

2011 Part C of the AACTE / NCATE Annual Report

Institutional Information

NCATE ID: 10575	AACTE SID: 3545
Institution: Northwestern Oklahoma State University	
Unit: School of Education	

Section I - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2010-2011 academic year?

92

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2010-2011 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section II. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.

No Change / Not Applicable

2. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.

No Change / Not Applicable

3. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.

No Change / Not Applicable

4. Significant change (25 percent increase or decrease) in budget

No Change / Not Applicable

5. Significant change (25 percent increase or decrease) in candidate enrollment

No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in size of the full-time faculty

No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in significant changes as the result of a natural disaster

No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in delivery of a program in whole or in significant part by a non-profit or for-profit partner

No Change / Not Applicable

9. Addition or removal of a level of preparation (e.g., a master's degree).

No Change / Not Applicable

Section III. Areas for Improvement

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. The health and physical education program has not been nationally recognized.

(ITP)

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1.	The unit does not consistently use assessments as predictors of candidate success.	(ITP)	(ADV)
----	--	-------	-------

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1.	The unit does not ensure that all candidates have field experiences with diverse P-12 students.	(ITP)	(ADV)
2.	Candidates have limited opportunities to interact with diverse faculty.	(ITP)	(ADV)

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1.	The unit lacks resources to disseminate academic information and advising services to adequately address the needs of candidates.	(ITP)	(ADV)
2.	Faculty workload and limited university resources do not allow faculty to be sufficiently and effectively engaged in scholarship.	(ITP)	(ADV)

II.1 Summarize activities, assessments and outcomes toward correcting AFI(s) cited in the last Accreditation Action Report, if applicable.

Response to Standard 1 - The health and physical education program was nationally recognized in 2008..

Response to Standard 2 - TEAMS (Teacher Education Assessment Management System) continues to meet annually to discuss assessments and analyze results. Members of TEAMS include the Dean of Professional Studies, the Chair for the Division of Education, the Director of Teacher Education, the university Assessment Director, the Associate Dean of the Graduate Programs, the Assistant Director of the Graduate Programs, and the Director of Student Teaching and Field Experience. TEAMS continues to review ACT scores of candidates to predict success on the OGET (Oklahoma General Education Test). This continues to provide faculty important data for advising candidates within their plan of study's. Lower ACT scores (below 21) predicted lower success of passing scores on the OGET. Data from Specialized Professional Associations (SPA's) provided important data concerning OSAT scores. Writing within the constructed responses continued to show as a weakness and continues to be an area where the unit would like to improve. Areas to help our candidates be more successful include aligning all rubrics for the Elementary Educations between all assessments and standards, offering more tutoring sessions for OSAT testing, adding more case studies (writing) within the curriculum and more class and syllabus design to help increase scores.

Response to Standard 4 - The unit continues to use a tracking system that was implemented in 2009 to ensure all candidates have experiences with diverse P-12 students. All field experience forms are placed within their respective portfolio in Live Text. The unit also requires all candidates to attend a field trip to a diverse school in either Oklahoma City, OK or Wichita, KS. The field trip occurs in the course, Introduction of Education, since this is a required course of all candidates. This allows us to track this opportunity for our candidates need for more exposure to diverse populations.

2. NWOSU and the unit continue to make great efforts in the recruitment and hiring of ethnically diverse faculty members. Within the division of Education alone, one african american faculty member was hired in 2008 and one native american faculty member was hired in 2010. A faculty member with strong experience with ELL students was hired to to teach a course within the division and continued efforts will be made to strengthen instruction concerning ELL students. All university faculty completed diversity surveys describing their involvement in any diverse activities and incentives are awarded to faculty who make outstanding efforts toward diversity awareness.

Response to Standard 6 - A campus wide system called Rangernet Campus Connect provides faculty with a user friendly on-line program that assists with advisement issues for all candidates. Information included on this website is a demographic page, transcripts, current schedules and previous schedule, requests for graduate audits, add/drop capabilities, course availability, and course rosters. This program allows for a more efficient way of advisement and enrollment for faculty members even while serving on the Enid or Woodward campus. When candidates make appointments with faculty, critical information is now quickly located to help meet the enrollment and advising needs of all of our candidates and provide the best and most efficient plan of study for them.

2. To meet the needs of effectively engaging our faculty in scholarship, the faculty teach no more than 12 hours within a semester. This includes supervision of candidates with their Internship. The residency year in Oklahoma has been put on hiatus, but the faculty continue to support our first year teachers as best as we can. Northwestern sponsors Research Day where faculty are encouraged to present research findings to all stakeholders within the university. Also, faculty present professional development during Assessment Day which is held every year as well. All faculty are encouraged to attend and present at the annual OACTE Fall Conference and other state, national, or international conferences. Faculty are also encouraged to complete terminal degrees and publish articles.

Section IV: Units with Regular/Continuous Improvement Accreditation Option

C.1. Summarize evidence indicating progress toward target level performance on the standard(s) selected by the unit

€ Std. 1

€ Std. 2

€ Std. 3

€ Std. 4

€ Std. 5

€ Std. 6

2.2.a Target

The Unit continues to refine and evaluate its assessment system, TEAMS, implemented in 2002. Since the last BOE visit the following numerous changes and updates have taken place. In an effort to address the Area for Improvement from the last Board of Examiners visit, the TEAMS Committee evaluated assessments for predictors of candidate success. It was determined that the ACT (American College Test) required for college entrance, had a correlation and could predict candidate success on the OGET (Oklahoma General Education Test) required for admission into the teacher education program. A score of 21 on the ACT indicated candidate success in passing the OGET on the first attempt. (TEAMS Summary Sheet) Additionally, using the ACT as a predictor of success on the OGET allows for better advisement. Students with a score less than 21 on the ACT are made aware that they will have to take additional steps to prepare for the OGET by their advisors. The revised questions and rubric are expected to be approved for implementation in fall, 2012 and will be evaluated to determine if there is a correlation between interview scores and program completers. Dispositions for teacher candidates at the initial and advanced levels were first approved in October, 2006 by the Teacher Education Committee. The first disposition form was piloted in EDUC 2103 Intro to Education course prior to full implementation in the fall, 2007. The implementation did not initially include how the disposition data would be applied, analyzed or used. The data was collected by the Unit secretary and forms filed in students' folders. Recent changes include aligning the dispositions with Benchmarks 1, 2, 3, and 4. The first disposition is a self-evaluation completed by the candidate. The dispositions due at Benchmarks 2 and 3 are completed by two different faculty members and the fourth disposition is completed by the cooperating teacher during the student teaching semester. If a teacher candidate scores an "Unacceptable (1) in any area, a consultation with the faculty evaluator will occur. Candidates are required to write a plan of improvement if four "Unacceptable" scores are received. The plan of improvement is then submitted to the Chair of the Education Division. A candidate may be dismissed from the program if his/her dispositions are not compatible with the dispositions required for an effective teacher. (Undergraduate Disposition Form) Advanced level disposition assessments are aligned with Milestone 1, 2, and 3. The first disposition is a self-evaluation by the candidate that coincides with Milestone 1. The second disposition is completed by a faculty member who has taught the candidate. Dispositions are discussed and signed by both evaluator and candidate and aligns with Milestone 2. The same process occurs at Milestone 3 for the third disposition. The goal of the Unit is to use disposition data for predicting success for program completers.

C.2. Summarize data that demonstrate continuous improvement of candidate performance and program quality in the area of content knowledge

Initial Program - The content knowledge of initial teacher candidates is assessed by the departments of respective programs of study and by a state-wide referenced based exam – the Oklahoma Subject Area Test (OSAT). The data indicate that NWOSU candidates know the content they plan to teach. A passing OSAT score is required for admission to the professional semester, thereby giving the unit a 100% pass rate on the content exam required for certification as indicated in the Title II reports (1.3.b).
Advanced Program -Candidates in Elementary, Secondary, and Elementary/Secondary Curriculum and Instruction programs are currently assessed through the professional portfolio and GPA within their coursework to insure they have in-depth knowledge of their content area. Data from these assessments are reviewed annually by TEAMS. In the past three years, 100% of Education program completers have maintained the required 3.0 GPA, the MAT/GRE requirement, and scored "acceptable" or above on Milestone 3 of the professional portfolio. (1.3.a)

1.1.b Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced)

Initial Program - Key assessments of content knowledge and skills for NWOSU teacher candidates are imbedded in the candidates' portfolios, Competencies 6 and 6.1 (1.3.d), and the Oklahoma Professional Teachers Exam (OPTE). The OPTE is based on INTASC standards to test candidates' pedagogical knowledge. In addition, the Student Learning for Teacher Candidates project, completed during the student teaching internship, allows candidates the opportunity to present content to students in challenging, clear and compelling ways using real world context. The overall performance of candidates indicates they have a broad knowledge of instructional strategies which incorporates content specific pedagogy.

Advanced Program -The Curriculum Analysis project in EDUC 5103 Curriculum in Schools requires advanced candidates to thoroughly look at the curriculum in their academic field. Candidates use prior knowledge from core courses to determine the strengths and weaknesses of the curriculum in a number of areas, such as documentation and origin, proper scope and sequence, instruction and assessments included, and so on. The final task is to list resources and methods that could be added to improve the curriculum for better student learning. The mean range was 3.2 – 4.0 for all criteria. This project demonstrates that advanced program teachers are able to select and use a broad range of instructional strategies and technologies.

Exhibits that support the narrative:  1 3 d.docx  Title_II_Annual_Inst._Report_2009_10(1).xls

Notes on C.2: Standard 1 will be the focus of the 2010-2011 Annual Report. Please submit sample data/evidence/exhibit(s) - no more than two - that demonstrate continuing to meet standard 1 related to content knowledge only. The sample can be from a single program but should be representative of the unit as whole. For selection of exhibits, please use NCATE's Exhibit List provided as a guide.

Report Preparer's Information

Name: Dr. Bo Hannaford

Phone: 580-327-8451

E-mail: bshannaford@nwosu.edu