

College of Education Standards of Excellence 2012-2013

The NCATE logo features the word "NCATE" in a bold, red, italicized sans-serif font. A white five-pointed star is positioned between the "C" and the "A".

NCATE

The Standard of Excellence
in Teacher Preparation

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

CAEP

Council for the Accreditation of Educator Preparation



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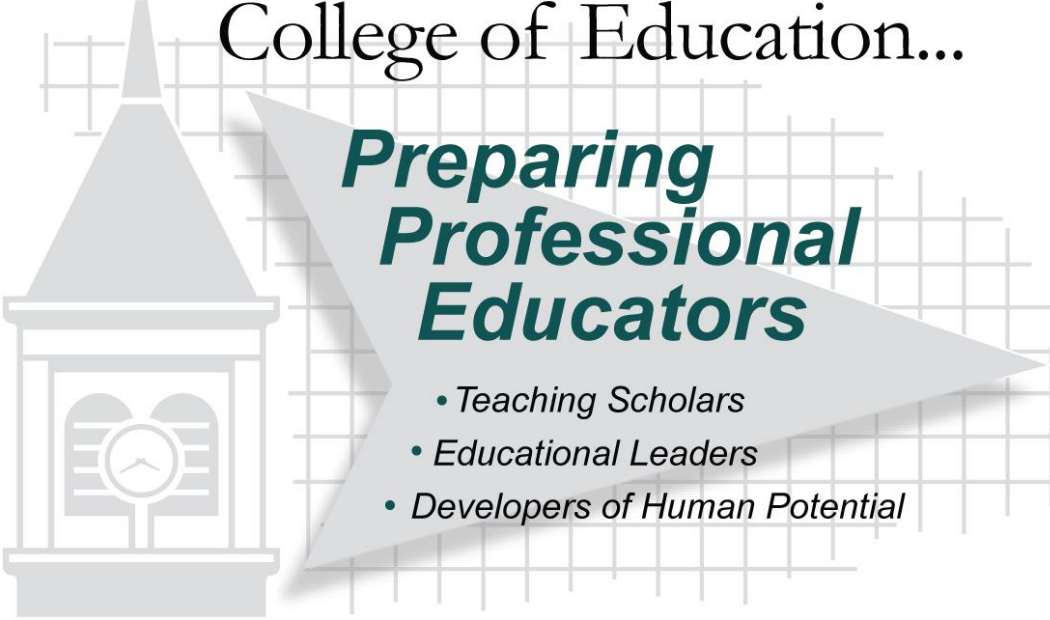
Conceptual Framework

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College of Education...

***Preparing
Professional
Educators***

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



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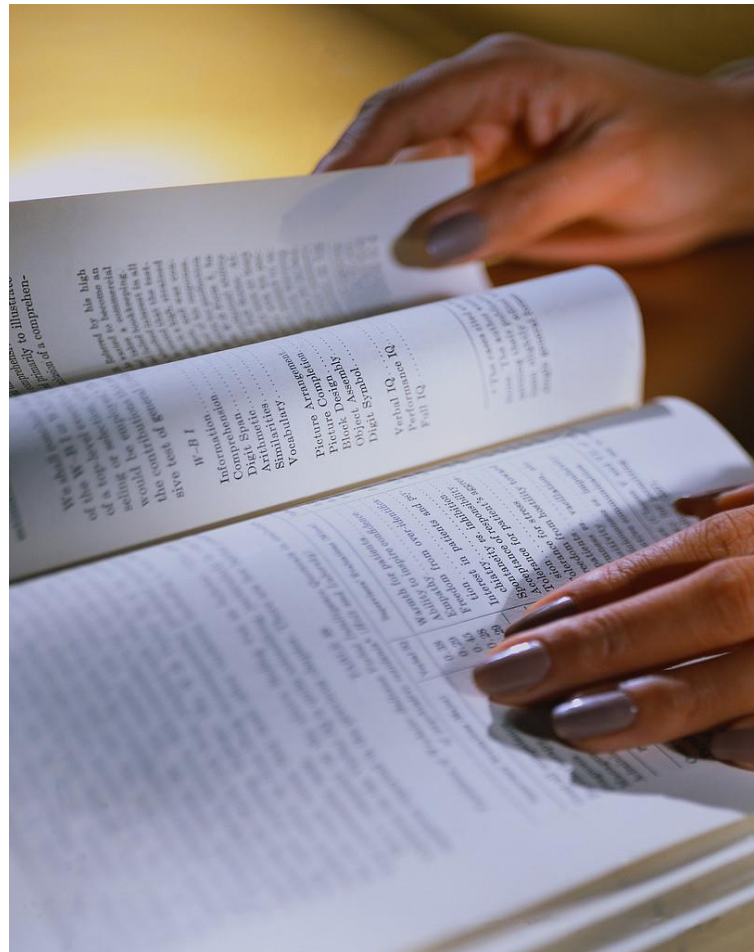
Conceptual Framework

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 2012-2013



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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 PK-8		OPTE 6-12		OSAT		Total
N	PASS	N	PASS	N	PASS	N	PASS	N
141	91%	179	99%	78	100%	539	93%	937



OSAT General Results by Subject Area-AY 2011-12

Test Area	Test Taken	%PASS
Early Childhood	47	94.0
Elementary Education Subtest 1	112	82.0
Elementary Education Subtest2	107	100.0
Reading Specialist	47	100.0
Library Media Specialist	23	96.0
Mild-Moderate Disabilities	22	91.0
Blind/Visual Impaired		
School Counseling	17	94.0

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

Test Area	Test Taken	%PASS
Physical Education/Health/Safety	17	94.0
English Education	23	91.0
Spanish Education	1	100.0
Instrumental Music/General	4	100.0
Advanced Math	11	100.0
Mid/Level Intermediate Math	3	100.0
Biological Sciences	6	67.0
Chemistry	4	75.0
Physical Science	3	100.0
Earth Science	1	100.0
Physics	0	



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

Test Area	Test Taken	%PASS
Principal Common Core	25	100.0
Elementary Principal	20	100.0
Mid-Level Principal	1	100.0
Secondary Principal	13	85.0
US Hist/OK Hist/Govt/Econ	12	100.0
World History/Geography	10	70.0
Cherokee	4	50.0

Program Completer Results- State Licensure/Professional Exams

AY 2012-2013



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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
241	100.0	<u>PK-8</u> 170	98.8	341	98.0
		<u>6-12</u> 62	100.0		



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

Test Area	Test Taken	Test Passed	%PASS
Advanced Mathematics	14	14	100.0
Art	3	3	100.0
Biological Sciences	6	6	100.0
Chemistry	2	1	50.0
Cherokee	1	1	100.0
Early Childhood	59	59	100.0
Elementary Education Subtest 1	87	86	99.0
Elementary Education Subtest2	87	87	100.0
English Education	19	19	100.0



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

Test Area	Test Taken	Test Passed	%PASS
Instrumental Music/General	2	2	100.0
Physical Education/Health/Safety	13	13	100.0
Physical Science	0		0
US History/OK Hist/Gov./Econ	11	11	100.0
World History Geography	9	4	44.4
Teaching Special Populations			
Mild-Moderate Disabilities	23	23	100.0



OSAT Results NSU Program Completers AY 11-12

NSU Cumulative	Test Taken	Test Passed	%PASS
	341	334	98.0



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 2012-2013
- 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.



Oklahoma Reading Test (ORT) Pass Rates

ORT 2012-13 MAJOR	Total N	1ST ATTEMPT PASS	% PASS	Overall Pass N	AY 2012-2013 %PASS	AY 2012-2013 Program Completers
Early Childhood	90	69	77%	69	77%	100%
Elementary	169	119	70%	127	75%	100%
Special Education	28	22	78%	23	82%	100%
	287	210	73%	219	76%	100%

Results & Analysis of Mid-Term and Final Evaluation of Pre-Service Teacher Performance During Full Internship (F2012 & Spring 2013)

Based COE Conceptual Framework:

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



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Teaching Scholars—Fall 2012

	Mid-Term Evaluation					Final Evaluation				
Criterion	Ineffective	Needs Improvement	Effective	Highly Effective	Superior	Ineffective	Needs Improvement	Effective	Highly Effective	Superior
	1	2	3	4	5	1	2	3	4	5
PREPARATION	0	2	16	30	53	0	0	10	25	61
DISCIPLINE	0	3	30	29	39	0	2	14	32	48
LESSON PLANS	0	2	19	30	47	0	0	16	19	59
ASSESSMENT PRACTICES	0	2	20	24	53	0	0	12	24	57
COMMON CORE STATE STANDARDS	0	1	18	29	43	0	0	11	32	47
EXPLAINS CONTENT	0	3	18	34	45	0	0	14	22	60
EXPLAINS DIRECTIONS	0	5	21	26	49	0	1	10	29	56
MONITORS	0	0	23	22	55	0	0	11	20	65
ESTABLISHES CLOSURE	0	4	27	32	37	0	2	14	27	52

Fall 2012:

Discipline, Lesson Planning and Establishes Closure:

- While all categories showed growth in the highly effective/superior categories, these three areas showed the greatest growth between Mid-Term and Final.

Overall:

- All areas showed a small # of candidates (0% to 5% Mid-Term and 0% to 2% Final) in the ineffective and needs improvement.

Teaching Scholars—Spring 2013

	Mid-Term Evaluation					Final Evaluation				
Criterion	Ineffective	Needs Improvement	Effective	Highly Effective	Superior	Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Score	1	2	3	4	5	1	2	3	4	5
PREPARATION	0	3	15	45	80	1	1	9	20	101
DISCIPLINE	0	6	32	41	65	0	3	18	44	68
LESSON PLANS	0	2	19	38	82	1	1	12	26	90
ASSESSMENT PRACTICES	0	3	17	49	71	1	1	7	31	90
COMMON CORE STATE STANDARDS	0	0	20	42	72	1	0	9	30	84
EXPLAINS CONTENT	0	2	20	44	77	0	2	13	30	88
EXPLAINS DIRECTIONS	0	3	20	43	77	0	2	12	31	88
MONITORS	0	3	17	44	79	0	1	14	29	88
ESTABLISHES CLOSURE	0	4	26	52	62	0	2	16	38	77

Spring 2013:

Preparation:

- In both the Mid-Term (2%) and Final (1.5%) only a small # of teacher candidates scored in the ineffective/needs improvement category--98% scored in the effective, highly effective or superior categories at Mid-Term, and 98.5% at the Final observation
- 56% scored superior at the Mid-Term compared to 76.5% at the Final; most of the growth occurred between effective, highly effective and superior categories

Overall:

- All areas showed a small # of candidates in the ineffective and needs improvement categories
- All areas showed growth in the superior category from Mid-Term to Final

Educational Leaders—Fall 2012

	Mid-Term Evaluation					Final Evaluation				
Criterion	Ineffective	Needs Improvement	Effective	Highly Effective	Superior	Ineffective	Needs Improvement	Effective	Highly Effective	Superior
	1	2	3	4	5	1	2	3	4	5
LITERACY	2	1	18	25	52	0	0	10	23	62
ADJUSTS BASED UPON MONITORING	1	2	18	36	43	0	0	7	34	55
STUDENT ACHIEVEMENT	0	1	14	29	49	0	0	11	22	54
EXHIBITS PROFESSIONAL BEHAVIORS AND EFFICIENCIES	0	1	12	33	55	0	0	7	16	73
EFFECTIVE INTERACTIONS / COMMUNICATIONS WITH STAKEHOLDERS	0	1	24	21	45	0	0	10	25	52
LEADERSHIP INVOLVEMENTS	1	0	27	24	36	0	0	10	28	46

Fall 2012:

Adjusts Based on Monitoring

- **13% improvement in the superior category from Mid-Term to Final.**

Effective Interactions & Communication:

- **16% improvement in the superior category from Mid-Term to Final.**

Leadership Involvement:

- **20% improvement in the superior category from Mid-Term to Final.**

Overall:

- **100% of scores in all categories were in the effective, highly effective or superior category at the Final observation.**

Educational Leaders—Spring 2013 Semester

	Mid-Term Evaluation					Final Evaluation				
Criterion	Ineffective	Needs Improvement	Effective	Highly Effective	Superior	Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Score	1	2	3	4	5	1	2	3	4	5
LITERACY	0	1	14	43	81	1	0	12	29	90
ADJUSTS BASED UPON MONITORING	0	6	17	42	78	0	4	13	28	88
STUDENT ACHIEVEMENT	0	2	16	39	76	0	0	10	33	81
EXHIBITS PROFESSIONAL BEHAVIORS AND EFFICIENCIES	0	3	13	29	98	1	0	7	25	100
EFFECTIVE INTERACTIONS / COMMUNICATIONS WITH STAKEHOLDERS	0	0	20	32	76	1	0	10	26	86
LEADERSHIP INVOLVEMENTS	0	1	23	47	49	1	0	10	33	78



Educators as Leaders

Selected points of growth mid-term/final

Spring 2013:

Exhibits Professional Behaviors and Efficiencies:

- 75.2% (68.5% at Mid-Term) of the candidates scored superior at the Final observation, and 94% (88.8% at Mid-Term) scored either highly effective or superior.

Effective Interactions & Communication:

- 84% (59% at Mid-Term) of the candidates scored superior at the final observation, and 91% (70% at Mid-Term) scored either highly effective or superior.

Leadership Involvement:

- 63.9% (40.8% at Mid-Term) of the candidates scored superior at the Final observation, and 91% (80% at Mid-Term) scored either highly effective or superior.

Overall:

- 97%-100% of scores in all categories were in the effective, highly effective or superior category at the Final observation (96%-100% were in these categories at Mid-Term). The data shows that most growth occurred from effective to highly effective, effective to superior, and highly effective to superior.



Educators as Developers of Human Potential

Developers of Human Potential—Fall 2012

	Mid-Term Evaluation					Final Evaluation				
Criterion	Ineffective	Needs Improvement	Effective	Highly Effective	Superior	Ineffective	Needs Improvement	Effective	Highly Effective	Superior
	1	2	3	4	5	1	2	3	4	5
CLIMATE RESPONSIBILITY	0	0	21	26	49	0	0	12	28	53
STUDENT RELATIONS	0	1	10	24	66	0	0	7	17	72
INVOLVES ALL LEARNERS	0	2	18	27	53	0	0	10	23	63
MODELS	1	3	23	17	57	0	0	10	26	59
USES PROFESSIONAL GROWTH AS AN IMPORTANT STRATEGY	1	1	15	36	38	0	0	11	29	47

Fall 2012:

Overall:

- **0% to 3% of candidates scored ineffective or needs improvement (all categories) at the Mid-Term—and 0% scored in these categories at the Final.**
- **Candidates showed growth in highly effective/superior in all categories from Mid-Term to Final.**



Developers of Human Potential—Spring 2013 Semester

	Mid-Term Evaluation					Final Evaluation				
Criterion	Ineffective	Needs Improvement	Effective	Highly Effective	Superior	Ineffective	Needs Improvement	Effective	Highly Effective	Superior
	1	2	3	4	5	1	2	3	4	5
CLIMATE RESPONSIBILITY	0	0	16	42	82	1	1	8	32	87
STUDENT RELATIONS	0	1	18	29	96	0	1	8	23	100
INVOLVES ALL LEARNERS	1	3	16	40	83	0	3	15	23	92
MODELS	0	5	16	34	87	0	2	9	29	93
USES PROFESSIONAL GROWTH AS AN IMPORTANT STRATEGY	0	1	12	36	70	1	0	6	33	80

Spring 2013:

Overall:

- A small number of teacher candidates scored ineffective or needs improvement in all categories at the Mid-Term (0-3.5%) and Final (0-1%), with the greatest change in Modeling—3.5% to 1.5% in the 1 and 2 categories.
- Most of the growth changes occurred between the effective, highly effective, and superior categories. All categories showed growth (8-12%) in the superior category at the Final observation.

Average GPA's of Program Completers by Major



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Average GPAs of Program Completers by Major AY 2012-13

Major	Total N	Average GPA
Advanced Mathematics Education	14	3.325
Art Education	3	3.261
Cherokee Education	1	2.954
Early Childhood Education	58	3.295
Elementary Education	87	3.519
English Education	19	3.435
Health & Physical Education	13	3.217
Music Education	2	3.322
Science Education	7	3.391
Social Studies Education	11	3.129
Spanish Education	3	3.484
Special Education/Mild-Moderate	23	3.475
Total/Average	241	3.317

Thank you for viewing!

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

NSU College of Education

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