Central Oklahoma	Early Childhood	37	93%
	Elementary Ed	64	100%
	Special Ed	19	100%
University of Oklahoma	Early Childhood	37	100%
	Elementary Ed	73	100%
	Special Ed	2	100%
University of Science and Arts	Early Childhood	9	89%
	Elementary Ed	17	100%
	Special Ed	7	100%
University of Tulsa	Elementary Ed	8	100%
	Special Education	2	50%





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