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## Mission Statement

To lead quality evidence-based educator preparation, improve P-20 school efficiency and effectiveness, and deliver comprehensive statistical information for all stakeholders in the pursuit of optimum student performance.

OEQA commission members and staff are committed to preparing exceptional educators, engaging investors, and providing data with fidelity for all stakeholders.

## OEQA'S Commitment to Oklahoma Education:

- Prepare highly qualified teachers for every classroom through a competency and evidence-based educator preparation system
- Ensure a robust accreditation and program review process for educator preparation programs aligned with CAEP Standards and Oklahoma Requirements
- Create and maintain valid and reliable educator assessments aligned to state and national standards that reflect the knowledge and skills required of entry level Oklahoma educators
- Provide support and scholarships for National Board Certification through Education Leadership Oklahoma
- Facilitate clinical models of educator preparation through P-12 and higher education collaboration
- Facilitate Oklahoma school performance reviews assisting P-12 schools in maximizing resources and cost efficiency, and providing effective management strategies that promote excellence in education
- Create State, District, and School Profile Reports for the purpose of informing stakeholders and fostering development of data literacy in Oklahoma's public school systems

## Commission Members

Natalie Shirley, Chair/Secretary of Education and Work Force Development

Dr. Mylo Miller, Midwest City, OK

Dr. Bo Hannaford, Alva, OK

Amy Bixler, Yukon, OK

Bruce Day, Oklahoma City, OK

Douglas Brown, Edmond, OK

Phredd Evans, Jones, OK



### Year in Review

- Facilitated accreditation site visits to eight Oklahoma universities
- Provided program review training for over 74 educator preparation faculty members, policymakers, and P-12 educators
- Facilitated or directly reviewed over 102 educator preparation programs
- Conducted a first year teacher survey and administrator survey designed to inform program improvement
- Provided site visitor training to the 29 educator preparation faculty and P-12 educators
- Collaborated with the State Department of Education to provide data to education preparation programs on their graduates employed in P-12 schools
- Established the Data Governance Council to ensure responsible data stewardship

### Unit Accreditation

Each educator preparation unit in Oklahoma is evaluated for accreditation purposes based on the Oklahoma State Standards and the standards of the Council for the Accreditation of Educator Preparation (CAEP). These standards are applied through a peer review system which includes an on-site review of each educator preparation unit every seven years. Because all teams use CAEP standards for evaluation purposes, all schools are measured against national standards.

Evidence-based unit accreditation process advances equity and excellence in educator preparation. The process assures quality and supports continuous improvement to strengthen P-12 student learning.

# Educator Preparation

## Site Visitor Training

A trained accreditation team reviews each educator preparation program every seven years. These teams are composed of education professionals who have received site visitor training in the Council for the Accreditation of Educator Preparation (CAEP) standards. In order to better understand the accreditation process, OEQA Commissioners complete site visitor training prior to voting on accreditation issues. OEQA provides formal training in this process which typically include representatives from the 24 institutions offering educator preparation programs as well as representatives from the State Board of Regents, the State Department of Education, Oklahoma professional teachers' organizations, and National Board Certified Teachers.

## First Year Teacher Survey

The Office of Educational Quality and Accountability administers an independent survey to first year teachers and administrators/mentors annually. First year teachers are asked to rate their preparedness to teach based on the "Oklahoma 10 General Competencies for Teacher Licensure and Certification." Administrators are also asked to rate their first year teachers on their preparedness for the classroom. Results of these surveys are provided to educator preparation programs for use in program development. Survey results can be found at:  
[http://www.ok.gov/\(Initial and Advanced\)/Educator\\_Preparation/Accreditation\\_&\\_Accountability/index.html](http://www.ok.gov/(Initial and Advanced)/Educator_Preparation/Accreditation_&_Accountability/index.html)



# Educator Preparation



## Program Review

Each program area (e.g., math, reading, etc.) within an educator preparation unit is required to submit a detailed review as part of the assessment process. Individual programs are evaluated based on the standards of national learned societies and/or state approved standards. For example, the International Literacy Association (ILA) has created a set of standards that should guide all reading programs in Oklahoma. The standards of the ILA are then integrated with the Oklahoma State Competencies and an assessment measure for reading programs is created. This process has occurred for each learned society that is affiliated with CAEP. When a program is not directly affiliated through CAEP (e.g., art, business, driver's education), state standards are utilized as the foundation for program review.

Prior to the initiation of this assessment process, only five programs in the State of Oklahoma were nationally recognized. It is OEQA's goal for all CAEP-affiliated schools to have multiple programs receive national recognition. Currently, there are over 300 nationally recognized educator preparation programs at universities in the state of Oklahoma.

**OEQA provides training on a regular basis to stakeholders from colleges and universities, P-12 teachers and administrators, and education policy-makers. Training is provided from the following national education organizations that set the standards for educator preparation:**

|  |  |
|--|--|
| Council for the Accreditation of Educator Preparation    | National Council for the Social Studies            |
| American Council on the Teaching of Foreign Languages    | National Council of Teachers of English            |
| Association for Childhood Education International        | National Council of Teachers of Mathematics        |
| Council for Exceptional Children                         | National Science Teachers Association              |
| Educational Leadership Constituent Council               | Society of Health and Physical Educators           |
| International Literacy Association                       | Teachers of English to Speakers of Other Languages |
| National Association for the Education of Young Children |  |

*OEQA also provides training in program approval for non-affiliate areas, such as Art, Technology, and Agriculture Education.*

## Program Review Advisory Board

The Office of Educational Quality and Accountability utilizes the expertise of a Program Review Advisory Board (PRAB) for consultation and recommendations on program reviews. Membership is comprised of state and nationally trained reviewers in a variety of subject areas. PRAB members monitor changes in state and national standards, participate actively in the program review process, and answer questions from reviewers and program compilers on content-related issues. OEQA has increased the number of PRAB members who serve as national program reviewers and has provided financial assistance to members who wish to attend national reviewer training. The PRAB meets a minimum of once each semester to review procedures and complete the review of state programs.

# Educator Preparation

## Educator Preparation Programs



|                              |   | Bacone College                    | Cameron University | East Central University | Langston University | Mid-America Christian University | Northeastern State University | Northwestern Oklahoma State University | Oklahoma Baptist University | Oklahoma Christian University | Oklahoma City University | Oklahoma Panhandle State University | Oklahoma State University | Oklahoma Wesleyan University | Oral Roberts University | Randall University | Southeastern Oklahoma State University | Southern Nazarene University | Southwestern Christian University | Southwestern Oklahoma State University | Saint Gregory's University | University of Central Oklahoma | University of Oklahoma | University of Science & Arts of Oklahoma |   |  |
|------------------------------|---|-----------------------------------|--------------------|-------------------------|---------------------|----------------------------------|-------------------------------|--|-----------------------------|-------------------------------|--------------------------|-------------------------------------|---------------------------|------------------------------|-------------------------|--------------------|--|------------------------------|-----------------------------------|--|----------------------------|--------------------------------|------------------------|--|---|--|
|                              | Early Childhood                           | x                                 | x                  | x                       | x                   | x                                | x                             | x                                      | x                           | x                             | x                        | x                                   | x                         | x                            | x                       |                    | x                                      | x                            | x                                 | x                                      | x                          | x                              | x                      | x  |   |  |
|                              | Elementary Education                      | x                                 | x                  | x                       | x                   | x                                | x                             | x                                      | x                           | x                             | x                        | x                                   | x                         | x                            | x                       | x                  | x                                      | x                            | x                                 | x                                      | x                          | x                              | x                      | x  | x |  |
|                              | Elementary Math Specialist                |                                   |                    | x                       |                     |                                  | x                             |  |                             |                               |                          |                                     | x                         |                              |                         |                    |  |                              |                                   |  |                            | x                              | x                      |  |   |  |
|                              | Middle Level Education                    |                                   |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              | Middle Level Math                         |                                   |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            | x                              |                        |  |   |  |
|                              | Gifted & Talented                         |                                   |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
| P-12 Education               | Special Education                         | Mild-Moderate Disabilities        |                    | x                       | x                   | x                                |                               | x                                      | x                           | x                             |                          |                                     | x                         |                              | x                       |                    | x                                      |                              |                                   | x                                      |                            | x                              | x                      |  |   |  |
|                              |   | Severe-Profound Disabilities      |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                | x                      |  |   |  |
|                              |   | Deaf Education                    |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        |  | x |  |
|                              | Foreign Language                          | Art                               |                    |                         | x                   |                                  |                               | x                                      |                             |                               |                          | x                                   |                           | x                            |                         | x                  |  | x                            |                                   |  | x                          |                                | x                      |  | x |  |
|                              |   | Dance                             |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        | x  |   |  |
|                              |   | English As a Second Language      |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        | x  |   |  |
|                              |   | Spanish                           |                    | x                       |                     |                                  |                               | x                                      |                             |                               |                          | x                                   |                           |                              |                         | x                  |  |                              |                                   |  |                            |                                |                        | x  | x |  |
|                              |   | French                            |                    | x                       |                     |                                  |                               |  |                             |                               |                          | x                                   |                           |                              |                         | x                  |  |                              |                                   |  |                            |                                |                        | x  | x |  |
|                              |   | German                            |                    |                         |                     |                                  |                               |  |                             |                               |                          | x                                   |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        | x  |   |  |
|                              |   | Latin                             |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              | Music                                     | Cherokee                          |                    |                         |                     |                                  |                               | x                                      |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              |   | Instrumental Music                |                    | x                       | x                   | x                                |                               | x                                      | x                           | x                             | x                        | x                                   | x                         | x                            |                         | x                  |  | x                            | x                                 |  | x                          |                                | x                      | x  | x |  |
|                              |   | Vocal Music                       |                    | x                       | x                   | x                                | x                             | x                                      | x                           | x                             | x                        | x                                   | x                         | x                            | x                       | x                  | x                                      | x                            | x                                 |  | x                          |                                | x                      | x  | x |  |
|                              | Physical Education/Health/Safety          | x                                 |                    |                         |                     |                                  | x                             | x                                      | x                           |                               |                          | *                                   | x                         | x                            | x                       |                    | x                                      | x                            | x                                 | x                                      |                            | x                              |                        | x  |   |  |
| Secondary Education          | Business                                  |                                   |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                | x                      |  | * |  |
|                              | English                                   |                                   | x                  | x                       |                     | x                                | x                             | x                                      | x                           |                               | x                        | x                                   | x                         | x                            | x                       |                    | x                                      |                              | x                                 | x                                      | x                          | x                              | x                      | x  | x |  |
|                              | Journalism                                |                                   |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              | Mathematics                               |                                   | x                  | x                       | x                   | x                                | x                             | x                                      | x                           |                               |                          |                                     | x                         | x                            | x                       |                    | x                                      | x                            |                                   | x                                      |                            | x                              | x                      | x  | x |  |
|                              | Science                                   |                                   |                    |                         |                     |                                  | x                             | x                                      | x                           |                               |                          |                                     | x                         |                              |                         |                    |  |                              |                                   | x                                      | x                          | x                              | x                      | x  | x |  |
|                              | Biology                                   |                                   | x                  | x                       | x                   |                                  |                               |  |                             |                               |                          |                                     |                           | x                            | x                       |                    |  |                              |                                   |  |                            |                                |                        |  | x |  |
|                              | Chemistry                                 |                                   |                    | x                       | x                   |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        |  | x |  |
|                              | Earth Science                             |                                   |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        |  | x |  |
|                              | Physics                                   |                                   |                    | x                       |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        |  | x |  |
|                              | Social Studies                            |                                   | x                  | x                       |                     | x                                | x                             | x                                      | x                           | x                             | x                        |                                     | x                         | x                            | x                       | x                  |  | x                            | x                                 | x                                      | x                          | x                              | x                      | x  | x |  |
|                              | Speech/Drama/Debate                       |                                   |                    | x                       |                     |                                  |                               | *                                      |                             |                               | x                        |                                     |                           |                              | x                       |                    |  |                              |                                   |  |                            |                                | x                      |  |   |  |
|                              | Career and Technology Education           | Agriculture                       |                    |                         |                     |                                  |                               | x                                      |                             |                               |                          |                                     | x                         | x                            |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              |   | Allied Health                     |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           | x                            |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              |   | Business & Information Technology |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           | x                            |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              |   | Family & Consumer Sciences        |                    |                         | x                   |                                  |                               |  |                             |                               |                          |                                     |                           | x                            |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              |   | Marketing Education               |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           | x                            |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              |   | Technology Engineering            |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           | x                            |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              |   | Trade and Industrial Arts         |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           | x                            |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
|                              |   |                                   |                    |                         |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   |  |                            |                                |                        |  |   |  |
| Advanced Certification Areas | Education Administration - Building Level |                                   | x                  | x                       | x                   | *                                | x                             | x                                      |                             |                               |                          |                                     | x                         | x                            | x                       |                    |  | x                            |                                   | x                                      |                            | x                              | x                      |  |   |  |
|                              | Education Administration - District Level |                                   |                    | x                       |                     |                                  | x                             |  |                             |                               |                          |                                     | x                         |                              | x                       |                    |  | x                            |                                   |  |                            |                                | x                      |  |   |  |
|                              | Library Media Specialist                  |                                   |                    | x                       |                     |                                  | x                             |  |                             |                               |                          |                                     | x                         |                              |                         |                    |  |                              |                                   |  |                            |                                | x                      | x  |   |  |
|                              | Reading Specialist                        |                                   | x                  |                         |                     |                                  | x                             | x                                      |                             |                               |                          |                                     | x                         |                              |                         |                    |  | x                            |                                   |  | x                          |                                | x                      | x  |   |  |
|                              | School Counseling                         |                                   |                    | x                       |                     |                                  | x                             | x                                      |                             |                               |                          |                                     | x                         |                              |                         |                    |  | x                            |                                   |  | x                          |                                | x                      |  |   |  |
|                              | School Psychology                         |                                   |                    | x                       |                     |                                  |                               |  |                             |                               |                          |                                     | x                         |                              |                         |                    |  |                              |                                   |  | x                          |                                | x                      |  |   |  |
|                              | School Psychometry                        |                                   |                    | x                       |                     |                                  |                               |  |                             |                               |                          |                                     |                           |                              |                         |                    |  |                              |                                   | x                                      |                            |                                | x                      |  |   |  |
|                              | Speech Language Pathologist               |                                   |                    |                         |                     |                                  | x                             |  |                             |                               |                          |                                     | x                         |                              |                         |                    |  |                              |                                   |  |                            |                                | x                      | x  |   |  |

\*on hiatus

## All Oklahoma Educator Preparation Programs must meet the following criteria:

### Council for the Accreditation of Educator Preparation Standards

#### Standard 1: Candidate and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

#### Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

#### Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

#### Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

#### Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

### Oklahoma State Requirements

#### Requirement 1: Foreign Language Requirement

Candidates who are admitted to teacher preparation must have conversational skills at a novice high level in a language other than English.

#### Requirement 2: Input from Stakeholders

Institutions report to OEQA the procedures used to inform the public regarding the teacher education program and the manner through which public input is solicited.

#### Requirement 3: Content Preparation

Secondary and elementary/secondary teachers have under-graduate majors or their equivalents in a subject area. Teacher candidates in early childhood, elementary, and special education must complete 12 hours in mathematics, science, language arts, and social studies.

#### Requirement 4: Advisement

Teacher candidates are provided advisement services and information on the latest supply and demand concerning teacher employment, salary structure, and teaching shortage areas.

#### Requirement 5: Field Experiences

Teacher candidates must complete a minimum 60 hours of field experiences prior to student teaching and a minimum 12 weeks of full-time student teaching.

#### Requirement 6: Admission & Exit Requirements

Candidates must meet the Regents requirements for admission to initial teacher preparation, which include documented experiences working with children and assessment of academic proficiency. The unit provides information on the criteria for exit and satisfactory completion of the residency program.

#### Requirement 7: Faculty Professional Development

Units report the annual professional development activities of all teacher education faculty members. All full-time teacher education faculty members must serve at least ten (10) clock hours per year in a state accredited public school.

#### Requirement 8: Alternative Placement Program

Units have a plan in place that addresses the needs of candidates who seek teacher certification following professional experience in other professions.

#### Requirement 9: Faculty Workload

Educator preparation faculty workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service.

#### Requirement 10: Mentor Teachers

Mentor teachers are required to have minimum of three years of teaching experience in the area in which they are certified.



# Accreditation Decisions 2016-2017

## University of Central Oklahoma

The University of Central Oklahoma (UCO) began as the Territorial Normal School in 1890, one year after the opening of Native American lands for settlement and seventeen years prior to Oklahoma's statehood in 1907. From its initial enrollment of 25 students, the Territorial Normal School has undergone much growth and six name changes to become a university enrolling nearly 17,000 students in baccalaureate and masters programs.

UCO is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and the Mission of UCO is "to help students learn by providing transformative education experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community."

### Reported strengths:

The evaluation of professional education faculty performance is recognized as a strength, as the unit has developed a comprehensive and transparent evaluation system to guide the professional development of faculty members. Faculty progress toward promotion and tenure receive multiple levels of support and feedback.

The unit models the best professional practices in service through their work with public schools and other community partners.

Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. A high number of technological support staff housed in the college is available to assist candidates and faculty in an effective and timely manner.

The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards.



UNIVERSITY OF  
**Central  
Oklahoma**

### Cited areas for improvement:

- At the advanced level, the unit does not regularly and systematically collect, compile, aggregate, summarize, and analyze data for continuous improvement.
- The unit does not ensure that all advanced candidates have experiences with diverse P-12 learners.

*University of Central Oklahoma was granted continuing accreditation by CAEP and CEQA.*

## University of Science and Arts of Oklahoma

The University of Science and Arts of Oklahoma (USAO) is the state's only state-supported liberal arts institution. USAO is located in Chickasha, about 16,000 residents, Grady County, about 50,000, and is close to Oklahoma City, Lawton and Norman.

USAO's mission is to provide the public a distinctive, accessible liberal arts and sciences education. Combining an interdisciplinary core curriculum with superior instruction in major fields of study prepares students for meaningful, purposeful lives.

USAO's goals are that a graduate of the public liberal arts college of OK should be prepared to be a critical thinker, capable of making connections across disciplines; communicate clearly, articulately, and effectively in written and spoken form; be an

engaged citizen of the US and global communities; be willing to suspend immediate judgment as a result of considering other cultures and societies and complex issues from multiple perspectives; seek lifelong learning for personal and professional growth.

### Cited areas for improvement:

- The rubrics for the Clinical Level Evaluation (Clinical 1, 2, and 4) lack consistency between the proficiencies and rubric levels in the evaluations.
- Not all full-time teacher education faculty members completed the ten (10) clock hour requirement in public schools.



*University of Science and Arts of Oklahoma was granted continuing accreditation by CAEP and CEQA.*



# Accreditation Decisions 2016-2017



## Randall University

Randall University is a Christian institution of higher education committed to the intellectual, spiritual, social, moral, and physical development of its students. It seeks to prepare students to serve their Lord Jesus Christ, both in the church and in society at large.

On September 13, 1966, the college began operations on the present campus located three miles south of Moore, Oklahoma. On October 14, 2015, the Oklahoma State Association of Free Will Baptists voted to change the name of Hillsdale Free Will Baptist College to Randall University. The institution was renamed in honor of Benjamin Randall (February 7, 1749 – October 22, 1808), the founder of the Free Will Baptists in the northeastern United States.

The name change became effective July 1, 2016.

The Professional Education Unit (PEU) is responsible for managing or coordinating both programs offered for the initial preparation of teachers—elementary education and social studies education. It involves programs and faculty from Arts & Sciences and Education.



*Randall University was granted state accreditation by CEQA with no areas for improvement cited.*

## Oklahoma Panhandle State University

Oklahoma Panhandle State University (OPSU), a public, baccalaureate degree granting institution, is under the general governance of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. OPSU serves an area covering a radius of 150 miles in five states. The closest Oklahoma universities are Northwestern Oklahoma State University in Alva, Oklahoma-180 miles to the east, and Southwestern Oklahoma State University in Weatherford, Oklahoma-200 miles to the southeast. OPSU accommodates the licensing regulations of the four bordering states that are a part of its service area since more than half of its graduates become teachers in Kansas, Texas, Colorado, or other states.

The mission of the EPP is to provide higher education primarily for people of the Oklahoma Panhandle and surrounding

areas through academic programs, cultural enrichment, lifelong learning experiences, and public service activities. The educational experiences are designed to enrich the personal lives of students and to prepare them for roles in agriculture, business, education, government, and industry.



### *Cited areas for improvement:*

- Not all faculty members completed the ten (10) clock hour requirement in public schools

*Oklahoma Panhandle State University was granted continuing accreditation by CAEP and CEQA.*



# Accreditation Decisions 2016-2017

## Oklahoma Wesleyan University

Oklahoma Wesleyan University (OKWU) is a private Christian, Liberal Arts University sponsored by The Wesleyan Church. OKWU was established as a four-year college in 1972. OKWU holds institutional accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools and is a member of the Council for Christian Colleges and Universities. OKWU is located in Bartlesville, Oklahoma (population 36,000) and is 40 miles north of Tulsa and 20 miles south of the Kansas state line. An eight-acre athletic recreation area and a 70-acre nature study area are located ¼ mile north of the main campus.

The mission of Oklahoma Wesleyan University (OKWU) states, "As an evangelical Christian university of The Wesleyan Church that models a way of thought, a way of life, and a way of faith. It is a place of serious study, honest questions, and critical engagement all in the context of the liberal arts community that honors the Primacy of Jesus Christ, the Priority of Scripture, the Pursuit of Truth, and the Practice of Wisdom."

### Reported strengths:

The unit is purposeful in evaluating the performance of the unit's professional education faculty. The dean created a systematic and comprehensive evaluation system (PDF) that includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession. Each area in the PDF is documented, analyzed, and reviewed by the dean with faculty for continuous improvement purposes. This PDF is part of the unit faculty evaluation process to enhance competence and intellectual vitality. The dean meets with each faculty member at the end of the year to review all professional development activities and student course evaluations. As a part of the review process, faculty are asked in what areas they would like to receive professional development which is subsequently used to determine professional development opportunities.



The unit has outstanding facilities on campus to support

candidate in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

### *Cited areas for improvement:*

- Advanced program (M.Ed.) candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards.
- The unit has not implemented procedures to eliminate bias and ensure fairness, accuracy, and consistency in the assessment of candidate performance.
- The unit does not systematically ensure diverse field experiences at the initial and advanced levels for all candidates.
- The unit and its school partners do not jointly determine the specific placement of advanced program (M.Ed.) candidates.
- Candidates have limited opportunities to interact with faculty from diverse populations.
- Not all professional education faculty are actively engaged in scholarly work that is appropriate for professionals preparing teachers to work in schools.
- Evidence shows that not all faculty completed the required 10 clock hours of professional development in schools.

*Oklahoma Wesleyan University was granted continuing accreditation by CAEP and CEQA.*



## University of Tulsa

The University of Tulsa (TU) is a private, independent, doctoral-degree-granting institution located in Tulsa, Oklahoma. The university is situated on a 209-acre campus in the heart of the City of Tulsa. TU offers more than 60 undergraduate majors, 36 graduate majors and 12 doctoral programs within its four colleges. TU has maintained accreditation with the North Central Association of Colleges and Schools (now the Higher Learning Commission) continuously since 1929. Approximately twenty-five programs on campus are accredited by their individual professional standards organizations.

The core values and the mission of the University of Tulsa informs the conceptual framework of the School of Urban Education. Students are expected to develop the intellectual underpinning for life in a free and democratic society. The college seeks to produce and disseminate knowledge and artistic expression at the highest levels, drawing on the unique opportunities provided by a student-centered learning community within a research university. The college's rigorous curriculum challenges, enriches, and expands students' conceptions of the world, preparing them to ask compelling questions, address complex problems with creative solutions, engage respectfully and knowledgeably with diverse people and their cultures, speak and write persuasively and professionally, and contribute to the advancement of society in productive and meaningful ways.

### Reported strengths:

The high academic quality of the faculty as well as the "open door policy" and their willingness to "go the extra mile" for the candidates was cited.

### Cited areas for improvement:

- The following programs are not recognized by the state: Initial/Advanced History Education (6-12), Math Education (6-12), English Education (6-12), Sciences Education (6-12) and as a result the unit cannot recommend candidates in these areas.
- The unit does not have a systematic and comprehensive assessment system.
- The unit does not regularly and systematically collect, analyze and evaluate data.



- The unit does not regularly and systematically use data for program improvement.
- The unit does not involve the professional community in the development and evaluation of its assessment system regularly and systematically.
- The unit does not assess unit operations.
- The unit does not have a minimum of two semesters of data (prior to the visit) of candidate performance for all of its program and assessment of unit operations.
- The unit does not regularly and systematically conduct graduate and employer follow-up surveys.
- The unit does not regularly share assessment data with candidates to help them reflect on and improve their performance and programs.
- The unit lacks sufficient evidence that professional development is provided to address needs based on faculty and unit evaluations.
- The unit lacks evidence demonstrating how the professional development activities are selected and provided to address needs based on faculty and unit evaluations.
- The unit leadership structure is not clear and does not seem to have sufficient authority to plan, deliver, and operate coherent programs.
- Portfolios were incomplete and missing artifacts.
- Lack of periodic checkpoints of Portfolio requirements providing feedback to candidates.
- Lack of overall Final Assessment Rubric for Portfolio as a whole.

*Following a focused visit the University of Tulsa's accreditation was revoked by CEQA.*

# Educator Assessment

## Year in Review

- Administered over 19,000 computer-based exams across the state
- Redeveloped the Oklahoma Subject Area Tests for Blind/Visual Impairment, Computer Science, French, Journalism, Latin, Russian, and Dance to align with current state and national standards
- Facilitated the awarding of 400 certification examination fee waivers for educator candidates
- Conducted a task force of Oklahoma educators to study and make recommendations on the adoption of performance assessments for educator candidates
- Facilitated and supported the piloting of performance assessments by Oklahoma educator preparation candidates
- Redeveloped framework for the Oklahoma General Education Test to reflect 21st century knowledge and skills necessary for Oklahoma educators to be effective and prepare P-12 students for college and careers.

## Candidate Assessment

### Certification Examinations for Oklahoma Educators (CEOE)

The Office of Educational Quality and Accountability has the statutory responsibility to develop and implement a competency-based assessment system for educator licensure/certification in the state.

- Oklahoma General Education Test (OGET) – critical thinking and general education knowledge
- Oklahoma Subject Area Test (OSAT) – subject matter knowledge
- Oklahoma Professional Teaching Exam (OPTE) – professional knowledge and skills

The certification exams are administered throughout the year via computer-based test administrations across the state. The examinations reflect state standards (Oklahoma Full-Subject Matter Competencies, Oklahoma General Competencies) as well as current national standards. Over 7,000 Oklahoma educators have contributed their knowledge and expertise throughout the assessment development and validation process. Included are classroom teachers, higher education faculty, career technology faculty, and school administrators.

As part of maintaining the assessment program, routine review and redevelopment assures that the exams will be accurate and up-to-date. Constant monitoring ensures that the assessments also continue to measure educator knowledge and skill levels using the most current and widely accepted psychometric standards.

### Oklahoma Reading Test

All elementary, early childhood, and special education teacher candidates, prior to graduation, are required by statute to pass a comprehensive assessment that measures their teaching skills in the area of reading instruction. The Oklahoma Reading Test, developed by teacher education faculty, was first administered in 2010-2011. OEQA is responsible for collecting and reporting the assessment results.

## Oklahoma Reading Test

Pass rates for the Oklahoma Reading Test were calculated by institution, and are presented in the table below.

|  | Program                    | Overall |       |
|--|----------------------------|---------|-------|
|  |                            | N       | %Pass |
| Bacone College                         |                            |         |       |
| Cameron University                     | Early Childhood            | 17      | 94%   |
|  | Elementary Ed              | 35      | 91%   |
|  | Early Childhood/Special Ed | 3       | 67%   |
|  | Elem/Special Ed            | 5       | 60%   |
| East Central University                | Early Childhood            | 17      | 82%   |
|  | Elementary Ed              | 20      | 85%   |
|  | Special Educ               | 11      | 55%   |
| Langston University                    | Elementary Ed              | 1       | 100%  |
|  | Special Educ               | 1       | 100%  |
| Mid-America Christian University       | Early Childhood            | 8       | 100%  |
|  | Elementary Ed              | 3       | 100%  |
| Northeastern State University          | Early Childhood            | 52      | 100%  |
|  | Elementary Ed              | 92      | 99%   |
|  | Special Educ               | 14      | 100%  |
| Northwestern Oklahoma State University | Early Childhood            | 16      | 100%  |
|  | Elementary Ed              | 11      | 100%  |
|  | Special Educ               | 1       | 100%  |
| Oklahoma Baptist University            | Early Childhood            | 13      | 100%  |
|  | Elementary Ed              | 24      | 100%  |
|  | Other                      | 11      | 94%   |
| Oklahoma Christian University          | Early Childhood            | 7       | 100%  |
|  | Elementary Ed              | 10      | 100%  |
| Oklahoma City University               | Early Childhood            | 2       | 100%  |
|  | Elementary Ed              | 2       | 100%  |
| Oklahoma Panhandle State University    | Elementary Ed              | 10      | 90%   |
| Oklahoma State University              | Early Childhood            | 33      | 97%   |
|  | Elementary Ed              | 119     | 95%   |
|  | Other                      | 1       | 100%  |

|  | Program                  | Overall |       |
|--|--------------------------|---------|-------|
|  |                          | N       | %Pass |
| Oklahoma Wesleyan University           | Elementary Ed            | 7       | 100%  |
| Oral Roberts University                | Early Childhood          | 8       | 88%   |
|  | Elementary Ed            | 16      | 100%  |
|  | Special Educ             | 2       | 100%  |
| Randall University                     |                          |         |       |
| Southeastern Oklahoma State University | Early Childhood          | 11      | 100%  |
|  | Elementary Ed            | 74      | 96%   |
|  | Special Educ             | 6       | 100%  |
| Southern Nazarene University           | Early Childhood          | 8       | 100%  |
|  | Elementary Ed            | 13      | 100%  |
| Southwestern Christian University      | Elementary Ed            | 1       | 80%   |
| Southwestern Oklahoma State University | Early Childhood          | 17      | 100%  |
|  | Elementary Ed            | 26      | 100%  |
|  | Special Educ             | 5       | 100%  |
| St. Gregory's University               | Elementary Ed            | 3       | 100%  |
| University of Central Oklahoma         | Early Childhood          | 54      | 95%   |
|  | Elementary Ed            | 67      | 94%   |
|  | Special Educ             | 24      | 92%   |
| University of Oklahoma                 | Early Childhood          | 37      | 100%  |
|  | Elementary Ed            | 78      | 100%  |
|  | Special Educ             | 2       | 100%  |
| University of Science and Arts         | Early Childhood          | 10      | 100%  |
|  | Elementary Ed            | 9       | 100%  |
|  | Special Educ (Deaf Educ) | 2       | 100%  |
| University of Tulsa                    | Elementary Ed            | 6       | 100%  |
|  | Special Educ (Deaf Educ) | 2       | 100%  |

# Educator Assessment

## Aggregate Pass Rate By Teacher Preparation Institutions

Pass rates for the three component areas of the Certification Examinations for Oklahoma Educators are calculated by institution presented in the table below.

|  | OGET |       | OPTE |       | OSAT |       | TOTAL |       |
|--|------|-------|------|-------|------|-------|-------|-------|
|  | N    | %Pass | N    | %Pass | N    | %Pass | N     | %Pass |
| Bacone College                             | 9    | 22.2  | 5    | 60.0  | 12   | 58.3  | 26    | 46.2  |
| Cameron University                         | 46   | 89.1  | 70   | 95.7  | 116  | 73.3  | 232   | 83.2  |
| East Central University                    | 46   | 91.3  | 60   | 85.0  | 155  | 74.8  | 261   | 80.1  |
| Langston University                        | 27   | 55.6  | 7    | 71.4  | 14   | 50.0  | 48    | 56.3  |
| Mid-America Christian University           | 15   | 93.3  | 13   | 92.3  | 23   | 82.6  | 51    | 88.2  |
| Northeastern State University              | 84   | 89.3  | 189  | 89.9  | 355  | 82.0  | 628   | 85.4  |
| Northwestern Oklahoma State University     | 17   | 64.7  | 50   | 96.0  | 90   | 77.8  | 157   | 82.2  |
| Oklahoma Baptist University                | 65   | 92.3  | 67   | 98.5  | 99   | 89.9  | 231   | 93.1  |
| Oklahoma Christian University              | 50   | 92.0  | 27   | 100.0 | 45   | 88.9  | 122   | 92.6  |
| Oklahoma City University                   | 25   | 92.0  | 11   | 100.0 | 16   | 93.8  | 52    | 94.2  |
| Oklahoma Panhandle State University        | 20   | 65.0  | 16   | 81.3  | 28   | 92.9  | 64    | 81.3  |
| Oklahoma State University                  | 304  | 89.5  | 273  | 95.2  | 423  | 89.8  | 1,000 | 91.2  |
| Oklahoma Wesleyan University               | 5    | 80.0  | 14   | 85.7  | 28   | 71.4  | 47    | 76.6  |
| Oral Roberts University                    | 46   | 89.1  | 34   | 97.1  | 79   | 77.2  | 159   | 84.9  |
| Randall University                         | 2    | 50.0  | 1    | 100.0 | 6    | 66.7  | 9     | 66.7  |
| Southeastern Oklahoma State University     | 21   | 100.0 | 73   | 89.0  | 149  | 80.5  | 243   | 84.8  |
| Southern Nazarene University               | 5    | 100.0 | 12   | 91.7  | 54   | 70.4  | 71    | 76.1  |
| Southwestern Christian University          | 11   | 72.7  | 2    | 50.0  | 3    | 66.7  | 16    | 68.8  |
| Southwestern Oklahoma State University     | 111  | 85.6  | 107  | 89.7  | 238  | 74.4  | 456   | 80.7  |
| St. Gregory's University                   | *    | *     | 5    | 60.0  | 10   | 40.0  | 15    | 46.7  |
| University of Central Oklahoma             | 254  | 87.0  | 186  | 94.1  | 520  | 78.7  | 960   | 83.9  |
| University of Oklahoma                     | 138  | 98.6  | 153  | 96.7  | 293  | 91.8  | 584   | 94.7  |
| University of Science and Arts of Oklahoma | 20   | 100.0 | 36   | 97.2  | 56   | 85.7  | 112   | 92.0  |
| University of Tulsa                        | 28   | 92.9  | 19   | 89.5  | 26   | 92.3  | 73    | 91.8  |

Note: \* = No Examinees Tested

## Certification Examinations For Oklahoma Educators (CEOE) Aggregate Pass Rate By Test

The Certification Examinations for Oklahoma Educators consist of sixty-three assessments: sixty subject area tests, two professional teaching exams, and one general education test.

| TEST   | N     | % Pass |
|--|-------|--------|
| 001 Instrumental/General Music               | 90    | 82.2   |
| 002 Art                                      | 75    | 61.3   |
| 003 Vocal/General Music                      | 62    | 67.7   |
| 004 Chemistry                                | 60    | 60.0   |
| 007 English                                  | 136   | 83.1   |
| 008 Earth Science                            | 35    | 57.1   |
| 009 Family and Consumer Sciences             | 57    | 91.2   |
| 010 Biological Sciences                      | 213   | 47.9   |
| 011 Advanced Mathematics                     | 56    | 91.1   |
| 012 Physical Education/Health/Safety         | 249   | 61.8   |
| 013 Physical Science                         | 71    | 74.6   |
| 014 Physics                                  | 26    | 57.7   |
| 015 Reading Specialist                       | 102   | 91.2   |
| 016 Speech/Drama/Debate                      | 54    | 72.2   |
| 017 U.S. History/OK History/Govern/Economics | 306   | 75.2   |
| 018 World History/Geography                  | 146   | 58.9   |
| 019 Spanish                                  | 23    | 39.1   |
| 020 French                                   | 6     | 83.3   |
| 021 German                                   | 6     | 83.3   |
| 023 Latin                                    | 3     | 100.0  |
| 024 Middle Level English                     | 96    | 74.0   |
| 025 Middle Level/Intermediate Mathematics    | 106   | 51.9   |
| 026 Middle Level Science                     | 174   | 46.0   |
| 027 Middle Level Social Studies              | 131   | 44.3   |
| 028 Blind/Visual Impairment                  | 7     | 85.7   |
| 029 Mild-Moderate Disabilities               | 220   | 74.5   |
| 030 Deaf/Hard of Hearing                     | 14    | 92.9   |
| 031 Severe-Profound/Multiple Disabilities    | 34    | 82.4   |
| 032 Psychology/Sociology                     | 65    | 75.4   |
| 033 School Psychologist                      | 11    | 100.0  |
| 034 Psychometrist                            | 21    | 95.2   |
| 035 Speech-Language Pathologist              | 1     | 0.0    |
| 036 Driver/Safety Education                  | 29    | 82.8   |
| 037 Journalism                               | 31    | 93.5   |
| 038 Library-Media Specialist                 | 83    | 86.7   |
| 039 School Counselor                         | 152   | 78.3   |
| 040 Business Education                       | 123   | 87.0   |
| 041 Marketing Education                      | 14    | 35.7   |
| 042 Agricultural Education                   | 54    | 90.7   |
| 043 Technology Engineering                   | 6     | 83.3   |
| 045 Elementary Principal Comp. Assessment    | 408   | 66.7   |
| 046 Middle Level Principal Comp. Assessment  | 31    | 32.3   |
| 047 Secondary Principal Comp. Assessment     | 413   | 58.4   |
| 050 Elementary Education Subtest 1           | 977   | 86.1   |
| 051 Elementary Education Subtest 2           | 1,016 | 82.1   |
| 074 Oklahoma General Education Test          | 3,197 | 84.8   |
| 075 OPTE: PK-8                               | 1,502 | 83.0   |
| 076 OPTE: 6-12                               | 1,041 | 94.5   |
| 077 English as a Second Language (ESL)       | 63    | 68.3   |
| 078 Dance                                    | 5     | 100.0  |
| 080 Chinese (Mandarin)                       | 4     | 75.0   |
| 081 Computer Science                         | 9     | 22.2   |
| 082 Elementary Mathematics Specialist        | 8     | 87.5   |
| 083 Gifted Education                         | 6     | 0.0    |
| 105 Early Childhood Education                | 749   | 56.5   |
| 107 English                                  | 174   | 59.2   |



# Educator Assessment

## Aggregate Pass Rates by Program Status

### Oklahoma Professional Teaching Exam (OPTE)

The table below compares the OPTE pass rates between examinees in educator preparation programs in contrast to those who are not.

| Test         | Program Status |       |         |        |             |        |
|--------------|----------------|-------|---------|--------|-------------|--------|
|              | Total          |       | Program |        | Non-Program |        |
|              | N              | %Pass | N       | % Pass | N           | % Pass |
| OPTE: PK-8   | 1,502          | 83.0  | 927     | 90.9   | 575         | 70.1   |
| OPTE: 6-12   | 1,041          | 94.5  | 516     | 96.3   | 525         | 92.8   |
| OVERALL OPTE | 2,543          | 87.7  | 1,443   | 92.9   | 1,100       | 80.9   |

### Oklahoma Subject Areas Test (OSAT)

The table below compares the OSAT pass rates between examinees in educator preparation programs in contrast to those who are not.

| Category                       | Program Status |       |         |        |             |        |
|--------------------------------|----------------|-------|---------|--------|-------------|--------|
|                                | Overall        |       | Program |        | Non-Program |        |
|                                | N              | %Pass | N       | % Pass | N           | % Pass |
| General                        | 6,217          | 69.2  | 2,255   | 82.9   | 3,962       | 61.4   |
| Career Technology              | 254            | 85.8  | 51      | 90.2   | 203         | 84.7   |
| Advanced                       | 370            | 85.1  | 224     | 86.6   | 146         | 82.9   |
| Administrator - Principal      | 852            | 61.4  | 337     | 67.1   | 515         | 57.7   |
| Administrator – Superintendent | 114            | 40.4  | 22      | 54.5   | 92          | 37.0   |
| TOTAL                          | 7,807          | 69.2  | 2,889   | 81.2   | 4,918       | 62.2   |

## Oklahoma General Education Test (OGET) Oklahoma Subject Area Test (OSAT) Oklahoma Professional Teaching Exam (OPTE)

The table below compares the pass rates between examinees enrolled in educator preparation programs in contrast to those who are not.

| Test  | Program      |             | Non-Program  |             |
|---|--------------|-------------|--------------|-------------|
|   | N            | % Pass      | N            | % Pass      |
| 001 Instrumental/General Music              | 62           | 87.1        | 28           | 71.4        |
| 002 Art                                     | 21           | 71.4        | 54           | 57.4        |
| 003 Vocal/General Music                     | 39           | 82.1        | 23           | 43.5        |
| 004 Chemistry                               | 11           | 81.8        | 49           | 55.1        |
| 007 English                                 | 61           | 93.4        | 75           | 74.7        |
| 008 Earth Science                           | 4            | 75.0        | 31           | 54.8        |
| 009 Family & Consumer Science               | 12           | 100.0       | 45           | 88.9        |
| 010 Biological Sciences                     | 32           | 81.3        | 181          | 42.0        |
| 011 Advanced Mathematics                    | 33           | 93.9        | 23           | 87.0        |
| 012 Phys Ed/Health/ Safety                  | 87           | 72.4        | 162          | 56.2        |
| 013 Physical Science                        | 6            | 83.3        | 65           | 73.8        |
| 014 Physics                                 | 7            | 57.1        | 19           | 57.9        |
| 015 Reading Specialist                      | 68           | 89.7        | 34           | 94.1        |
| 016 Speech/Drama/ Debate                    | 9            | 88.9        | 45           | 68.9        |
| 017 US Hist/OK Hist/Govern/Economics        | 109          | 85.3        | 197          | 69.5        |
| 018 World History/Geography                 | 45           | 68.9        | 101          | 54.5        |
| 019 Spanish                                 | 3            | 33.3        | 20           | 40.0        |
| 020 French                                  | 1            | 100.0       | 5            | 80.0        |
| 021 German                                  | *            | *           | 6            | 83.3        |
| 022 Russian                                 | *            | *           | *            | *           |
| 023 Latin                                   | *            | *           | 3            | 100.0       |
| 024 Middle Level English                    | 4            | 75.0        | 92           | 73.9        |
| 025 Middle Level/Intermediate Mathematics   | 10           | 60.0        | 96           | 51.0        |
| 026 Middle Level Science                    | 11           | 54.5        | 163          | 45.4        |
| 027 Middle Level Social Studies             | 5            | 40.0        | 126          | 44.4        |
| 028 Blind/Visual Impairment                 | *            | *           | 7            | 85.7        |
| 029 Mild-Moderate Disabilities              | 45           | 75.6        | 175          | 74.3        |
| 030 Deaf/Hard of Hearing                    | 8            | 87.5        | 6            | 100.0       |
| 031 Severe-Profound/Multiple Disabilities   | 3            | 100.0       | 31           | 80.6        |
| 032 Psychology/Sociology                    | 6            | 83.3        | 59           | 74.6        |
| 033 School Psychologist                     | 6            | 100.0       | 5            | 100.0       |
| 034 Psychometrist                           | 13           | 100.0       | 8            | 87.5        |
| 035 Speech-Language Pathologist             | 1            | 0.0         | *            | *           |
| 036 Driver/Safety Education                 | 1            | 100.0       | 28           | 82.1        |
| 037 Journalism                              | 1            | 100.0       | 30           | 93.3        |
| 038 Library-Media Specialist                | 64           | 89.1        | 19           | 78.9        |
| 039 School Counselor                        | 72           | 79.2        | 80           | 77.5        |
| 040 Business Education                      | 2            | 50.0        | 121          | 87.6        |
| 041 Marketing Education                     | *            | *           | 14           | 35.7        |
| 042 Agricultural Education                  | 37           | 89.2        | 17           | 94.1        |
| 043 Technology Engineering                  | *            | *           | 6            | 83.3        |
| 045 Elementary Principal Comp. Assessment   | 175          | 70.9        | 233          | 63.5        |
| 046 Middle Level Principal Comp. Assessment | 12           | 33.3        | 19           | 31.6        |
| 047 Secondary Principal Comp. Assessment    | 150          | 65.3        | 263          | 54.4        |
| 050 Elementary Education Subtest 1          | 554          | 94.2        | 423          | 75.4        |
| 051 Elementary Education Subtest 2          | 584          | 87.5        | 432          | 74.8        |
| 074 Oklahoma General Education Test         | 1,582        | 87.5        | 1,615        | 82.2        |
| 075 OPTE: PK-8                              | 927          | 90.9        | 575          | 70.1        |
| 076 OPTE: 6-12                              | 516          | 96.3        | 525          | 92.8        |
| 077 English as Second Language (ESL)        | 9            | 66.7        | 54           | 68.5        |
| 078 Dance                                   | 3            | 100.0       | 2            | 100.0       |
| 080 Chinese (Mandarin)                      | 2            | 50.0        | 2            | 100.0       |
| 081 Computer Science                        | 1            | 0.0         | 8            | 25.0        |
| 082 Elementary Mathematics Specialist       | 5            | 100.0       | 3            | 66.7        |
| 083 Gifted Education                        | *            | *           | 6            | 0.0         |
| 105 Early Childhood Education               | 306          | 69.3        | 443          | 47.6        |
| 107 English                                 | 58           | 70.7        | 116          | 53.4        |
| 111 Advanced Mathematics                    | 28           | 53.6        | 38           | 63.2        |
| 119 Spanish                                 | 5            | 100.0       | 30           | 80.0        |
| 125 Middle Level/Intermediate Mathematics   | 18           | 50.0        | 151          | 43.0        |
| 129 Mild-Moderate Disabilities              | 45           | 64.4        | 254          | 55.9        |
| 131 Severe-Profound/Multiple Disabilities   | 8            | 62.5        | 44           | 52.3        |
| 148 Superintendent                          | 22           | 54.5        | 92           | 37.0        |
| 177 English as a Second Language            | 5            | 80.0        | 56           | 66.1        |
| <b>Total</b>                                | <b>5,914</b> | <b>85.7</b> | <b>7,633</b> | <b>69.1</b> |

Note: \* = No Examinees Tested

# Education Leadership Oklahoma (ELO)

## Year in Review

- Oklahoma ranks 11th in the total number of teachers (3,124) who achieved certification, with 7 achieving in 2017
- Oklahoma National Board Certified Teachers (NBCT) make up 7.45 percent of the state's teaching force
- The state's top five school districts in the terms of the cumulative total of NBCTs: Tulsa (133), Oklahoma City (133), Edmond (111), Moore (112), and Norman (111)
- Forty-six NBCTs renewed certification, resulting in a total of 458 renewed NBCTs statewide
- ELO provided professional development for over 200 National Board and Renewal candidates
- ELO assigned 10 regional coordinators and 25 trainers to support and facilitate professional learning

Every child deserves an accomplished teacher – one who is qualified to prepare students for success in today's world. National Board Certification is the most respected professional certification available in education and provides numerous benefits to teachers, students and schools. Developed by practicing educators based on research and practitioner expertise, the National Board Five Core Propositions and Standards describe what accomplished teachers should know and be able to do to have a positive impact on student learning. National Board Certification identifies teachers who meet those standards through a performance-based, peer-reviewed series of assessment components. Certification consists of four components: assessment of content knowledge, reflection on student work samples, video and analysis of teaching practice, and documentation of the impact of assessment and collaboration on student learning.

Education Leadership Oklahoma (ELO) was created by the Oklahoma Legislature in 1997 for the express purpose of providing support for teachers who are participating in the National Board Certification process.

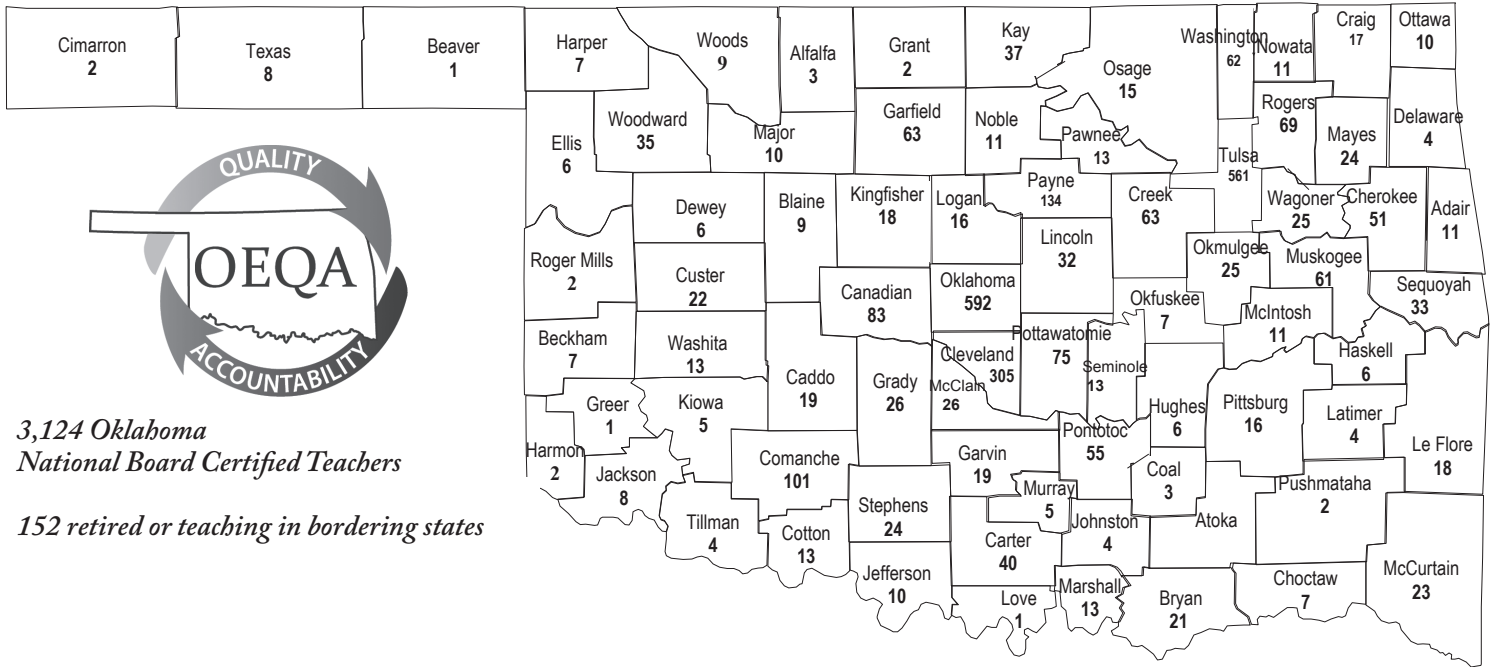
Research shows that students of NBCTs outperform their peers in other classrooms. By achieving certification, teachers demonstrate the knowledge and skills to advance student learning and achievement.

**NATIONAL BOARD**  
*for Professional Teaching Standards®*



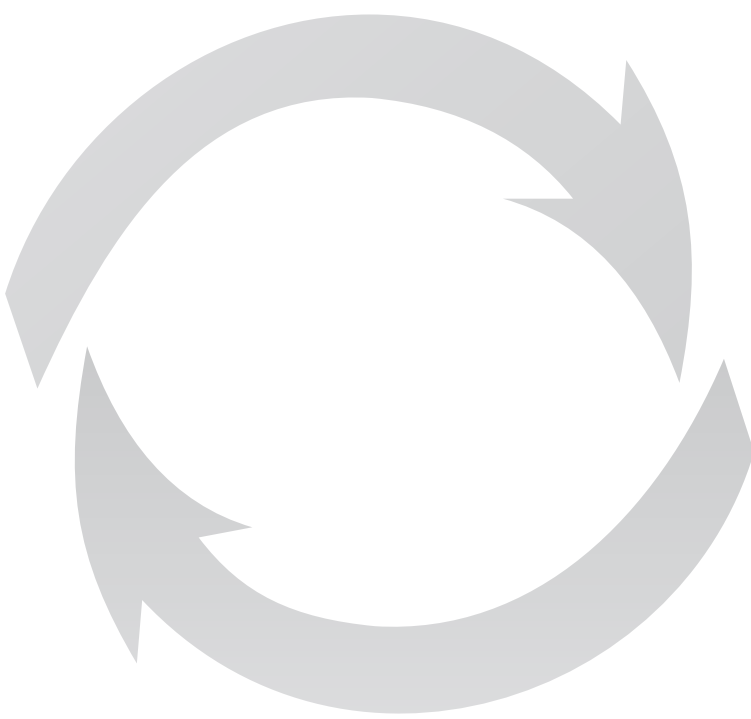


## Oklahoma National Board Certified Teachers



**3,124 Oklahoma  
National Board Certified Teachers**

*152 retired or teaching in bordering states*



**R**enewal is a process that NBCTs use to demonstrate how their practices continue to align with the standards in their certificate area. It is a personal and public statement about an educator's commitment to the profession and students. Accomplished teachers recognize that professional learning and growth never ends. In any given subject and developmental area, best practice and knowledge are constantly evolving. At the same time, changes in technology and policy affect every aspect of education, from the classroom to administration. For those reasons, National Board Certification like Board certification in other professions from architecture to medicine, must be periodically renewed.

# Oklahoma Clinical Alliance

O EQA supports CAEP's efforts in implementing the recommendations of the NCATE Blue Ribbon Panel on Clinical Preparation, Partnerships and Improved Student Learning. Alliance members pilot approaches to implementation and bring new models of clinical preparation to scale. This alliance focuses on strategies for program innovation with emphases on leadership, collaboration, research, and development. Effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills and professional dispositions necessary to demonstrate positive impact on all P-12 students learning and development.

## ■ Clinical Alliance Framework

- Stage 1: Exploring/Networking
  - Identify needs, partners, students and teachers
- Stage 2: Establishing/Planting
  - Match needs and create policies
- Stage 3: Growing/Maintaining
  - Review policies
- Stage 4: Evaluating/Refining/Extending
  - Ongoing evaluation

## ■ Partnerships

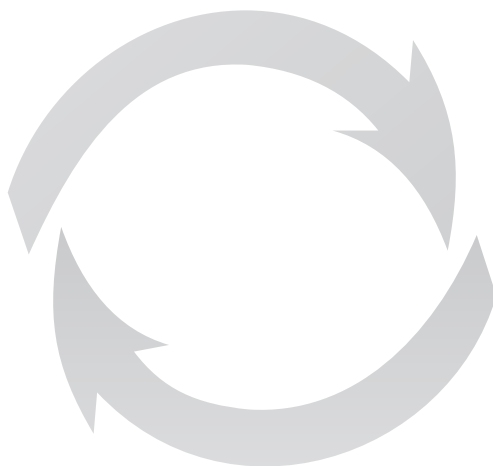
Partnerships between Education Preparation Programs and P-12 schools are mutually beneficial and share responsibility for continuous improvements of candidate preparation. These partners work together to design clinical experiences to ensure candidates demonstrate positive impact on student learning and development.

## ■ Teacher Performance Assessment

The performance based assessment guides candidates through their clinical experience and measures the quality of their student teaching. It also provides candidates with an opportunity to demonstrate classroom application of relevant state and national standards. This evidence-centered assessment allows candidates to demonstrate real-world teaching skills and provides formative feedback to reflect on their practice.

## ■ Co-Teaching Student Teaching

Co-Teaching Student Teaching is defined as the cooperating teacher and teacher candidate working together with groups of students - sharing the planning, organization, delivery, and assessment of instruction, as well as physical space. Both teachers are actively involved and engaged in all aspects of instruction. Co-Teaching Student Teaching provides a rigorous yet supportive experience for teacher candidates, allows cooperating teachers to remain actively engaged in the classroom, and enhances the quality of learning for P-12 students.



# Oklahoma School Performance Review (OSPR)



## 2016-17 Year in Review

- Conducted School Performance Reviews at three districts:  
Oklahoma Virtual Charter Academy, Insight School of Oklahoma, and Tannehill Public Schools
- Presented OSPR findings at four local board meetings:  
Guthrie Public Schools, Epic Charter Schools, Cleveland Public Schools, and Oklahoma Virtual Charter Academy
- Suggested 221 recommendations with a five-year total projected savings of \$1,822,314

## OSPR

This program was authorized by the Oklahoma Legislature (HB 1601) during the 2002 session and amended during the 2005 session. The law authorized the Office of Accountability to conduct school performance reviews. Then, in 2012, SB 1797 provided that beginning July 1, 2013 the OSPR program would continue to operate but under the authority of the newly formed Office of Educational Quality and Accountability. The purpose of the performance reviews is to develop findings, commendations, and recommendations for individual school districts in regard to containing costs, improving management strategies, and promoting better education for Oklahoma children.

As a part of each review, staff and/or consultants conduct onsite evaluations, review district operations, study district data, interview stakeholders, hold public meetings, and administer surveys. OEQA and/or contracted consultants then produce a report evaluating the following areas of district operations: Management, Personnel, and Communications; Instructional Delivery; Business Operations; Facility Use and Management; Support Services, which includes Child Nutrition, Technology and Transportation.

## Performance Reviews Presented in 2016-17:

**Guthrie Public Schools** is located in Logan County. Guthrie is situated on U.S. Highway 77, thirty-two miles north of Oklahoma City. During the 2013-14 school year, the district served 3,514 students in grades PK through 12th. All operational areas were reviewed resulting in 41 commendations and 77 recommendations with a projected total five-year savings of \$705,606.

**Epic Charter School** serves over 6,000 PK through 12th grade students and offers an individualized, online curriculum. While the central office is located in Oklahoma City, the charter school serves students from all across the state of Oklahoma. All operational areas were reviewed with the exception of child nutrition and transportation. The review resulted in 35 commendations and 31 recommendations. There were no savings noted in this review.

**Cleveland Public Schools** is located on the south side of the Arkansas River in eastern Pawnee County and situated at the junction of U.S. Highway 64 and State Highway 99, approximately 25 miles east of Pawnee. The district operates four campuses, serving approximately 1,656 students from PK through 12th grade. All operational areas were reviewed resulting in 40 commendations and 75 recommendations with a projected total five-year savings of \$110,838.

**Oklahoma Virtual Charter Academy** serves approximately 2,400 Kindergarten through 12th grade students and offers an individualized, online curriculum. The central office is located in Midwest City. The charter school serves students from all across the state of Oklahoma. All operational areas were reviewed with the exception of child nutrition and transportation. The review resulted in 42 commendations and 38 recommendations with a projected total five-year savings of \$1,005,870.

# Oklahoma Educational Indicators Program

## Year in Review

- Created State, District, and School Profile Reports detailing community characteristics, educational process, and student performance for 516 school districts and 1,761 school sites
- Informed the citizens of Oklahoma of the performance of their local schools and districts by distributing these profile reports to parents of over 680,000 public school students
- Provided more than 1,000,000 electronic copies of the profile reports via OEQA's website
- Distributed these profiles to libraries, elected officials, researchers, grant writers, and stakeholders
- Presented profiles data to educators, researchers, business leaders, and policy makers at various workshops and presentations

The Profile Reports (state, district, and school) contain 2015-16 school year data for 1,001 Elementary Schools, 303 Middle Schools/Junior Highs, and 457 Senior Highs. These reports are the most current, comprehensive, consistent, and accurate source for Oklahoma educational statistics that exists. The reports fulfill the reporting requirements of the Oklahoma Educational Indicators Program under §70-1210.531. All Profile Reports are located on the OEQA website; visit [www.oeqa.ok.gov](http://www.oeqa.ok.gov) to view or download profile reports.

The State Profile Report in three sections aggregates all of the Oklahoma Educational Indicators Program's statistics to the state level. The State Profile Report presents key educational statistics by geographical region of the State. It charts change in important educational indicators such as teacher characteristics, educational funding, and student performance.

Section I of the State Profile Report presents community characteristics and serves as a foundation for the other sections of the report. These data in Section I are gathered from the Census Bureau's 2010-2015 American Community Survey, Oklahoma State Department of Education, Oklahoma Tax Commission, and Office of Educational Quality and Accountability. Below are some selected examples of state community characteristics contained in the State Profiles Report.

| <b>U.S. Census Bureau Community Characteristic</b> | <b>State Average</b> |
|--|----------------------|
| District Population                                | 7,461                |
| Household Income                                   | \$63,890             |
| Population Living Below Poverty Level              | 16.7%                |
| Unemployment Rate                                  | 6.3%                 |
| Single-Parent Families                             | 34.1%                |

Section II of the State Profile Report delivers information on the educational process, the manner in which schools and districts across the state deliver education to their students. From Section II, the figure on the next page groups school districts by student enrollment and socioeconomic status. The letter designation divides the school districts by range of average daily membership (ADM) – "A" is 25,000 or more; "H" is less than 250. Socioeconomic status is defined as a district being either above or below the state average in its eligibility for the Federal free or reduced price lunch program. For example, if a district is below the state average eligibility rate, they are considered "High" socioeconomic status and receive a "1" in their group designation. This figure illustrates the great diversity in school districts across the state.





## Oklahoma's Districts by Enrollment and Socioeconomic Status Community Group Designation 2015-16

| <u>District Size<br/>in ADM</u> | <u>Socioeconomic<br/>Status</u> | <u>Community<br/>Group<br/>Designation</u> | <u># of<br/>Districts</u> | <u>% of All<br/>Districts</u> | <u># of<br/>Students</u> | <u>% of All<br/>Students</u> |
|---------------------------------|---------------------------------|--|---------------------------|-------------------------------|--------------------------|------------------------------|
| 25,000 Plus                     | Low                             | A2   | 2                         | 0.4%                          | 85,144                   | 12.6%                        |
| 10,000 - 24,999                 | High                            | B1   | 6                         | 1.2%                          | 104,862                  | 15.6%                        |
|                                 | Low                             | B2   | 4                         | 0.8%                          | 64,290                   | 9.5%                         |
| 5,000 - 9,999                   | High                            | C1   | 8                         | 1.6%                          | 52,898                   | 7.9%                         |
|                                 | Low                             | C2   | 3                         | 0.6%                          | 19,053                   | 2.8%                         |
| 2,000 - 4,999                   | High                            | D1   | 18                        | 3.5%                          | 49,539                   | 7.4%                         |
|                                 | Low                             | D2   | 17                        | 3.3%                          | 51,094                   | 7.6%                         |
| 1,000 - 1,999                   | High                            | E1   | 36                        | 7.0%                          | 51,690                   | 7.7%                         |
|                                 | Low                             | E2   | 37                        | 7.2%                          | 50,182                   | 7.4%                         |
| 500 - 999                       | High                            | F1   | 29                        | 5.6%                          | 19,406                   | 2.9%                         |
|                                 | Low                             | F2   | 71                        | 13.8%                         | 50,301                   | 7.5%                         |
| 250 - 499                       | High                            | G1   | 57                        | 11.0%                         | 20,856                   | 3.1%                         |
|                                 | Low                             | G2   | 99                        | 19.2%                         | 34,250                   | 5.1%                         |
| Less than<br>250                | High                            | H1   | 24                        | 4.7%                          | 3,998                    | 0.6%                         |
|                                 | Low                             | H2   | 105                       | 20.3%                         | 16,039                   | 2.4%                         |
| All                             | All                             | All  | 516                       | 100.0%                        | 673,602                  | 100.0%                       |

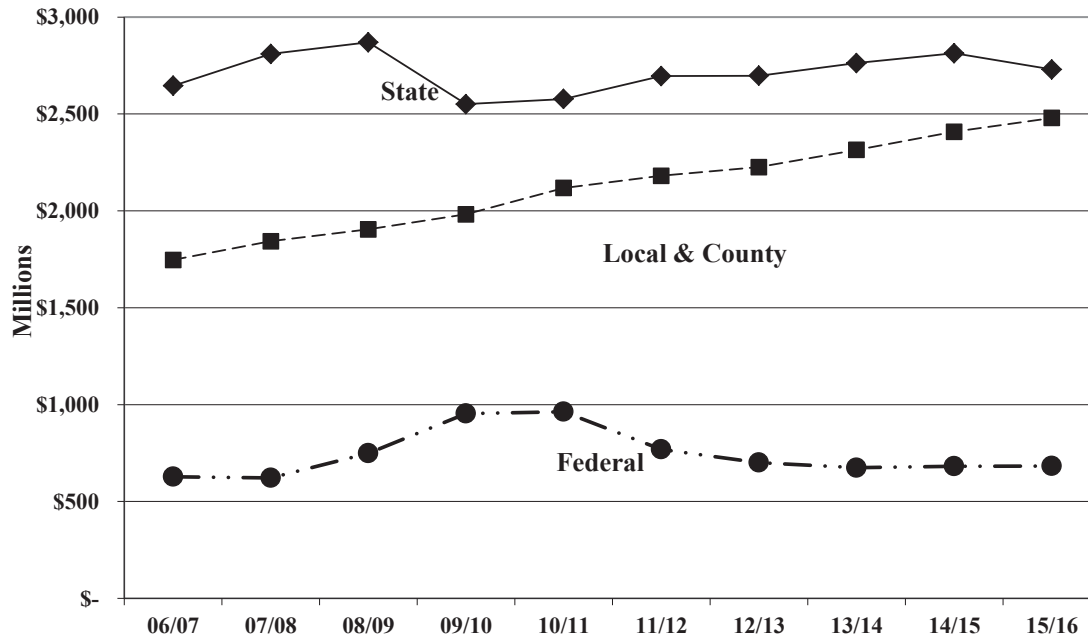
Data Source: Oklahoma State Department of Education

Information on educational revenues is presented on the next page. The figure from Section II of the State Profile Report displays a ten-year history of revenues by source. Note the federal stimulus that is prominent in 2009 through 2011 and the increase in local revenue over time.





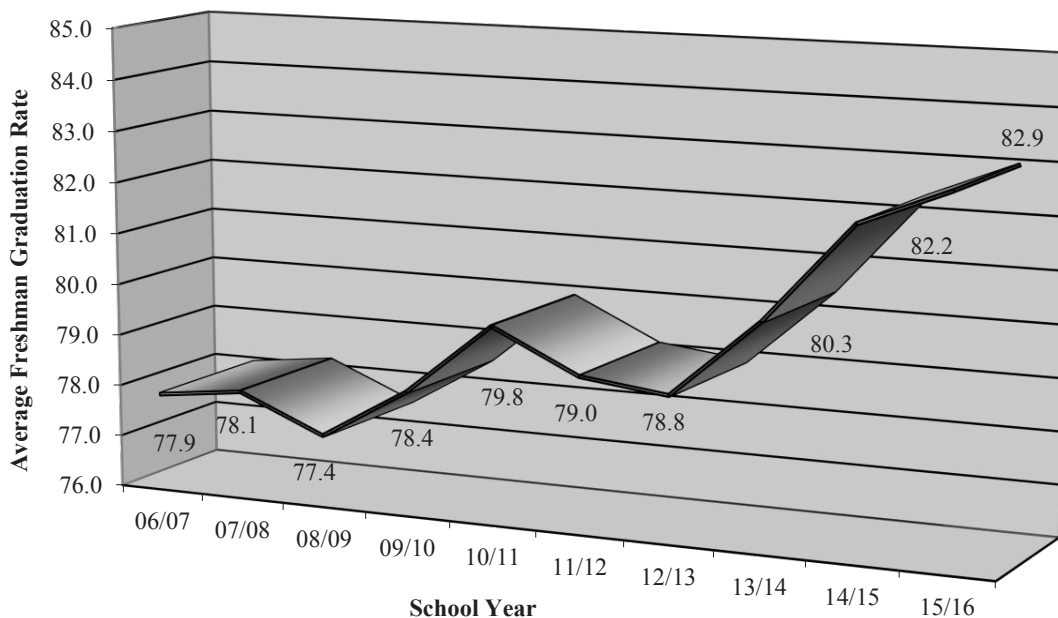
## District Revenue Sources Reported Using ALL Funds 2006-07 to 2015-16



Data Source: Oklahoma State Department of Education

Section III of the State Profile Report provides a great deal of information on student performance. Student performance represents the culmination of community characteristics and the educational process. The figure from Section III of the State Profiles Report below displays the Average Oklahoma High School Freshman Graduation Rate from 2006-07 to 2015-16.

## Average High School Freshman Graduation Rate 2006-07 to 2015-16



Data Source: Oklahoma State Department of Education