

Educator Preparation Standards of Excellence

2019 CAEP Overview

College of Education



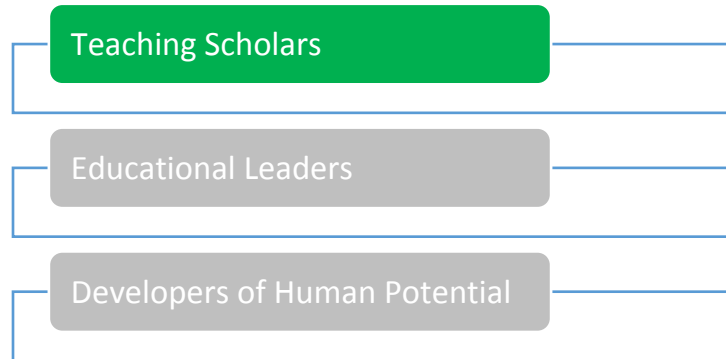


Accreditation Status

- Each teacher preparation institution undergoes an in-depth review every seven years. The review is conducted by the national accrediting body [Council for the Accreditation of Educator Preparation \(CAEP\)](#) and the State of Oklahoma's [Office of Educational Quality and Accountability \(OEQA\)](#). The programs are required to report annually to the OEQA the progress they are making toward correcting any areas of improvement.
- **NSU**'s College of Education had *no* preliminary areas for improvement after the Fall 2018 CAEP/State visit
- **NSU**'s College of Education is awaiting the final decision from CAEP in late Spring 2019.



Conceptual Framework

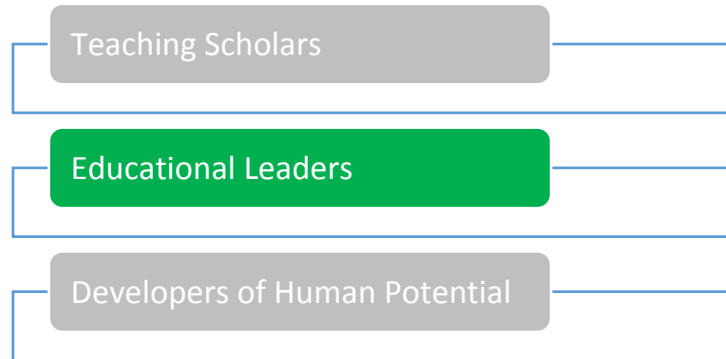


Teaching scholars read widely and think deeply about subject matter, teaching and research. They reflect critically on their own beliefs and their classroom practice in order to make pedagogical improvements.

Teaching scholars use appropriate communication skills. They know how to facilitate authentic learning, and they encourage P-12 students to be critical, creative thinkers with the ability to be lifelong learners.



Conceptual Framework

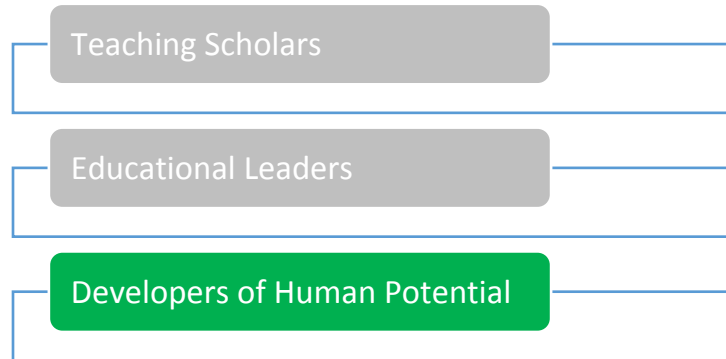


Educational leaders believe that all P-12 students are capable of learning and making educational progress.

Educational leaders serve as advocates for children/adolescents and families; they understand the political nature of teaching; and they are able to inspire and motivate others by modeling effective communication skills, professional demeanor, and professional attitudes.



Conceptual Framework



Educators who are **developers of human potential** are committed to the philosophical position that the development of human potential is their fundamental task.

Impact on Student Learning



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Developmental Reading Assessments

NSU partnered with a local school district to get reading assessment data on four teachers who recently graduated from **NSU**. Although this is a small sample size, the data show that **NSU** completers are having a positive impact on student learning.

Table 1
Developmental Reading Assessment Scores for Students of Recent NSU Graduates

ID #	Grade	Major	Graduation	2015-2016		2016-2017		2017-2018	
				# Students	ELA	# Students	ELA	# Students	ELA
9	K	Early Child	Fall 2014					27	81%
1	K	Early Child	Fall 2014	23	86%	21	57%	24	83%
6	4	Elementary	Spring 2015	23	88%	22	85%	22	82%
4	4	Elementary	Fall 2016					22	98%

Note. Teachers 9 and 4 were first year teachers in the district in 2017- 2018.

The Developmental Reading Assessment®, Second Edition, PLUS (DRA2+) is a formative reading assessment in which teachers are able to systematically observe, record, and evaluate changes in student reading performance. Here is [more information](#) about the DRA2+ (Pearson, 2018).

Indicators of Teaching Effectiveness



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Teacher Leader Effectiveness

The Teacher & Leader Effectiveness (TLE) frameworks are evaluation instruments approved by the Oklahoma State Department of Education (OSDE) to measure and support teacher effectiveness, “used to inform instruction, create professional development opportunities, and continuous improvement of the practice and art of teaching and leading” (OSDE, 2017).

The OSDE requires each school district to select one of the three approved frameworks for TLE evaluation. Approximately 500 (93%) districts use the **Tulsa TLE Model**, 35 (7%) use the **Marzano Teacher Evaluation Model**, and none use the Danielson (State Department of Education Teacher and Leader Effectiveness Professional Learning Focus Training, 2017, December 6).

The Office of Educational Quality and Accountability, in cooperation with the OSDE, provided TLE data for the 17-18 school year to EPPs. The data included results for 477 **NSU** graduates who graduated in the last three years, 461 of whom were assessed with the Tulsa TLE and 16 of whom were evaluated with Marzano.



Teacher Leader Effectiveness: Tulsa Model

The Tulsa TLE was developed “with teachers for teachers” (Tulsa Public Schools, n.d., p. 1).

The TLE research base describes the rigorous process of establishing content validity for that document (Tulsa Public Schools, n.d) which establishes that the original instrument measures important elements of teaching. No information is provided about reliability.

The rubric uses the scale 1-Ineffective, 2-Needs Improvement, 3-Effective, 4-Highly Effective, 5-Superior. A score of 3 is the expected rating for teachers.

The Tulsa TLE measures five domains (a) Classroom Management, (b) Instructional Effectiveness, (c) Professional Growth and Improvement, (d) Interpersonal Skills, and (e) Leadership.



Teacher Leader Effectiveness: Tulsa Model

Teacher Leader Effectiveness 2017/18 Means Scores for F14 to S17 NSU Graduates

Tulsa Model	Everyone n = 461	Early Childhood n = 73	Elementary Education n = 189	Special Educ - Mild/Moderate n = 37	Everyone Else n = 162
1. Preparation	3.5	3.4	3.4	3.5	3.5
2. Discipline	3.6	3.5	3.6	3.5	3.6
3. Building-Wide Climate Responsibility	3.5	3.5	3.4	3.5	3.6
4. Lesson Plans	3.4	3.5	3.4	3.4	3.5
5. Assessment Practices	3.4	3.4	3.3	3.3	3.4
6. Student Relations	3.8	3.8	3.8	3.7	3.8
7. Literacy	3.4	3.4	3.4	3.4	3.5
8. Standards	3.3	3.3	3.2	3.2	3.3
9. Involves All Learners	3.5	3.5	3.5	3.5	3.5
10. Explains Content	3.5	3.5	3.5	3.4	3.6
11. Clear Instruction & Directions	3.5	3.5	3.6	3.4	3.5
12. Models	3.6	3.5	3.6	3.4	3.6
13. Monitors	3.5	3.5	3.5	3.5	3.5
14. Adjusts Based upon Monitoring	3.3	3.3	3.3	3.3	3.4
15. Establishes Closure	3.3	3.3	3.2	3.2	3.3
16. Student Achievement	3.4	3.4	3.4	3.6	3.4
17. Professional Development	3.5	3.5	3.5	3.4	3.5
18. Professional Accountability	3.7	3.7	3.7	3.4	3.7
19. Effective Interpersonal Skills	3.5	3.6	3.6	3.5	3.5
20. Professional Involvement & Leadership	3.5	3.4	3.4	3.4	3.6

NSU graduates have good student relations and maintain professional accountability (with the exception of Special Education majors) most often.

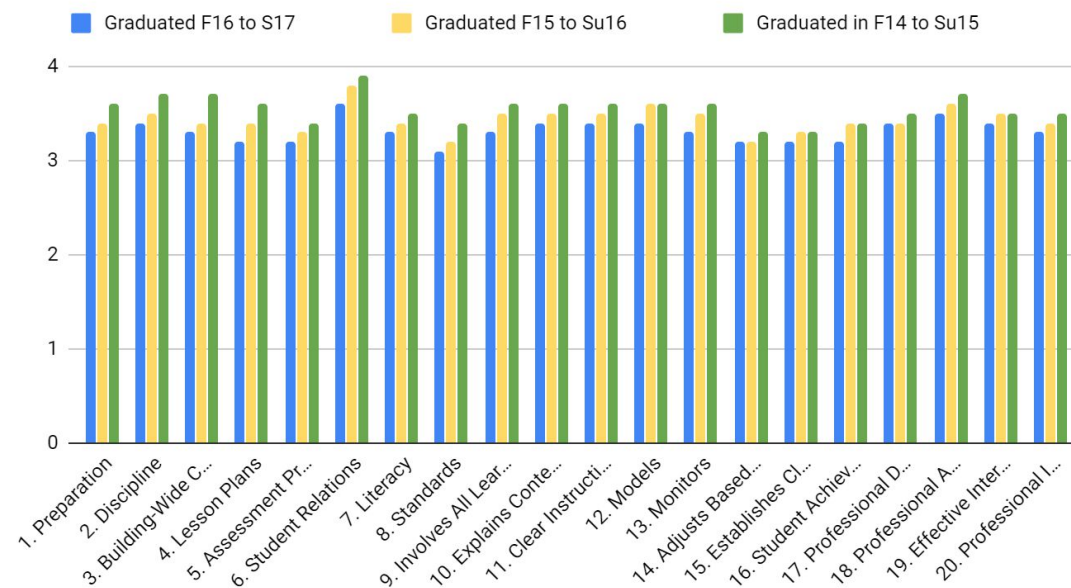
NSU graduates taught to academic standards, adjusted lessons based on monitoring, used fair assessment practices, and established closure less often.

Teacher Leader Effectiveness: Tulsa Model

TLE Teacher Model Mean Scores: Based on Year of Graduation

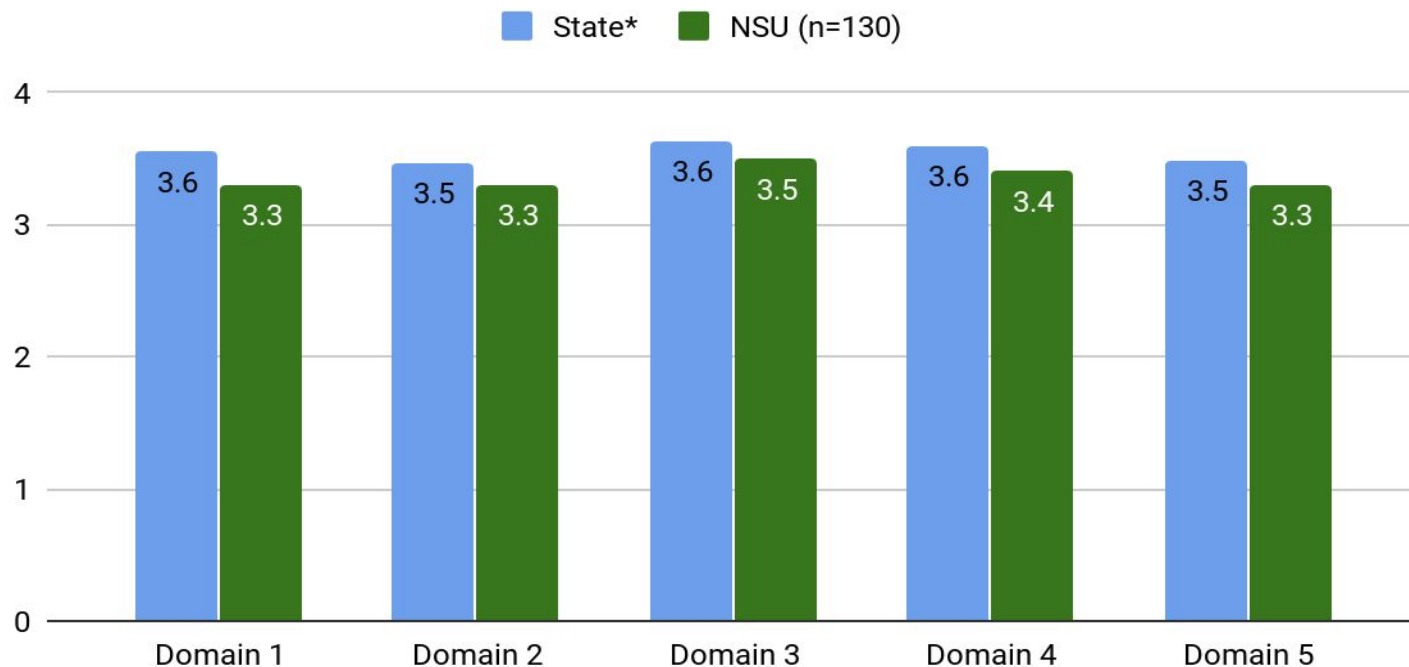
Tulsa Model	F16 to S17 n = 130	F15 to Su16 n = 121	F14 to Su15 n = 92
1. Preparation	3.3	3.4	3.6
2. Discipline	3.4	3.5	3.7
3. Building-Wide Climate Responsibility	3.3	3.4	3.7
4. Lesson Plans	3.2	3.4	3.6
5. Assessment Practices	3.2	3.3	3.4
6. Student Relations	3.6	3.8	3.9
7. Literacy	3.3	3.4	3.5
8. Standards	3.1	3.2	3.4
9. Involves All Learners	3.3	3.5	3.6
10. Explains Content	3.4	3.5	3.6
11. Clear Instruction & Directions	3.4	3.5	3.6
12. Models	3.4	3.6	3.6
13. Monitors	3.3	3.5	3.6
14. Adjusts Based upon Monitoring	3.2	3.2	3.3
15. Establishes Closure	3.2	3.3	3.3
16. Student Achievement	3.2	3.4	3.4
17. Professional Development	3.4	3.4	3.5
18. Professional Accountability	3.5	3.6	3.7
19. Effective Interpersonal Skills	3.4	3.5	3.5
20. Professional Involvement & Leadership	3.3	3.4	3.5

TLE Tulsa Model Mean Scores: Based on Year of Graduation



Teacher Leader Effectiveness: Tulsa Model

Comparison of First Year Teacher TLE Scores for AY 2017/18 (Tulsa Model)



NSU graduates scored lower on the Tulsa model TLE than other first-year teachers across the state according to the numbers received by the Office of Educational Quality and Accountability.

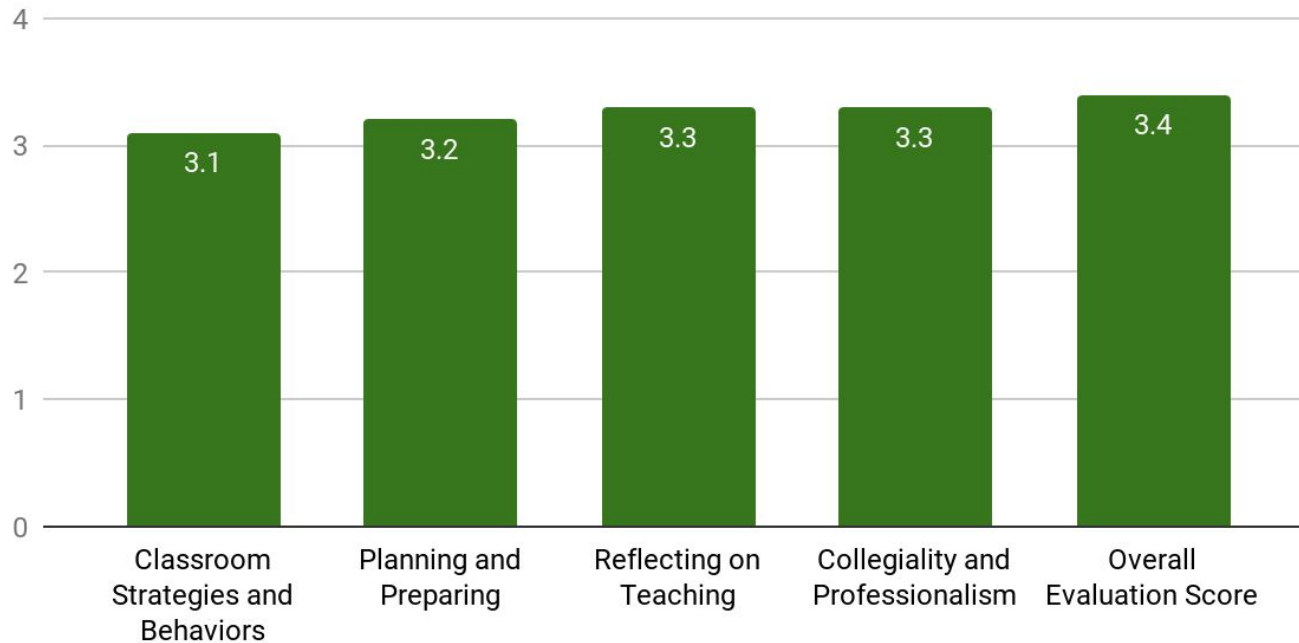
The number of first-year teachers who graduated from **NSU** and were evaluated using the Marzano Model to measure TLE was too low to compare to the state average.

*State did not report n



Teacher Leader Effectiveness: Marzano

TLE (Marzano) Means for NSU Graduates (F14 - S17) who Taught in the 2017/18 Academic Year (n=16)



The Marzano model consists of 60 indicators organized into four domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism.

Indicators are scored on a 5-point scale with a not applicable option (0=not using, 1=beginning, 2=developing, 3=applying, 4=innovating).

The average overall evaluation scores for the sixteen people (who graduated between Fall 2014 to Spring 2017) was a 3.4 with a range from 3.0 - 4.1 for the 2017/18 academic year.



Teacher Leader Effectiveness: Marzano

Teacher Leader Effectiveness Means Scores for F14 to S17 NSU Graduates: Marzano Model (n = 16)

Indicator 1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)	3.3	Indicator 16. Using Homework	3.9	Indicator 31. Providing Opportunities for Students to Talk about Themselves	4.0	Indicator 46. Use of Available Technology	4.0
Indicator 2. Tracking Student Progress	3.7	Indicator 17. Helping Students Examine Similarities and Differences	3.7	Indicator 32. Presenting Unusual or Intriguing Information	4.0	Indicator 47. Needs of English Language Learners	3.0
Indicator 3. Celebrating Success	3.6	Indicator 18. Helping Students Examine Their Reasoning	3.7	Indicator 33. Demonstrating "Withitness"	3.6	Indicator 48. Needs of Special Education Students	3.0
Indicator 4. Establishing Classroom Routines	3.6	Indicator 19. Helping Students Practice Skills, Strategies, and Processes	4.1	Indicator 34. Applying Consequences for Lack of Adherence to Rules and Procedures	4.0	Indicator 49. Needs of Students Who Lack Support for Schooling	3.0
Indicator 5. Organizing the Physical Layout of the Classroom	3.5	Indicator 20. Helping Students Revise Knowledge	3.9	Indicator 35. Acknowledging Adherence to Rules and Procedures	4.0	Indicator 50. Identifying Areas of Pedagogical Strength and Weakness	3.0
Indicator 6. Identifying Critical Content	3.2	Indicator 21. Organizing Students for Cognitively Complex Tasks	4.0	Indicator 36. Understanding Students' Interests and Backgrounds	3.0	Indicator 51. Evaluating the Effectiveness of Individual Lessons and Units	3.0
Indicator 7. Organizing Students to Interact with New Content	3.4	Indicator 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	3.8	Indicator 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	3.0	Indicator 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	3.0
Indicator 8. Previewing New Content	3.4	Indicator 23. Providing Resources and Guidance for Cognitively Complex Tasks	3.9	Indicator 38. Displaying Objectivity and Control	3.0	Indicator 53. Developing a Written Growth and Development Plan	4.0
Indicator 9. Chunking Content into "Digestible Bites"	3.5	Indicator 24. Noticing When Students are Not Engaged	3.6	Indicator 39. Demonstrating Value and Respect for Low Expectancy Students	3.5	Indicator 54. Monitoring Progress Relative to the Professional Growth and Development Plan	4.0
Indicator 10. Helping Students Process New Content	3.0	Indicator 25. Using Academic Games	4.0	Indicator 40. Asking Questions of Low Expectancy Students	4.0	Indicator 55. Promoting Positive Interactions with Colleagues	3.0
Indicator 11. Helping Students Elaborate on New Content	3.5	Indicator 26. Managing Response Rates	4.0	Indicator 41. Probing Incorrect Answers with Low Expectancy Students	4.0	Indicator 56. Promoting Positive Interactions about Students and Parents	3.0
Indicator 12. Helping Students Record and Represent Knowledge	3.0	Indicator 27. Using Physical Movement	4.0	Indicator 42. Effective Scaffolding of Information within Lessons	3.0	Indicator 57. Seeking Mentorship for Areas of Need or Interest	4.0
Indicator 13. Helping Students Reflect on Learning	3.5	Indicator 28. Maintaining a Lively Pace	4.0	Indicator 43. Lessons within Units	3.0	Indicator 58. Mentoring Other Teachers and Sharing Ideas and Strategies	4.0
Indicator 14. Reviewing Content	3.2	Indicator 29. Demonstrating Intensity and Enthusiasm	4.0	Indicator 44. Attention to Established Content Standards	3.0	Indicator 59. Adhering to District and School Rules and Procedures	4.0
Indicator 15. Organizing Students to Practice and Deepen Knowledge	3.3	Indicator 30. Using Friendly Controversy	4.0	Indicator 45. Use of Available Traditional Resources	4.0	Indicator 60. Participating in District and School Initiatives	4.0

Employer Satisfaction & Employment Milestones



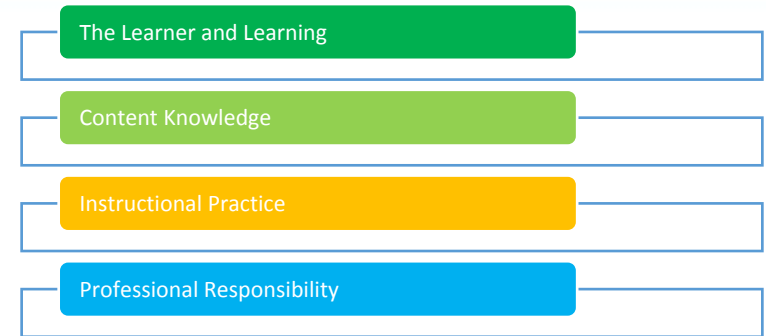
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Administrator/Mentor Survey

The [Office of Educational Quality and Accountability \(OEQA\)](#) has independently surveyed school administrators/mentors of first year teachers prepared in the state since 2010. The person filling out the survey rated the teacher's preparedness to teach several outcomes, organized into the four categories noted in the upper right hand corner of this slide.

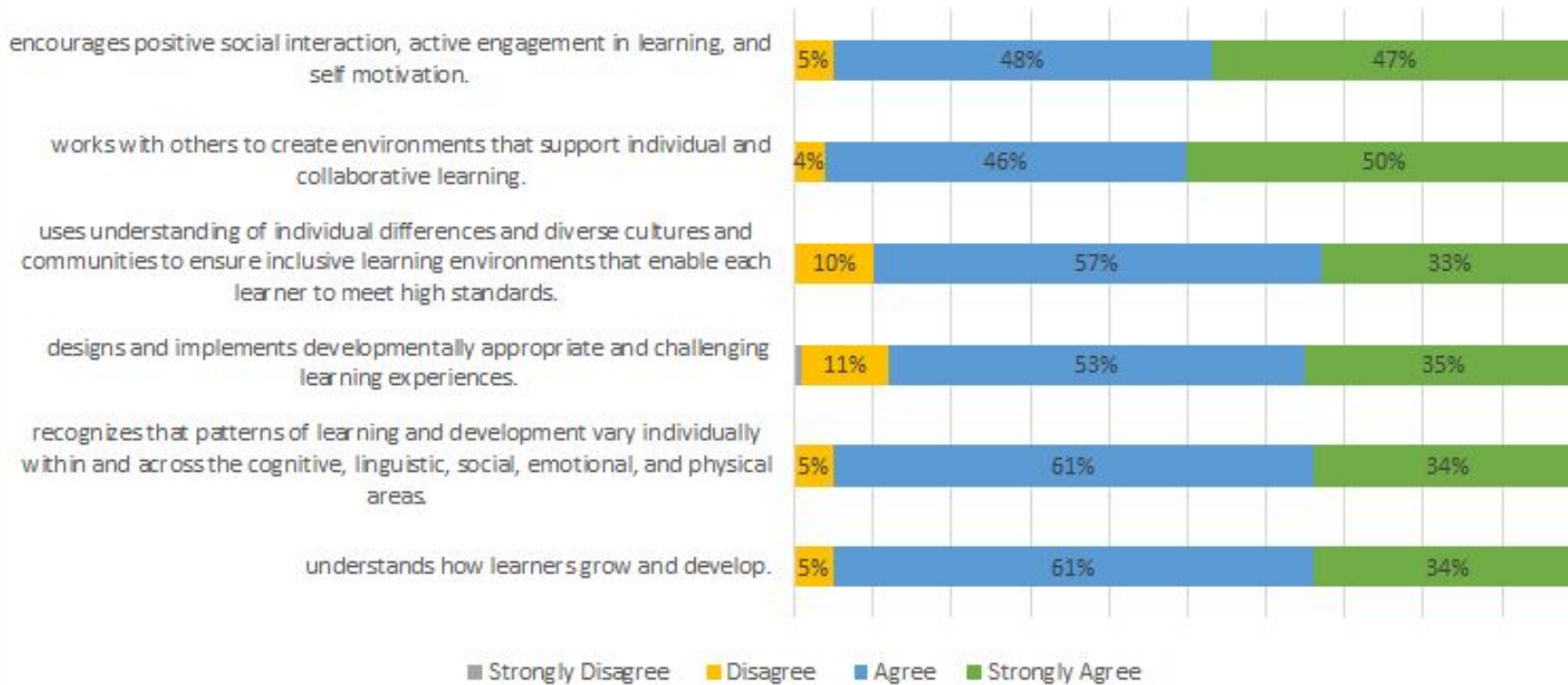
The OEQA publishes the combined results from [all state teacher preparation programs](#). The results presented on the next few slides are the administrators'/mentors' opinions of the first year teachers who graduated from **NSU**'s teacher preparation program.



Administrator/Mentor Survey

- The Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility

First Year Teacher Administrator Survey for 2017/18: The Learner and Learning

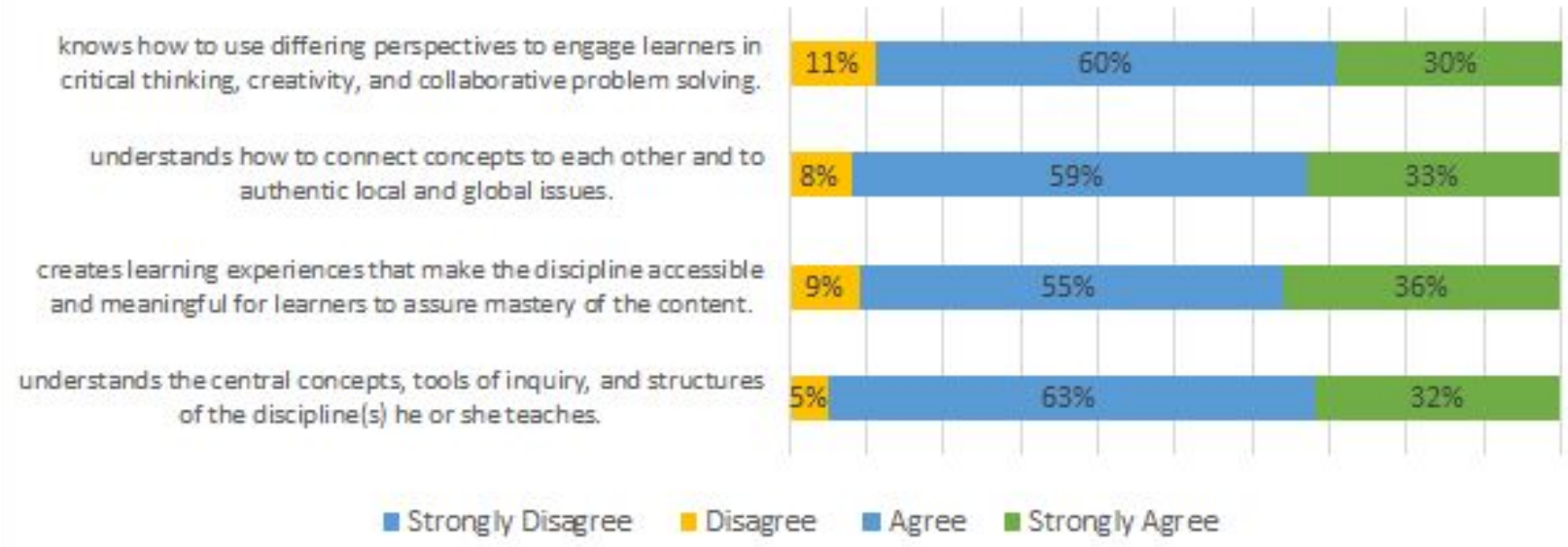


First year teachers created environments that support learning but designed and implemented appropriate and challenging learning experiences less often.

Administrator/Mentor Survey

- The Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility

First Year Teacher Administrator Survey for 2017/18:
Content Knowledge

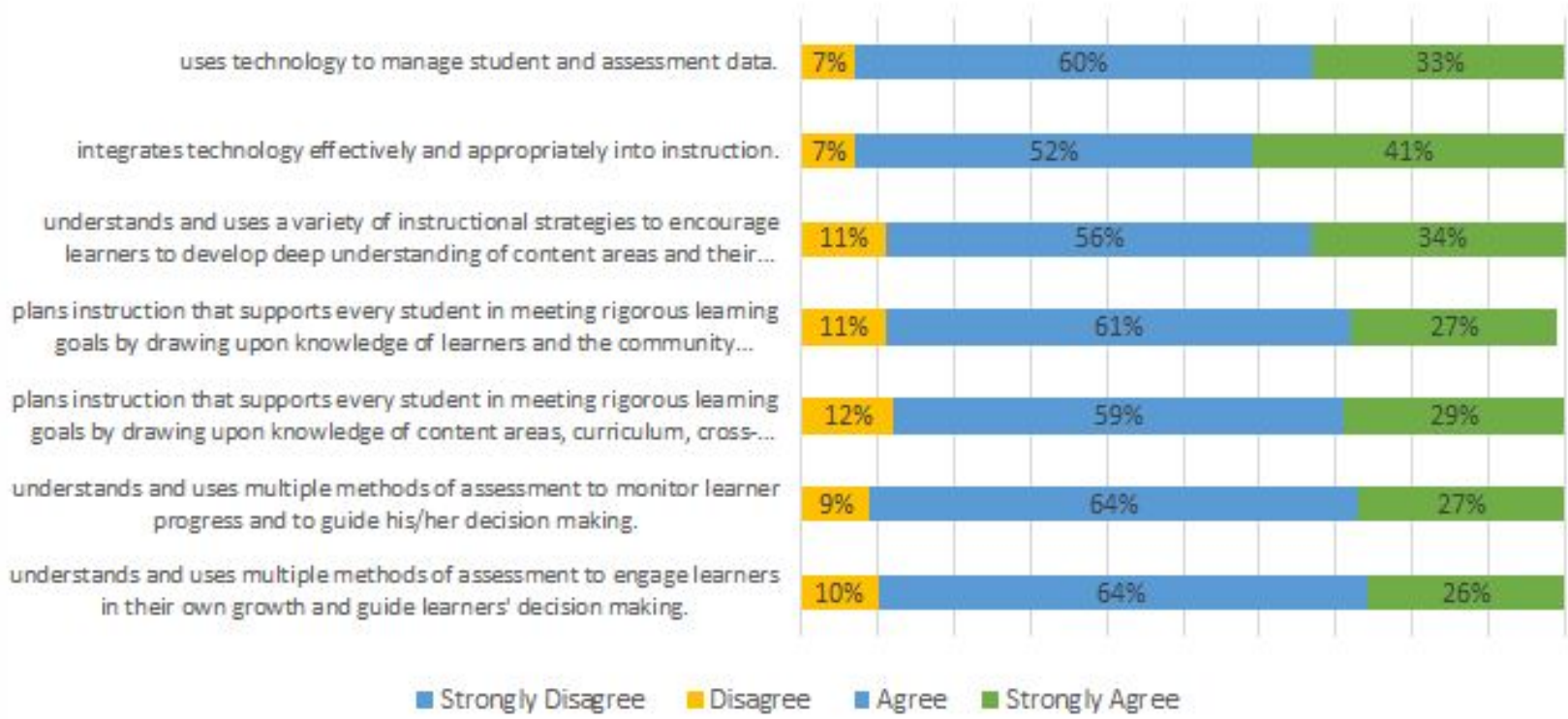


First year teachers understood the discipline he or she teaches, but used differing perspectives less often.

Administrator/Mentor Survey

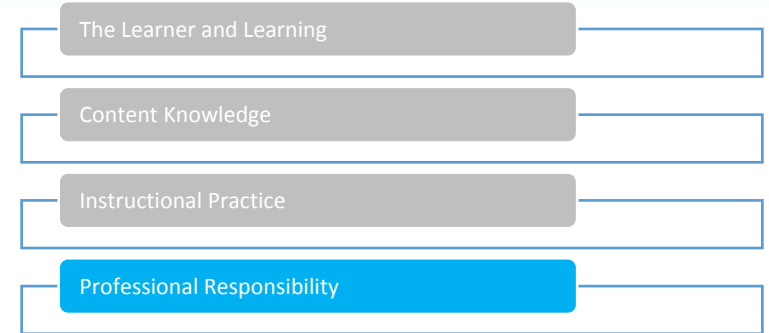
- The Learner and Learning
- Content Knowledge
- Instructional Practice**
- Professional Responsibility

First Year Teacher Administrator Survey for 2017/18:
Instructional Practice

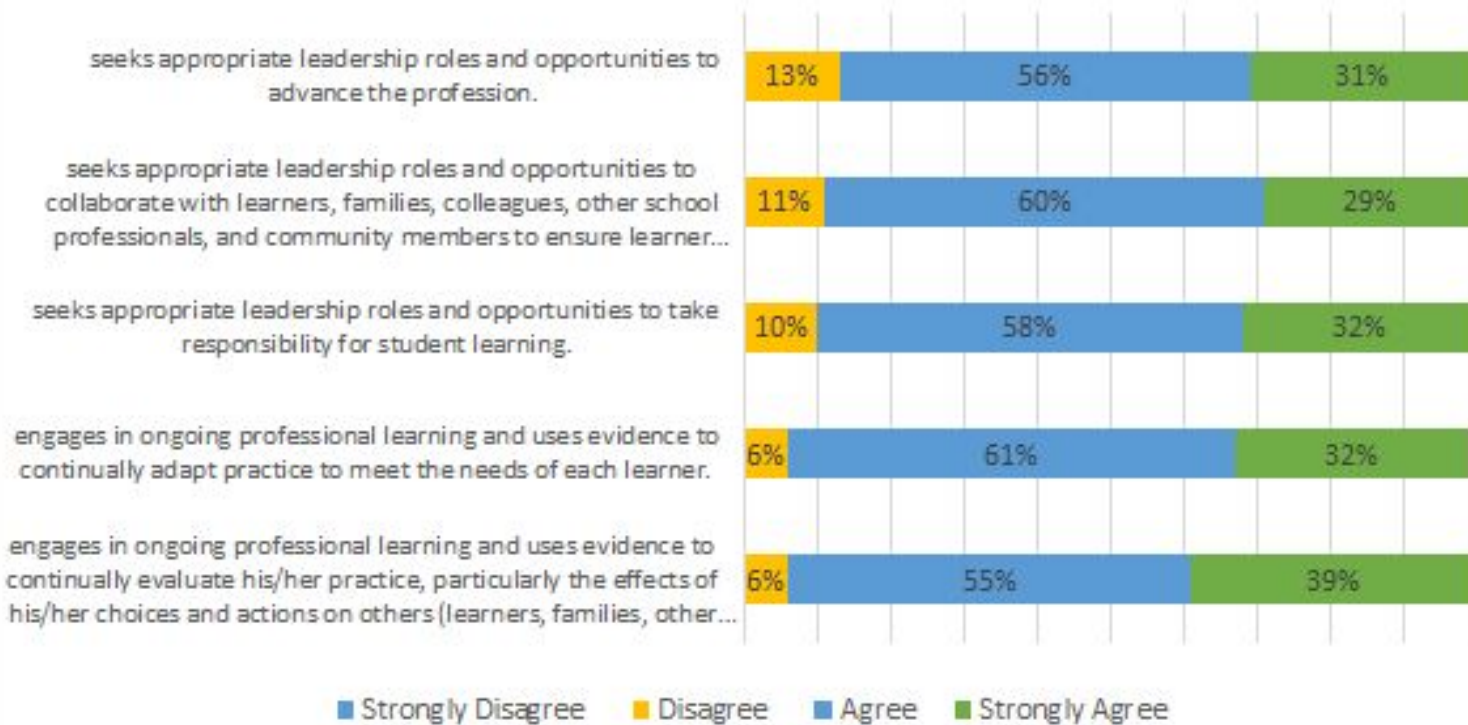


First year teachers understood how to use and integrated technology throughout their instructional practice, but used instructional strategies, goals, and knowledge of content areas to support student learning less often

Administrator/Mentor Survey



First Year Teacher Administrator Survey for 2017/18:
Professional Responsibility



First year teachers engaged in professional learning experiences, but did not seek appropriate leadership roles and opportunities as often.



Administrator/Mentor Survey

The AY17/18 surveys had a return of 79 administrators/mentors and 35 teacher/mentors. The strengths identified in the survey were teachers' ability to create environments that support individual and collaborative learning (46% Agree; 50% Strongly Agree) and encourage positive social interactions, active engagement in learning, and self motivation (48% Agree; 46% Strongly Agree).

When asked to provide recommendations for strengthening the teacher preparation program through open-ended responses, administrators/mentors recommended providing more classroom management instruction (23%) and more classroom experiences (19%) which is down in both areas from the previous year.



Employment Milestone: National Board Certified Teacher (NBCT)

One employment milestone widely recognized is the achievement of becoming a National Board Certified Teacher (NBCT).

According to state records, 458 **NSU** graduates hold at least one National Board certification. According to the NBCT directory 3,096 Oklahomans are NBCT.

<https://www.nbpts.org/in-your-state/in-your-state/ok/>



Graduates' Satisfaction



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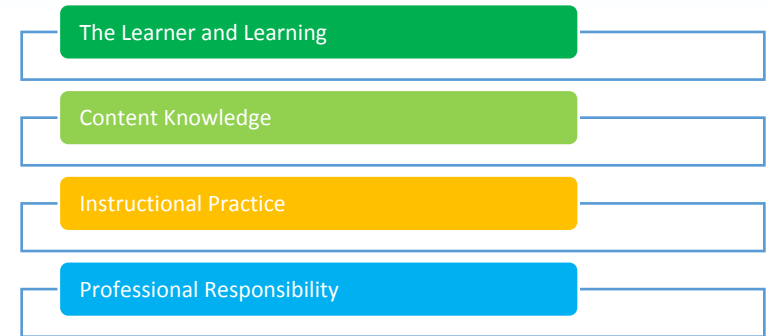
First Year Teacher Survey

The [Office of Educational Quality and Accountability \(OEQA\)](#) has independently surveyed first year teachers annually since 2010.

First year teachers were asked to rate their preparedness to teach based on **four categories** of teacher preparation standards (InTASC, 2011), noted in the upper right hand corner of this slide.

The OEQA publishes the combined results from [all state teacher preparation programs](#).

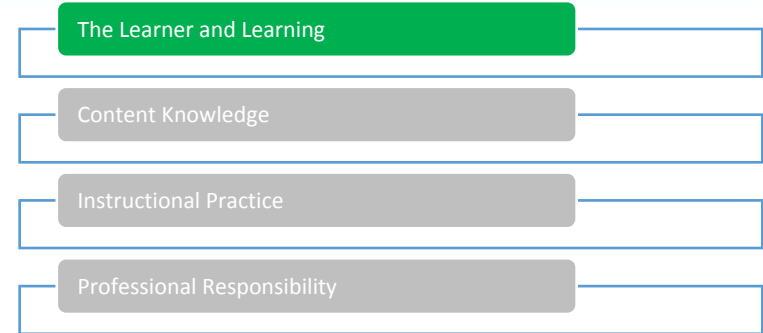
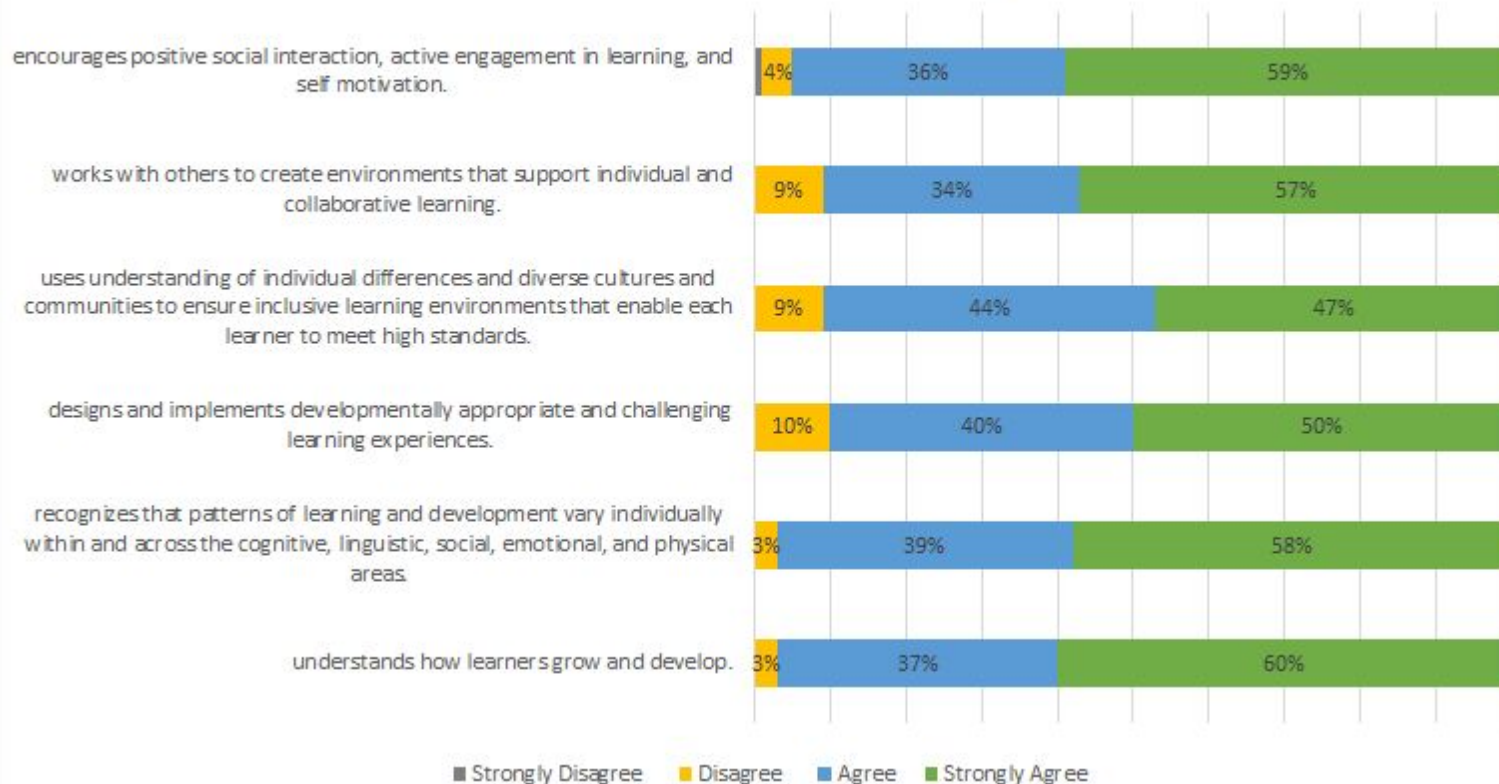
The results presented on the next few slides are from graduates of **NSU**'s teacher preparation program.





First Year Teacher Survey

First Year Teacher Survey for 2017/18:
The Learner and Learning

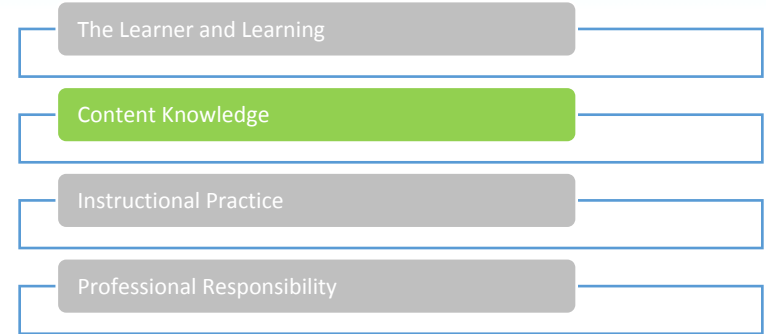
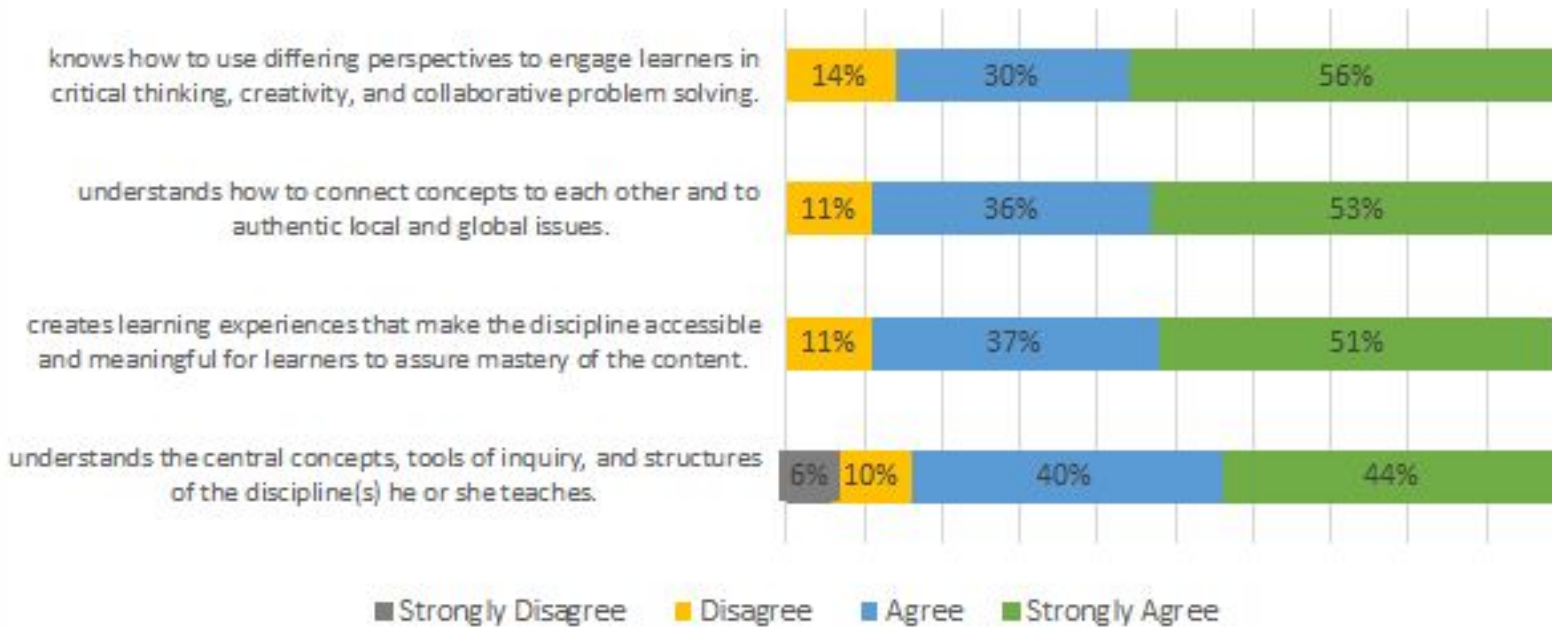


First year teachers feel they have an understanding of how learners grow and develop and how to encourage positive social interactions most often, but feel they know how to work with others to create supportive environments, understand individual differences, and design/implement challenging learning experiences less often.



First Year Teacher Survey

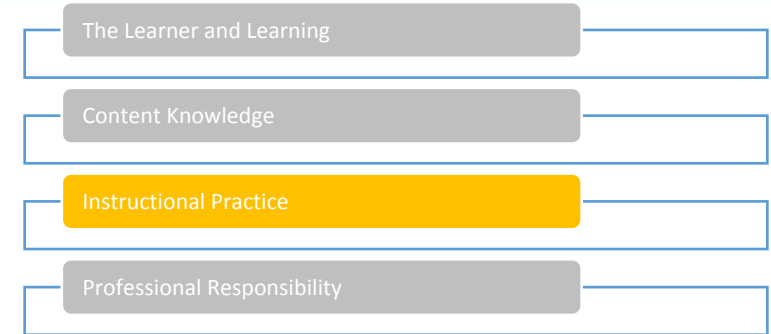
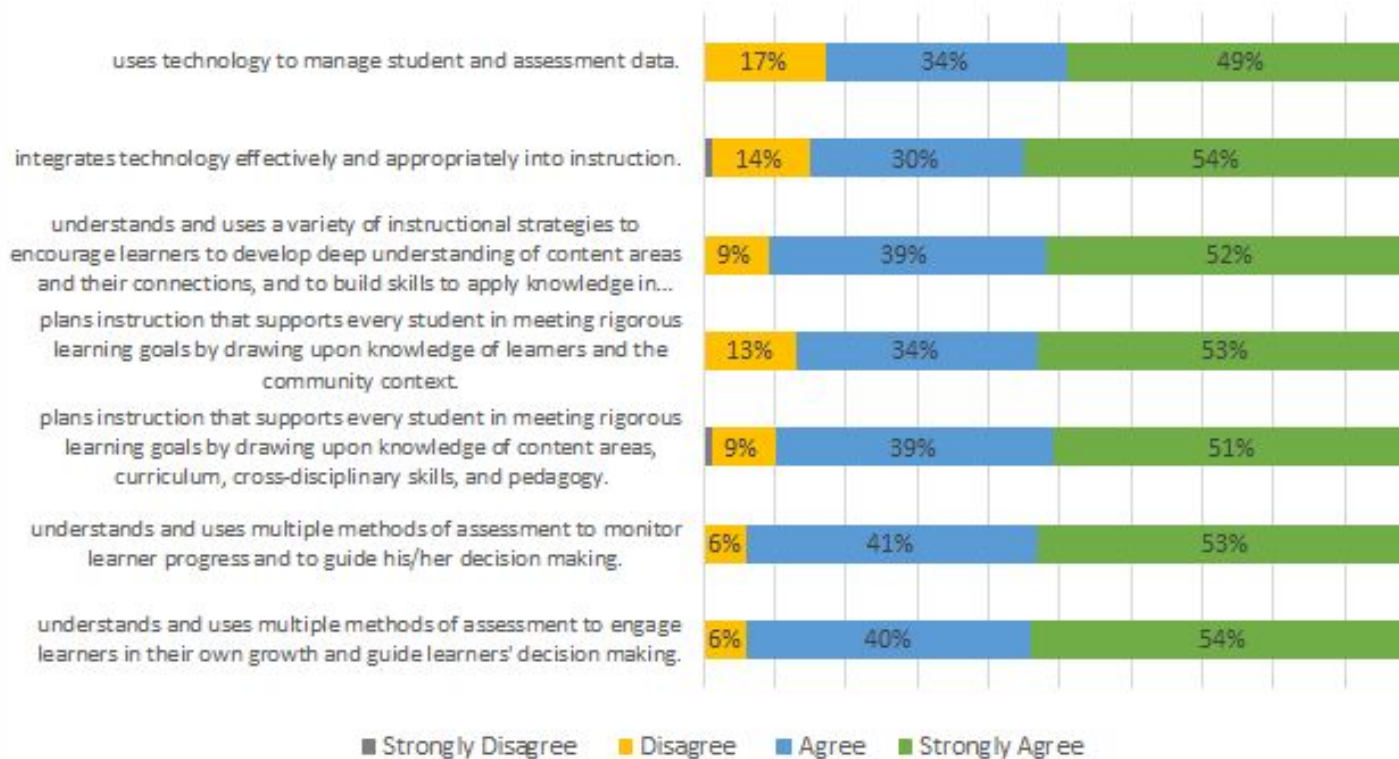
First Year Teacher Survey for 2017/18:
Content Knowledge



First year teachers feel they know how to engage learners in critical thinking most often, but feel they understand how to connect concepts to local and global issues less often.

First Year Teacher Survey

First Year Teacher Survey for 2017/18:
Instructional Practice

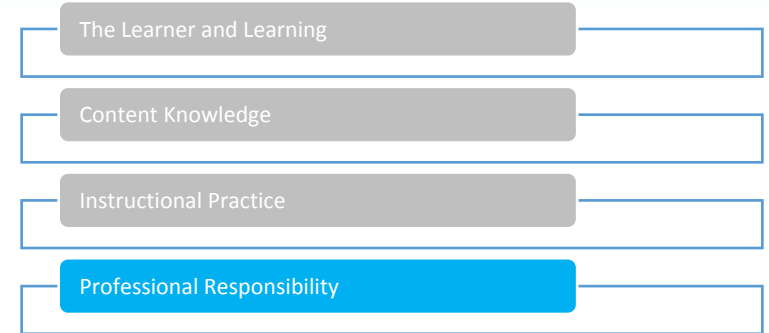
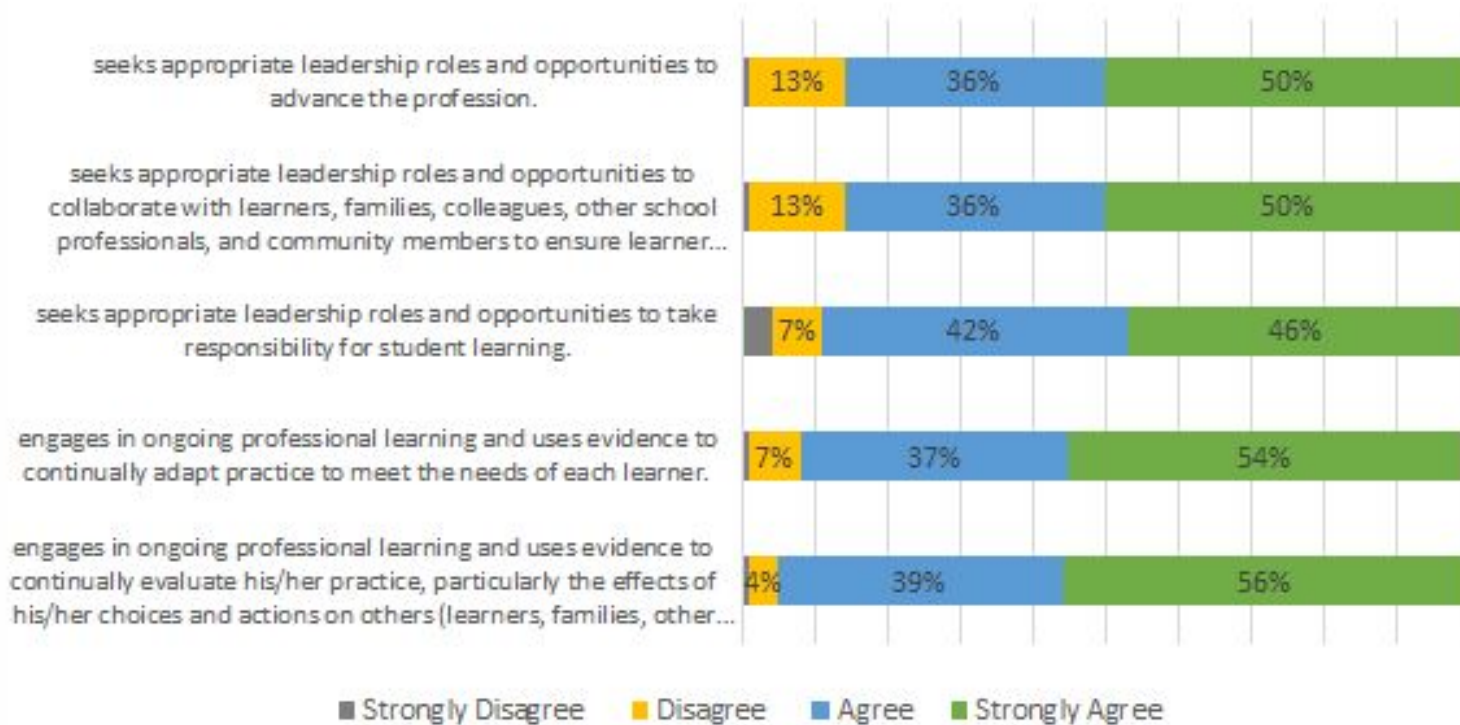


First year teachers feel they have an understanding and how to use assessment most often, but feel they have an understanding on how to use and integrate technology for assessment and instruction and meet rigorous learning goals less often .



First Year Teacher Survey

First Year Teacher Survey for 2017/18: Professional Responsibility



First year teachers feel they engage in ongoing professional learning most often, but feel they seek leadership roles less often.



First Year Teacher Survey

Seventy first year teachers completed the survey for the 2017-18 academic year. When asked through in what they could have used more preparation in based on their first year teaching, 40 (24%) first year teachers indicated they needed more **classroom management** courses or instruction, 22 (13%) needed more information on how to work with students who are **English language learners**, and 21 (13%) needed more preparation with **technology** in the classroom.

Two of the five respondents who wrote in responses stated they did not feel prepared to teach elementary mathematics.

The 2017-18 averages for teachers graduating from NSU was higher than the state averages for all questions.

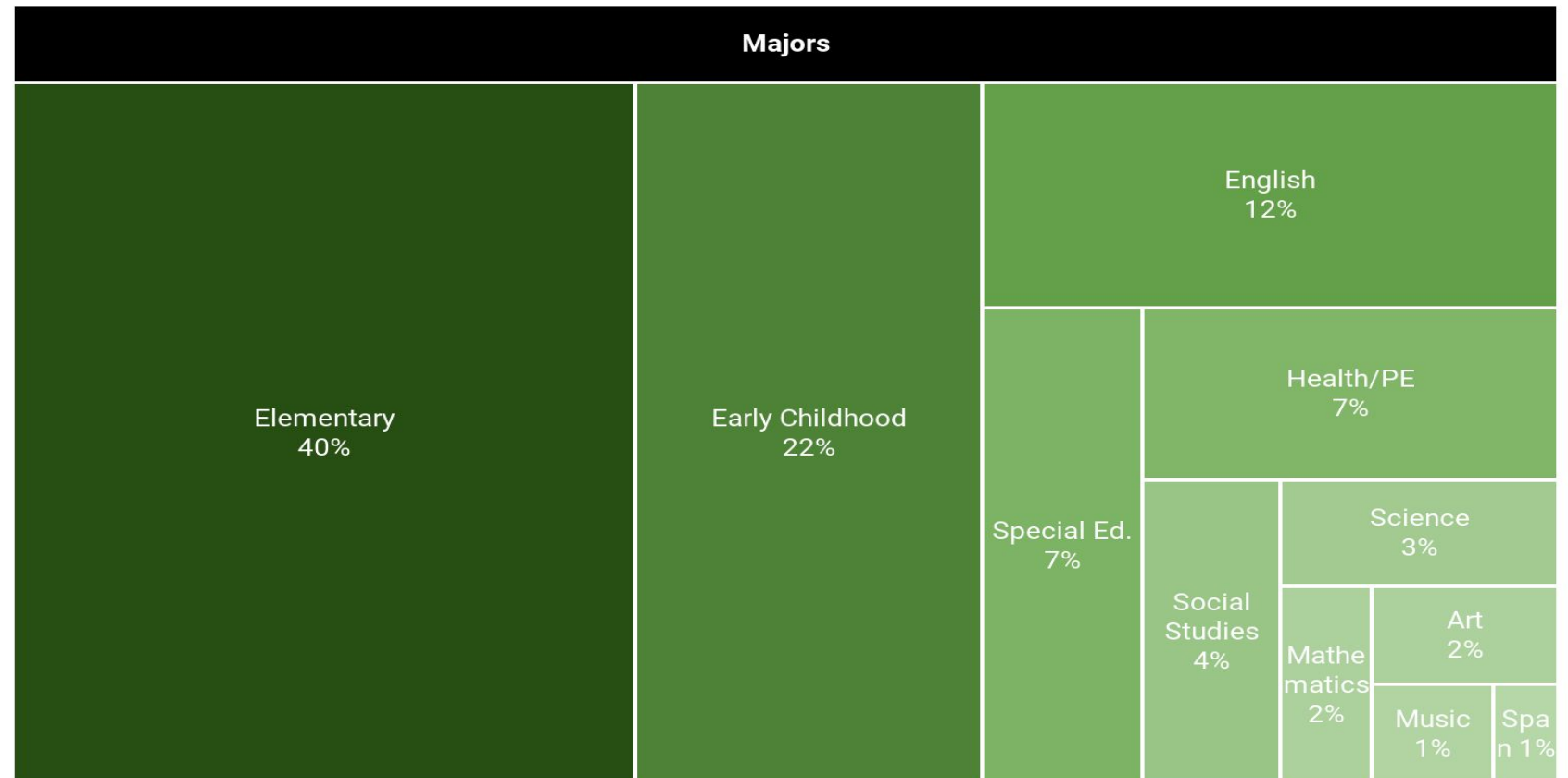
Graduation Rates



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Graduation Rates - Undergraduate

In 2017-18, **NSU** prepared 183* teachers in 11 academic majors.

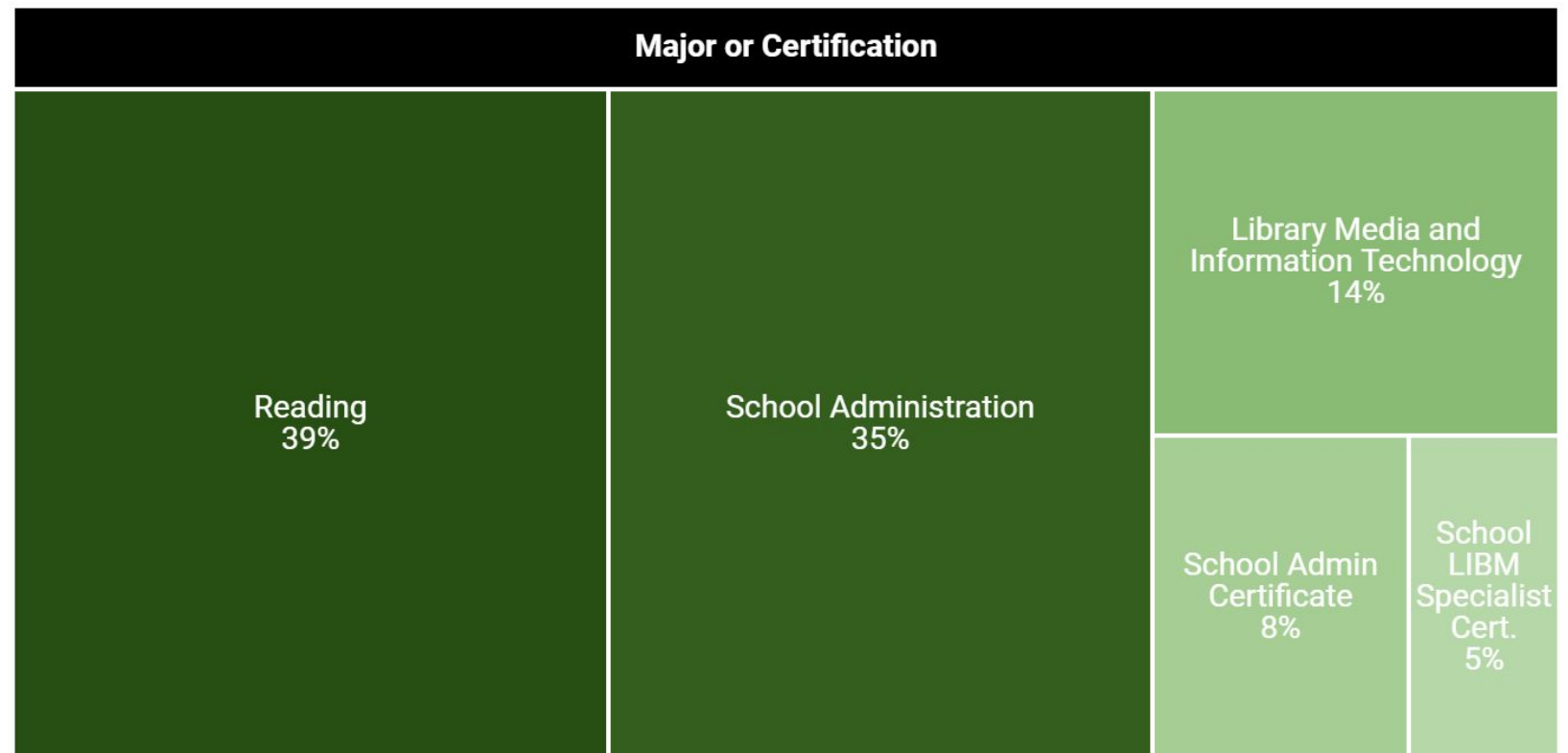


*based on Title II data



Graduation Rates - Graduate

In 2017-18, **NSU** awarded 88 advanced degrees and/or certificates for educators.



Graduates' Ability to Meet Licensing Requirements





Certification Exams

Oklahoma teachers who pursue certification through a [traditional path](#) must pass three exams:

- The **Oklahoma General Education Test (OGET)** is designed to ensure that entry-level teachers demonstrate the core general education knowledge and skills, including critical thinking, required by the state of Oklahoma.
- The **Oklahoma Subject Area Tests (OSATs)** are designed to ensure that teacher candidates have demonstrated the level of subject-matter knowledge and skills required by Oklahoma for entry-level educators.
- The **Oklahoma Professional Teaching Examination (OPTE)** is designed to ensure that beginning teachers possess the level of professional teaching knowledge necessary for entry-level educators.



Certification Exams

Oklahoma Teacher Professional Examination, 2017-2018	Number Taking Test	Avg. Scaled Score	Number Passing Test	Pass Rate
Oklahoma General Education Test	85	259	76	89%

- **NSU** teacher candidates take the Oklahoma General Education Test (OGET) during their first semester in the teacher education program. They must pass it in order to progress in the program.
- The OGET is designed to ensure that entry-level teachers demonstrate the core general education knowledge and skills, including critical thinking, required by the state of Oklahoma.
- 100% of **NSU** program completers passed the OGET with an average scaled score of **262**. The minimum passing score is 240 and the highest score possible is 300.



Certification Exams

Oklahoma Subject Area Test, 2017-2018	Number Taking Test	Avg. Scaled Score*	Number Passing Test	Pass Rate
Advanced Mathematics	4	248	3	75%
Art	4	244	4	100%
Biological Sciences	2	251	2	100%
Chemistry	1	244	1	100%
Cherokee	1	192	0	0%
Early Childhood Education	36	241	22	61%
Earth Science	4	221	0	0%
Elementary Education Subtest 1	67	254	61	91%
Elementary Education Subtest 2	70	252	58	83%
English	23	245	19	83%
Instrumental/General Music	1	242	1	100%
Middle Level/Intermediate Math	1	246	1	100%
Mild-Moderate Disabilities	11	241	6	55%
Physical Education/Health/Safety	13	249	11	85%
Physical Science	2	247	1	50%
Spanish	1	263	1	100%
U.S. History/OK History/Govt/Econ	4	262	4	100%
Vocal/General Music	0			
World History/Geography	2	265	1	50%

Oklahoma Subject Area Test, 2017-2018	Number Taking Test	Avg. Scaled Score*	Number Passing Test	Pass Rate
Reading Specialist	22	260	20	91%
Library/Media Specialist	9	252	7	78%
Elementary Principal	23	246	17	74%
Mid-Level Principal	0			
Secondary Principal	10	247	7	70%
Superintendent	3	236	1	33%
Elementary Math Specialist	0			

- The OSATs are designed to ensure that teacher candidates have demonstrated the level of subject-matter knowledge and skills required by Oklahoma for entry-level educators.
- The data show that not every candidate in each program has passed their OSAT at this point in time; however, it is a requirement that **all NSU** teacher candidates pass their respective OSAT before beginning their full internship (undergraduate) or graduation (advanced programs).



Certification Exams

Oklahoma Teacher Professional Examination, 2017-2018	Number Taking Test	Avg. Scaled Score	Number Passing Test	Pass Rate
OPTE PK-8	130	252	117	90%
OPTE 6-12	57	257	56	98%

- A passing score on the OPTE is required to become a certified teacher, but it is not required to graduate with an education degree from **NSU**.
- The OPTE is designed to ensure that beginning teachers possess the level of professional teaching knowledge necessary for entry-level educators.
- *The minimum passing score on the OPTE is 240 and the highest score possible is 300.

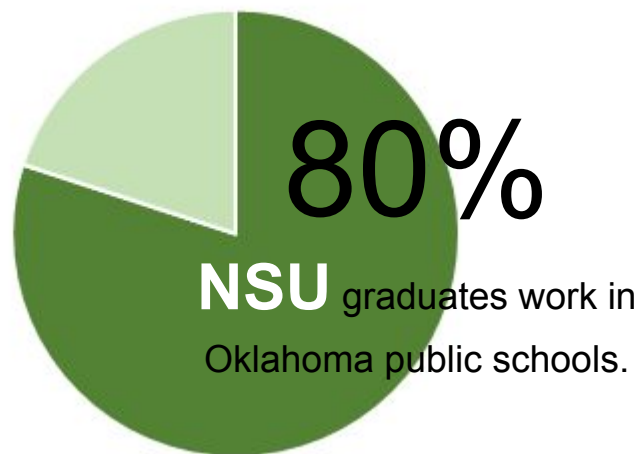
Graduates' Ability to be Hired





Graduate Employment for Initial Degrees

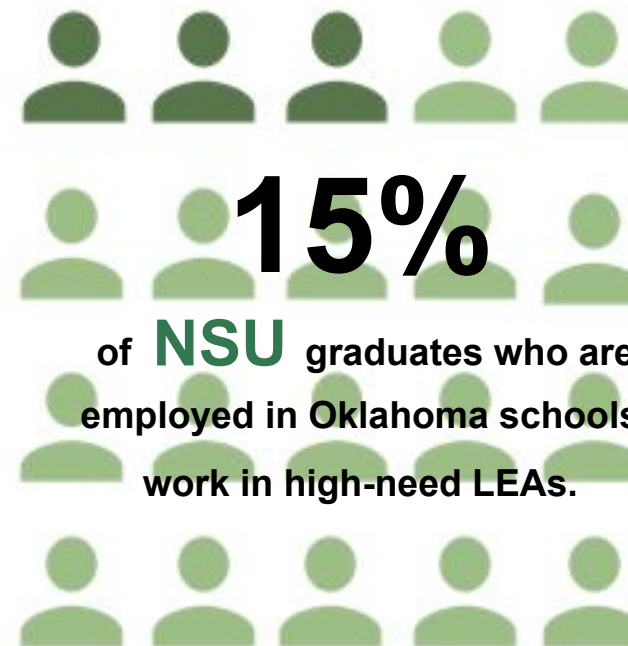
NSU Graduates Employed in Oklahoma Schools



Of the Fall 2016 to Summer 2017 **NSU** graduates with a bachelor's degree in education, 143 were employed in Oklahoma public schools for the 2017/18 academic year.

based on data provided by the Oklahoma State Department of Education

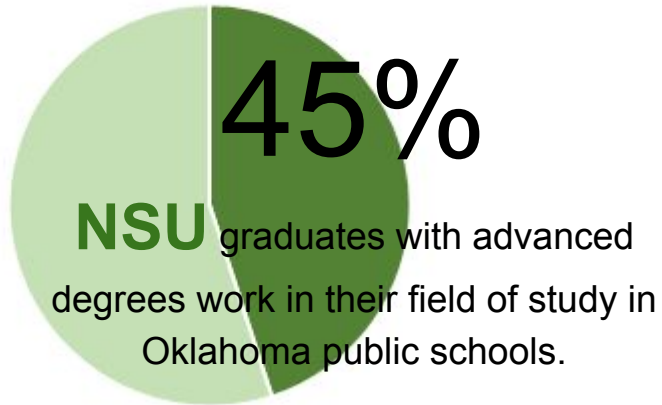
Of those **NSU** graduates employed in the state, 21 are employed in high-need Local Educational Agencies (LEA).





Graduate Employment for Advanced Degrees

NSU Advanced Degree Graduates Employed in Oklahoma Schools in Their Field of Study



Of the Fall 2016 to Summer 2017 NSU graduates who graduated with an advanced degree or certification in the field of education, 30 were employed in Oklahoma public schools in their field of study for the 2017/18 academic year.

based on data provided by the Oklahoma State Department of Education

Of those NSU advanced degree graduates employed in the state in their field of study, 24 are employed in high-need Local Educational Agencies (LEA).



80%

of NSU advanced degree graduates who are employed in Oklahoma public schools in their field of study work in high-need LEAs.

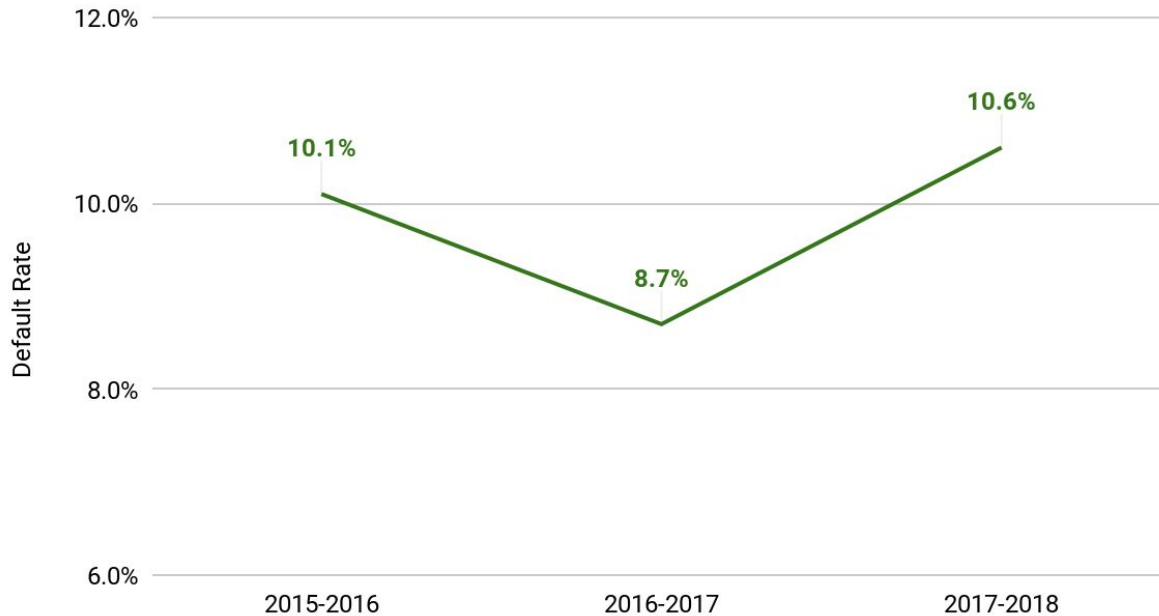
Consumer Information



NORTHEASTERN STATE UNIVERSITY



Northeastern State University's Student Loan Default Rate



One important piece of consumer information is **student loan default rates**. The data chart shows **NSU's** student loan default rate for both undergraduate and graduate students. While the default rate dropped between the 2015/16 and 2016/17 annual years, it had a slight increase between the 2016/17 and 2017/18 academic years.



NSU provides the following student consumer information on its website:

- [General Institutional Information](#)
- [Notice of Availability of Instructional and Financial Aid Information](#)
- [Academic Programs](#)
- [Student Life](#)
- [Health and Safety](#)
- [Student Outcomes](#)

NSU does not provide information specific to educator preparation on its website, but the College of Education [academic advisors](#) and faculty advisors are happy to answer student questions or help find the answer.



Contact Us

Please contact us if you have questions or would like additional information.

NSU College of Education

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