

College of Education Standards of Excellence 2015 (AY 2013-2014)

NCATE

The Standard of Excellence
in Teacher Preparation

CAEP

Council for the Accreditation of Educator Preparation



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- Each teacher preparation institution undergoes an in-depth review every seven years. The review is conducted by the National Council of Accreditation for Teacher Education (NCATE) 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



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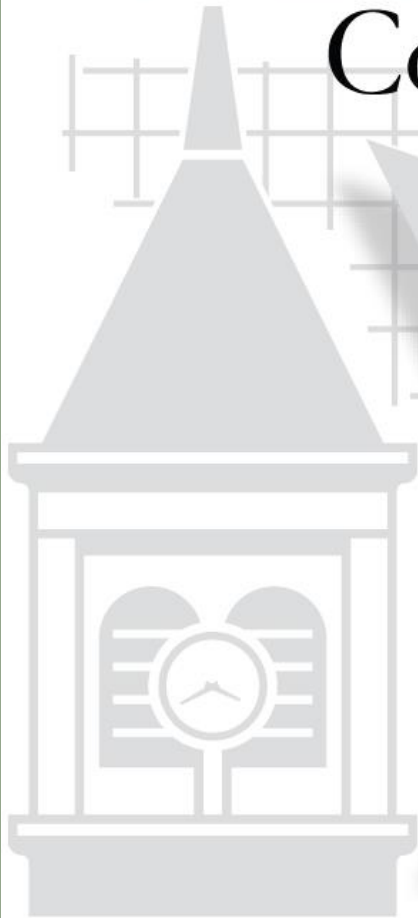
Conceptual Framework

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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.



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)



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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: Overall

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

Exam	# Test Takers	Pass Rate
OGET	249	100%
OSAT		
OPTE (PK-8)	180	100%
OPTE (6-12)	67	96%

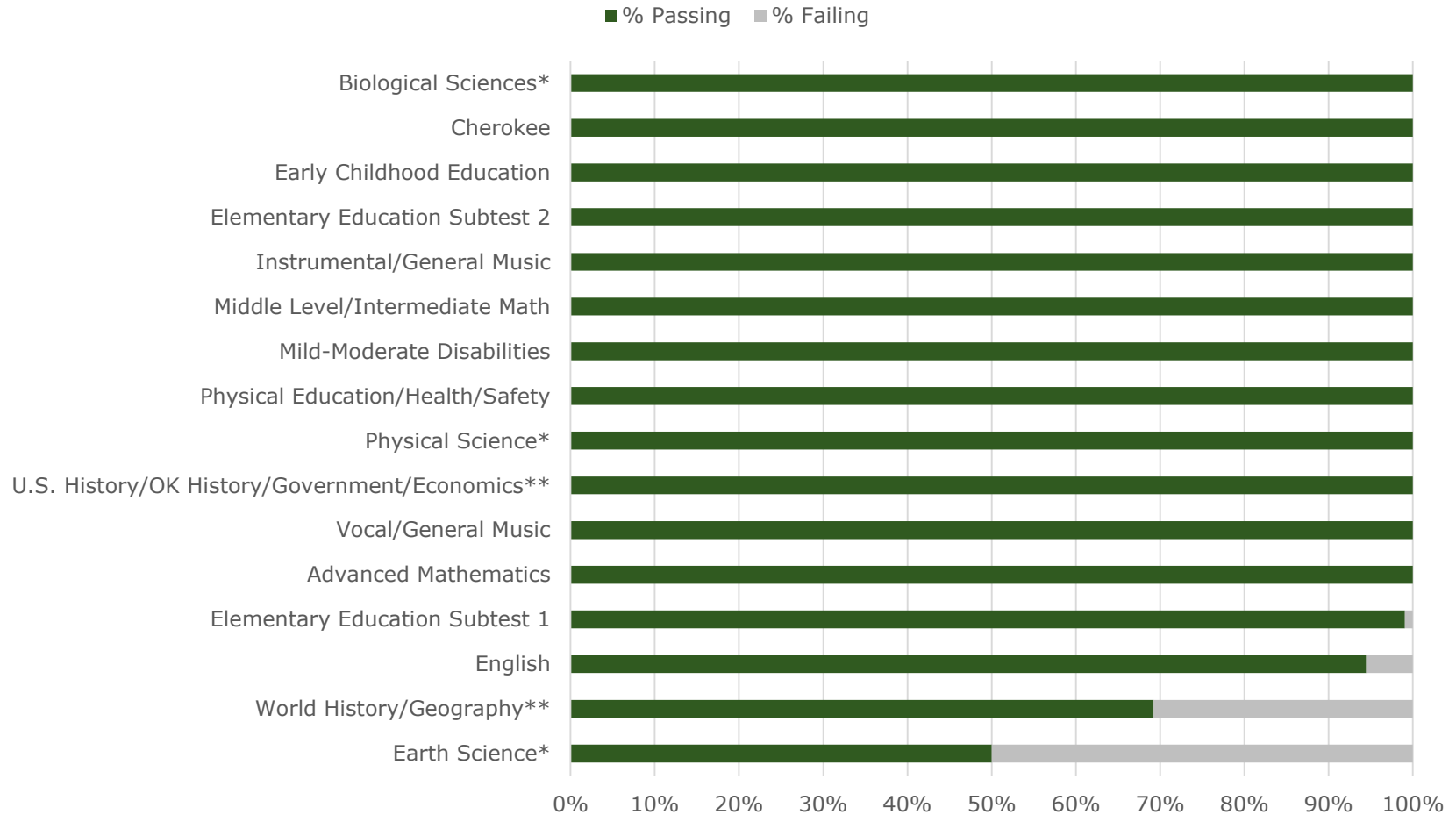


State Exam Performance: Program Completers

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

Exam	# Test Takers	Pass Rate
OGET	249	100%
OSAT	374	98%
OPTE (PK-8)	180	100%
OPTE (6-12)	67	96%

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.

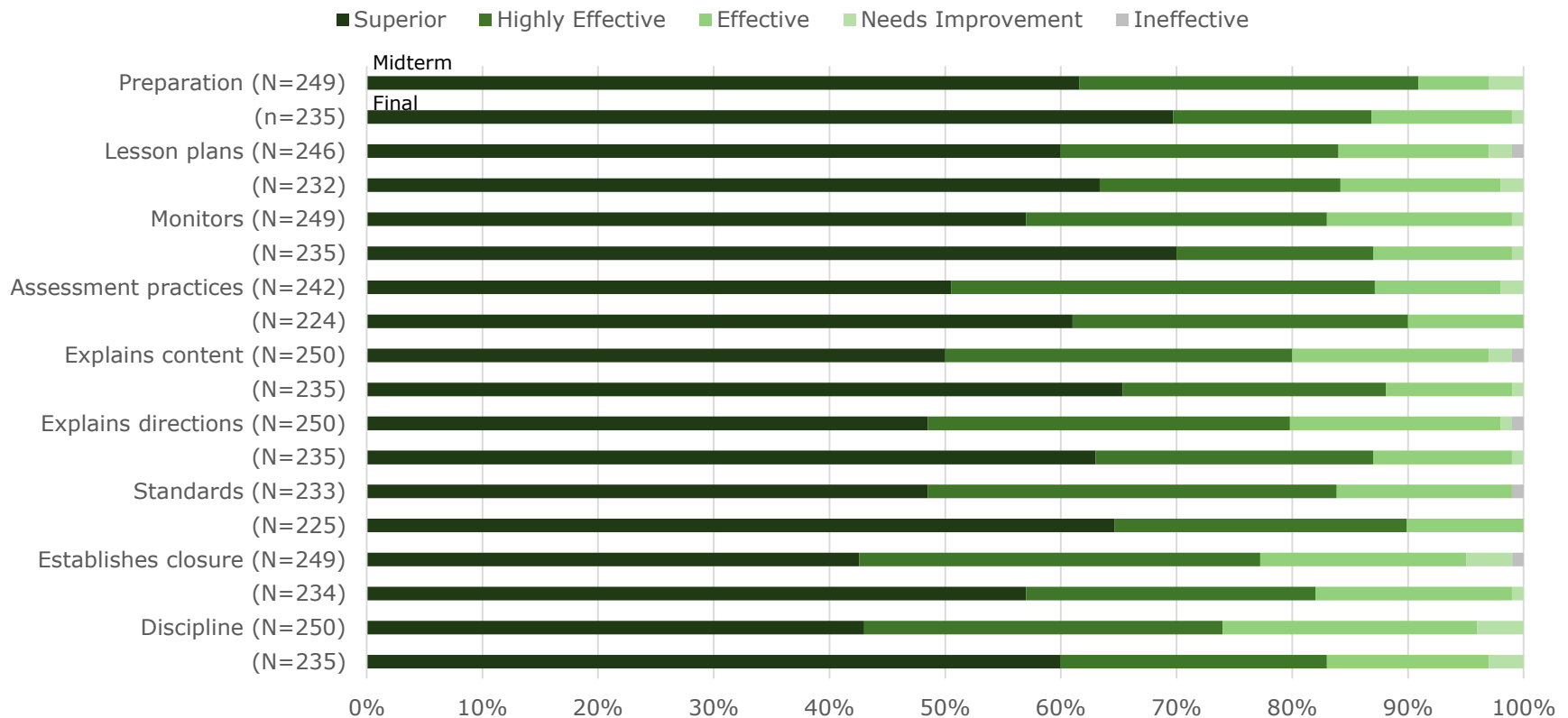
	First Attempt		Overall	
Major	# Test Takers	Pass Rate	# Test Takers	Pass Rate
Early Childhood	36	92%	36	100%
Elementary	69	90%	69	97%
Special Education	9	77%	9	77%
TOTAL	114	89%	114	96%

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



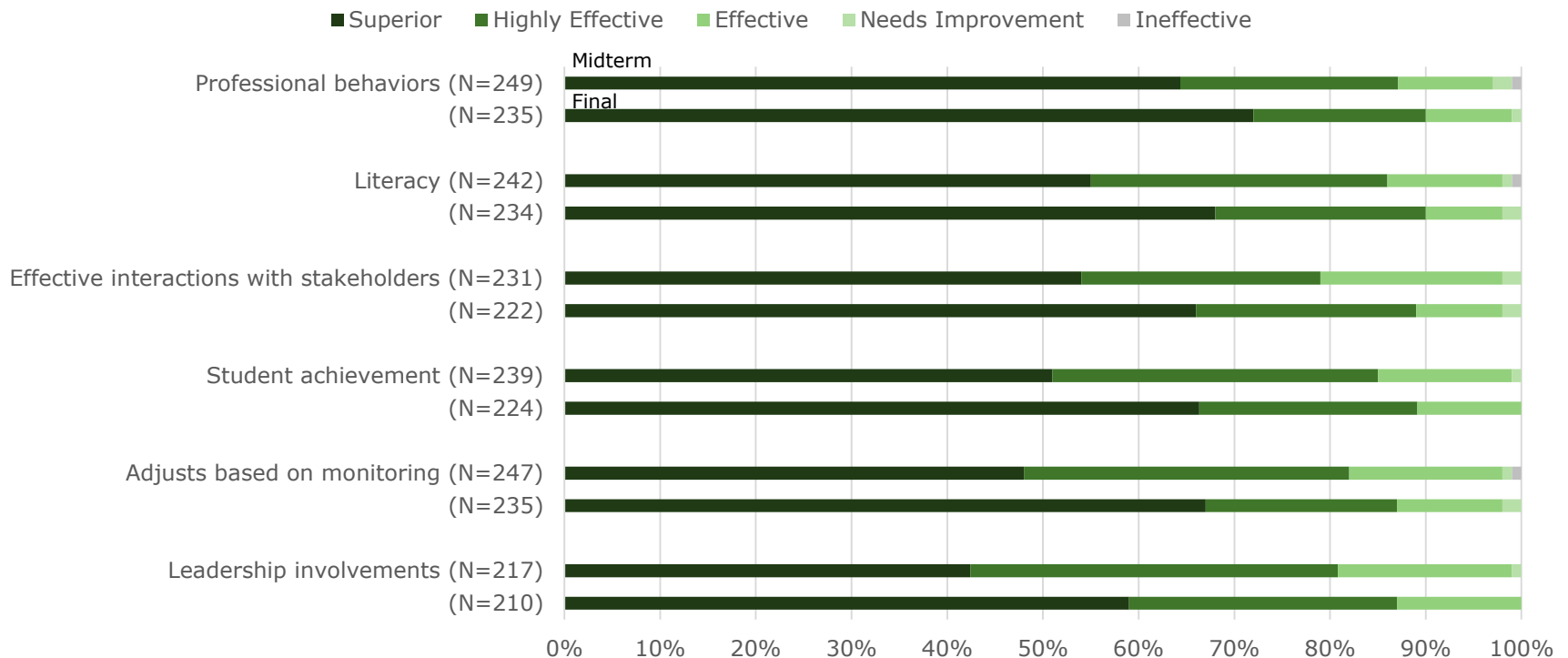
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The majority of full interns received highly effective and superior ratings for indicators of **teaching scholars**. They showed the most growth in *discipline*, their ability to *explain content*, and their ability to *explain directions*.



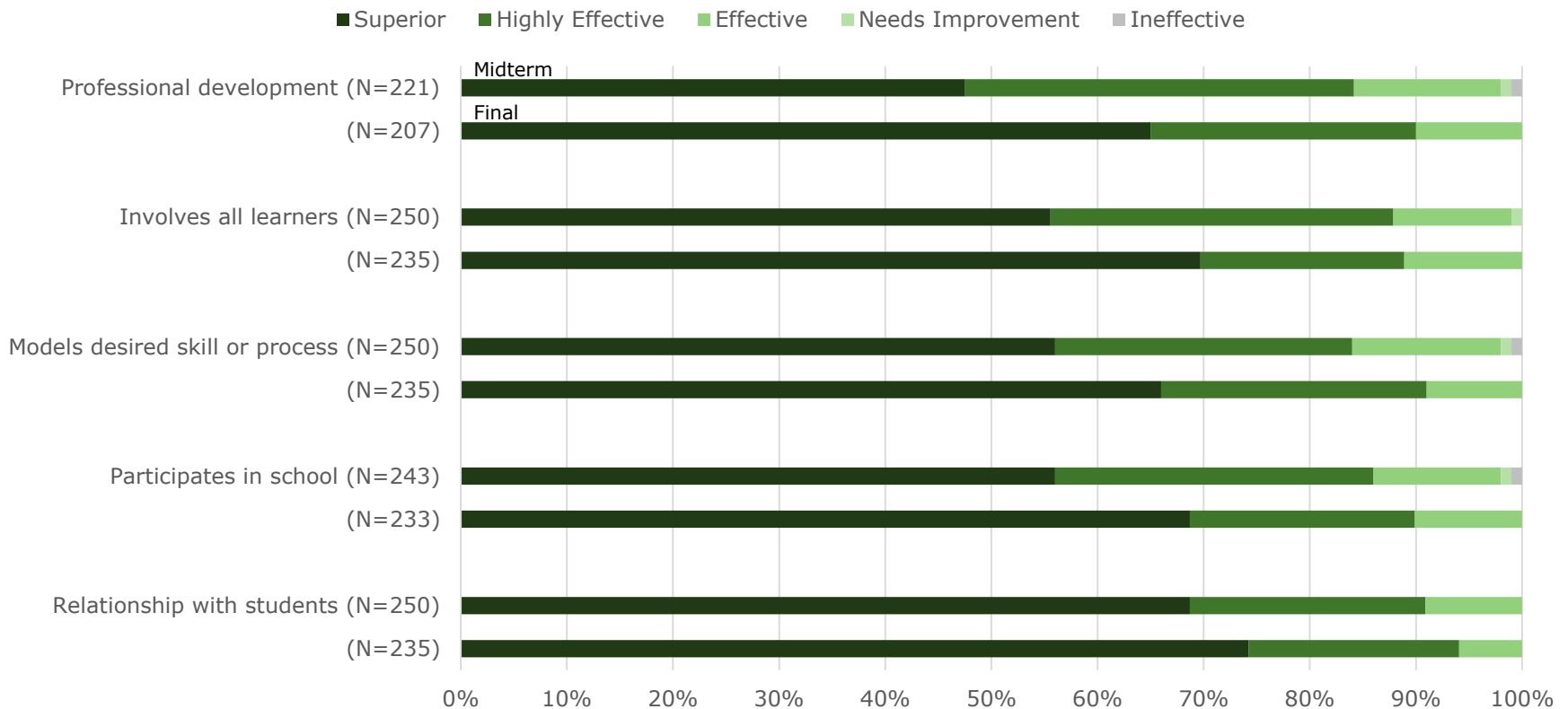
N = number of full interns assessed

NSU's full interns received the highest ratings during the final assessment for their ability to be **educational leaders** in the areas of *student achievement, literacy, and professional behaviors*. They showed the most growth from the midterm to the end of the semester in *leadership involvement* and their ability to *adjust based on monitoring*.



N = number of full interns assessed

Our full interns performed highest during the final assessment in their *relationships with students* and their ability to *involve all learners*, important aspects of **developing human potential**. They showed the most growth from midterm to final assessment in their ability to *model a desired skill or process* and *professional development*.



N = number of full interns assessed

Grade Point Average (GPA) Requirements



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Requirement	Minimum GPA Requirement	Median GPA
Admission to Teacher Education	2.75	3.22
Program Completers	2.5	3.36

First Year Teacher Survey



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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.



Of the teachers prepared at NSU, over half of the 119 who answered identified the following areas as **strengths** of NSU's teacher preparation program:

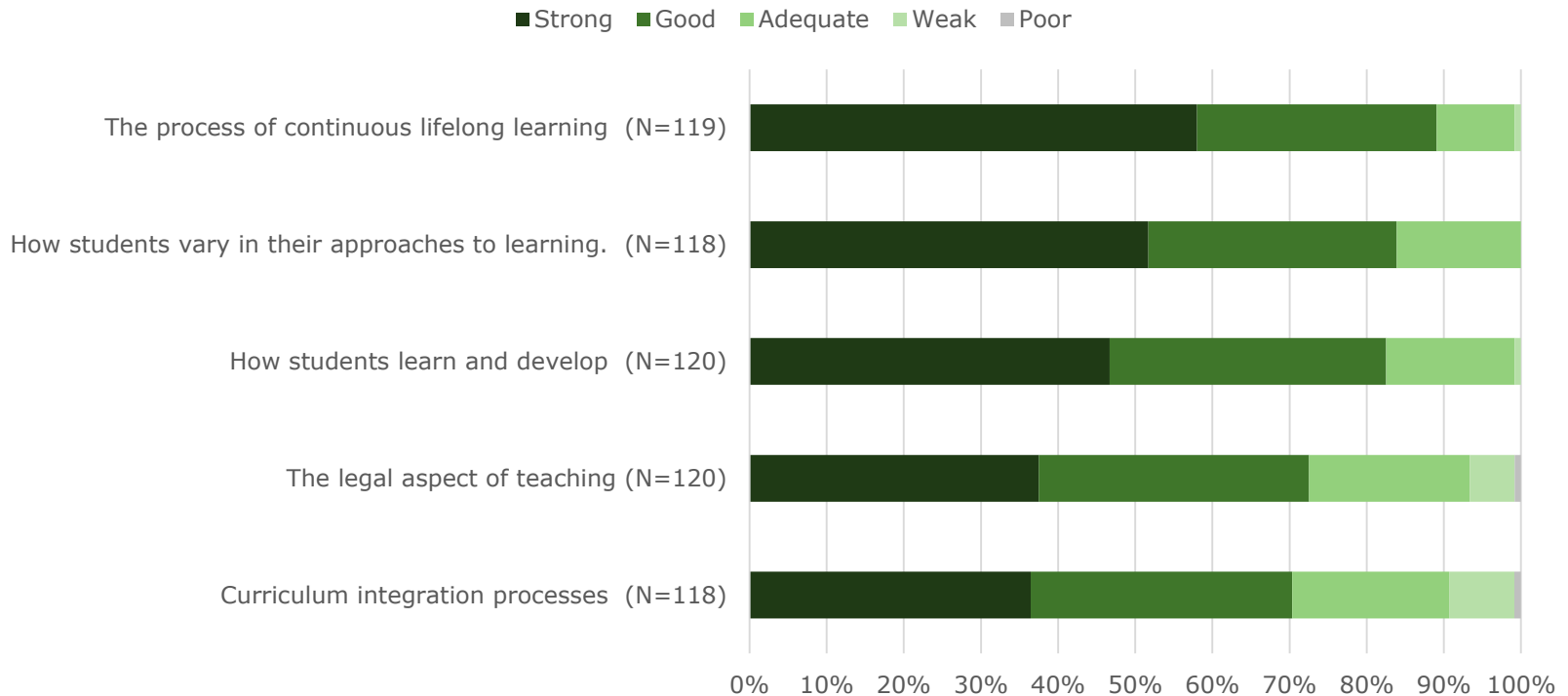
- Content knowledge (51%)
- Student teaching (59%)
- Lesson planning (66%)

Of the 99 teachers who answered the question, a majority (59%) identified **classroom management** as an area in which they could have used **additional preparation**.



First Year Teacher Survey

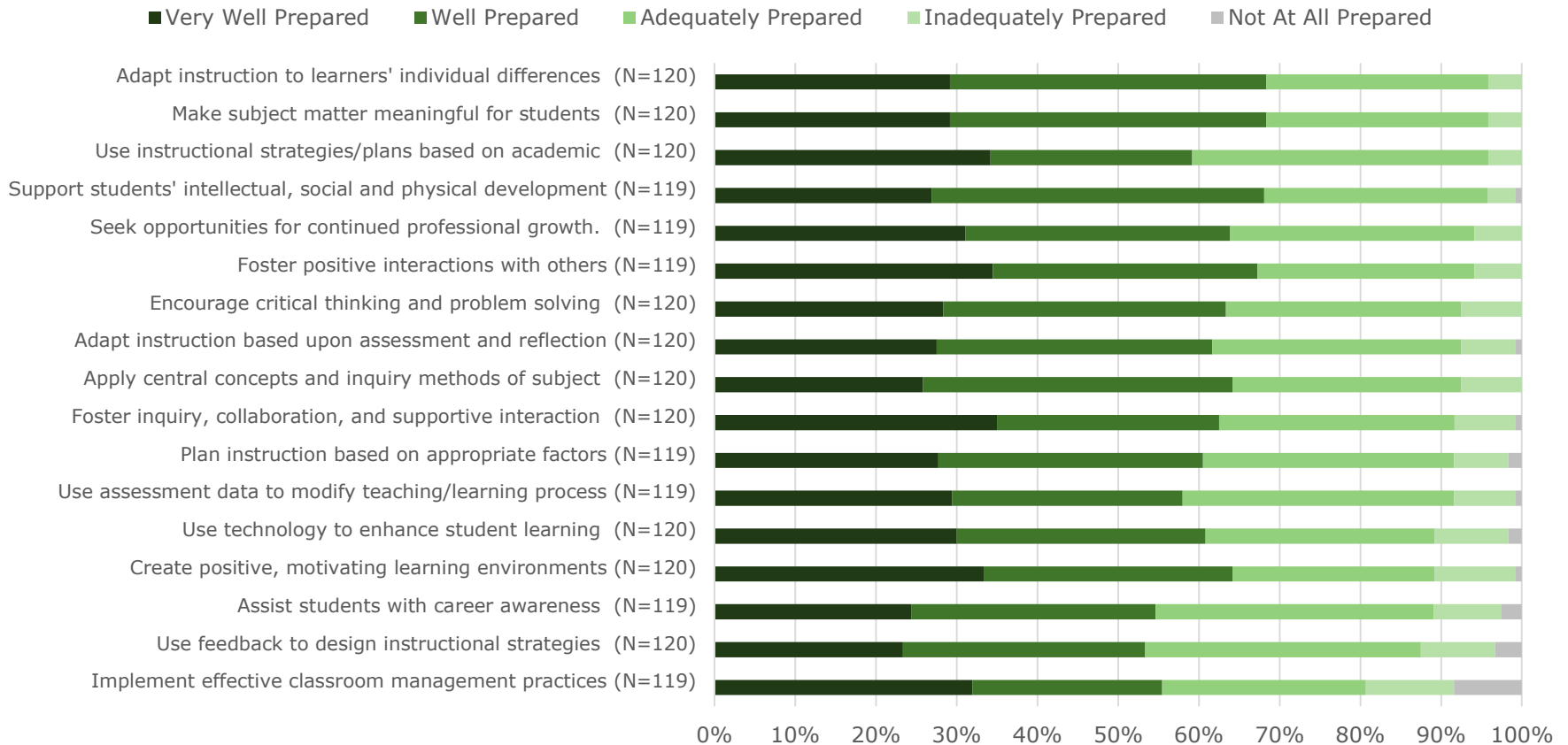
Most first year teachers who responded to the survey reported that had a *good to strong* understanding of the topics listed below. A few teachers indicated that they had a poor to weak understanding of the legal aspects of teaching and the curriculum integration process.





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



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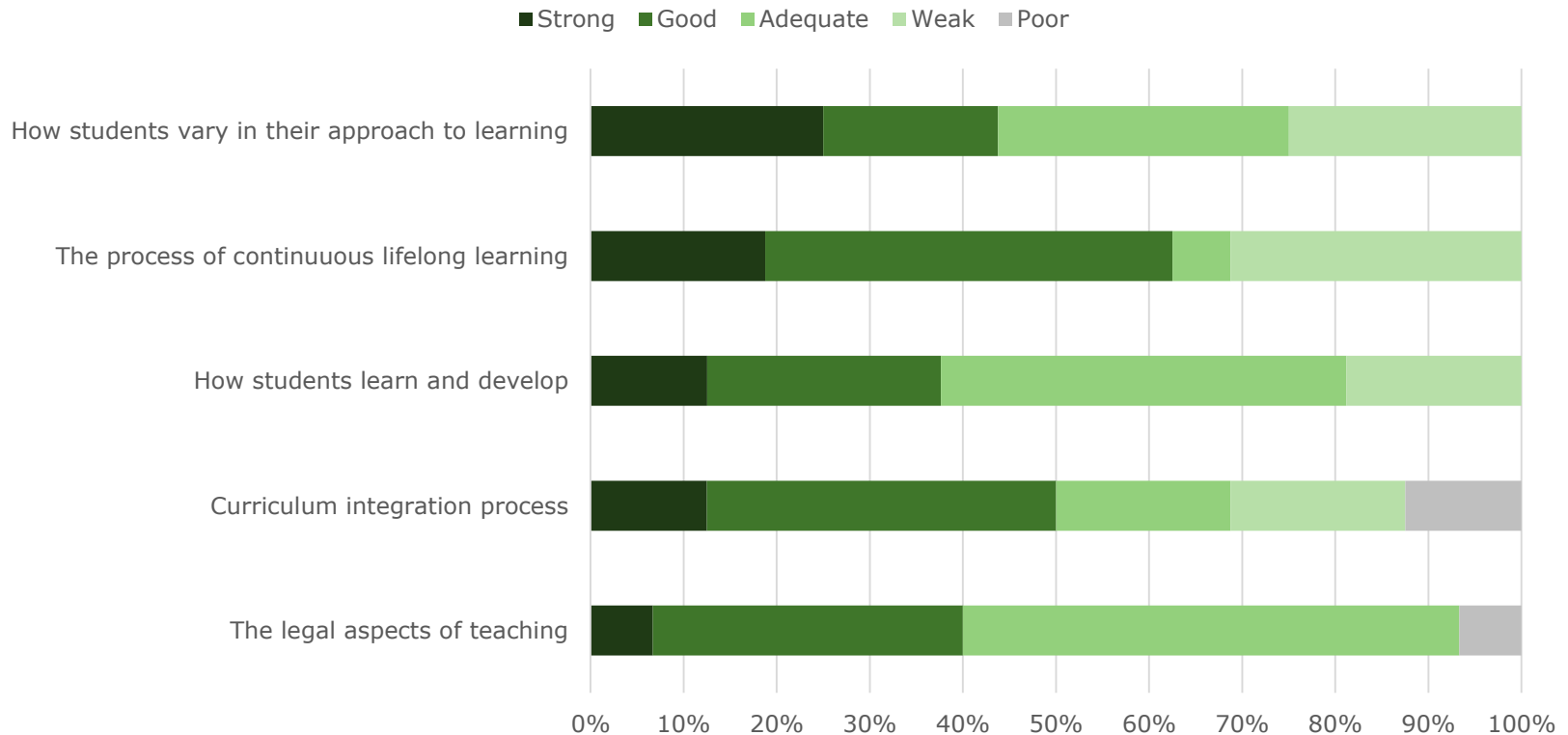


The OEQA also asks school administrators to rate their first year teachers on their preparedness for the classroom each year since 2010.

The combined results for the whole state are available from the [OCTP](#). The results on the next slide are from administrators reporting on NSU's graduates.



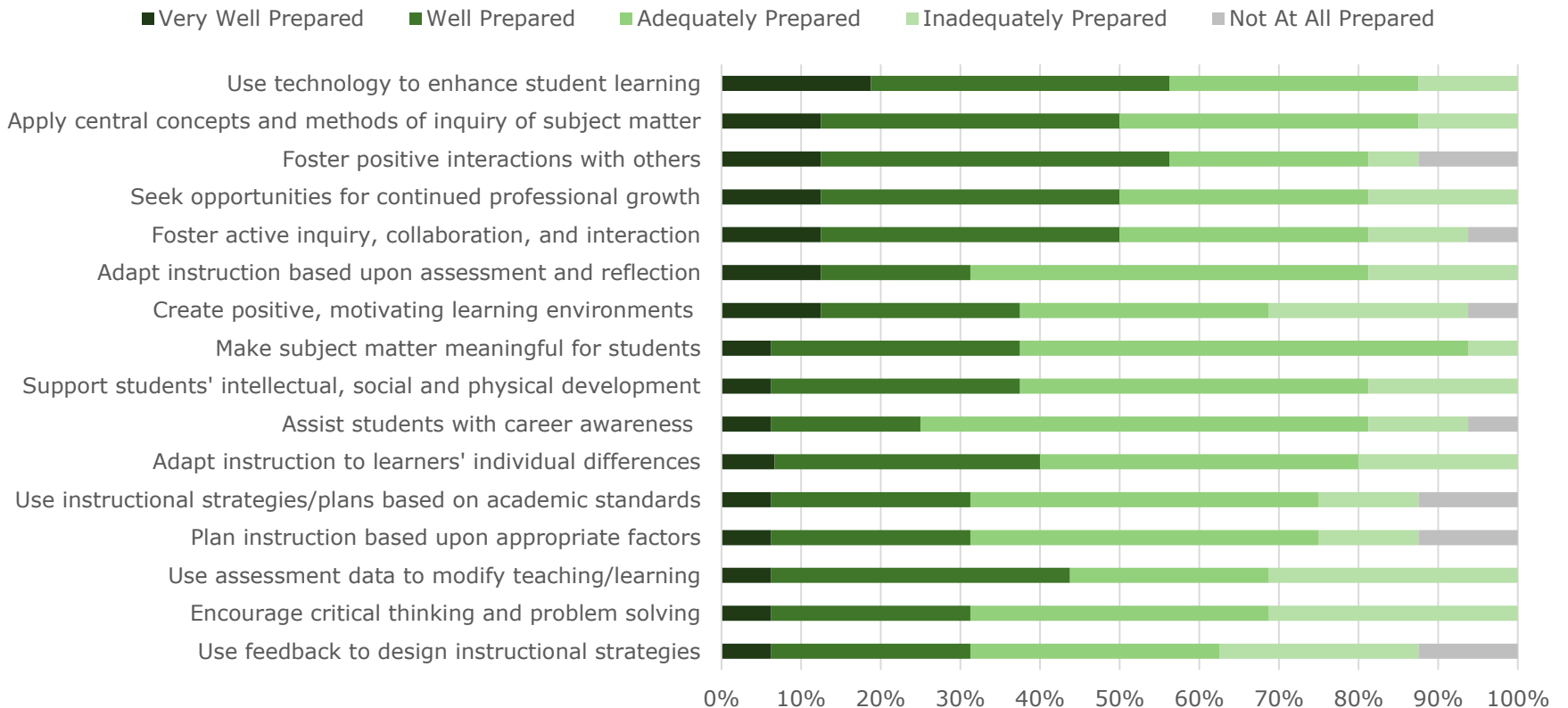
The majority of first year teachers prepared at NSU were *adequate to strong* in their understanding of each of the following factors, according to the administrators who replied to the survey ($N=16$). These results closely relate to the teachers' reports on their own understanding.





Administrator Survey

The same school administrators reported that strengths of first year teachers prepared at NSU were using technology, that they knew their subject matter, and that they sought professional growth. First year teachers had the most difficulty using feedback from their teacher evaluation process to design instruction, a weakness that the teachers also identified.



Thank you for viewing!

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

NSU College of Education

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