

Educator Preparation Standards of Excellence

2018 CAEP Overview

College of Education



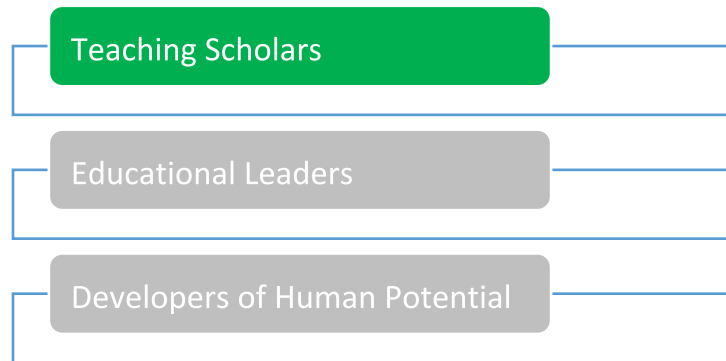


Accreditation Status

- 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 November 2018.



Conceptual Framework

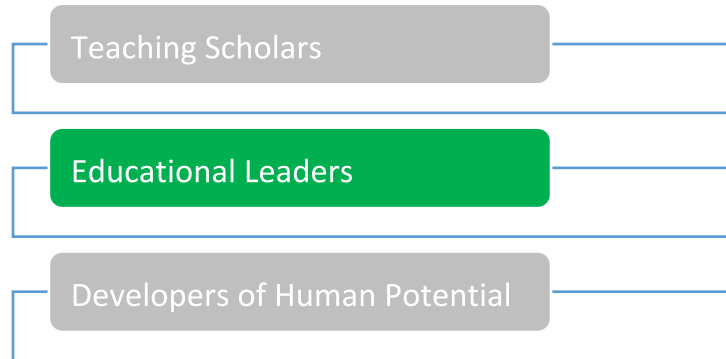


Teaching scholars read widely and think deeply about subject matter, teaching and research. They reflect critically on their own beliefs and their classroom practice in order to make pedagogical improvements.

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

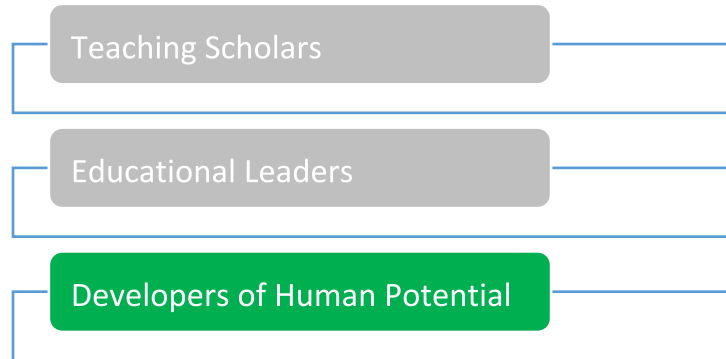


Educational leaders believe that all P-12 students are capable of learning and making educational progress.

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.

Impact on Student Learning



NORTHEASTERN STATE UNIVERSITY



Developmental Reading Assessments

The EPP partnered with a local school district to obtain data on the impact of completers on student learning. The EPP provided the district with a list of 15 teachers employed by the district who graduated from NSU in the last two academic years (fall 2014-spring 2015). The district provided three cycles of data for the Developmental Reading Assessments for the students of one early childhood and one elementary teacher for whom these data were available. Although this is a small sample size, the data show that NSU completers are having a positive impact on student learning.

Table 1
Developmental Reading Assessment Scores for Students of Recent NSU Graduates

ID #	Grade	Major	Graduation	2015-2016		2016-2017		2017-2018	
				# Students	ELA	# Students	ELA	# Students	ELA
1	K	Early Child	Fall 2014	23	86%	21	57%	24	83%
6	4	Elementary	Spring 2015	23	88%	22	85%	22	82%

The Developmental Reading Assessment®, Second Edition, PLUS (DRA2+) is a formative reading assessment in which teachers are able to systematically observe, record, and evaluate changes in student reading performance.

DRA2+ is a proven, criterion-referenced assessment and includes recommendations for scaffolded support to increase student reading proficiency. DRA2+ has undergone rigorous field-testing and is supported by sound validity and reliability analyses.

*A student's DRA2 level (independent reading level) reflects the student's oral reading fluency (95% accuracy) and comprehension (90%) at independent performance levels (Pearson, 2018).



Case Studies: Student Growth

Northeastern State University's Educator Preparation Program completed a pilot case study of four completers' measures of student growth. Teacher 1 graduated in spring 2014. Teacher 2 graduated in spring 2015, and Teachers 3 and 4 graduated in fall 2015. The participants were selected using purposive sampling.

The results presented on the next few slides are the results of those case studies.

Case Study 1

Case Study 2

Case Study 3

Case Study 4

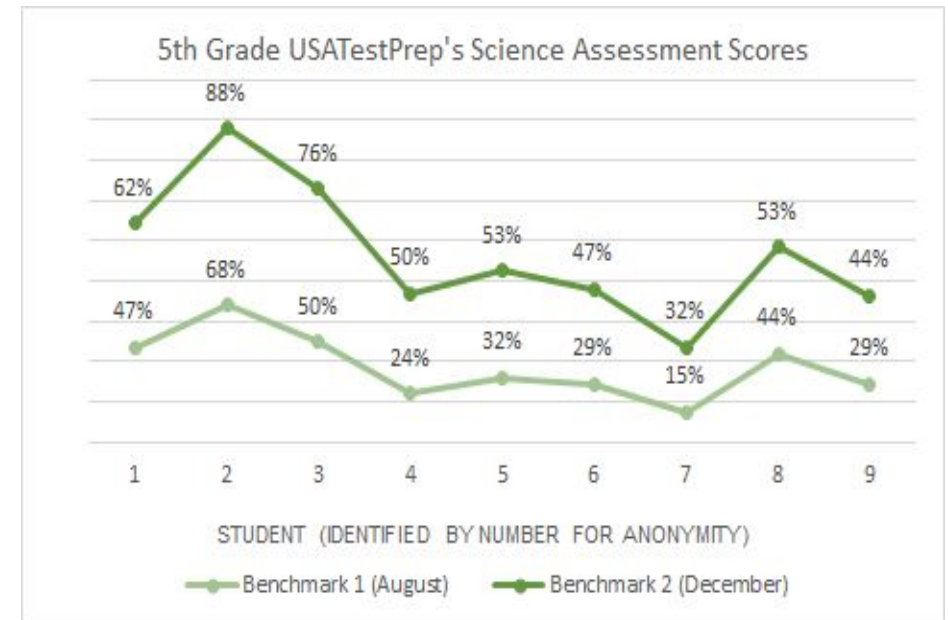
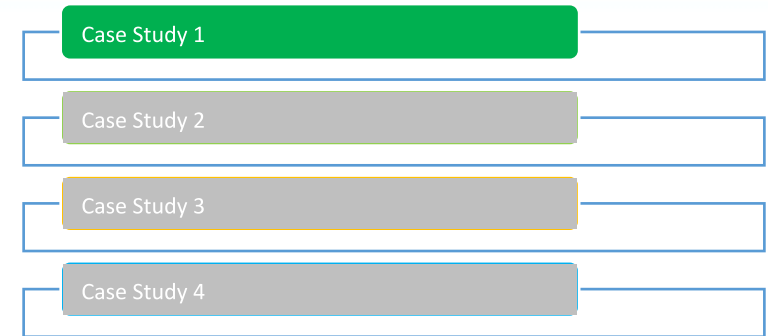


Case Study 1

Teacher 1, who was an elementary education major who graduated in the spring of 2014, teaches science to students in grades 5-8.

Teacher 1 administered the USATestPrep Science assessments as a pre-assessment and benchmark. USATestPrep's online assessment tool is aligned with the Oklahoma Academic Standards in science for all grade levels.

A comparison of the pre-test and the benchmark test showed that the students in Teacher 1's class made significant gains throughout the year.



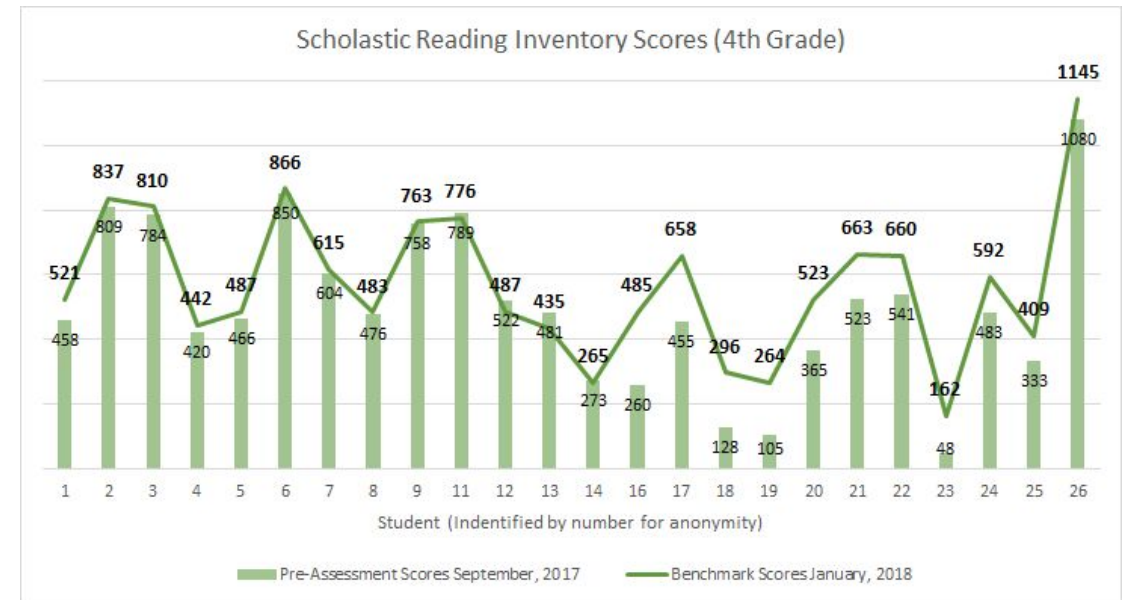


Case Study 2

Teacher 2 is a fourth grade teacher who graduated from NSU in spring of 2015.

Teacher 2 utilized the Scholastic Reading Inventory (SRI) for pre-assessment and benchmarking. The SRI is a computer-based, criterion-referenced assessment that measures how well students read narrative and expository texts. The scale goes from beginning reader (less than 100 on the Lexile scale) to 1500L.

An analysis of the results demonstrate that the students made remarkable gains in four months.

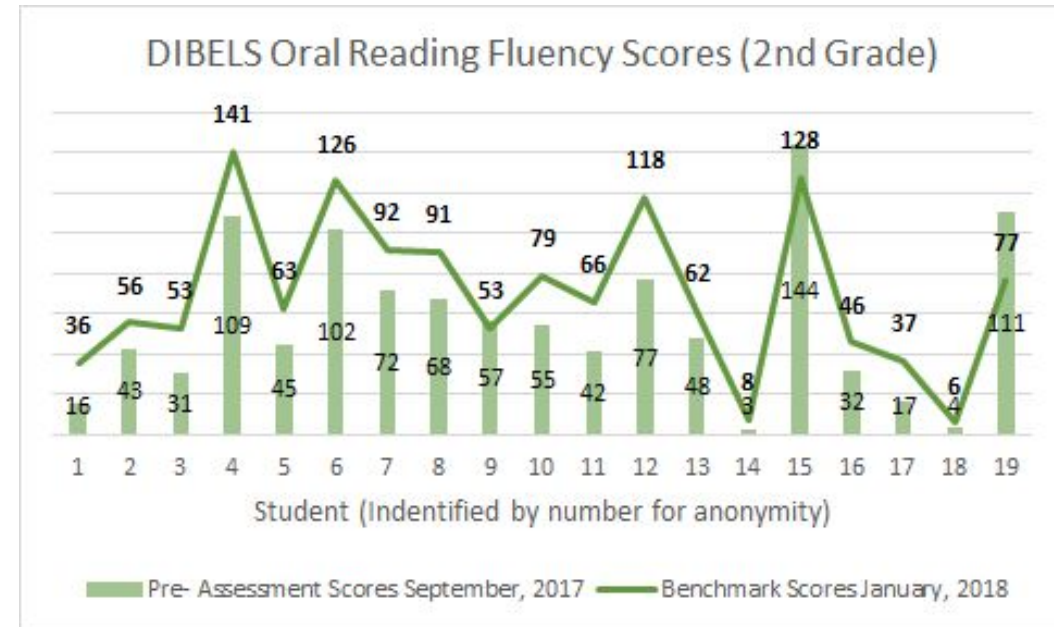
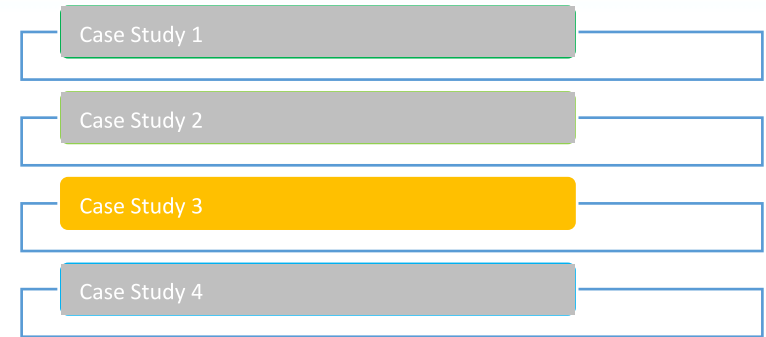


Case Study 3

Teacher 3 is a second grade teacher who graduated from NSU in the fall of 2015.

Using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Oral Reading Fluency assessment, Teacher 3 assessed second grade students in September, 2017 and again in January, 2018. DIBELS Oral Reading Fluency (DORF) “is a standardized, individually administered test of accuracy and fluency with connected text” (Good, Kaminski, & Dill, 2002).

The results from the statistical analysis demonstrate that the students, as a group, made significant gains between September and January.





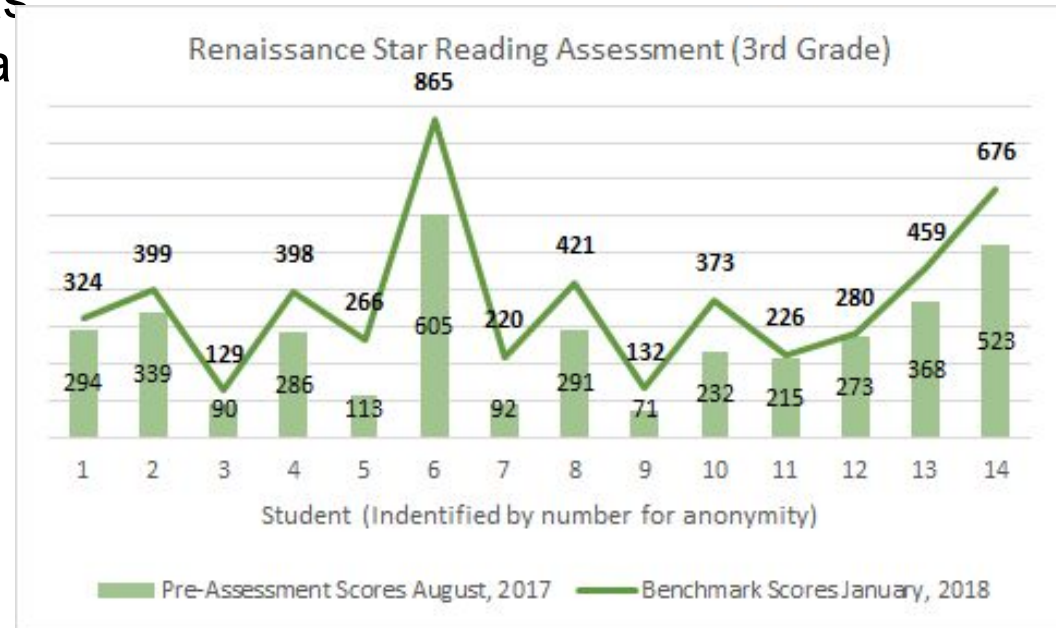
Case Study 4

Teacher 4 is a third grade teacher who graduated from NSU in the fall of 2015.

The Renaissance Star Reading Assessment was used as the pre-assessment and benchmark for Teacher 4's data. This screener is used to determine if students in kindergarten through 3rd grade are on track for reading at their grade level. For promotion to the 4th grade, students must score 392 at the end of the year benchmark.

The results demonstrate that the students, as a group, made significant gains between August and January.

- Case Study 1
- Case Study 2
- Case Study 3
- Case Study 4



Indicators of Teaching Effectiveness



NORTHEASTERN STATE UNIVERSITY



Teacher Leader Effectiveness

The Teacher & Leader Effectiveness (TLE) frameworks are evaluation instruments approved by the Oklahoma State Department of Education (OSDE) to measure and support teacher effectiveness, “used to inform instruction, create professional development opportunities, and continuous improvement of the practice and art of teaching and leading” (OSDE, 2017).

The OSDE requires each school district to select one of the three approved frameworks for TLE evaluation. Approximately 500 (93%) districts use the **Tulsa TLE Model**, 35 (7%) use the **Marzano Teacher Evaluation Model**, and none use the Danielson (State Department of Education Teacher and Leader Effectiveness Professional Learning Focus Training, 2017, December 6).

The Office of Educational Quality and Accountability, in cooperation with the OSDE, provided TLE data for the 16-17 school year to EPPs. The data included results for 121 NSU graduates who graduated in the last three years, 116 of whom were assessed with the Tulsa TLE and five of whom were evaluated with Marzano.



Teacher Leader Effectiveness: Tulsa Model

The Tulsa TLE was developed “with teachers for teachers” (Tulsa Public Schools, n.d., p. 1).

The TLE research base describes the rigorous process of establishing content validity for that document (Tulsa Public Schools, n.d) which establishes that the original instrument measures important elements of teaching. No information is provided about reliability.

The rubric uses the scale 1-Ineffective, 2-Needs Improvement, 3-Effective, 4-Highly Effective, 5-Superior. A score of 3 is the expected rating for teachers.

The Tulsa TLE measures five domains (a) Classroom Management, (b) Instructional Effectiveness, (c) Professional Growth and Improvement, (d) Interpersonal Skills, and (e) Leadership.

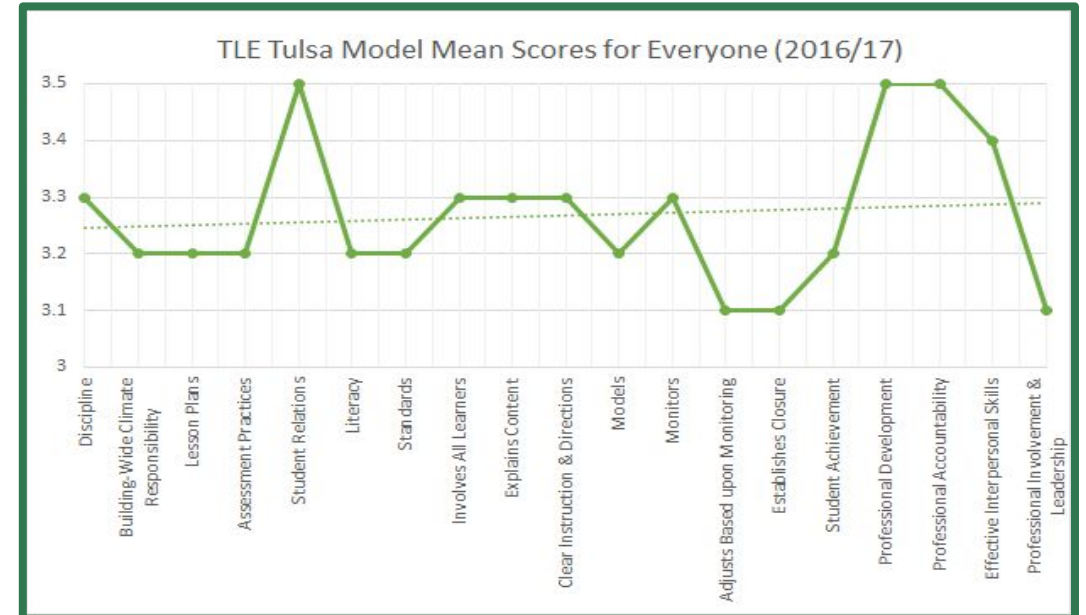
Teacher Leader Effectiveness: Tulsa Model

Tulsa Model	Everyone n = 116	Early Childhood n = 13	Elementary Education n = 41	Special Educ - Mild/Moderate n = 12	Everyone Else n = 25
Discipline	3.3	3.4	3.3	3.3	3.3
Building-Wide Climate					
Responsibility	3.2	3.3	3.1	3.1	3.2
Lesson Plans	3.2	3.2	3.2	3.1	3.3
Assessment Practices	3.2	3.1	3.1	3.3	3.2
Student Relations	3.5	3.7	3.6	3.3	3.5
Literacy	3.2	3.1	3.2	3.4	3.3
Standards	3.2	3.3	3.0	3.2	3.2
Involves All Learners	3.3	3.4	3.3	3.4	3.2
Explains Content	3.3	3.4	3.3	3.4	3.4
Clear Instruction & Directions	3.3	3.4	3.2	3.2	3.3
Models	3.2	3.3	3.3	3.0	3.3
Monitors	3.3	3.3	3.2	3.3	3.2
Monitoring	3.1	3.3	3.1	3.1	3.1
Establishes Closure	3.1	3.1	3.1	3.1	3.1
Student Achievement	3.2	3.2	3.1	3.3	3.1
Professional Development	3.5	3.1	3.3	3.3	3.3
Professional Accountability	3.5	3.6	3.7	3.3	3.5
Effective Interpersonal Skills	3.4	3.5	3.4	3.4	3.3
Professional Involvement & Leadership	3.1	3.1	3.1	3.1	3.3

Differences Between Programs

Student Relations: Special Ed. mean 3.3; Everyone Else: average 3.5

Professional Accountability: Special Ed. mean 3.3; Everyone Else: average 3.5



Teacher Leader Effectiveness: Marzano

TLE: Marzano Model (n = 5) Results for 2016/17

Indicator 1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)	2.5	Indicator 16. Using Homework		Indicator 31. Providing Opportunities for Students to Talk about Themselves	3.5	Indicator 46. Use of Available Technology	3.9
Indicator 2. Tracking Student Progress	3.5	Indicator 17. Helping Students Examine Similarities and Differences	3.3	Indicator 32. Presenting Unusual or Intriguing Information	3.0	Indicator 47. Needs of English Language Learners	4.0
Indicator 3. Celebrating Success	3.7	Indicator 18. Helping Students Examine Their Reasoning	3.4	Indicator 33. Demonstrating "Withitness"	3.6	Indicator 48. Needs of Special Education Students	4.0
Indicator 4. Establishing Classroom Routines	3.5	Indicator 19. Helping Students Practice Skills, Strategies, and Processes	3.7	Lack of Adherence to Rules and Procedures	3.4	Indicator 49. Needs of Students Who Lack Support for Schooling	3.5
Indicator 5. Organizing the Physical Layout of the Classroom	4.0	Indicator 20. Helping Students Revise Knowledge	3.5	Indicator 35. Acknowledging Adherence to Rules and Procedures	3.3	Indicator 50. Identifying Areas of Pedagogical Strength and Weakness	4.0
Indicator 6. Identifying Critical Content	3.7	Indicator 21. Organizing Students for Cognitively Complex Tasks		Indicator 36. Understanding Students' Interests and Backgrounds	3.5	Indicator 51. Evaluating the Effectiveness of Individual Lessons and Units	3.8
Indicator 7. Organizing Students to Interact with New Content		Cognitively Complex Tasks Involving Hypothesis Generation and Testing		Behaviors that Indicate Affection for Students	4.1	of Specific Pedagogical Strategies and Behaviors	3.0
Indicator 8. Previewing New Content	3.3	Guidance for Cognitively Complex Tasks	3.7	Indicator 38. Displaying Objectivity and Control	4.0	Indicator 53. Developing a Written Growth and Development Plan	4.0
Indicator 9. Chunking Content into "Digestible Bites"	3.5	Indicator 24. Noticing When Students are Not Engaged	3.0	Indicator 39. Demonstrating Value and Respect for Low Expectancy Students	3.8	Relative to the Professional Growth and Development Plan	3.8
Indicator 10. Helping Students Process New Content		Indicator 25. Using Academic Games	4.0	Indicator 40. Asking Questions of Low Expectancy Students	3.8	Indicator 55. Promoting Positive Interactions with Colleagues	3.8
Indicator 11. Helping Students Elaborate on New Content	3.5	Indicator 26. Managing Response Rates	3.6	Indicator 41. Probing Incorrect Answers with Low Expectancy Students	3.8	Indicator 56. Promoting Positive Interactions about Students and Parents	3.4
Indicator 12. Helping Students Record and Represent Knowledge	3.7	Indicator 27. Using Physical Movement	4.0	Indicator 42. Effective Scaffolding of Information within Lessons	3.8	Indicator 57. Seeking Mentorship for Areas of Need or Interest	3.8
Indicator 13. Helping Students Reflect on Learning	3.0	Indicator 28. Maintaining a Lively Pace	4.0	Indicator 43. Lessons within Units	3.6	Indicator 58. Mentoring Other Teachers and Sharing Ideas and Strategies	3.0
Indicator 14. Reviewing Content	3.3	Indicator 29. Demonstrating Intensity and Enthusiasm	4.0	Indicator 44. Attention to Established Content Standards	3.7	Indicator 59. Adhering to District and School Rules and Procedures	4.0
Indicator 15. Organizing Students to Practice and Deepen Knowledge	3.4	Indicator 30. Using Friendly Controversy		Indicator 45. Use of Available Traditional Resources	3.6	Indicator 60. Participating in District and School Initiatives	3.8

The Marzano model consists of 60 indicators organized into four domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism.

Indicators are scored on a 5-point scale with a not applicable option (0=not using, 1=beginning, 2=developing, 3=applying, 4=innovating).

The average overall evaluation scores for the five people was a 3.8 with a range from 3.2 - 4.0.

Employer Satisfaction & Employment Milestones



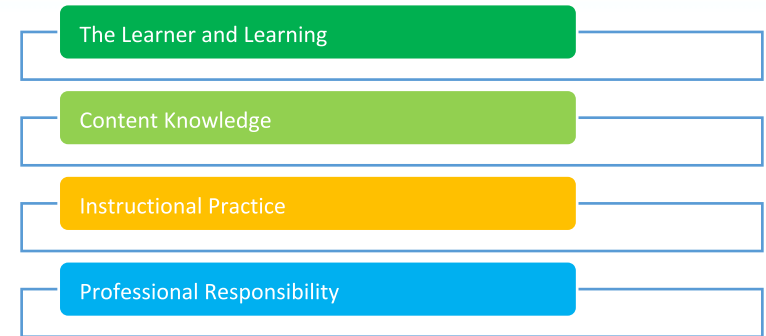
NORTHEASTERN STATE UNIVERSITY



Administrator/Mentor Survey

The [Office of Educational Quality and Accountability \(OEQA\)](#) has independently surveyed school administrators/mentors of first year teachers prepared in the state since 2010. The person filling out the survey rated the teacher's preparedness to teach several outcomes, 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'/mentors' opinions of the first year teachers who graduated from NSU's teacher preparation program.





Administrator/Mentor Survey

Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree

recognizes that patterns of learning and development vary individually within and across the cognitive,...

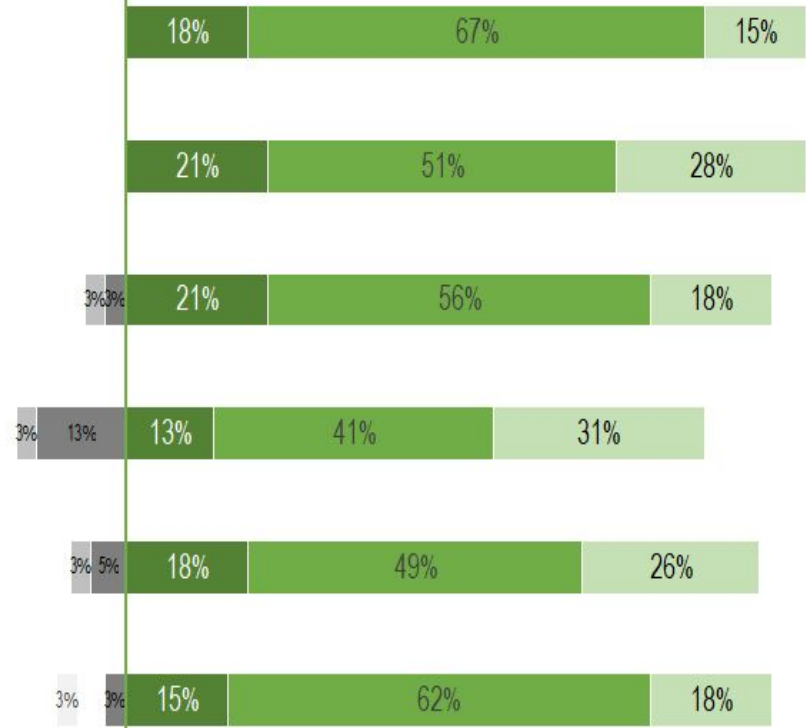
encourages positive social interaction, active engagement in learning, and self motivation.

uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning...

works with others to create environments that support individual and collaborative learning.

designs and implements developmentally appropriate and challenging learning experiences.

understands how learners grow and develop.



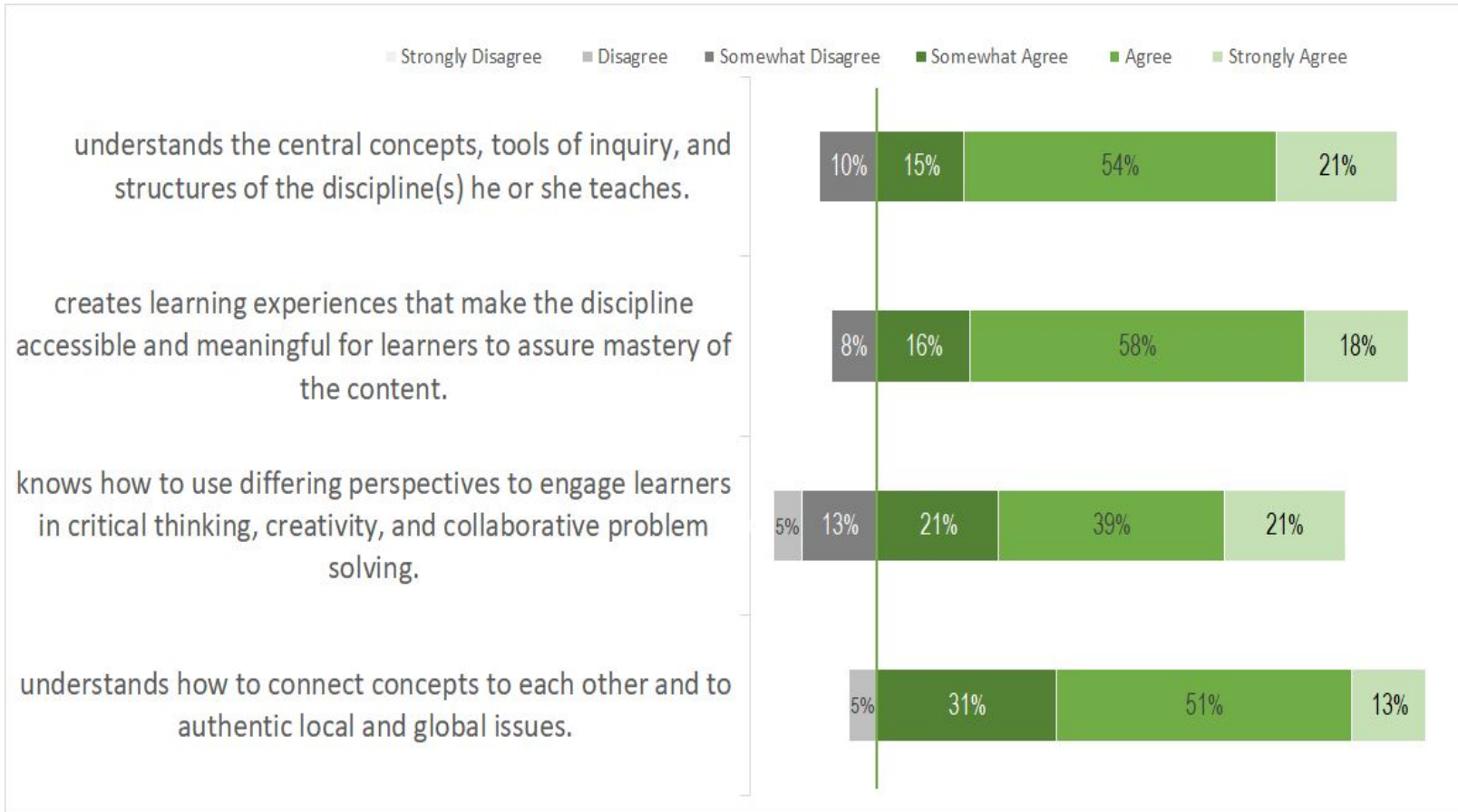
- The Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility

First year teachers encouraged positive learning habits, but created environments that supported learning less often.



Administrator/Mentor Survey

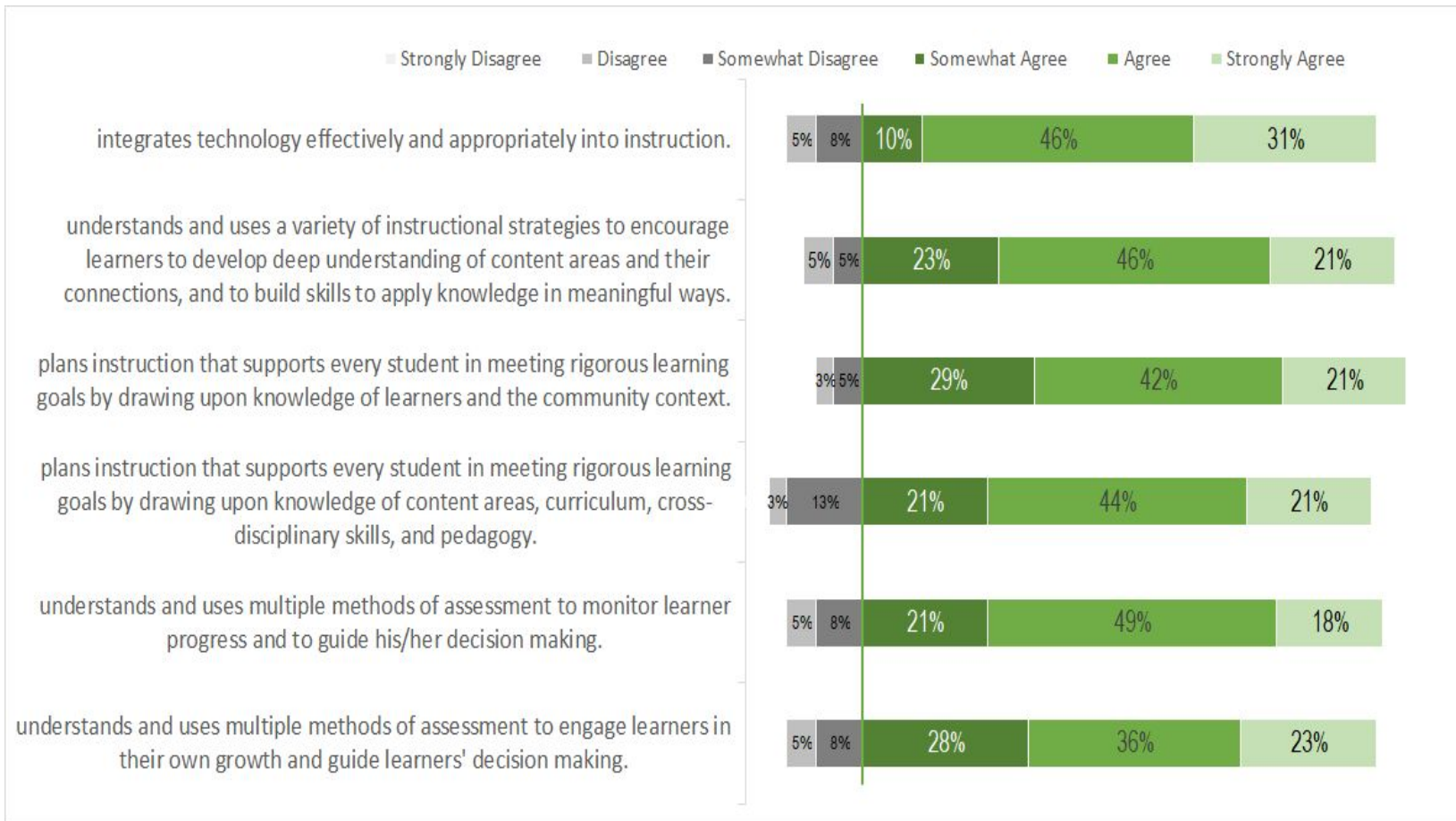
- The Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility



First year teachers understood content and how to connect it, but differentiated the content less often.

Administrator/Mentor Survey

- The Learner and Learning
- Content Knowledge
- Instructional Practice**
- Professional Responsibility



First year teachers understood and used multiple instructional strategies and methods of assessment, but differentiated instructional strategies and assessment less often.



Administrator/Mentor Survey

- The Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility

Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree

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



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



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



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



First year teachers sought leadership roles and engaged in ongoing professional learning.



Administrator/Mentor Survey

The AY16-17 surveys had a return of 39 administrators. The strengths identified in the survey were teachers' ability to understand how learners grow and develop (80%), the recognition of patterns of learning and development in students (82%), and the ability to encourage positive social interactions (79%). The percentages were arrived at by adding the total percentages of ratings of either Agree or Strongly Agree.

When asked to provide recommendations for strengthening the teacher preparation program through open-ended responses, administrators/mentors recommended providing more classroom management instruction (33%) and more classroom experiences (38%).

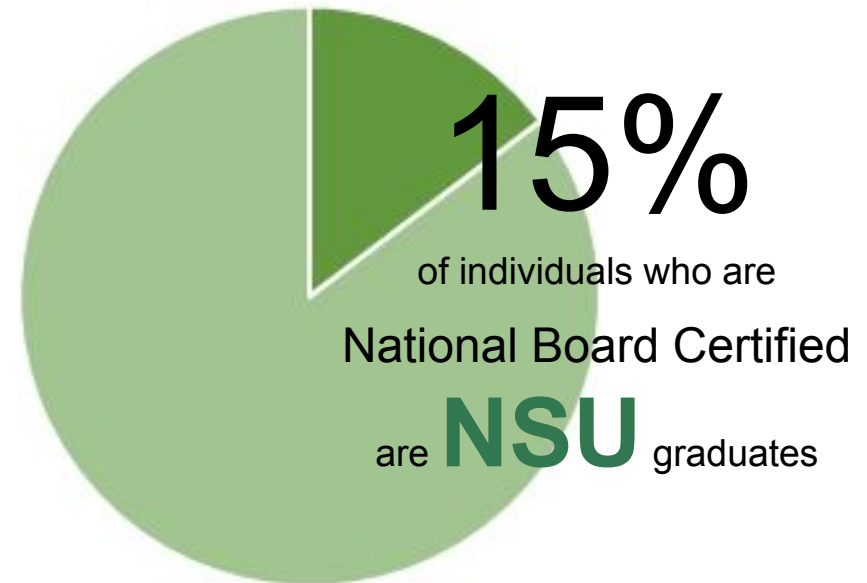


Employment Milestone: National Board Certified Teacher (NBCT)

One employment milestone widely recognized is the achievement of becoming a National Board Certified Teacher (NBCT).

According to state records, 455 NSU graduates hold at least one National Board certification. According to the NBCT directory 3,104 Oklahomans are NBCT.

National Board Certified Teacher



Graduates' Satisfaction



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 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 Learner and Learning

Content Knowledge

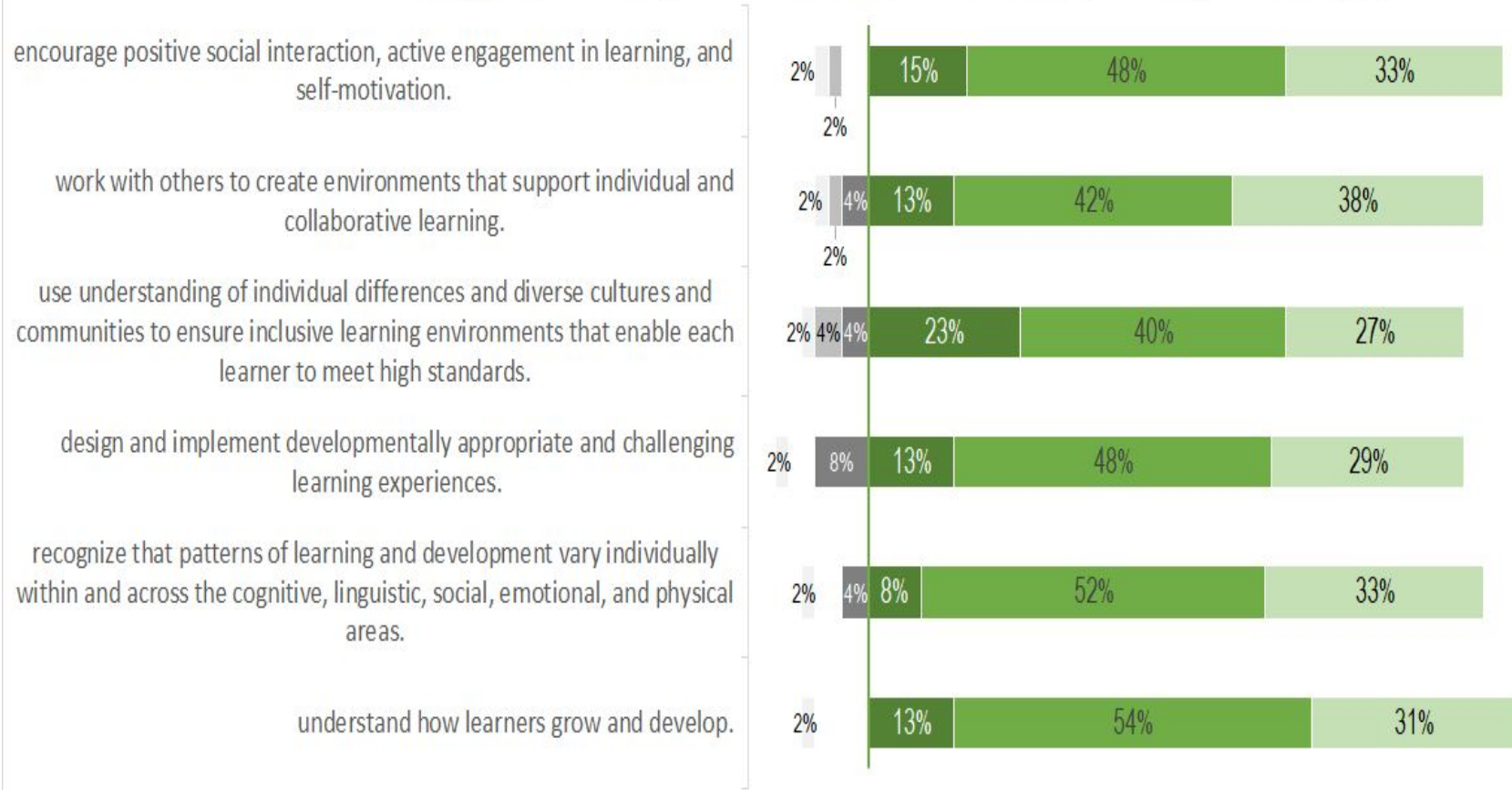
Instructional Practice

Professional Responsibility



First Year Teacher Survey

Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree



- The Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility

First year teachers feel they have an understanding of how learners grow and develop most often, but feel they have an understanding on individual differences and how to create environments to support those differences less often.



First Year Teacher Survey

Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree

know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.



understand how to connect concepts to each other and to authentic local and global issues.



create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.



understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach.



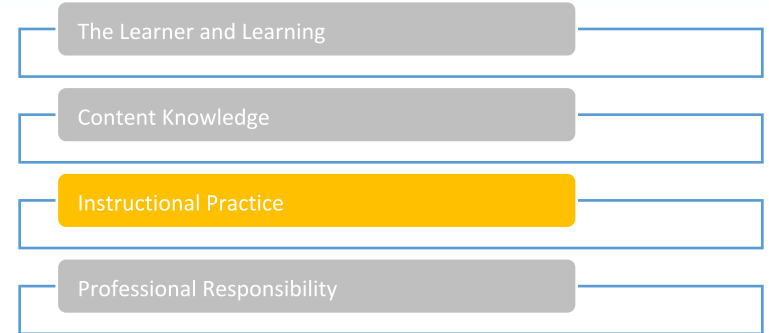
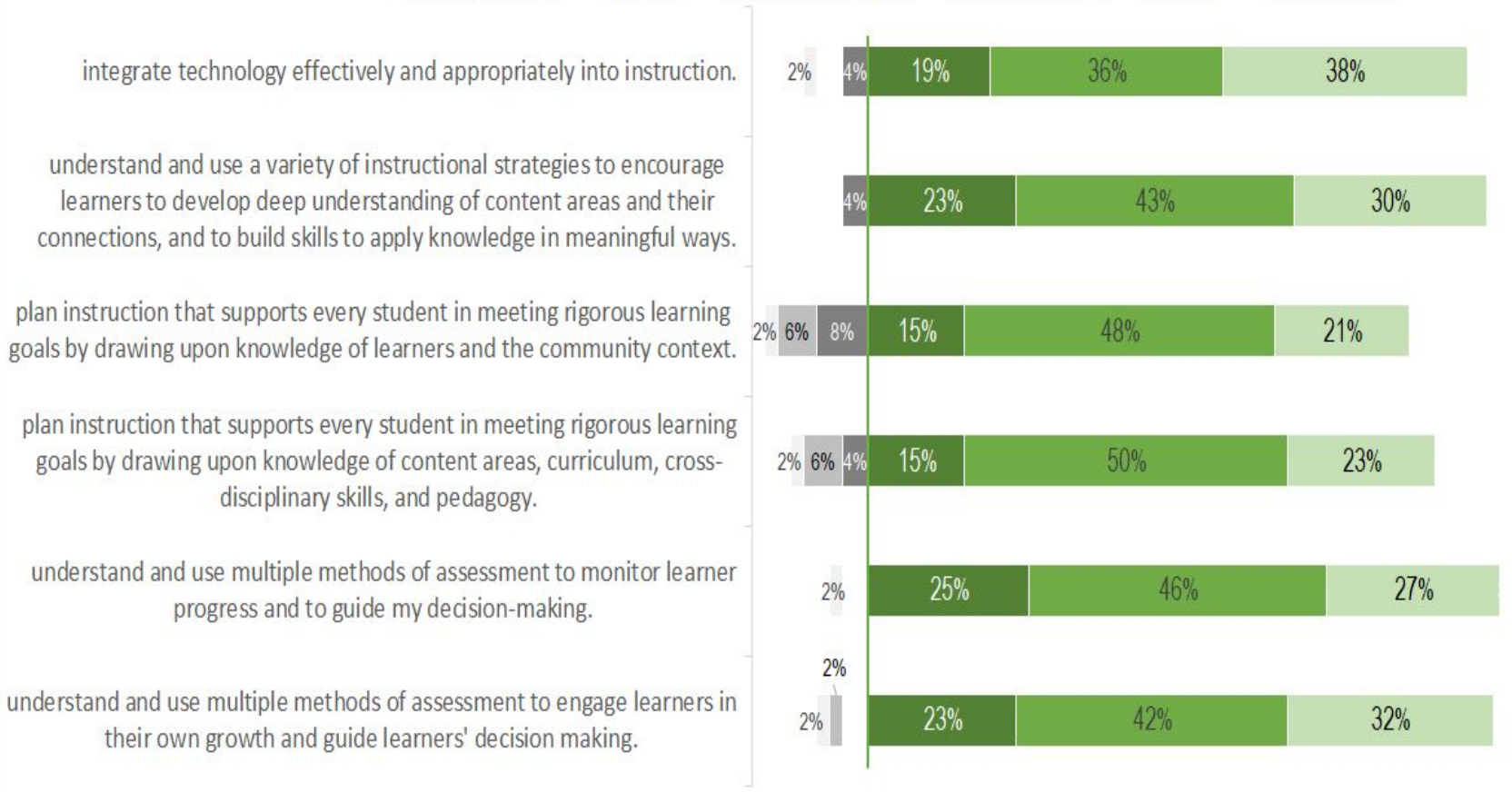
- The Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility

First year teachers feel they know how to engage learners in critical thinking most often, but feel they understand how to connect concepts to local and global issues less often.



First Year Teacher Survey

Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree



First year teachers feel they have an understanding of assessment and how to use assessment most often, but feel they have an understanding on how to integrate technology and meet rigorous learning goals less often .



First Year Teacher Survey

Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree

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



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



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



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).



- The Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility

First year teachers feel they engage in ongoing professional learning most often, but feel they seek leadership roles less often .



First Year Teacher Survey

Forty-eight first year teachers completed the survey for the 2016-17 academic year.

When asked through open ended response questions what they could have used more preparation in based on their first year teaching, 21 first year teachers indicated they needed more **classroom management** courses or instruction.

Three respondents needed more preparation in teaching **reading** while three, who were not special education majors, indicated they needed more **special education** classes.

Other respondents reported a need for more preparation in **differentiated instruction** and **ELL instruction**.

Graduation Rates

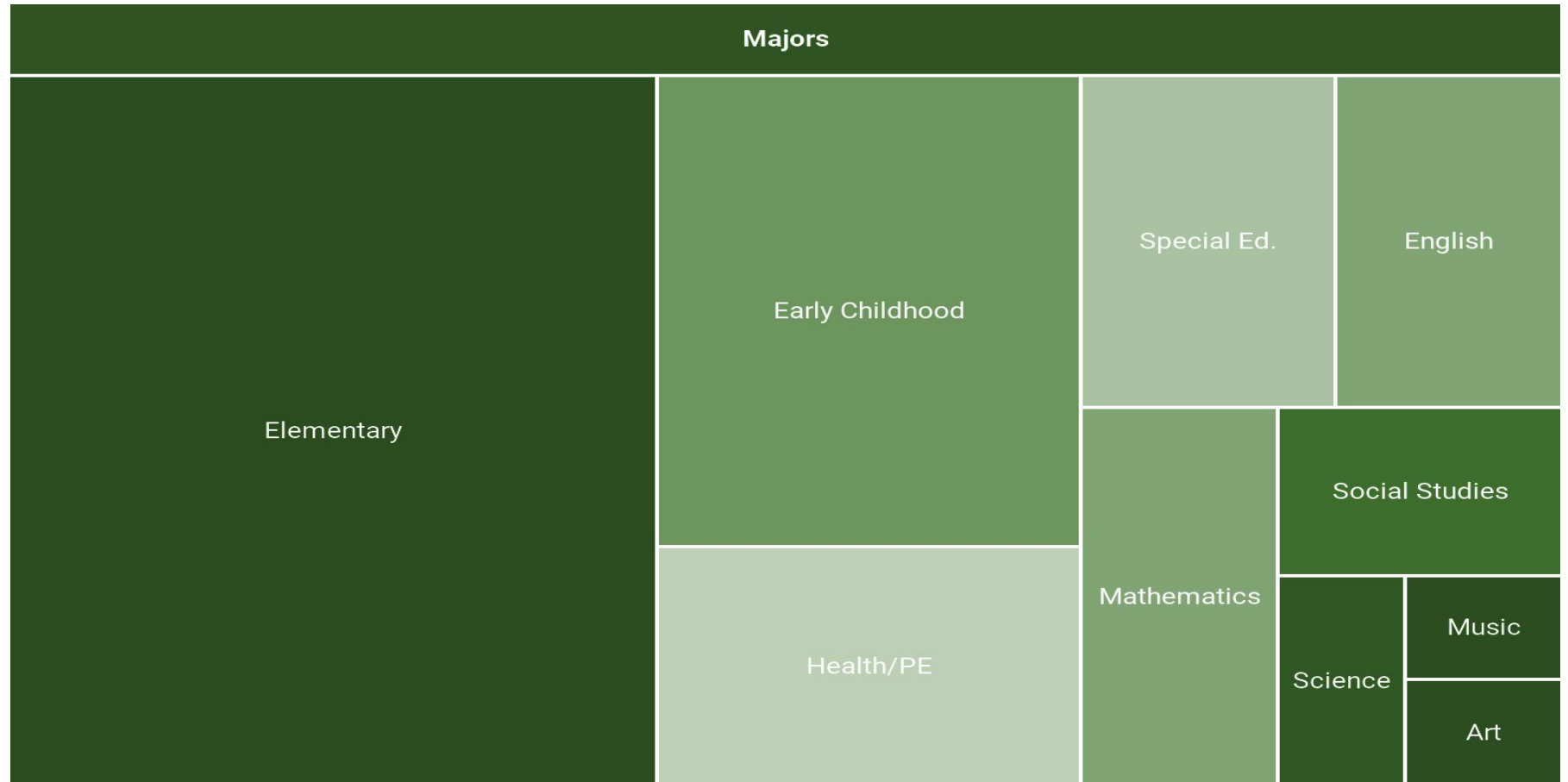


NORTHEASTERN STATE UNIVERSITY



Graduation Rates

In 2016-2017, NSU prepared 208 teachers in 10 academic majors.



Graduates' Ability to Meet Licensing Requirements





Certification Exams

Oklahoma teachers who pursue certification through a [traditional path](#) must pass three 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	207	262	207	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, 2016-2017	Number Taking Test	Avg. Scaled Score*	Number Passing Test	Pass Rate
Advanced Mathematics	13	258	12	92%
Art	3			
Biological Sciences**	3			
Chemistry**	0			
Cherokee	0			
Early Childhood Education (105)***	34	248	31	91%
Early Childhood Education (005)***	4			
Earth Science**	2			
Elementary Education Subtest 1	87	256	83	95%
Elementary Education Subtest 2	87	258	84	97%
English	14	265	14	100%
Instrumental/General Music	1			
Middle Level/Intermediate Math	4			
Mild-Moderate Disabilities	16	252	15	94%
Physical Education/Health/Safety	19	251	16	84%
Physical Science**	0			
Spanish	0			
U.S. History/OK History/Govt/Econ****	9			
Vocal/General Music	2			
World History/Geography****	2			

- *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, 2015-2016	Number Taking Test	Avg. Scaled Score	Number Passing Test	Pass Rate
OPTE PK-8	135	251	124	92%
OPTE 6-12	58	256	53	95%

- 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.

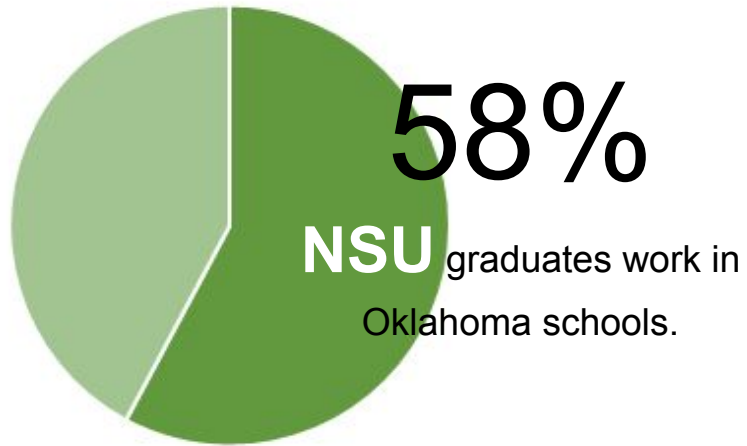
Graduates' Ability to be Hired





Graduate Employment

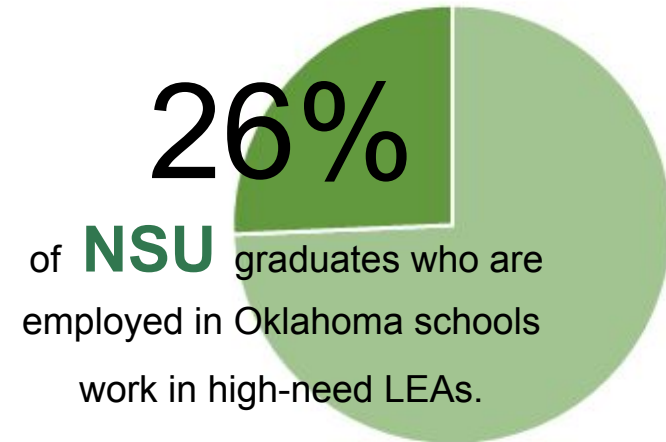
NSU Graduates Employed in Oklahoma Schools



Of the 128 Spring 2016 NSU graduates, 75 are employed in Oklahoma schools.

Of those employed in the state, 19 are employed in high-need Local Educational Agencies (LEA).

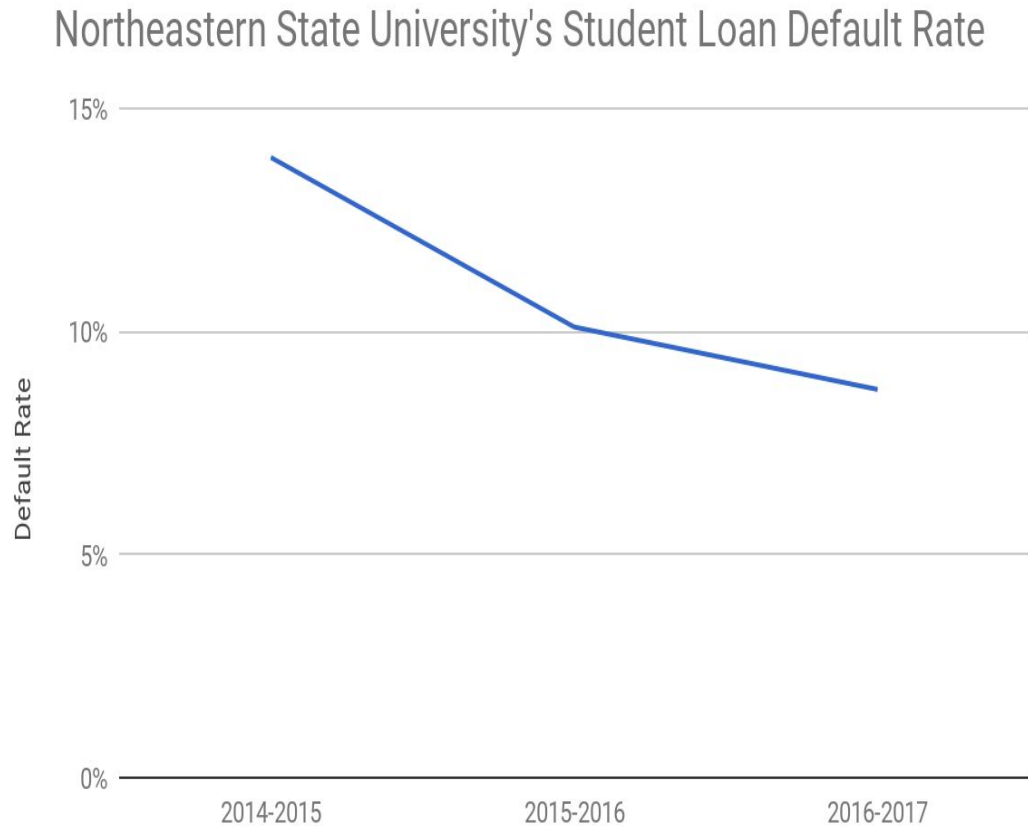
NSU Graduates Employed in High-Need LEA



Consumer Information



NORTHEASTERN STATE UNIVERSITY



One important piece of consumer information is **student loan default rates**. NSU's default rate has dropped the last three years.



NSU provides the following student consumer information on its website:

- [General Institutional Information](#)
- [Notice of Availability of Instructional and Financial Aid Information](#)
- [Academic Programs](#)
- [Student Life](#)
- [Health and Safety](#)
- [Student Outcomes](#)



Contact Us

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

NSU College of Education

Dr. Vanessa Anton, Interim Dean

600 N. Grand Ave

Tahlequah, OK 74464

anton@nsuok.edu

918-444-3700