

Educator Preparation Standards of Excellence

2017 CAEP Overview

College of Education



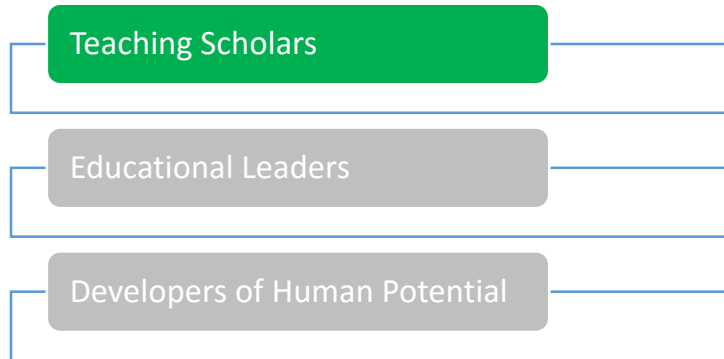


Accreditation Status

- 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* areas for improvement for the 2011 NCATE/State visit
- Our next on-site accreditation visit is fall of 2018.



Conceptual Framework

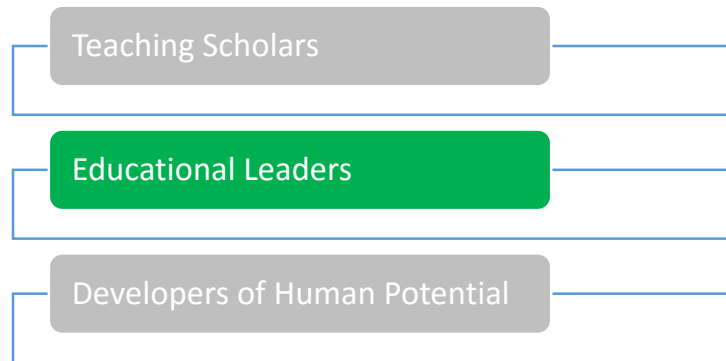


Teaching scholars read widely and think deeply about subject matter, teaching and research. They reflect critically on their own beliefs and their classroom practice in order to make pedagogical improvements.

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

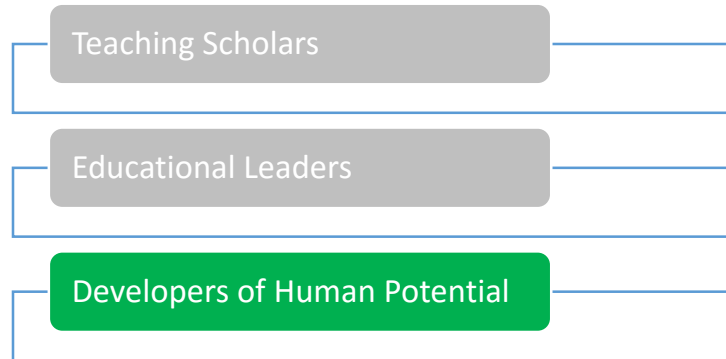


Educational leaders believe that all P-12 students are capable of learning and making educational progress.

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.

Grade Point Average (GPA)





Grade Point Average (GPA)

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

Time in Program	Minimum Requirement	Median GPA
Admission to Program	2.75	3.30
Program Completion*	2.50	3.42

*Elementary Education, Early Childhood Education, and Special Education majors must have a minimum GPA of 2.75 at completion.

State Licensure and Professional Exams



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Certification Exams

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

Assessment Name	Number Taking Test	Average Scaled Score	Number Passing Test	Pass Rate
Oklahoma General Education Test	206	262	206	100%

- 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 (OSAT) 2015-2016	Number Taking Test	Average Scaled Score	Number Passing Test	Pass Rate
Advanced Mathematics	11	257	11	100%
Art	1		1	100%
Biological Sciences***	6		6	100%
Cherokee	0			
Early Childhood Education (05 & 105)	42	261	39	93%
Earth Science***	4		4	100%
Elementary Education Subtest 1	91	256	91	100%
Elementary Education Subtest 2	91	259	90	99%
English	16	258	16	100%
Instrumental/General Music	1		1	100%
Mild-Moderate Disabilities	15	251	15	100%
Physical Education/Health/Safety	11	259	11	100%
Physical Science***	2		2	100%
Spanish	1		1	100%
U.S. History/OK History/Govt/Econ**	4		4	100%
Vocal/General Music	2		2	100%
World History/Geography**	3		2	67%

- *Average scaled scores are not reported for fewer than 10 test takers. The minimum passing score on the OSAT is 240 and the highest score possible is 300.
- 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.
- NSU teacher candidates must pass the OSAT in their area before they can begin their full internship.
- **Social studies teacher candidates must only pass one of the two social studies OSATs to graduate.
- ***NSU science teacher candidates are only required to pass one of the three science OSATs to graduate.



Certification Exams

Oklahoma Teacher Professional Examination	Number Taking Test	Average Scaled Score	Number Passing Test	Pass Rate
OPTE PK-8	148	249	129	87%
OPTE 6-12	53	257	53	100%

- 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.

Internship Evaluation



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Internship Evaluation

Candidates are evaluated by their clinical faculty (mentor teachers) during their full internship on 20 indicators of effective teaching. Evaluations are conducted at midterm and again at the end of the internship.

The indicators are reported by the area of the conceptual framework with which they align, Teaching Scholars, Educational Leaders, and Developers of Human Potential. On the following slides, the graphic organizer on the right indicates the tenet(s) of the Conceptual Framework with which the results align.

Teaching Scholars

Educational Leaders

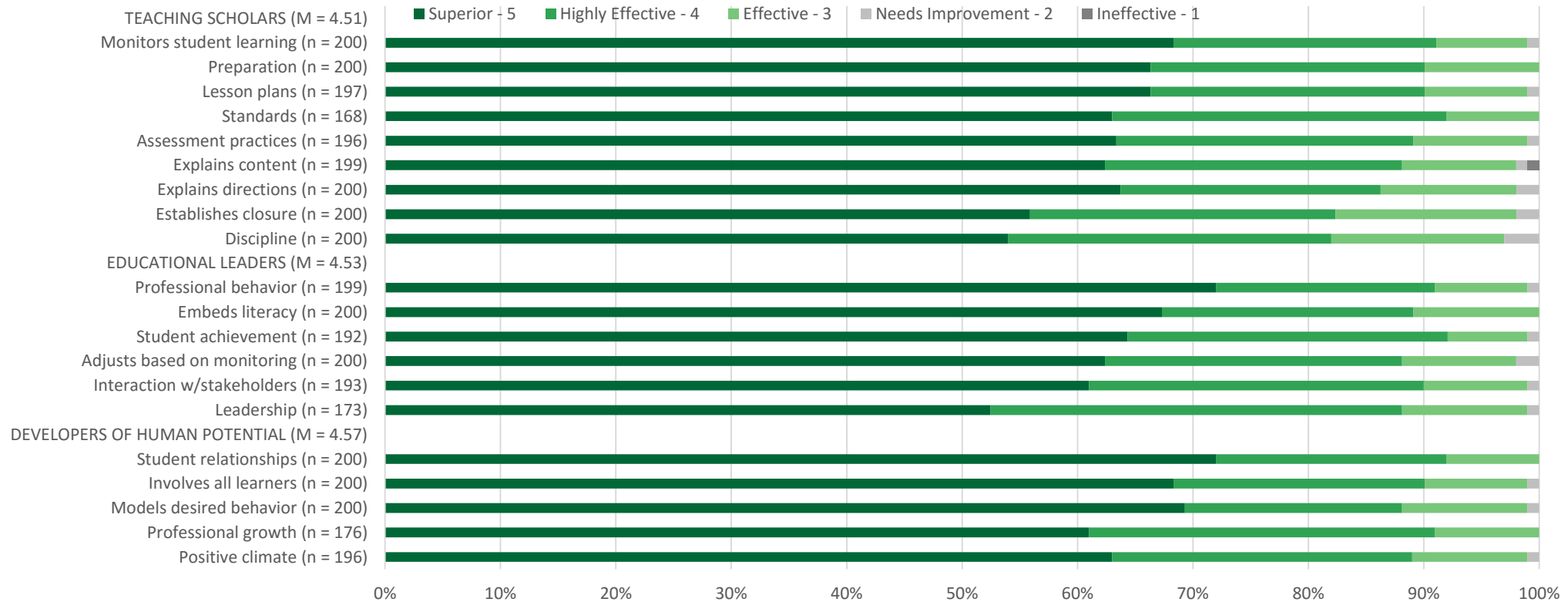
Developers of Human Potential



Internship Evaluation

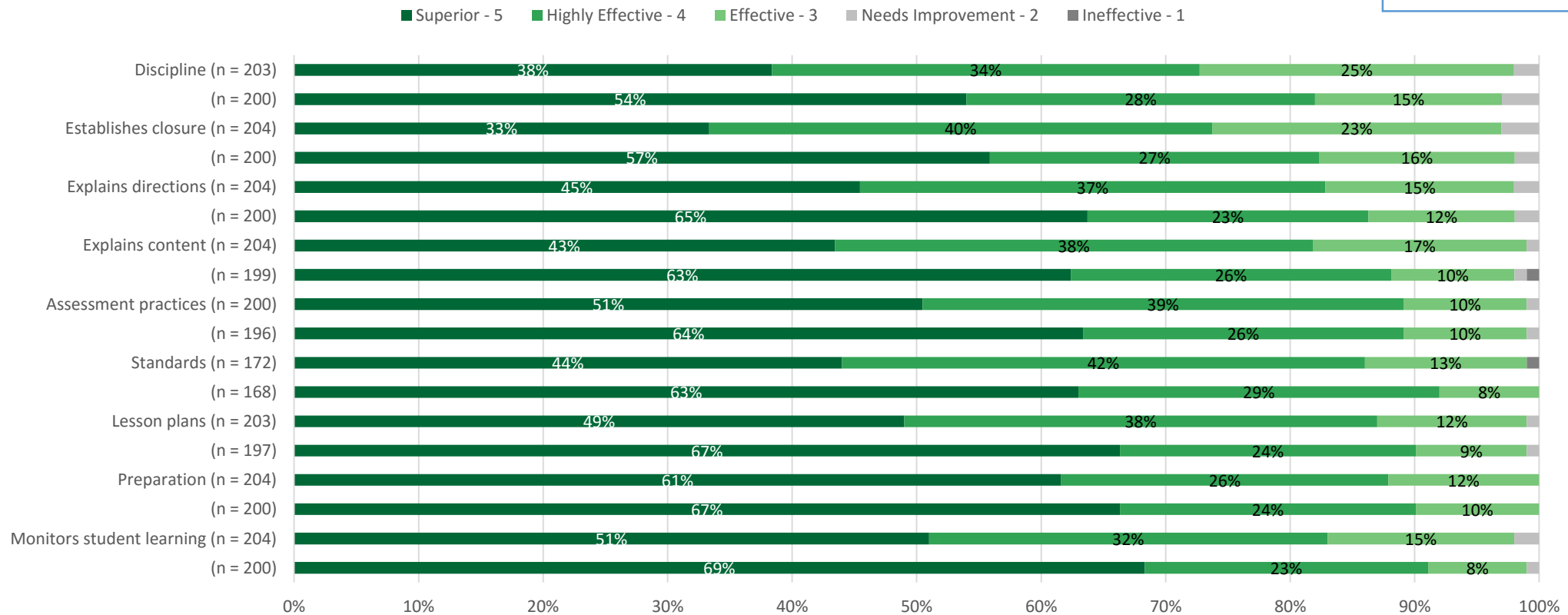
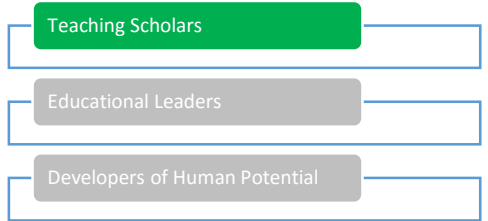
On the entire *Internship Evaluation*, candidates scored highest on the indicators aligned with *Developers of Human Potential*, based on average (M) scores. Between 97-100% of candidates scored *Effective* or higher on every indicator. “n” is the *number* of candidates evaluated for that indicator.

- Teaching Scholars
- Educational Leaders
- Developers of Human Potential



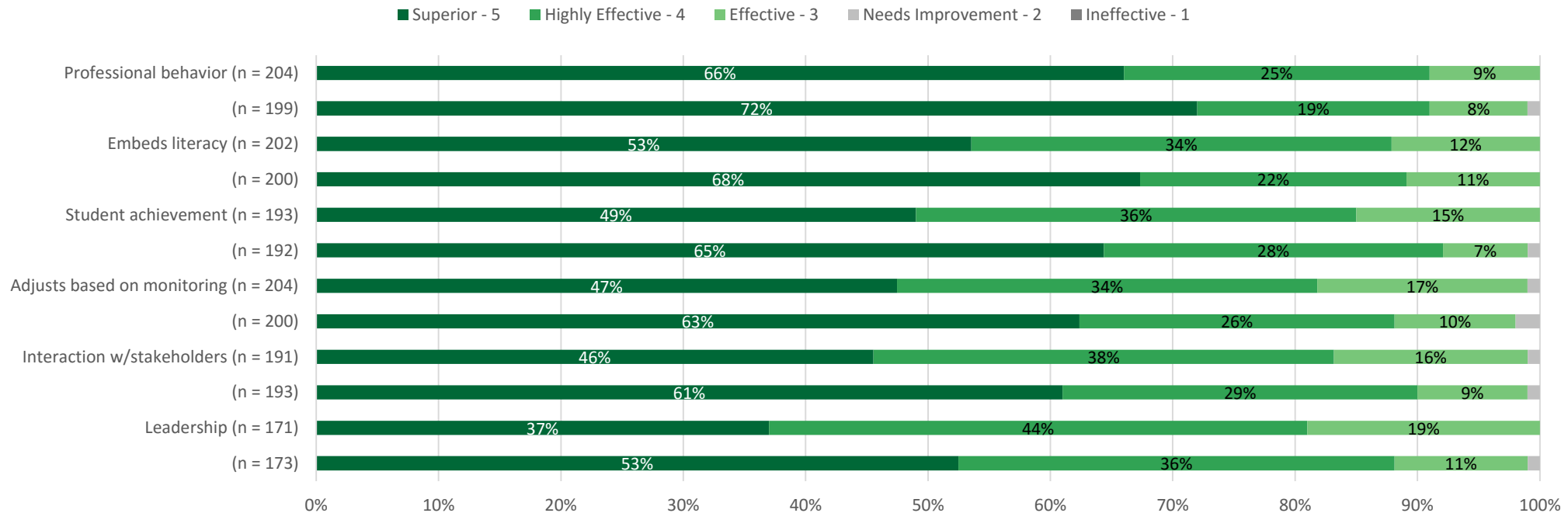
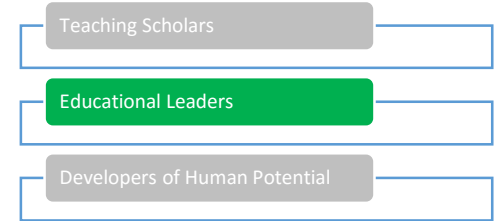
Internship Evaluation

Interns' lowest score of *all* the indicators on the internship evaluation was on establishing closure at the end of a lesson. However, this was also the indicator on which they showed the greatest improvement from midterm to the final evaluation, with gains of .35.



Internship Evaluation

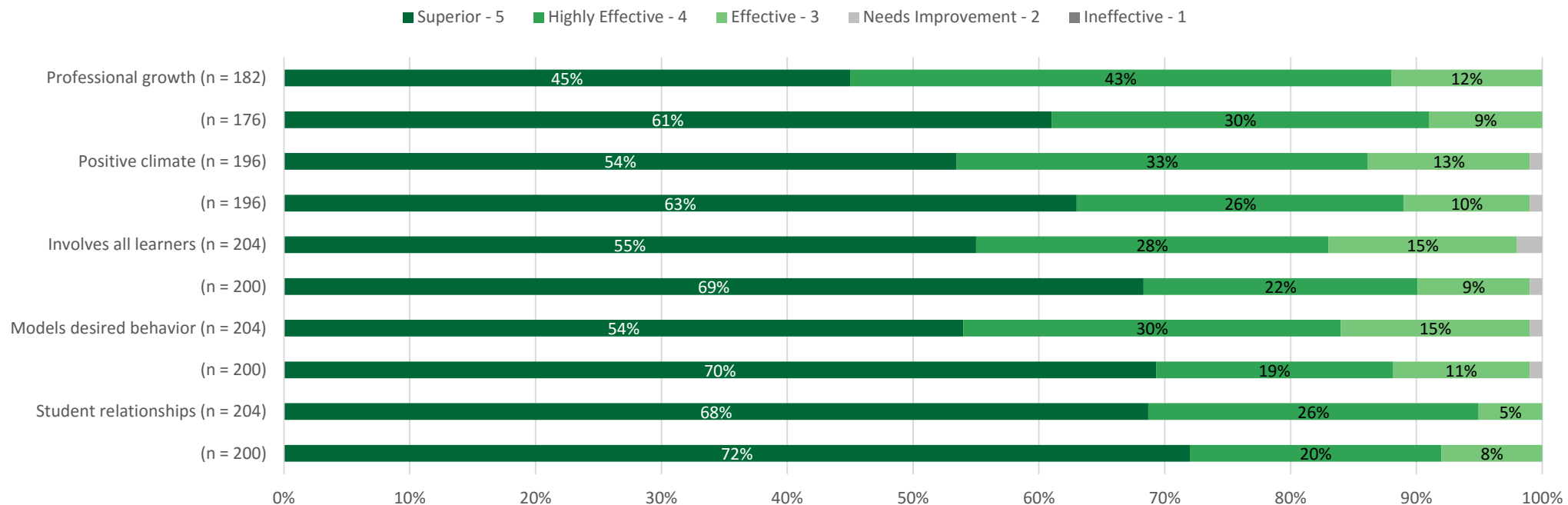
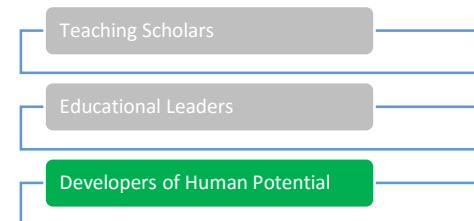
Interns showed the most growth from midterm to the final evaluation on the *Educational Leaders* indicators in their ability to adjust their teaching based on their monitoring of student achievement. Professional behavior was their strength in this area on both the midterm and final evaluation, but they showed the least amount of growth on this indicator (+.07).





Internship Evaluation

Full interns consistently performed high on the indicators for *Developers of Human Potential*, with 98-100% of all interns scoring at least a 3 on the 5-point scale (a rating of *Effective*) on both the midterm and final evaluations. Despite the high midterm scores, interns showed improvement on all indicators. The highest final indicator score on the entire Internship Evaluation was also in this area, for *Student Relationships*.



First Year Teacher Survey



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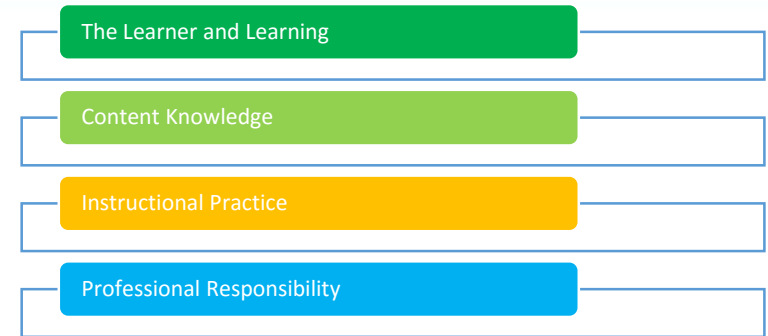
First Year Teacher Survey

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.

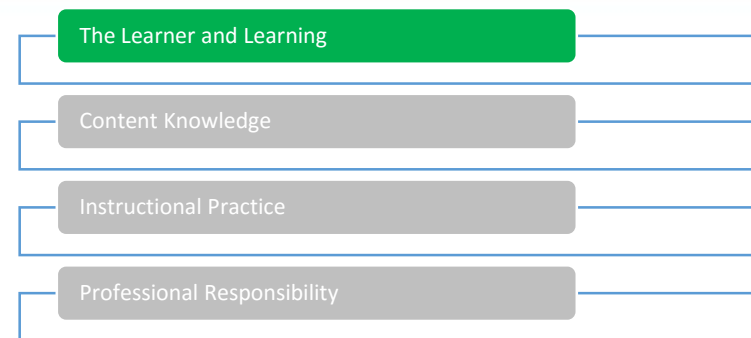
The OEQA publishes the combined results from [all state teacher preparation programs](#).

The results presented on the next few slides are from graduates of NSU's teacher preparation program. The graphs are rank-ordered from high to low based on the proportion of positive responses.



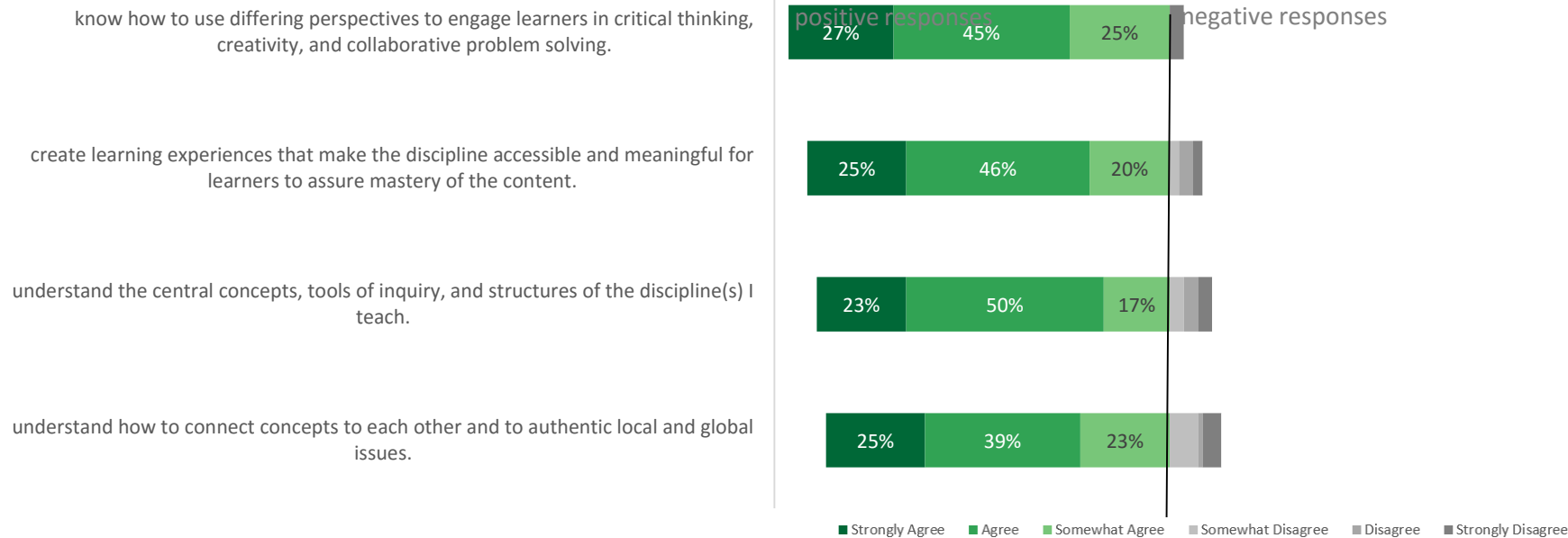
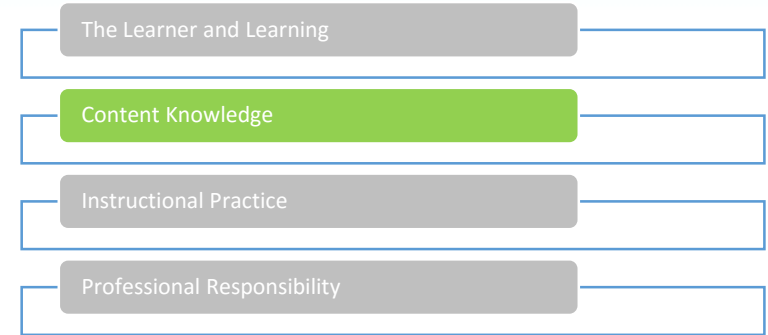
First Year Teacher Survey

First year teachers ($n = 84$) as well as their mentors/administrators ($n = 43$) agreed that the teachers were best prepared in the area of *The Learner and Learning*, particularly in the area of learner development, based on the proportion of positive responses



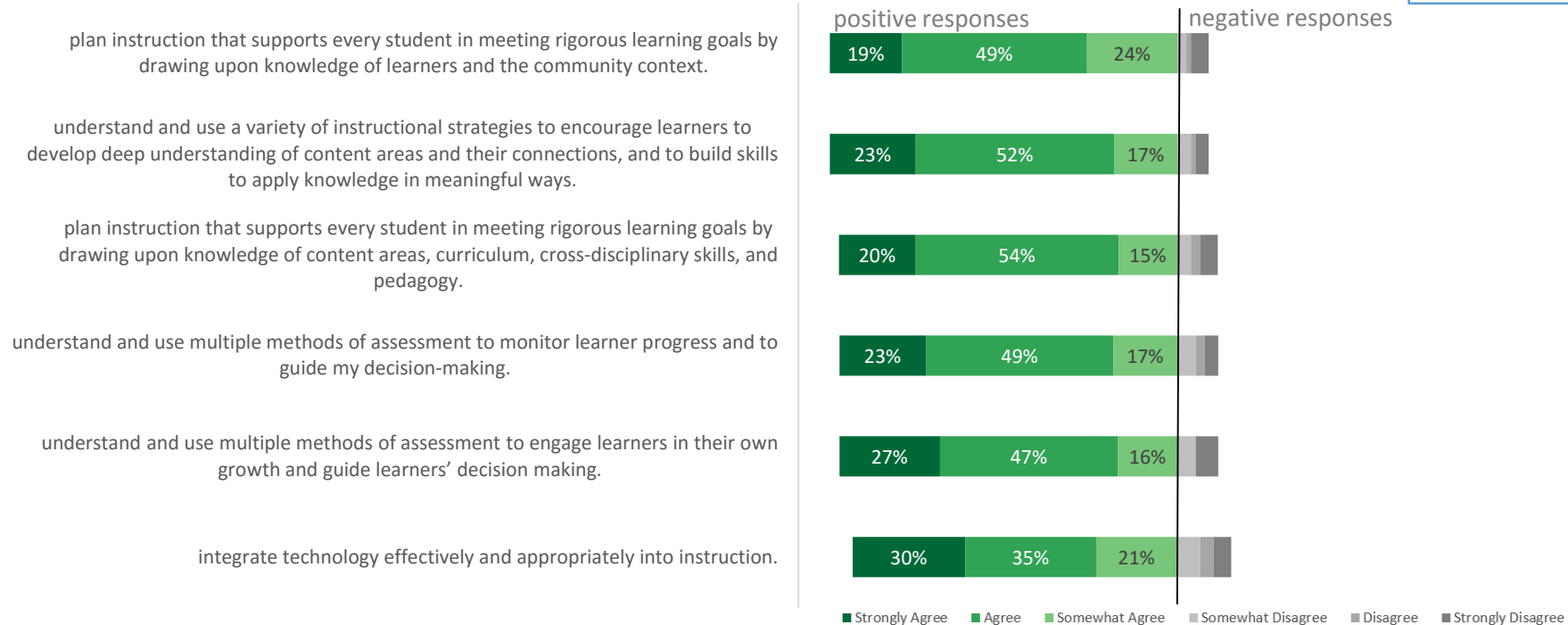
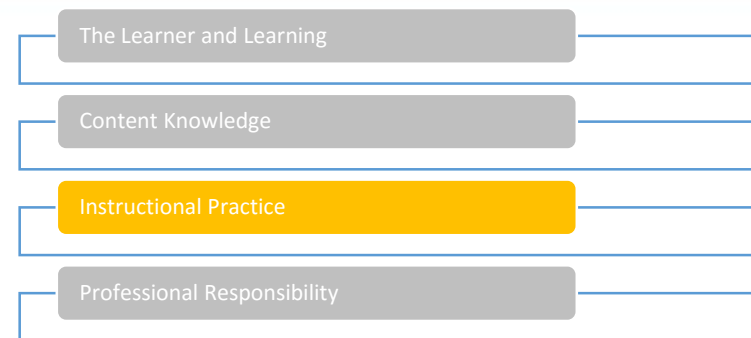
First Year Teacher Survey

Of the four categories, first year teachers felt best prepared in *Content Knowledge*, particularly their ability to support the 21st Century Skills of critical thinking, creativity and collaborative problem solving, based on the proportion of positive resp



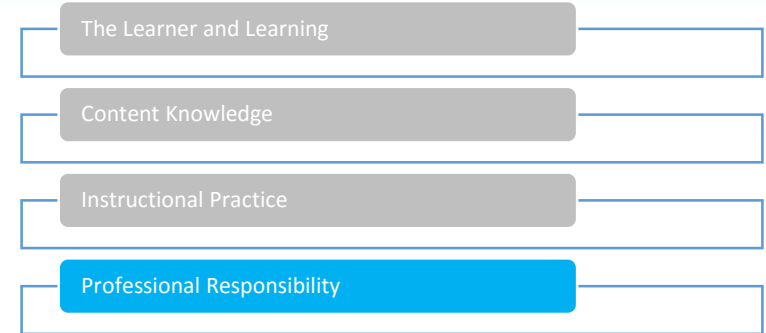
First Year Teacher Survey

First year teachers felt well prepared to plan instruction that meets the needs of every student. Of all the areas covered on the survey, they felt least prepared to integrate technology into instruction.



First Year Teacher Survey

Ninety-two percent of first year teachers felt prepared to engage in professional learning and use evidence to evaluate their own practice, which aligns closely with the critical reflection aspect of the *Teaching Scholars* tenet of the Conceptual Framework

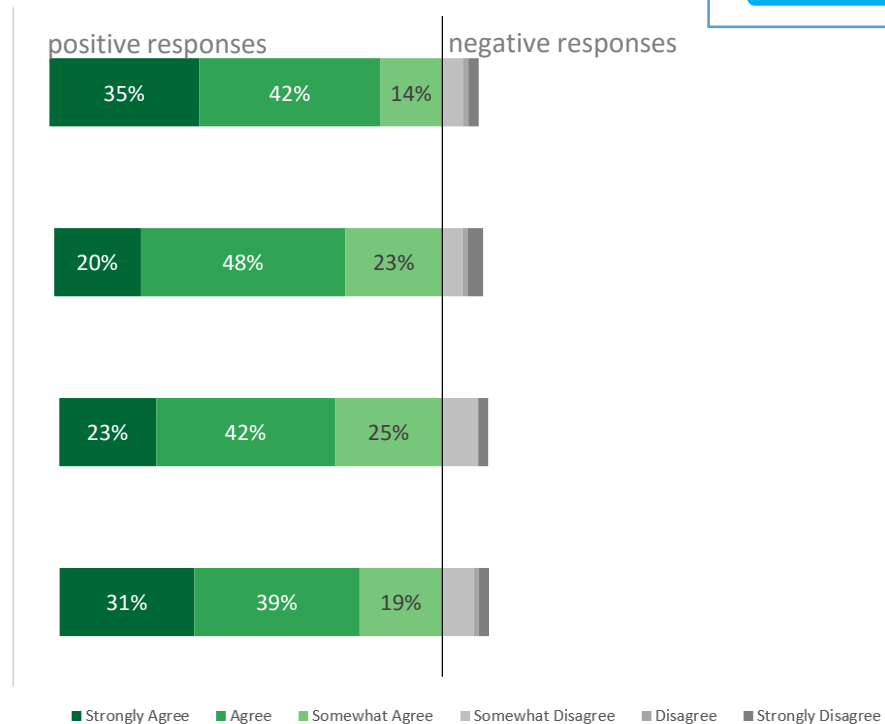


engage in ongoing professional learning and use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community).

seek appropriate leadership roles and opportunities to take responsibility for student learning.

seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

engage in ongoing professional learning and use evidence to continually adapt practice to meet the needs of each learner.





First Year Teacher Survey

Seventy-two of 88 first year teachers who completed the survey responded to the open ended questions (about 82%).

Of these responses, first year teachers overwhelmingly indicated that their student teaching experiences stood out as particularly important or meaningful (38% of responses).

They felt that they could have used more preparation in the areas of classroom management (57%) followed by differentiation (21%).

I could have used more preparation in classroom management and procedures. I was told how important those things were, but I didn't understand the impact they would have on time management and effectively teaching the content. Some days I spend the majority of my time dealing with classroom management issues [rather] than actually teaching content.

Administrator/Mentor Survey



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Administrator/Mentor Survey

In addition to the First Year Teacher Survey, since 2010 the [OEQA](#) has also independently surveyed the school administrators that employed first year teachers prepared in the state.

This year, administrators as well as mentors were asked to rate the teacher's preparedness to teach the same elements addressed in the First Year Teacher Survey, 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' and mentors' opinions of the first year teachers who graduated from NSU's teacher preparation program.

The Learner and Learning

Content Knowledge

Instructional Practice

Professional Responsibility



Administrator/Mentor Survey

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The Learner and Learning

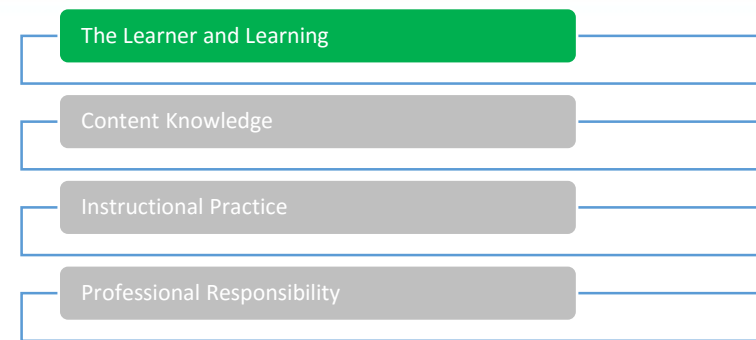
Content Knowledge

Instructional Practice

Professional Responsibility

Administrator/Mentor Survey

Like the first year teachers surveyed, the 43 administrators and mentors who responded thought that the teachers were best prepared in the area of *The Learner and Learning*, particularly in the area of learner development, based on the proportion of positive responses.



Administrator/Mentor Survey

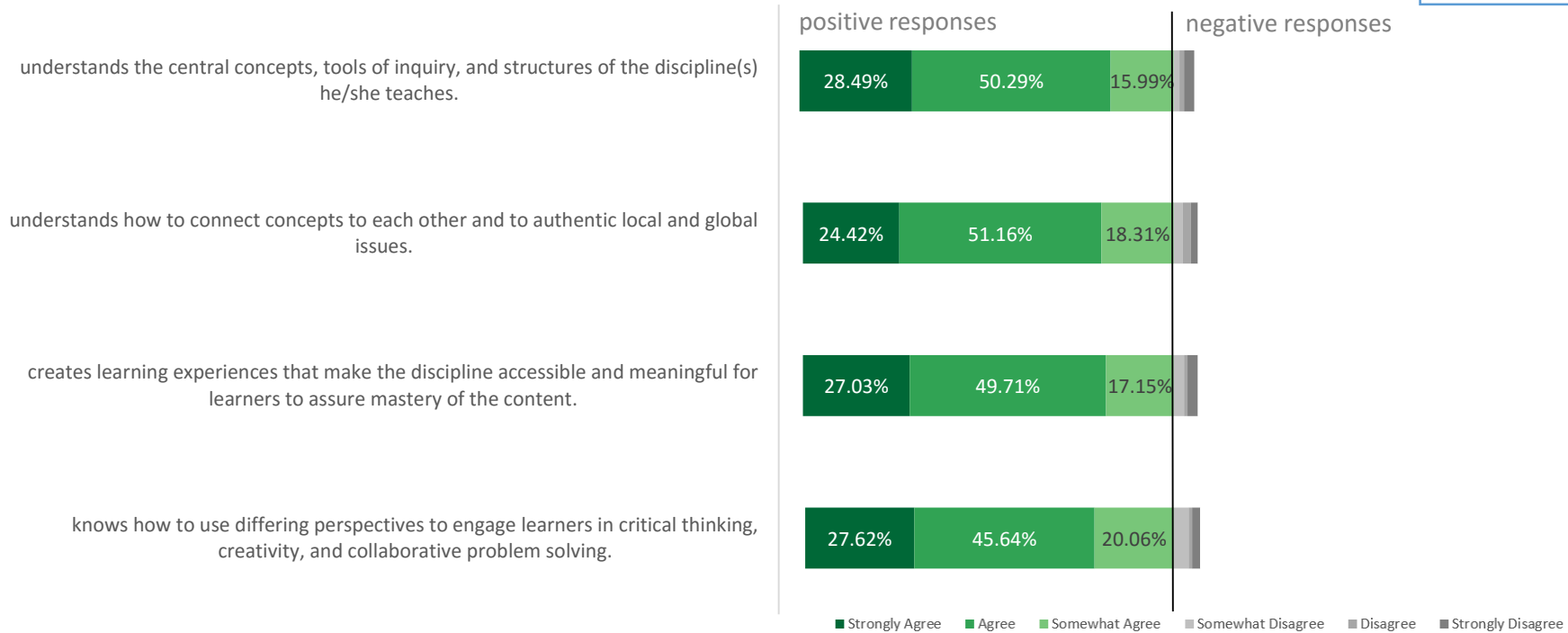
The Learner and Learning

Content Knowledge

Instructional Practice

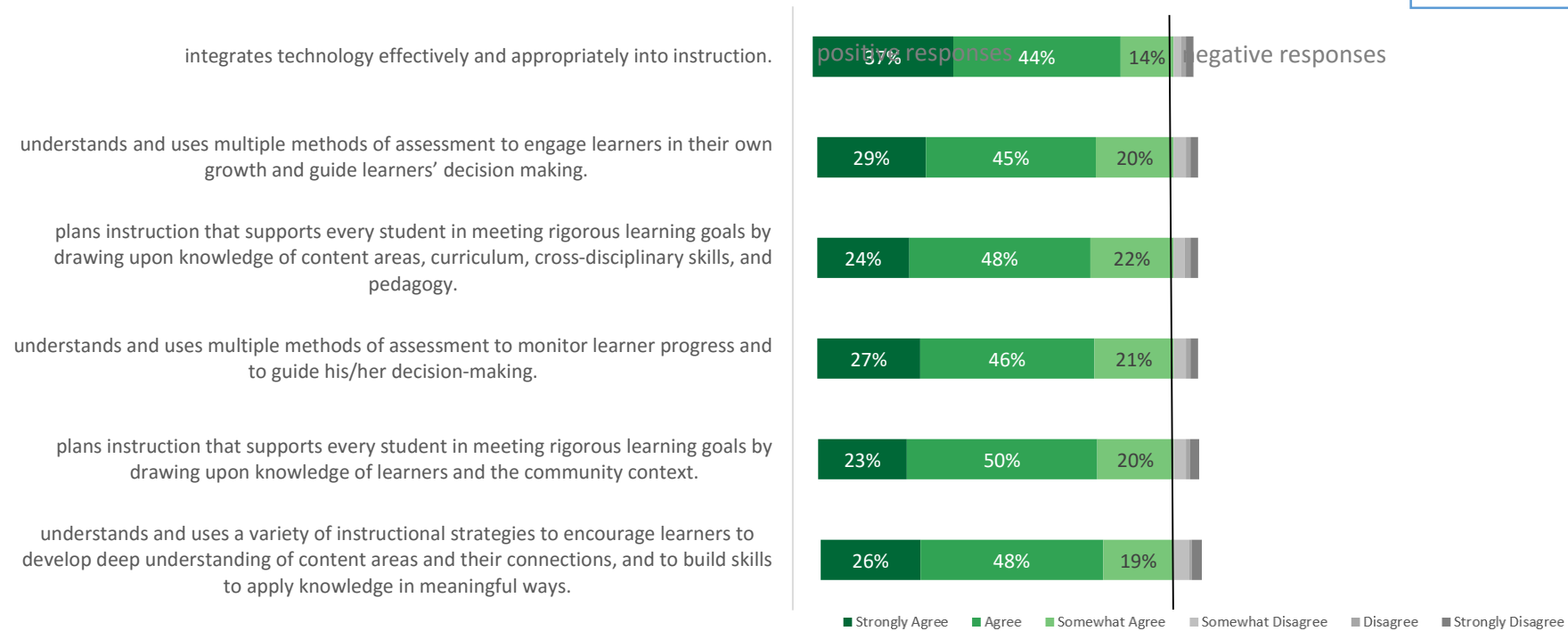
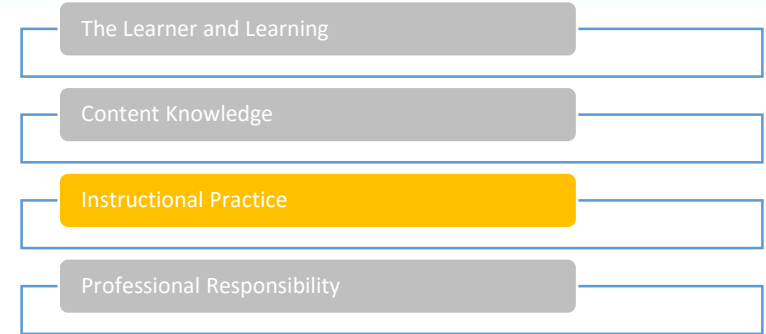
Professional Responsibility

Almost 94% of administrators and mentors responded positively that first year teachers understood how to connect concepts to each other and to local and global issues, in contrast to the 87% of teachers thought they were prepared to do so.



Administrator/Mentor Survey

About 95% of administrators and mentors thought that first-year teachers effectively and appropriately integrated technology into instruction. Interestingly, this is the area in which first year teachers felt least prepared, with only 86% of first year te



Administrator/Mentor Survey

The Learner and Learning

Content Knowledge

Instructional Practice

Professional Responsibility

Administrators' and mentors' responses varied most widely regarding the first-year teachers' preparedness in the area of professional responsibility, with over 95% of positive responses for the items regarding engagement in professional learning to a just

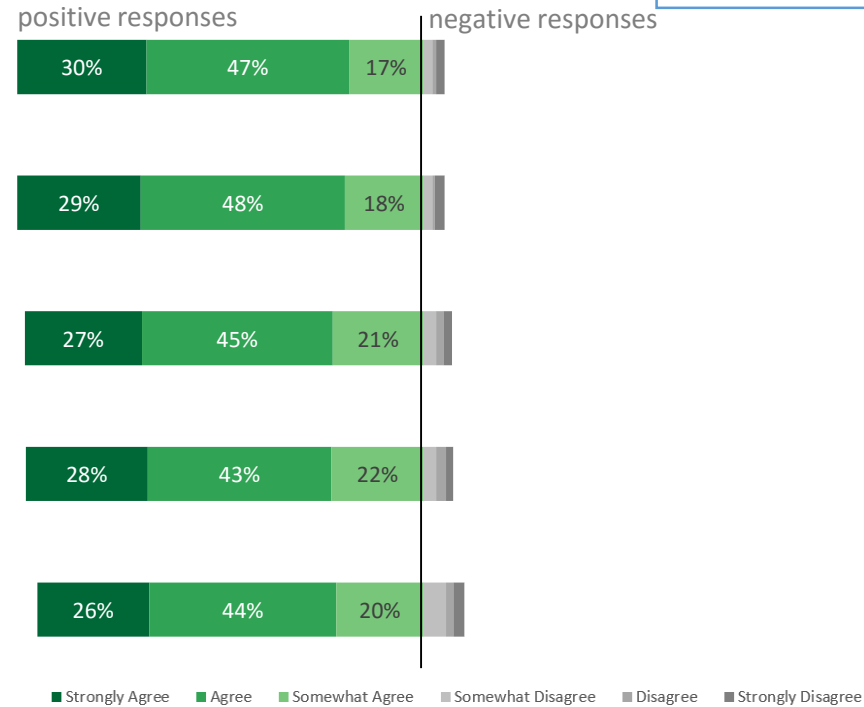
engages in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community).

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seeks appropriate leadership roles and opportunities to take responsibility for student learning.

seeks appropriate leadership roles and opportunities to advance the profession





Administrator/Mentor Survey

Of the 43 administrators and mentors who responded to the survey, 88% took time to write responses to open ended questions. The majority of recommendations for strengthening the first year teachers' preparation focused on classroom management (21%) and differentiation (8%), corresponding with the first year teachers' responses. One respondent suggested "More emphasis and experience with classroom management, differentiation, and challenging students."



Contact Us

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

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