

College of Education  
Educator Preparation  
Standards of Excellence  
2016 (AY 2014-2015)





- 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 for improvement.
- NSU's College of Education had **no** areas for improvement for the 2011 NCATE/State visit
- Our next on-site visit is fall of 2018.



**NORTHEASTERN**  
STATE UNIVERSITY

# Conceptual Framework

**NORTHEASTERN STATE UNIVERSITY**

College of Education...

## *Preparing Professional Educators*

- *Teaching Scholars*
- *Educational Leaders*
- *Developers of Human Potential*





Teaching Scholars

Educational Leaders

Developers of Human Potential

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.



Teaching Scholars

Educational Leaders

Developers of Human Potential

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

Teaching Scholars

Educational Leaders

Developers of Human Potential

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





# State Licensure/Professional Exams: Program Completers

Oklahoma General Education Test (OGET)

Oklahoma Subject Area Test (OSAT)

Oklahoma Professional Teaching Examination (OPTE)

Oklahoma Reading Test (ORT)



**NORTHEASTERN**  
STATE UNIVERSITY



A *program completer* is a person who has met all the requirements of a state-approved teacher preparation program. NSU's program requires that teacher candidates:

- Pass the Oklahoma General Education Test (OGET)
- Pass the Oklahoma Subject Area Test (OSAT)
- Demonstrate the 15 Oklahoma [General Competencies](#) for Teacher Licensure and Certification.
- Successfully complete the Clinical Experiences
  - Clinical Teaching/Pre-Internship I
  - Pre-Internship II
  - Full Internship
- Successfully complete all coursework required for the degree, earning a minimum of a 2.5 GPA overall, in major content area, and professional education courses, except for Early Childhood, Elementary, and Special Education, who must earn a 2.75 GPA overall, in major content area, and professional education courses.





Oklahoma teachers who pursue certification through a traditional path must pass three competency exams:

- The **Oklahoma General Education Test (OGET)** is designed to insure 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 insure 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 insure that beginning teachers possess the level of professional teaching knowledge necessary for entry-level educators.

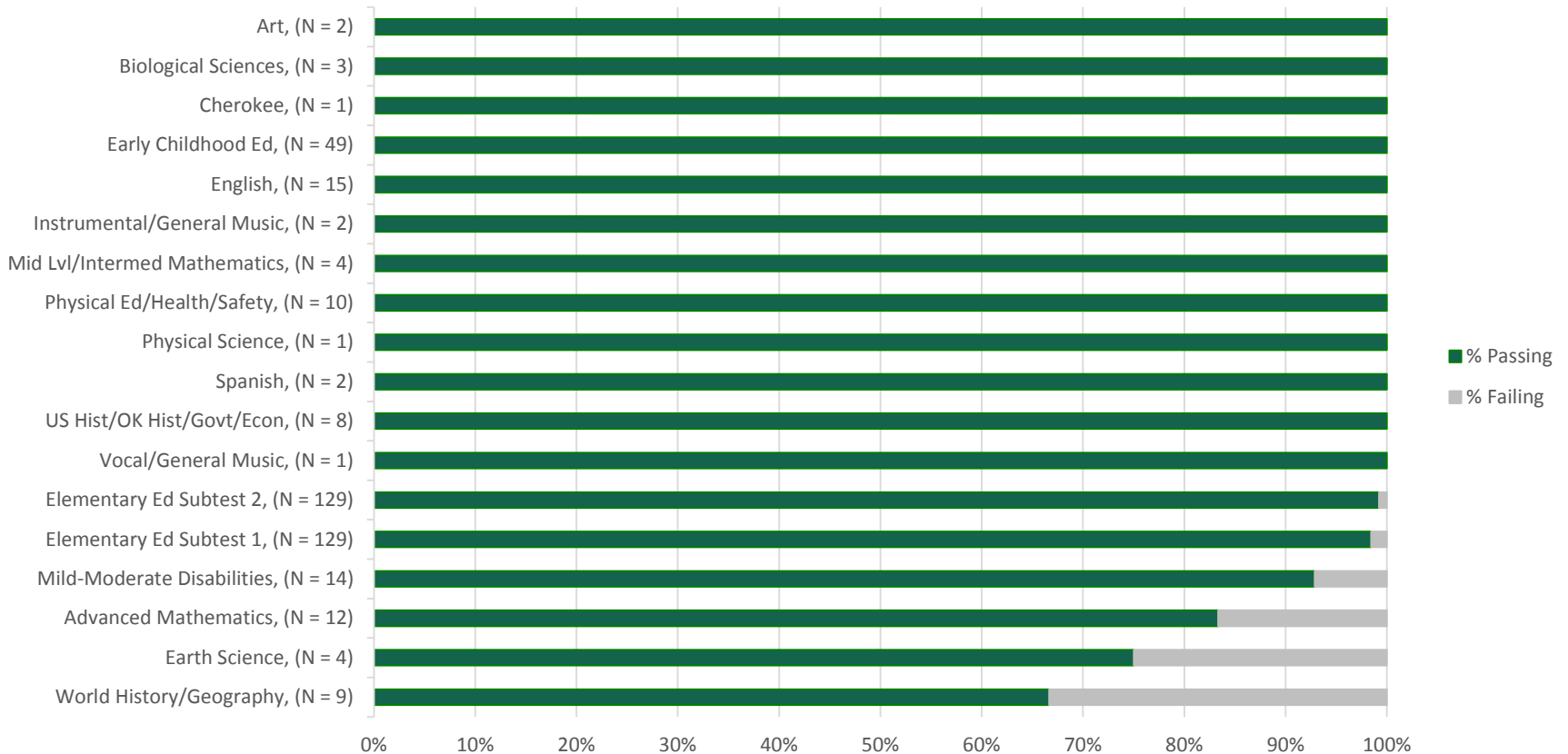


# State Exam Performance: Program Completers

- Oklahoma General Education Test (OGET)
- Oklahoma Professional Teacher Examination (OPTE)

Exam	# Test Takers	Average Score	Pass Rate
OGET	247	261	100%
OPTE (Grades PK-8)	188	253	96%
OPTE (Grades 6-12)	58	258	100%

# OSAT: Program Completers by Subject Area



\*NSU science teacher candidates are only required to pass one of the three science OSATs to graduate.

\*\*NSU social studies teacher candidates are only required to pass one of the two social studies OSATs to graduate.



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.

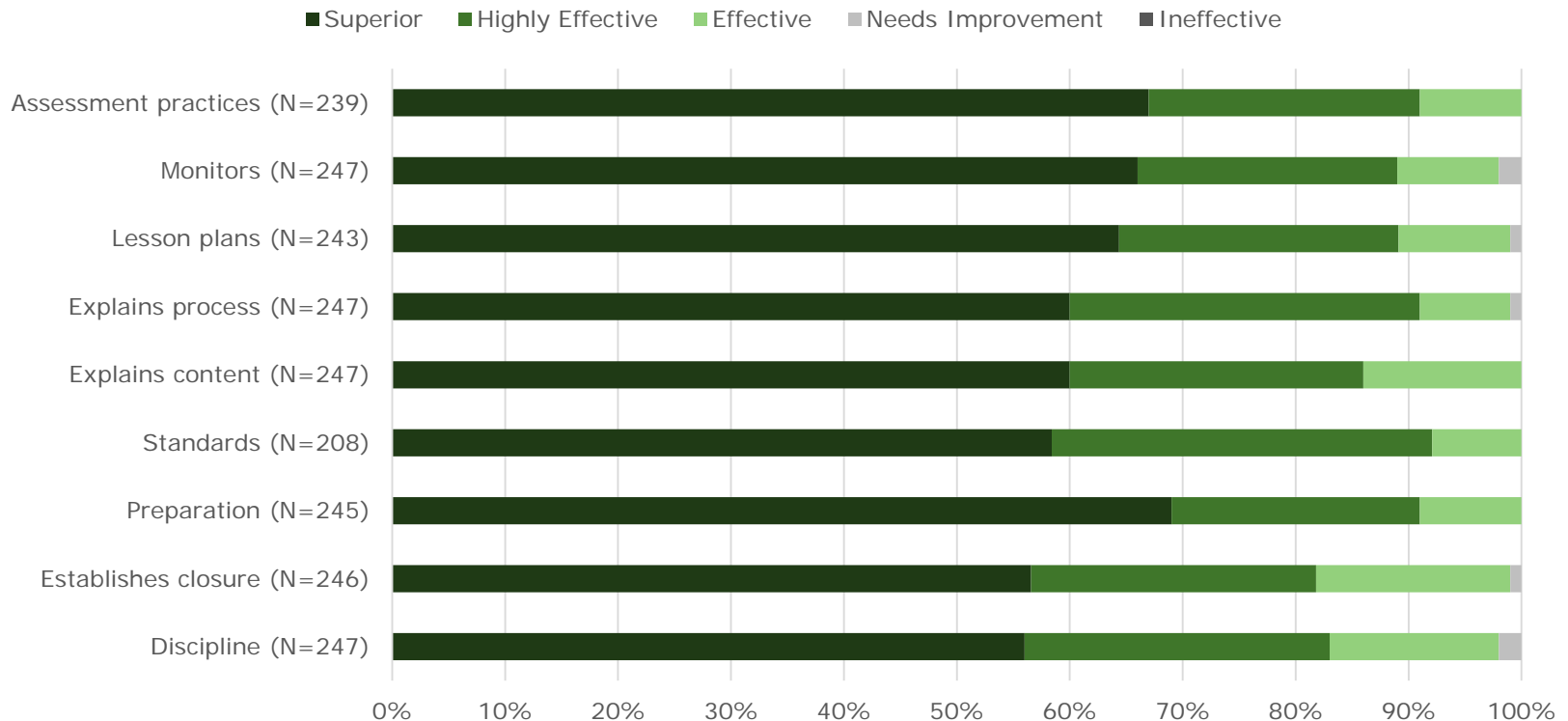
	First Attempt		Overall	
Major	# Test Takers	Pass Rate	# Test Takers	Pass Rate
Early Childhood	26	96%	26	100%
Elementary	95	90%	95	97%
Special Education	10	89%	19	95%
<b>TOTAL</b>	<b>140</b>	<b>91</b>	<b>140</b>	<b>97</b>

# **Mid-Term and Final Evaluation of Pre-Service Teacher Performance During Full Internship**



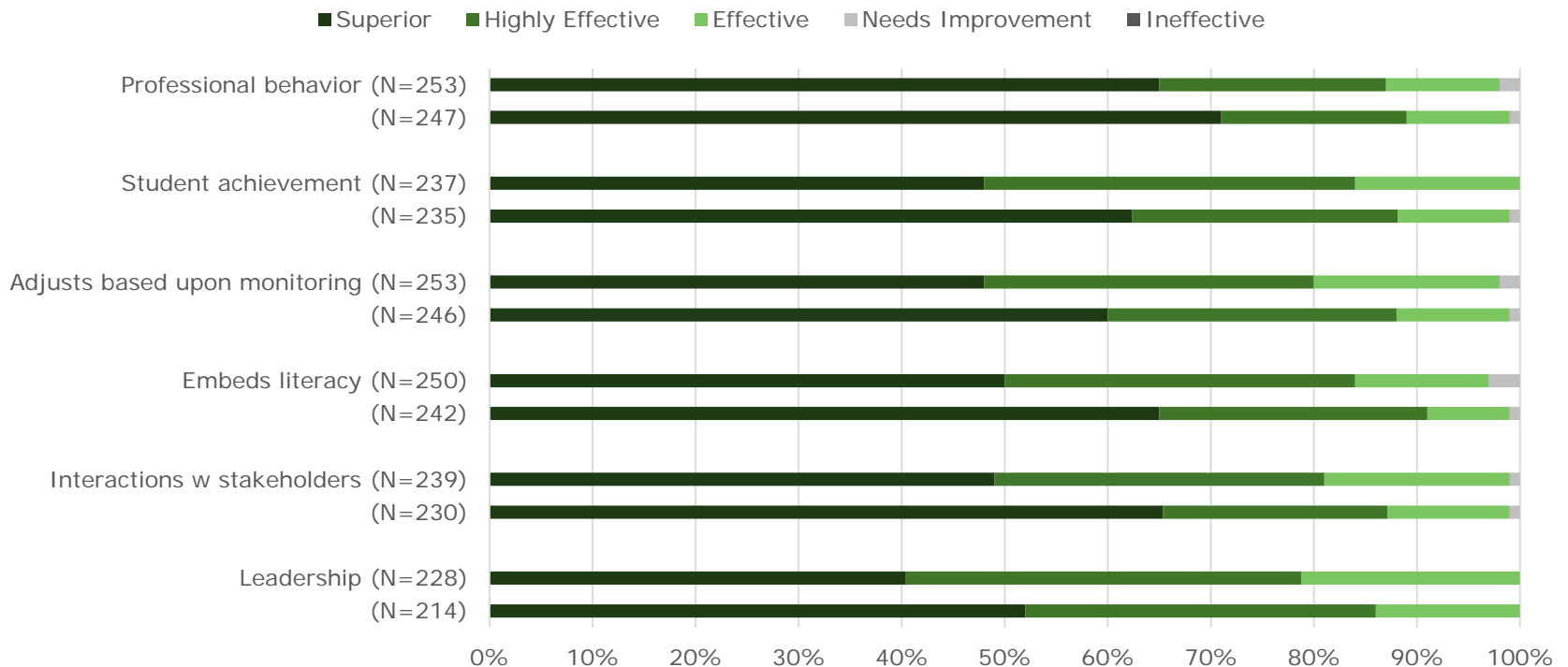
**NORTHEASTERN  
STATE UNIVERSITY**

The vast majority of full interns received superior and highly effective ratings for the final evaluations (shown) for indicators of **teaching scholars**. They showed the most **growth** from the midterm (not shown) to the final evaluation in their ability to *explain processes, prepare lesson plans, and their assessment practices*.



N = number of full interns assessed

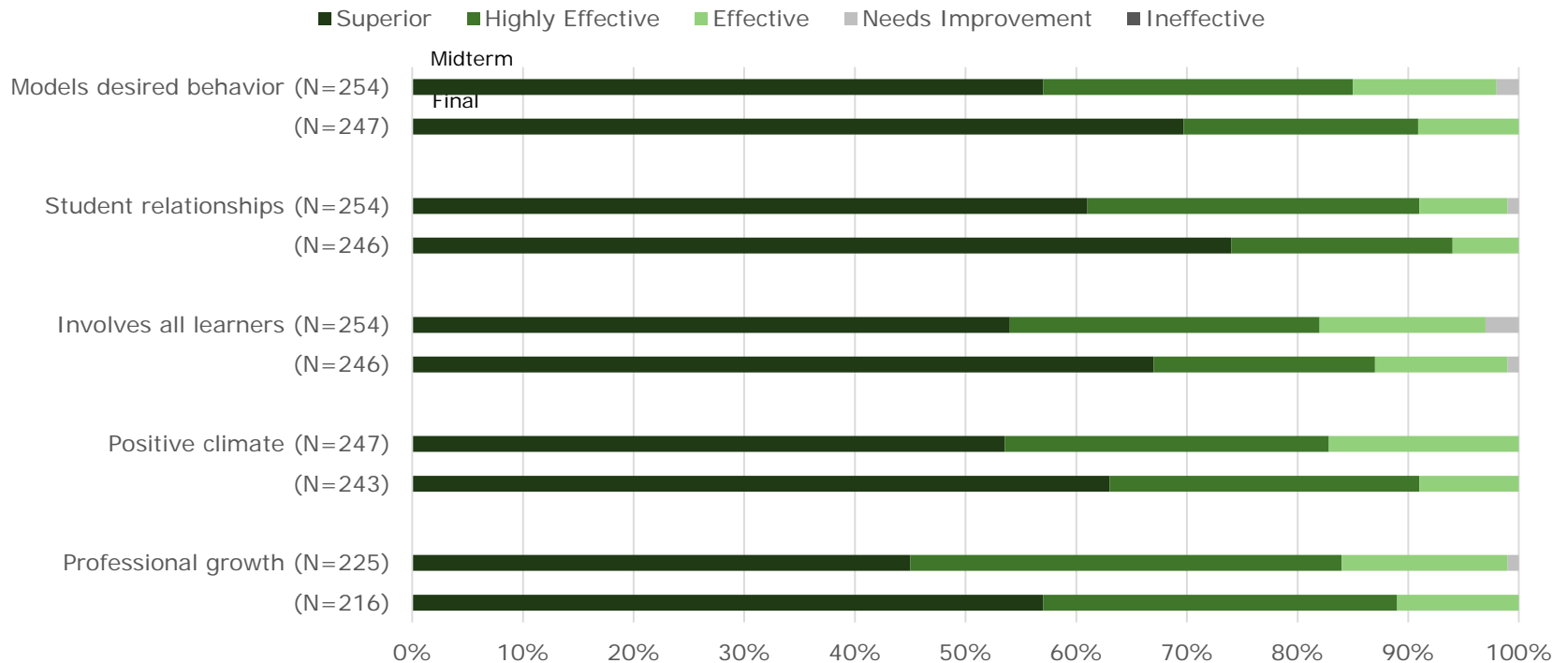
NSU's full interns received the highest ratings during the final assessment for their *professional behavior* and *ability to interact positively with stakeholders*. They showed the most **growth** from the midterm to the end of the semester in their *interactions with stakeholders* and their ability to *embed literacy practices* in all aspects of their teaching.



N = number of full interns assessed



Our full interns earned the highest scores during the final assessment for their *relationships with students* and their ability to *model desired behaviors*, important aspects of **developing human potential**. They showed the most **growth** from the midterm to final assessments in their ability to *establish a positive climate* and *professional development*.



N = number of full interns assessed

# **Grade Point Average (GPA) Requirements**



**NORTHEASTERN  
STATE UNIVERSITY**

**NSU maintains high grade point average requirements for teacher candidates entering and exiting the program.**

Requirement	Minimum GPA Requirement	Median GPA
Admission to Teacher Education	2.75	3.17
Program Completers	2.5	3.36

# First Year Teacher Survey



**NORTHEASTERN**  
STATE UNIVERSITY



# First Year Teacher Survey

The Office of Educational Quality and Accountability (OEQA) has independently surveyed first year teachers 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.

Combined results from all state teacher preparation programs are available from the Oklahoma Commission on Teacher Preparation. The results on the next slide are from NSU's program.



According to first year teachers prepared at NSU, the top three **strengths** of NSU's teacher preparation program identified by the 63 respondents are:

- Lesson planning (81%)
- Teaching methods (63%)
- Student teaching (56%)

Teacher candidates must complete 144 clock hours of supervised classroom experiences before student teaching 640 clock hours of student teaching. Although student teaching was identified as a strength of the program, one teacher indicated that *“More opportunities to student teach would have better prepared me.”*

**Note:** The teachers could select multiple answers (mark all that apply).



According to the 53 first year teachers who answered the question, the top three areas in which they could have used additional preparation were:

- Classroom management (42%)
- English Language Learner instruction (36%)
- Teacher Effectiveness Evaluation (32%)

*“The classroom management I learned in college was inadequate [compared] to what the classroom was really like.”*

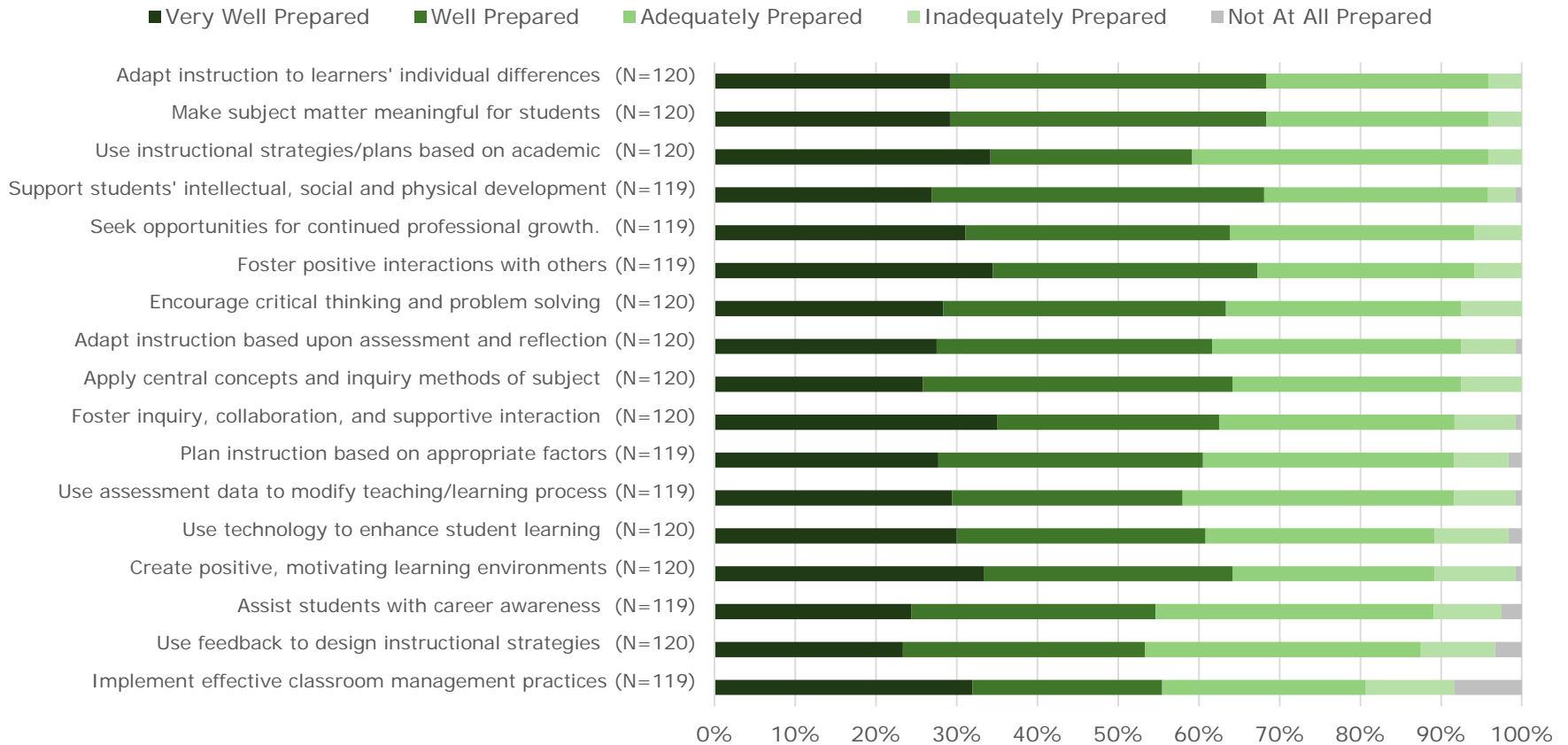
**Note:** The teachers could select multiple answers (mark all that apply).





# First Year Teacher Survey

At least 80% of first year teachers reported that they were *adequately to very well prepared* in all areas. They felt least prepared to assist students with career awareness, use feedback from the teacher evaluation process to design instruction, and use effective classroom management.



# Administrator Survey



**NORTHEASTERN**  
STATE UNIVERSITY



The OEQA also asks school administrators to rate their first year teachers on their preparedness for the classroom each year since 2010.

The combined results for the whole state are available from the [OEQA](#). The results presented here are from administrators reporting on NSU's graduates.



# Administrator Survey

The majority of first year teachers prepared at NSU were *adequately prepared to well prepared* to perform each of the following actions in the classroom, according to the administrators who replied to the survey (N=12). Strengths include **using technology** and providing learning opportunities to **support students' development**. They struggled most with **supporting inquiry**.

	Not At All Prepared	Inadequately Prepared	Adequately Prepared	Well Prepared	Very Well Prepared
Apply the central concepts and methods of inquiry of the subject matter discipline(s) that they teach.	0.00%	16.67%	50.00%	25.00%	8.33%
Create learning experiences that make these aspects of subject matter meaningful for students.	0.00%	16.67%	33.33%	33.33%	16.67%
Provide learning opportunities that support students' intellectual, social and physical development at all grade levels.	0.00%	16.67%	33.33%	41.67%	8.33%
Create instructional opportunities that are adaptable to learners' individual differences.	0.00%	16.67%	41.67%	33.33%	8.33%
Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	0.00%	16.67%	41.67%	33.33%	8.33%
Use technology effectively to enhance student learning and to create unique learning opportunities.	0.00%	0.00%	16.67%	50.00%	33.33%
Understand and use best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self- motivation and active engagement in learning.	0.00%	25.00%	33.33%	25.00%	16.67%
Use a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	0.00%	25.00%	33.33%	25.00%	16.67%
Plan instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community.	0.00%	16.67%	41.67%	25.00%	16.67%



According to the administrators who replied to the survey ( $N=12$ ), first year teachers' strengths are **fostering positive interactions** and **using assessment**. They are less prepared to **assist students with career awareness** and **seek opportunities for continued professional development**.

	Not At All Prepared	Inadequately Prepared	Adequately Prepared	Well Prepared	Very Well Prepared
Adapt instruction based upon assessment and reflection.	0.00%	8.33%	58.33%	25.00%	8.33%
Use a variety of assessment strategies to evaluate and modify the teaching/learning process.	0.00%	8.33%	33.33%	41.67%	16.67%
Evaluate the effects of his/her choices and actions on others...modify those actions when needed, and actively seeks opportunities for continued professional growth.	0.00%	8.33%	50.00%	25.00%	16.67%
Foster positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well being.	0.00%	8.33%	25.00%	58.33%	8.33%
Assist students with career awareness and the application of career concepts to the academic curriculum.	0.00%	8.33%	75.00%	8.33%	8.33%
Develop and use instructional strategies/plans based on the Oklahoma student standards.	0.00%	8.33%	41.67%	41.67%	8.33%
Incorporate the teacher evaluation process in designing instructional strategies.	0.00%	16.67%	25.00%	41.67%	16.67%



The same 12 school administrators reported that **strengths** of first year teachers prepared at NSU were using technology (75%), lesson planning (50), and teaching methods (50%). Teachers also identified lesson planning and teaching methods as their top strengths (in that order).

First year teachers could **use additional preparation** in classroom management (64%), differentiated instruction (55%), and curriculum development (45%). The teachers also identified classroom management as the top area in which they needed additional preparation.

Fifty-eight percent of the administrators who responded rated the **overall preparedness** of the first year teachers as good to excellent.

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

NSU College of Education

Dr. Debbie Landry, Dean

[landryd@nsuok.edu](mailto:landryd@nsuok.edu)

600 N. Grand Ave.

Tahlequah, OK 74464



**NORTHEASTERN**  
STATE UNIVERSITY