

College of Education Standards of Excellence 2011-2012

The logo for NCATE, featuring the letters "NCATE" in a bold, red, italicized sans-serif font. A white five-pointed star is positioned between the "A" and "T".

NCATE

The Standard of Excellence
in Teacher Preparation

The logo for CAEP, featuring the letters "CAEP" in a large, white, bold sans-serif font. The background consists of a pattern of overlapping stars in shades of blue and green.

CAEP

Council for the Accreditation of Educator Preparation



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Conceptual Framework

NORTHEASTERN STATE UNIVERSITY

College of Education...

Preparing Professional Educators

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



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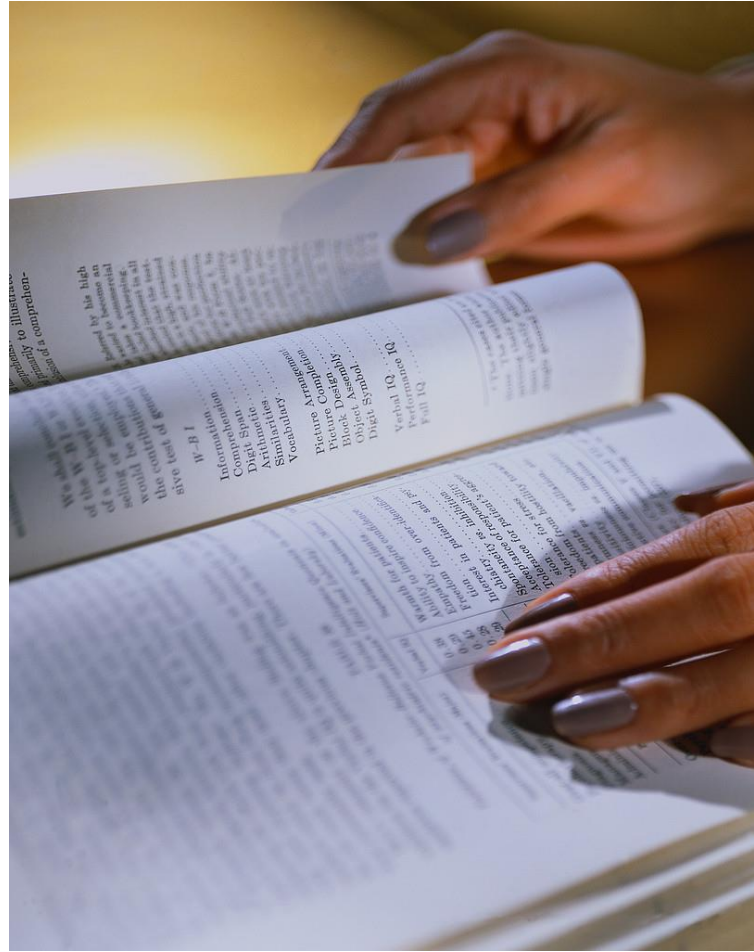
Conceptual Framework

Teaching Scholars

- 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.



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Conceptual Framework

Educational Leaders

- 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.



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Conceptual Framework

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.



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General Results-State Licensure/Professional Exams

AY 2011-2012



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General results of state licensure exams:

- ❖ Oklahoma General Education Test (OGET)
- ❖ Oklahoma Professional Teacher Examination (OPTE)
- ❖ Oklahoma Subject Area Test (OSAT)

OGET		OPTE		OSAT		Total
N	%PASS	N	%PASS	N	%PASS	N
100	89.0	303	96.4	520	82.5	923



General results of state licensure exams:

- ❖ Oklahoma General Education Test (OGET)
 - ❖ Academic Year 2011-2012

OGET-NSU Cumulative		Statewide Results July 2012	
Test Taken	%PASS	Test Taken	%PASS
100	89.0	387	72.0



General results of state licensure exams:

- ❖ Oklahoma Professional Teacher Examination (OPTE)
 - ❖ Academic Year 2011-2012

OPTE: PK-8		OPTE: 6-12	
Test Taken	%PASS	Test Taken	%PASS
235	95.7	68	97.1



OSAT General Results by Subject Area-AY 2011-12

Test Area	Test Taken	%PASS
Early Childhood	50	86.0
Elementary Education Subtest 1	122	72.1
Elementary Education Subtest2	124	96.0
Reading Specialist	21	100.0
Library Media Specialist	11	90.9
Mild-Moderate Disabilities	18	94.4
Blind/Visual Impaired	6	100.0
School Counseling	11	81.8



OSAT General Results by Subject Area-AY 2011-12 *(cont.)*

Test Area	Test Taken	%PASS
Physical Education/Health/Safety	18	94.4
English Education	18	100.0
Spanish Education	3	66.7
Instrumental Music/General	1	100.0
Advanced Math	14	94.4
Mid/Level Intermediate Math	2	100.0
Biological Sciences	8	87.5
Chemistry	2	0.0
Physical Science	2	100.0
Earth Science	2	50.0
Physics	1	100.0



OSAT General Results by Subject Area-AY 2011-12

(cont.)

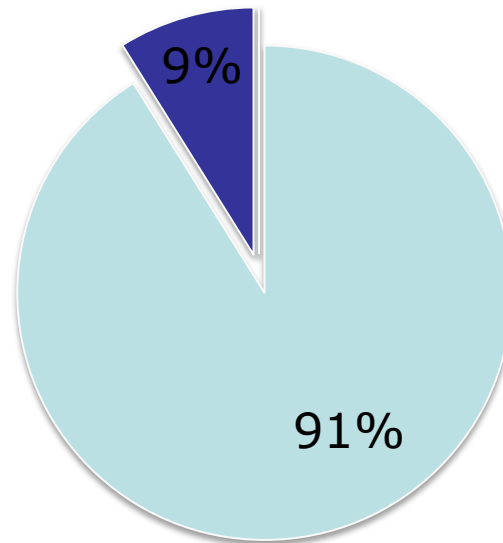
Test Area	Test Taken	%PASS
Principal Common Core	27	96.3
Elementary Principal	15	86.7
Secondary Principal	14	71.4
US Hist/OK Hist/Govt/Econ	13	76.9
World History/Geography	14	50.0
Cherokee	3	0.0



OSAT Results for Full Interns Spring 2012

OSAT Spring 2012 Overview

■ Successful ■ Unsuccessful □



Program Completer Results- State Licensure/Professional Exams

AY 2011-2012



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Program Completer: Results of state licensure exams:

- ❖ Oklahoma General Education Test (OGET)
- ❖ Oklahoma Professional Teacher Examination (OPTE)
- ❖ Oklahoma Subject Area Test (OSAT)

OGET		OPTE		OSAT	
N	%PASS	N	%PASS	N	%PASS
320	100.0	<u>PK-8</u> 229	96.0	471	96.0
		<u>6-12</u> 65	97.0		



Program Completer: OSAT Results by Subject Area-AY 2011-12

Test Area	Test Taken	Test Passed	%PASS
Advanced Mathematics	8	8	100.0
Art	1	1	100.0
Biological Sciences	3	3	100.0
Chemistry	2	1	50.0
Early Childhood	51	51	100.0
Elementary Education Subtest 1	180	163	90.00
Elementary Education Subtest2	180	180	100.0
English Education	20	20	100.0



Program Completer: OSAT Results by Subject Area-AY 2011-12

Test Area	Test Taken	Test Passed	%PASS
Instrumental Music/General	1	1	100.0
Physical Education/Health/Safety	25	25	100.0
Physical Science	2	2	100.0
US History/OK Hist/Gov./Econ	9	9	100.0
World History Geography	6	6	100.0
Teaching Special Populations			
Mild-Moderate Disabilities	22	22	100.0



OSAT Results NSU Program Completers AY 11-12

NSU Cumulative	Test Taken	Test Passed	%PASS
	511	493	96.0



Accreditation Status

Each teacher 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.

- NCATE/State Continuing
 - ✓ No areas for improvement
- Next Site Visit
 - ✓ Fall 2018

Oklahoma Reading Test Pass Rates

Organized by:

- AY 2010-2011 and AY 2011-2012
- Major
- First Attempt Rates
- Overall Pass Rate



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Oklahoma Reading Test Results

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.

MAJOR	N	1ST ATTEMPT		N	OVERALL	
		Pass	%Pass		Pass	%Pass
Early Childhood	205	154	75%	205	182	89%
Elementary	428	321	75%	428	391	91%
Special Educ	53	40	76%	53	48	91%
	686	515	75%	686	621	90%



Oklahoma Reading Test Pass Rates

ORT 11-12	1ST ATTEMPT			OVERALL		
MAJOR	N	Pass	%Pass	N	Pass	%Pass
Early Childhood	117	84	72%	117	92	79%
Elementary	262	193	74%	262	211	80%
Special Educ	37	29	78%	37	30	81%
Other	2	2	100%	2	2	100%
	418	308	74%	418	335	80%

Results of Mid-Year and Final Evaluation

COE Conceptual Framework

- Educators as Teaching Scholars
- Educators as Leaders
- Educators as Developers of Human Potential

Analysis of Pre-Service Teacher Performance



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Pre-Service Teacher Strengths

- ✓ Demonstrates competence in designing instructional strategies that incorporate the Oklahoma Criteria for Effective Teaching Performance.
- ✓ Demonstrates professional ethical behavior.
- ✓ Is sensitive to community and social norms and is an advocate for equal educational opportunities for all children.
- ✓ Challenges P-12 students to achieve their potential and stretches their abilities while offering a supportive and nurturing environment.
- ✓ Values all P-12 students as individuals and treats them with dignity and respect.



Pre-Service Teacher Weaknesses

- Uses technology appropriately to enhance teaching and learning in the classroom.
- Understands and uses professional and pedagogical expertise to inspire other to make positive changes in their classrooms.
- Knows how to make connections within and between disciplines.
- Recognizes that P-12 students learning potential may be affected by failure to learn basic educational skills and actively seeks to identify educational needs and the appropriate professional services.

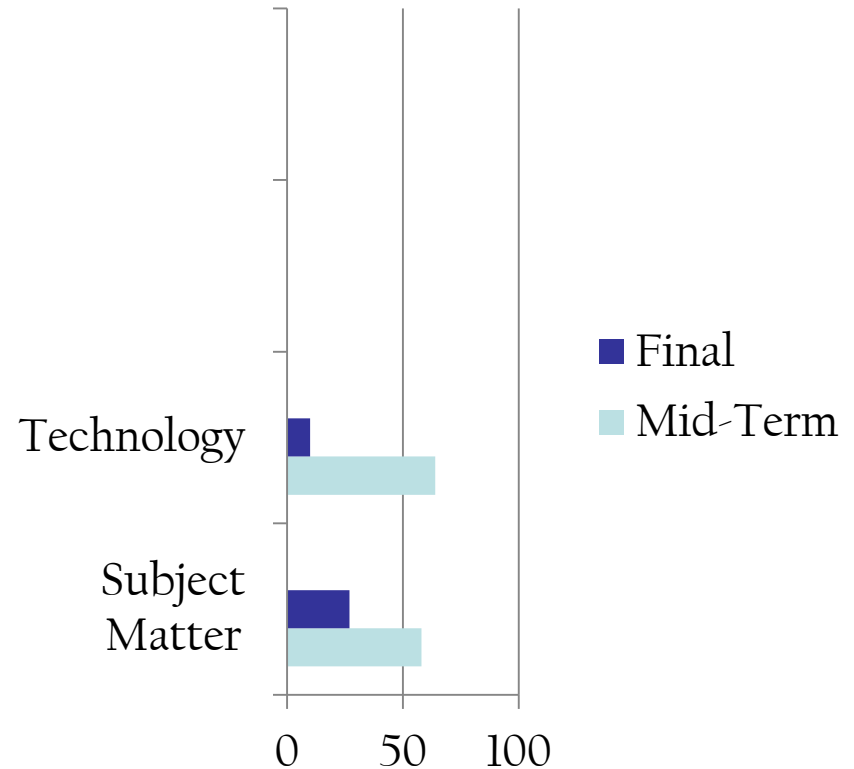
Educators as Teaching Scholars

QUESTION	Unacceptable	Needs Improvement	Acceptable	Unacceptable FINAL	Needs Improvement FINAL	Acceptable FINAL
Demonstrates deep understanding of subject matter relative to area of preparation.	4	54	119	0	27	150
Know how to create conditions for learning in the classroom, use developmentally appropriate practices, and have the pedagogical skills necessary to facilitate growth and learning for all P-12 students under their care.	4	53	120	0	23	154
Demonstrates effective oral and written communication skills.	6	42	129	0	17	160
Uses classroom-based research to improve teaching and learning for P-12 students.	2	55	120	0	23	154
Demonstrates an understanding of how diversity, including multicultural, ethnic, socioeconomic, gender, and exceptionality issues affect P-12 student learning.	6	48	123	0	11	166
Uses technology appropriately to enhance teaching and learning in the classroom.	2	62	113	0	10	167
Understands the philosophical, historical, and sociological foundations of education.	2	50	125	0	9	168
Demonstrates competence in designing instructional strategies that incorporate the Oklahoma Criteria for Effective Teaching Performance.	2	39	136	0	10	167
Develops instruction based on the Priority Academic Student Skills (PASS).	3	54	120	0	6	171
Values working collaboratively with P-12 students, parents, colleagues, and other professionals.	2	55	120	0	6	171
Demonstrates proficiency in the use and interpretation of both informal and formal assessments.	30	47	100	0	17	160

Highest areas of growth from MT to Final

Total N=177

- Demonstrates deep understanding of subject matter relative to area of preparation.
 - *N-58/33% were assessed as unacceptable or needs improvement at MT, compared to N-27/15% at final.*
- Uses technology appropriately to enhance teaching and learning in the classroom.
 - *N-64/36% were assessed as unacceptable or needs improvement at MT, compared to N-10/5% at final.*



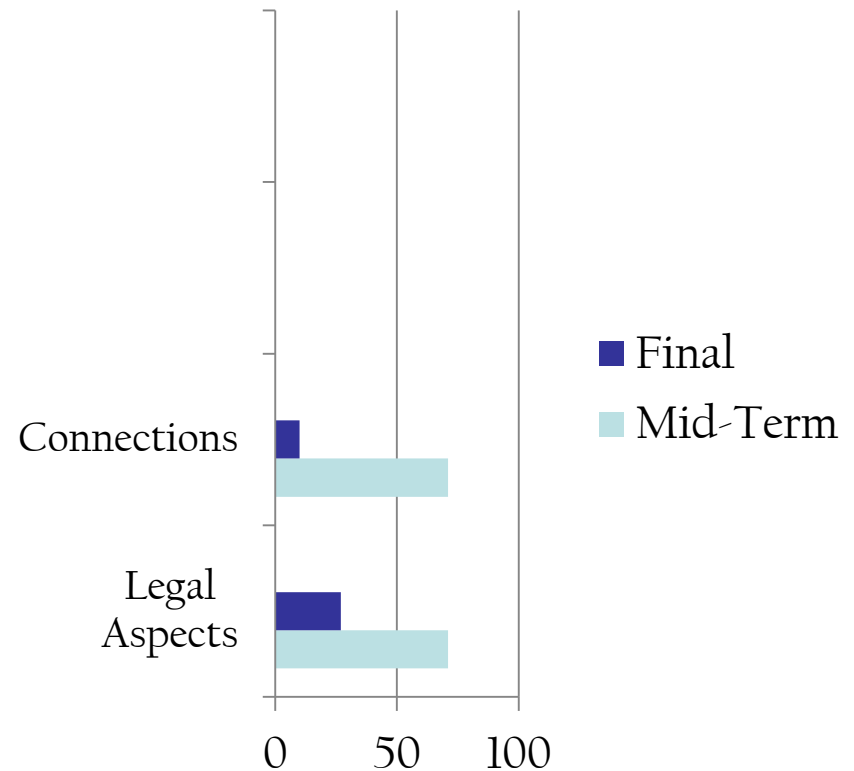


QUESTION	Unacceptable	Needs Improvement	Acceptable	Unacceptable FINAL	Needs Improvement FINAL	Acceptable FINAL
Demonstrates professional ethical behavior.	2	14	161	0	5	172
Understands and uses professional and pedagogical expertise to inspire other to make positive changes in their classrooms.	2	67	108	0	34	143
Understands current legal aspects of teaching.	4	67	106	0	27	150
Demonstrates the process of inquiry relative to the subject area(s) of preparation.	4	44	129	0	14	163
Knows how to make connections within and between disciplines.	2	69	106	0	17	160
Is able to effectively communicate their own educational philosophies and instructional practice to others.	2	58	117	0	23	154
Is sensitive to community and social norms and is an advocate for equal educational opportunities for all children.	2	35	140	0	11	166

Highest areas of growth from MT to Final

Total N=177

- Understands current legal aspects of teaching.
 - N-71/40% were assessed as unacceptable or needs improvement at MT, compared to N-27/15% at final.
- Knows how to make connections within and between disciplines.
 - N-71/40% were assessed as unacceptable or needs improvement at MT, compared to N-10/5% at final.





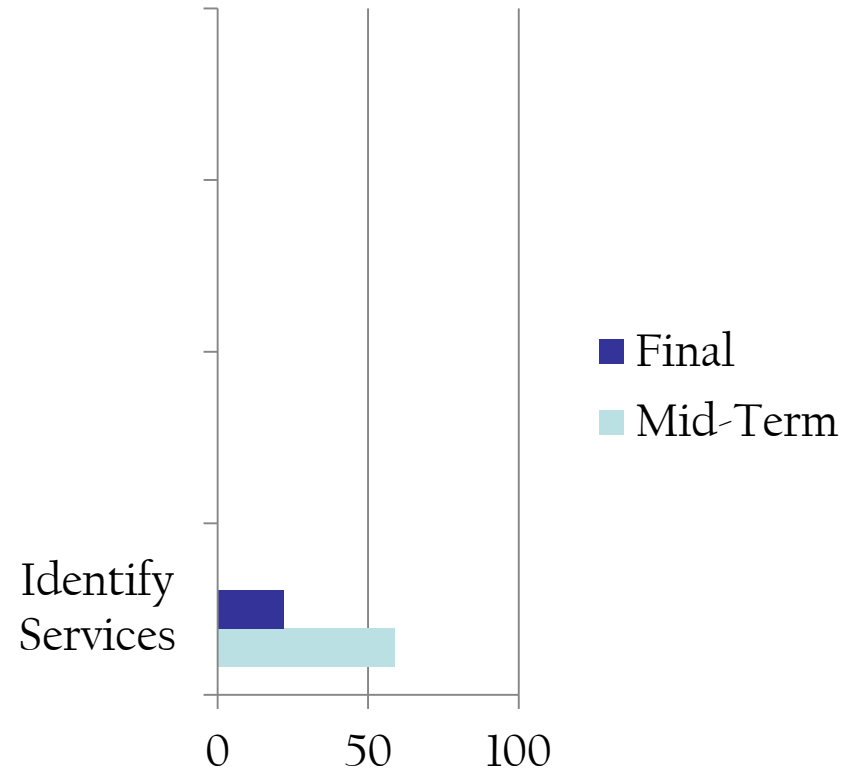
Educators as Developers of Human Potential

QUESTION	Unacceptable	Needs Improvement	Acceptable	Unacceptable FINAL	Needs Improvement FINAL	Acceptable FINAL
Demonstrates commitment to the idea that the well being of the P-12 student is equally as important as subject matter by diligent attention to the emotional and physical health needs of students under their care.	2	43	132	0	16	161
Recognizes that P-12 students learning potential may be affected by failure to learn basic educational skills and actively seeks to identify educational needs and the appropriate professional services.	2	57	118	0	22	155
Challenges P-12 students to achieve their potential and stretches their abilities while offering a supportive and nurturing environment.	5	37	135	0	18	159
Values all P-12 students as individuals and treats them with dignity and respect.	2	14	161	0	6	171

Highest areas of growth from MT to Final

Total N=177

- Recognizes that P-12 students learning potential may be affected by failure to learn basic educational skills and actively seeks to identify educational needs and the appropriate professional services.
 - *N-59/33% were assessed as unacceptable or needs improvement at MT, compared to N-22/12% at final.*



Results- Retention Rates in Teacher Preparation Programs



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Retention Rates Explanation

At Northeastern we have a large percentage of students who identify with the non traditional learner population. While we have coursework and degree plans in place for continuous enrollment each semester, often our pre-service teachers enroll in coursework in staggered terms. We attribute this reality to our low rates of retention in tracking candidates from the first semester pre-professional course EDUC 3313 to the final semester full internship course EDUC 4252 Full Intern Seminar.



Retention Rates: Preparation programs and in the teaching field

- In Fall 2010 there were 279 students enrolled in EDUC 3313 Clinical Teaching/Pre-1 Internship.
- In Fall 2012 there are 103 full interns enrolled in EDUC 4252 Full Internship Seminar.
 - 44 of the 279 (15.8%) students from EDUC 3313 in Fall 2010 were full interns in Fall 2012.
 - Of the 279 students in EDUC 3313 in Fall 2010, 129 (46.2%) are enrolled this semester Fall 2012.



Undergraduate Completion Rates Rationale

Somewhat contrary to enrollment trends, program completion rate for the period under consideration remained relatively stable overall at the undergraduate level. For 2008-09, elementary education saw an increase in completers which may suggest that while our enrollments have not kept pace, those who are already enrolled are finishing their program of study. With recruitment efforts launching in Fall 2012, the anticipation is that both enrollment and completion numbers will see a significant increase over the next three years.



Undergraduate Completion Rates AY 09 through AY 11

Undergrad Majors	AY08-09	AY09-10	AY10-11	# CHANGE	% CHANGE
Early Childhood	81	72	68	-4	-5%
Elementary	226	176	152	39	20%
Special Education	28	25	17	-2	-7%
Health & P.E.	21	14	20	-14	-40%
HHP - Rec/Fit & Cllin Well	31	37	31	-7	-18%
Psych - Devel	9	10	9	-4	-31%
Psych - General	47	46	47	-4	-8%
Psych - HumRes	7	7	7	1	17%
Psych - Mntl Hlth	35	37	35	-5	-13%
TOTAL	491	440	491	0	0



Graduate Program Completion Rates

Rationale

Graduate program completers academic year with the largest graduate program, educational administration making up the majority of the loss. Fewer people also completed the reading program than in years past. The implementation of the TEACH grants in Spring 09 has made a positive impact in both enrollment and program completion for the reading program. This increase is noted in the improvement from the number of program completers in the master's in reading program. In AY 09-10, the master's in school administration also experienced a slight increase in program completers. Intensive recruitment in these programs will assist with the number of majors and completers over the next three years.



Graduate Completion Rates

AY 09 through AY 11

DEGREE COMPLETION	AY0809	AY0910	AY1011	# CHANGE	% CHANGE
COUNSELING PSYC-MS	27	27	28	1	4%
EARLY CHILDHOOD EDUC	2	6	6	4	200%
HEALTH & KINESIOLOGY HIED	13	12	41	28	215%
ADM/LEADERSHIP	11	10	9	-2	-18%
LIB MEDIA/INFO TECH	12	14	19	7	58%
READING, MED	27	17	72	45	167%
SCHOOL ADMIN	38	47	34	-4	-11%
SCHOOL COUNSEL MED.	24	20	21	-3	-13%
SUB ABUSE COUNSEL-MS	5	4	2	-3	-60%
TEACHING	11	12	15	4	36%
TOTAL	170	169	247	77	45%



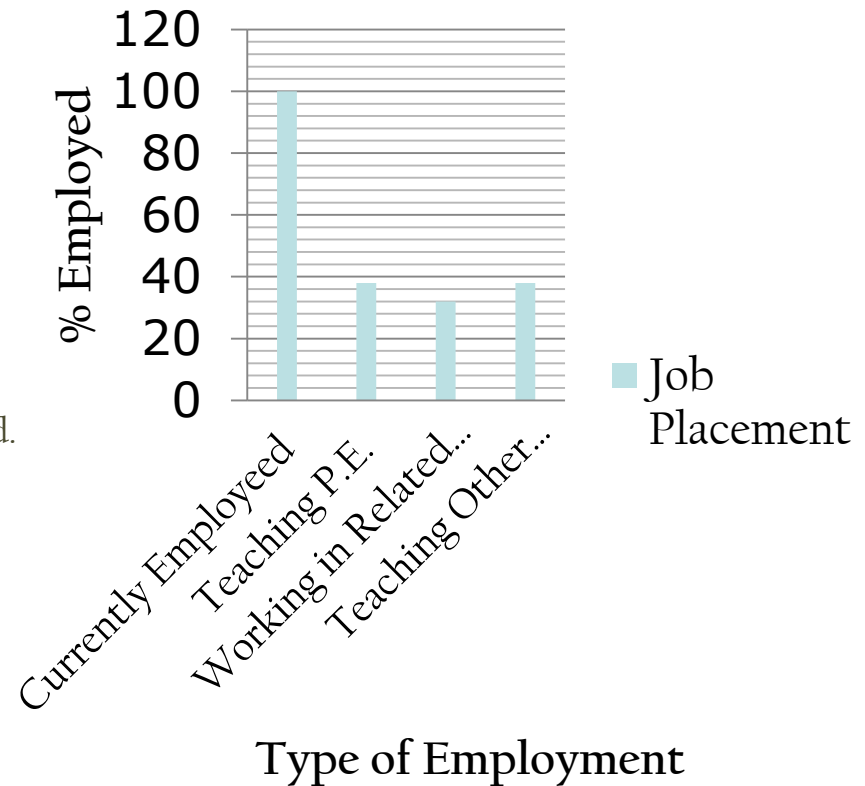
Average GPAs of Program Completers by Major Fall 2011

Major	Total N	Average GPA
Art Education	1	3.0
Early Childhood Education	22	3.36
English Education	5	3.49
Advanced Math Education	2	3.76
Health & Physical Education	11	3.22
Social Studies Education	6	3.12
Special Education/Mild-Moderate	15	3.51
Science Education	2	3.48
Elementary Education	81	3.39
TOTAL/Average	145	3.37



Sample Population: Job placement rates in Physical Education/Health/Safety

- A sample population from HPE program area was surveyed here are the following indicators:
- Public Schools
 - 9 of 13 (69%) completers is in the public schools
 - 56% of those are Teaching P.E.
- Teaching P.E.
 - 38% of the sample are teaching in the related field.
- Currently Employed
 - 100% of those surveyed are currently employed.
- Teaching in Other Subject Areas
 - Math
 - Personal Finance Literacy Communication Skills
 - English



Thank you for viewing!

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

NSU College of Education

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