

Northwestern Oklahoma State University

Annual Reporting Measures

2020 Report
(Academic Year 2018-2019)

Education Preparation Provider Mission Statement:

“We enlighten and empower our graduates through program excellence to educate those whom they serve.”

Education Preparation Provider Goals Graduates will:

- Apply content and pedagogical skills to activate learning. (InTASC #1, #2, #3, #4, #8; CAEP A.1, CAEP A.3)
- Establish collaborative relationships with students, families, colleagues, and stakeholders. (InTASC #10; CAEP A.3)
- Respond to the needs of diverse learners. (InTASC #2; CAEP A.3)
- Engage in continuous learning. (InTASC #9; CAEP A.4)
- Employ reflective practices. (InTASC #10; CAEP A.4)

Accreditation

The following education programs at Northwestern Oklahoma State University are accredited by Specialized Professional Associations through CAEP and by the Oklahoma Office for Educational Quality and Accountability:

Program Name	Review by	Status
Agriculture Education	State	Recognized until Fall 2023
Early Childhood Education	NAEYC	Recognized until 8/1/2026
Educational Leadership	ELCC	Recognized until 2/1/2026
Elementary Education	ACEI	Recognized until 2/1/2026
Health and Physical Education	NASPE	Recognized until 2/1/2026
Instrumental Music Education	State	Recognized until Fall 2023
Math Education	State	Recognized until Fall 2023
Mild/Moderate Disabilities	CEC	Recognized until 2/1/2026
Reading Specialist	ILA/IRA	Recognized until 8/1/2027
School Counseling	State	Recognized until Fall 2023
Science-Natural	NSTA	Recognized until 8/1/2027
Science-Chemistry	NSTA	Recognized w/conditions (data)
Science-Physics	NSTA	Recognized w/conditions (data)
Social Science Education	NCSS	Recognized until 8/1/2027
Vocal Music Education	State	Recognized until Fall 2023

Impact on P-12 Student Learning and Development

P-12 Benchmark Data: Provided by Partner Schools

RIT Score - MAPS Benchmark Data				
Program Completer	Subject	Beginning Average RIT	Ending Average RIT	Net Gain or Loss
Teacher 1 - Elem	Math	204.0	211.0	7.0
	Science	199.0	205.0	6.0
Teacher 2 - Elem NA				
Teacher 3 - Elem	Math	213.0	219.0	6.0
	Science	204.0	207.0	3.0
Teacher 4 - Secondary	Math	219.0	224.0	5.0

P-12 Benchmark Data

The EPP partnered with area schools to obtain student benchmark data as assessed from Measures of Academic Progress (MAPS). The data show a gain for each program completer's P-12 student average.

The partner districts provided data on benchmark assessments for math and science. The completers represent a sampling of elementary (n=2) and secondary (n=1) certification areas. The largest gain was in elementary math with an average of 6.5. The smallest gain was Teacher 3, elementary with a gain of 3.0 in science. Overall, the average gain of the three completers was 5.4 in the areas of math and science.

Indicators of Teaching Effectiveness

Teacher Leader Effectiveness

Teacher Leader Effectiveness (TLE) aggregate data are submitted as evidence that program completers effectively apply professional knowledge, skills and dispositions. The TLE instruments are approved by the Oklahoma State Department of Education (OSDE), and the Office of Educational Quality and Accountability (OEQA). The OSDE provided the TLE data for 2018-2019 school year to EPPs.

The Tulsa TLE Rubric uses the scale 1=ineffective, 2=needs improvement, 3=effective, 4=highly effective, 5=superior. The Tulsa TLE measures five domains: Classroom Management, Instructional Effectiveness, Professional Growth and Improvement, Interpersonal Skills, and Leadership. A score of 3 is the expected rating for teachers; a score of M=3 is the EPP's expected target score for completers.

Teacher Leader Effectiveness

According to the Oklahoma State Department of Education's InTASC Crosswalk document, the Tulsa TLE aligns with all InTASC standards. Using this alignment, the EPP was able to disaggregate data aligned to InTASC standards using average evaluation scores. In AY 2018-19 the EPP's program completers scored above the average target of M=3.0 in each of the clusters that comprise the InTASC Standards. Areas of strength for completers were InTASC 3 (3.7 average) and InTASC 10 (3.6 average). The lowest average was InTASC 2 (3.3 average).

Teacher Leader Effectiveness

TLE items clustered per InTASC standard:

InTASC 1	InTASC 2	InTASC 3	InTASC 4	InTASC 5	InTASC 6	InTASC 7	InTASC 8	InTASC 9	InTASC 10
TLE Dimensions 4, 5, 13, 19	TLE Dimensions 16	TLE Dimensions 6, 9, 10	TLE Dimensions 5, 10, 12, 13, 15	TLE Dimensions 7, 10, 12, 15	TLE Dimensions 5, 13, 14	TLE Dimensions 1, 2, 3, 4	TLE Dimensions 5, 6, 8, 10, 11, 12, 13, 14, 15	TLE Dimensions 17, 18	TLE Dimensions 20

TLE item clusters were assembled using the Oklahoma State Department of Education InTASC Crosswalk document dated 4/12/13:

https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/InTASC_Crosswalk.pdf

Completer performance averages and ranges per InTASC standards:

Evaluation Year	InTASC 1 TLE Cluster	InTASC 2 TLE Cluster	InTASC 3 TLE Cluster	InTASC 4 TLE Cluster	InTASC 5 TLE Cluster	InTASC 6 TLE Cluster	InTASC 7 TLE Cluster	InTASC 8 TLE Cluster	InTASC 9 TLE Cluster	InTASC 10 TLE Cluster
2018-19 N=30 <average> range	<3.5> 3.0 – 4.0	<3.3> 3.0 – 4.0	<3.7> 3.0 – 4.5	<3.4> 3.0 – 4.5	<3.5> 3.0 – 4.5	<3.3> 3.0 – 4.0	<3.5> 3.0 – 4.5	<3.5> 3.0 – 4.5	<3.5> 3.0 – 4.5	<3.6> 3.0 – 5.0

Decimal values in ranges are due to completers being evaluated multiple times in a single year. In these cases, evaluation scores were averaged to report a single score per completer for equal weighting in the final analysis.

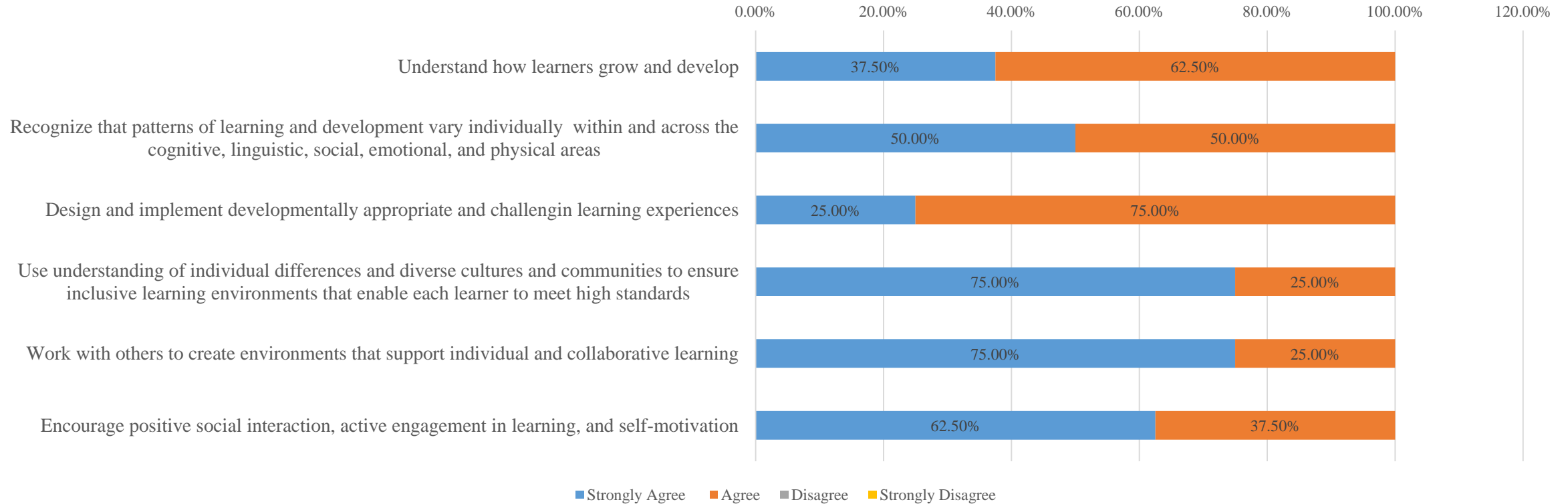
Satisfaction of Employers and Employment Milestones

Administrator/Mentor Survey

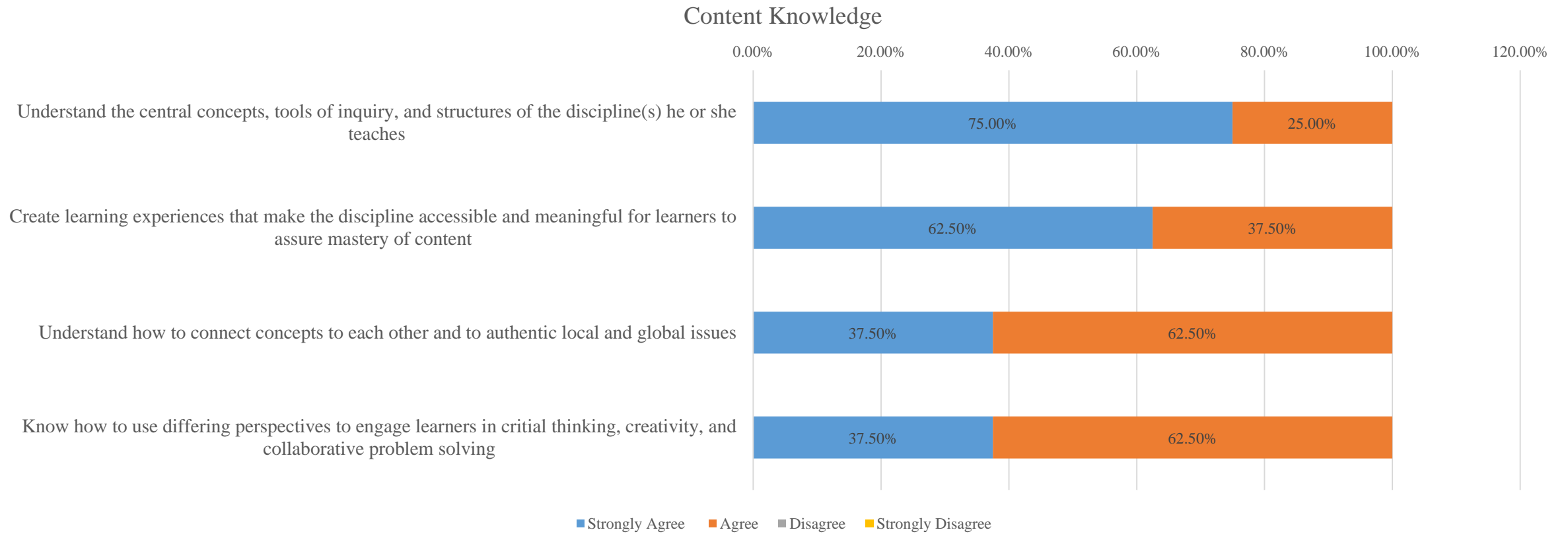
The Oklahoma Office of Educational Quality and Accountability (OEQA) creates and administers the First Year Teacher Administrator/Mentor Survey to mentors/administrators within the state who have hired the EPP's graduates as first year teachers. The survey is aligned to InTASC standards and seeks information from mentors/administrators about the EPP's program completers preparedness and overall satisfaction with NWOSU graduates.

Administrator/Mentor Survey

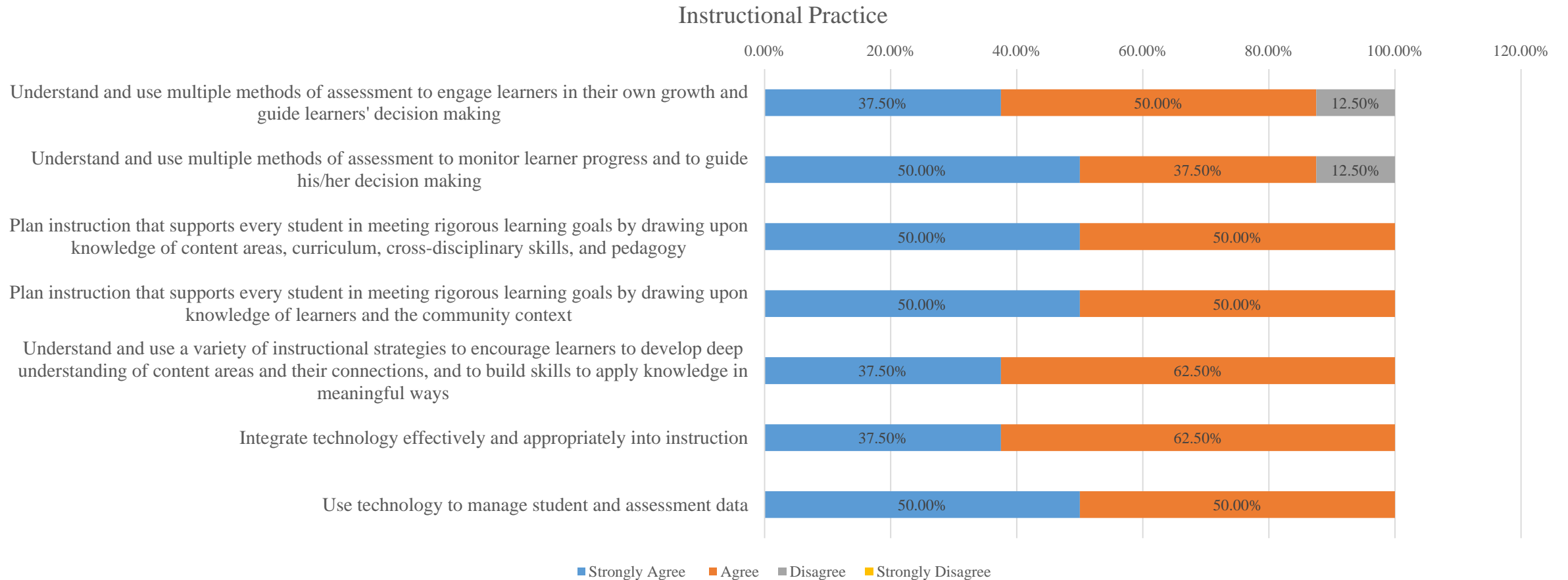
Learner & Learning



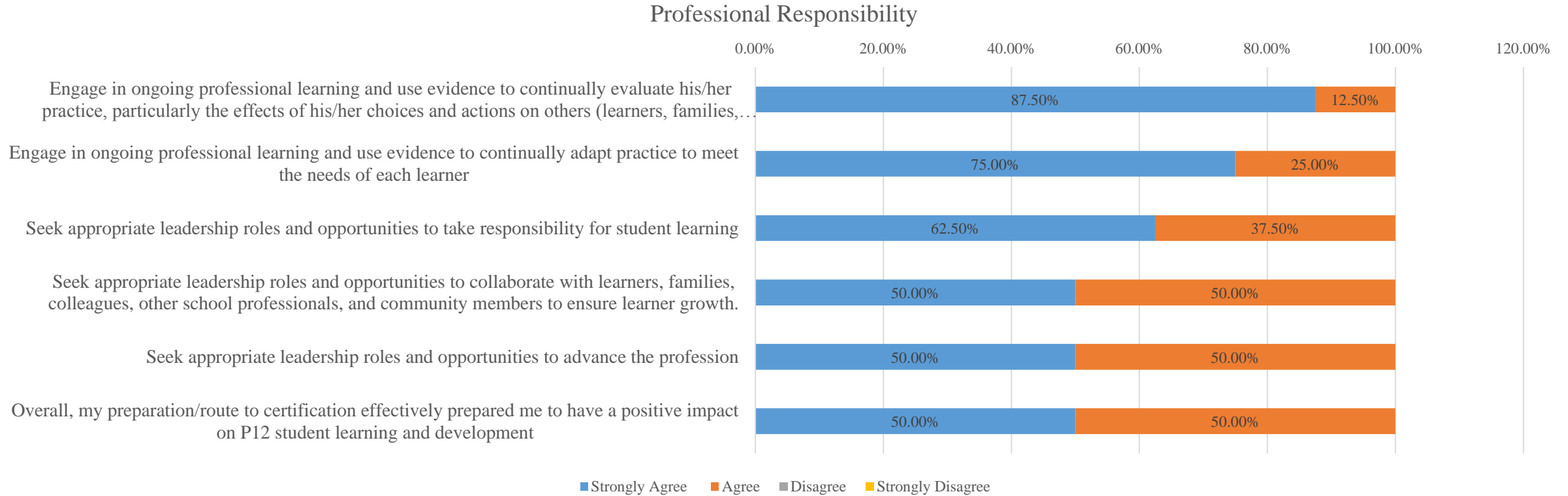
Administrator/Mentor Survey



Administrator/Mentor Survey



Administrator/Mentor Survey



Analysis of Data:

- The survey consists of statements aligned with the InTASC standards to which respondents indicate the extent to which they agree using a Likert rating scale of 1-4 with 1=strongly disagree; 2-disagree; 3=agree; 4=strongly agree to each of the statements.
- Administrators and mentors rated "Agree" and "Strongly Agree" for each statement pertaining to first year teachers with the exception of one respondent who indicated "Disagree" for completers preparation in assessment.
- One hundred percent of the respondents indicated they "Agree" or "Strongly Agree" that the program effectively prepared completers to have a positive impact on P-12 student learning and development.

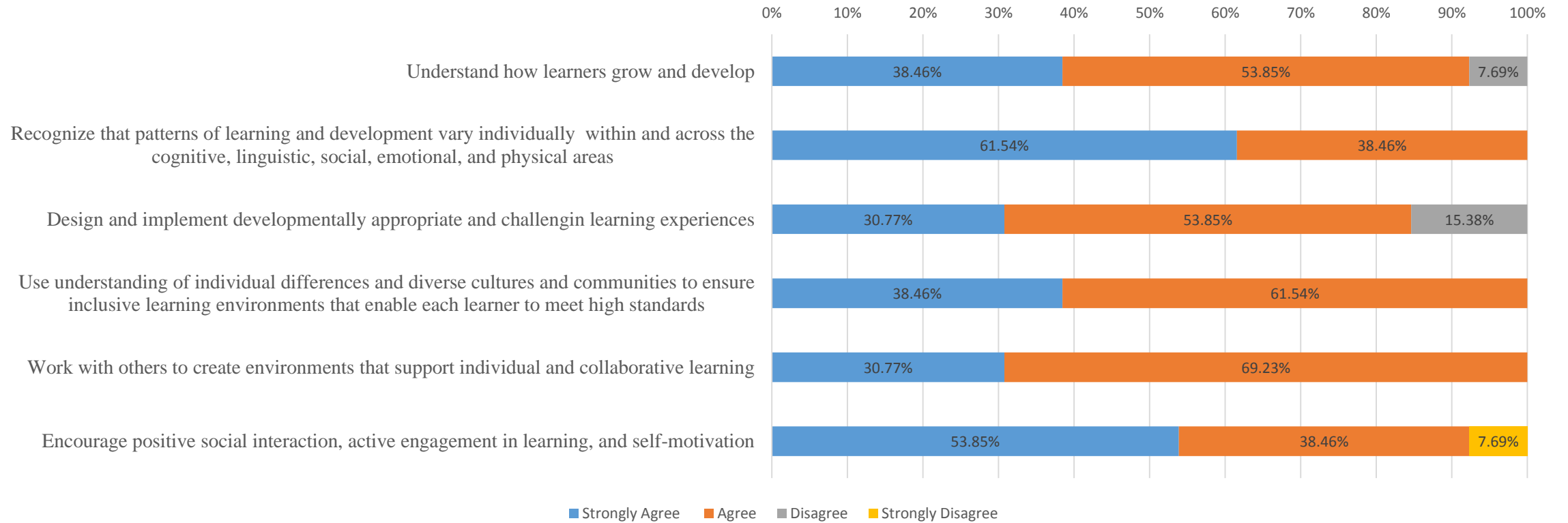
Satisfaction of Completers

First Year Teacher Survey

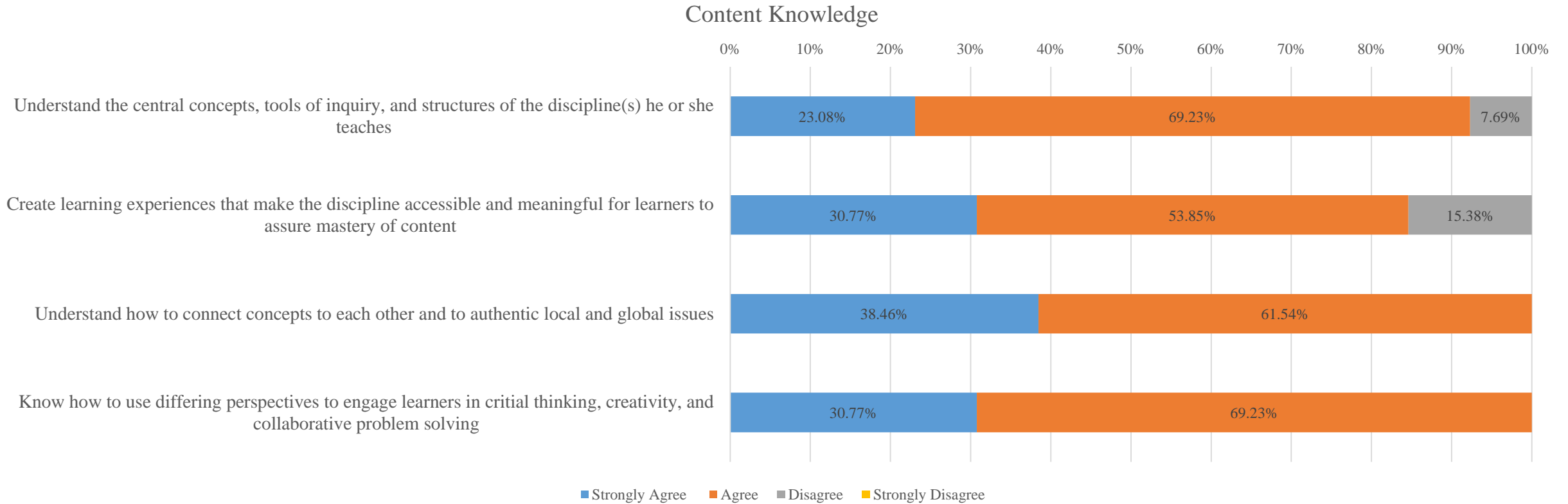
The Office of Educational Quality and Accountability creates and administers a survey to all first year teachers every spring. The survey is aligned to the InTASC standards and seeks information from program completers about the preparation provided by the EPP.

First Year Teacher Survey

Learner & Learning

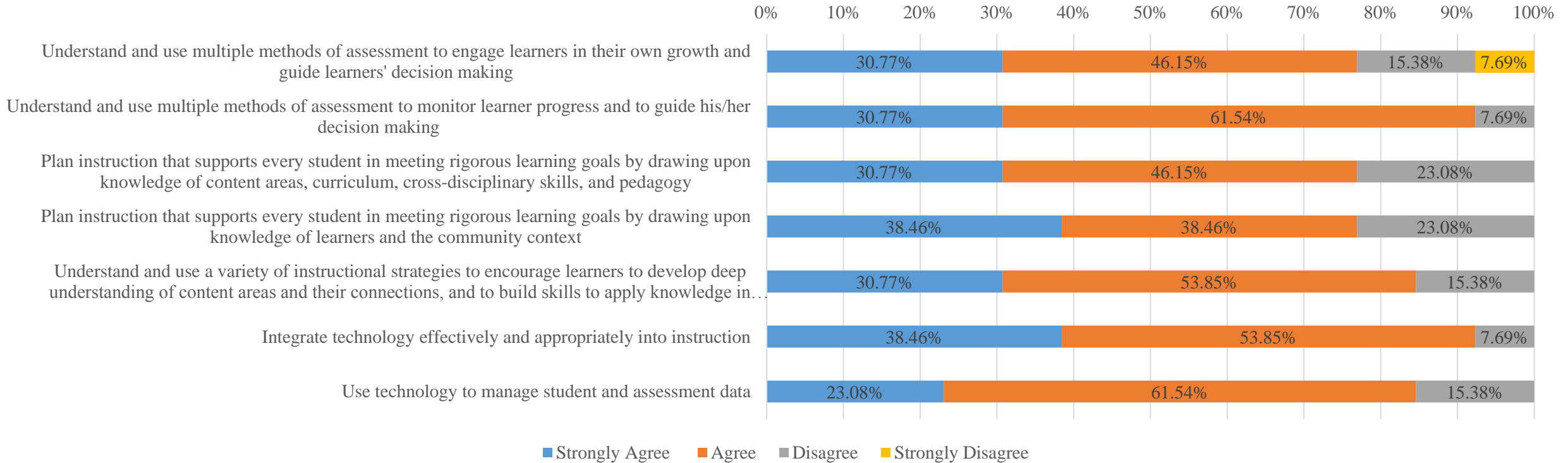


First Year Teacher Survey

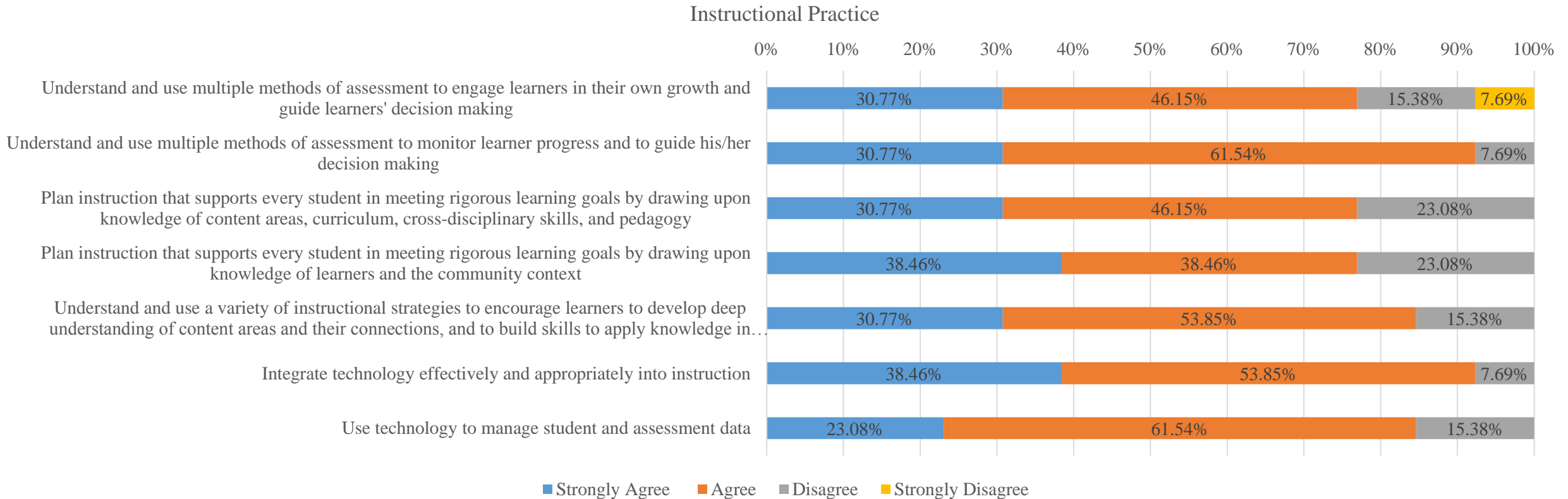


First Year Teacher Survey

Instructional Practice



First Year Teacher Survey



Analysis of Data:

- The survey consists of statements aligned with the InTASC standards to which respondents indicate the extent to which they agree using a Likert rating scale of 1-4 with 1=strongly disagree; 2-disagree; 3=agree; 4=strongly agree to each of the statements.
- Seventy-eight percent to 95% of first year teachers “Agree” or “Strongly Agree” with each statement regarding being prepared to teach.
- Qualitative data show that classroom management is the area in which completers feel they need more preparation followed by reading instruction and working with exceptionalities.

Advanced Employers

Analysis of Data: Employer Focus Group

- Initial focus groups comprised of administrators from three key partner school districts
- Qualitative data show employers are very satisfied with the advanced programs leading to certification.
- Employers state milestones are demonstrated by advanced completers' ability to maintain their positions as school counselors, principals, and reading specialists after being placed in those positions.
- Employers state biggest problem is shortage in the number of completers in the advanced programs

Advanced Completers

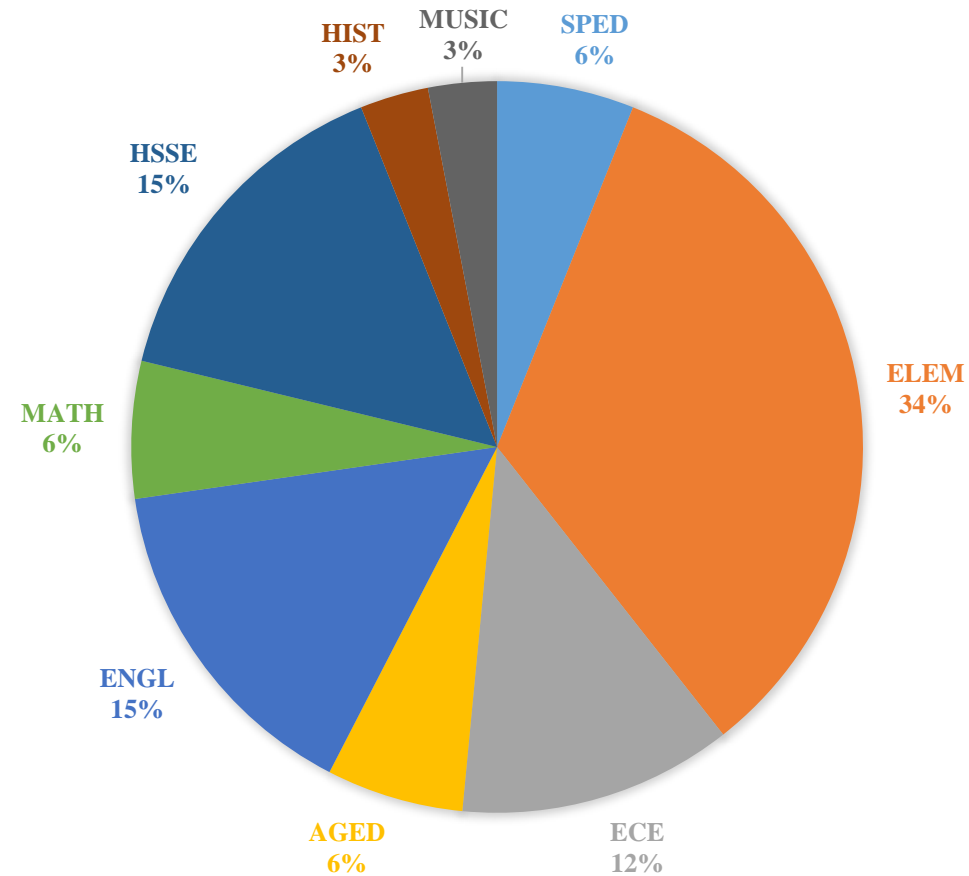
Analysis of Data: Completers Focus Group

- Initial focus group comprised of completers in the reading specialist and educational leadership advanced programs
- Qualitative data show completers are very satisfied with the advanced programs leading to certification
- Completers state examples of milestones are being named “Teacher of the Year” and “Rising Star” at the building level
- An area for improvement in the reading specialist program is to add more “face to face” opportunities in the coursework.

Graduation Rates

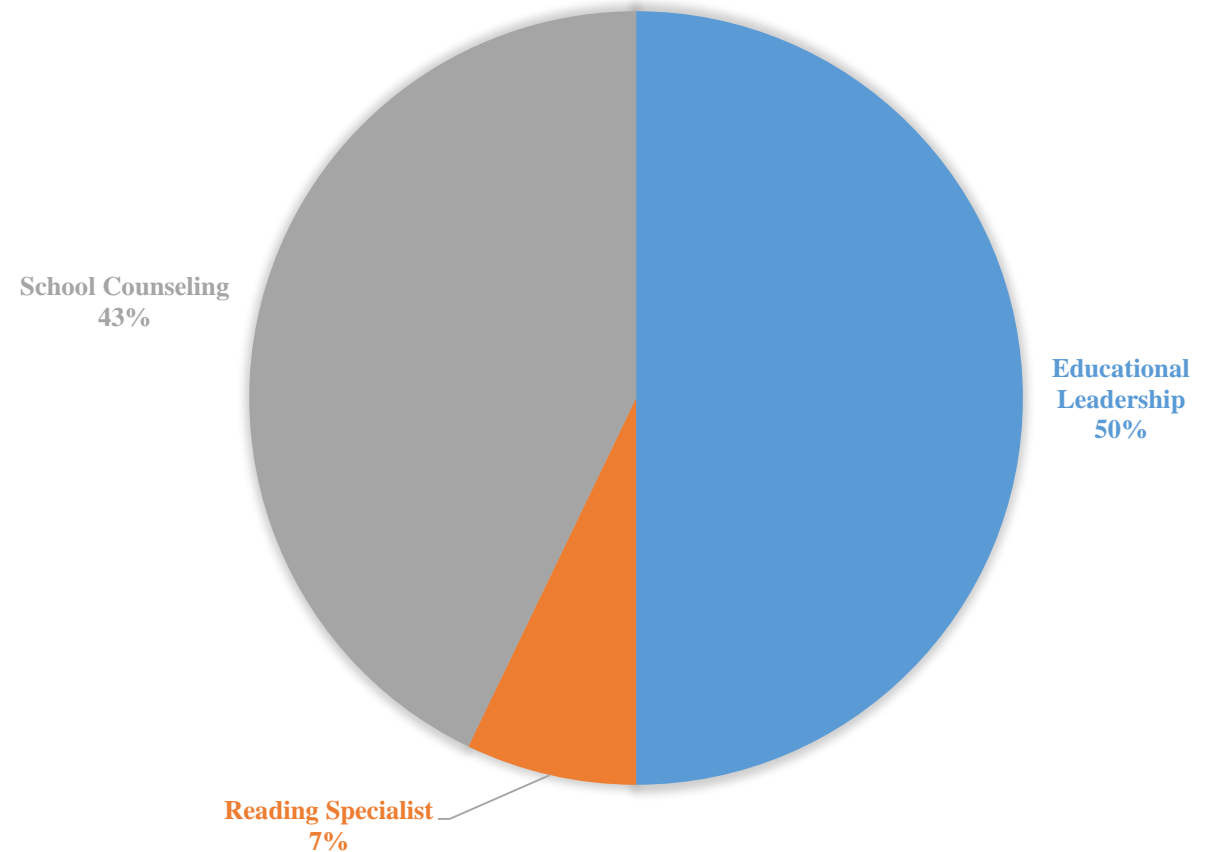
Initial Level Graduation Rates

In 2018-2019, Northwestern Oklahoma State University had 33 completers in 9 content areas.



Advanced Level Graduation Rates

In 2018-2019, Northwestern Oklahoma State University had 14 completers in 3 content areas.



Ability to Meet Licensing Requirements

Certification Exams

In addition to completing an accredited university program, Oklahoma requires three tests with passing scores in order to receive a teaching certificate. The tests are the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE).

The Office of Educational Quality and Accountability (OEQA) is responsible for the development and implementation of the competency-based assessment system for educator licensure/certification in the state of Oklahoma.

- The **Oklahoma General Education Test (OGET)** designed to assess state core general education knowledge and skills, including critical thinking, computation, and communications.
- The **Oklahoma Subject Area Tests (OSAT)** designed to assess subject matter knowledge and skills.
- The **Oklahoma Professional Teaching Examination (OPTE)** designed to assess professional knowledge and skills needed by entry-level Oklahoma educators.

Oklahoma General Education Test (OGET)

Year	NWOSU N =	NWOSU % Pass	State N =	State % Pass
2018-2019	39	74.4	1835	79.1

Candidates must have a passing score of 240 or higher in order to be admitted to the Teacher Education Program.

Oklahoma Subject Area Test (OSAT)

2018-2019 OSAT SCORES				
TEST	NWOSU		STATE	
	N	%Pass	N	%Pass
Advanced Math	2	50.0%	31	74.2%
Agric Educ	-		42	85.7%
Biological Sciences	1	100.0%	30	60.0%
Chemistry	-		11	72.7%
Early Childhood	3	66.7%		67.4%
Elem Subtest 1	12	100.0%	549	91.4%
Elem Subtest 2	14	92.9%	569	84.4%
English	6	66.7%	110	76.4%
Instr/Gen Music	-		64	92.2%
Mid/Interm. Math	2	100.0%	27	63.0%
Mild/Moderate	-		84	77.4%
Physical Science	-		5	100.0%
Physical Ed/Health/Safety	1	100.0%	73	63.0%
US/OK Hist./Econ/Gov	3	66.7%	108	91.7%
World Hist/Geog	-		36	75.5%
Vocal/Gen Music	2	100.0%	45	84.4%
Principal, Elementary	8	50.0%	202	61.4%
Principal, Secondary	4	50.0%	177	65.5%
Reading Specialist	1	100.0%	37	100.0%
School Counselor	7	90.0%	117	80.5%
TOTAL	66	80.9%	2,317	78.34%

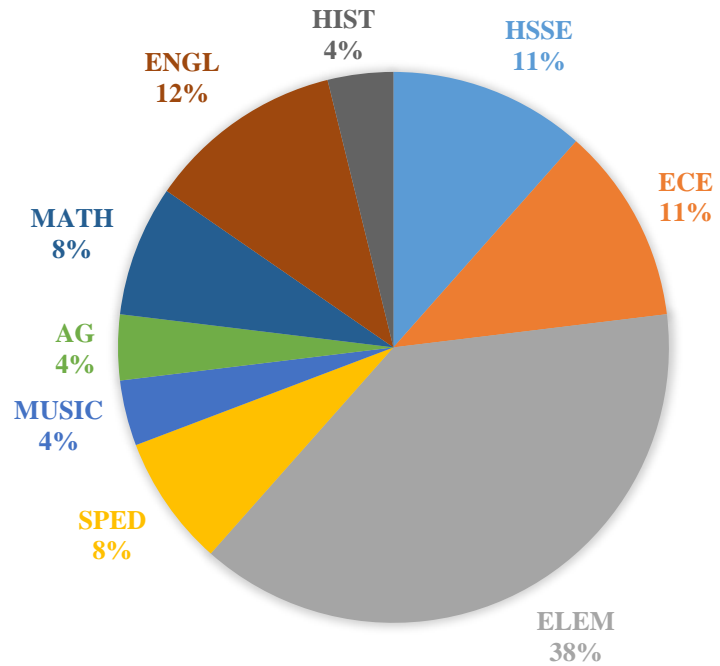
Oklahoma Professional Teaching Examination Subject Area Test (OPTe)

	NWOSU		State	
	Taken	Pass Rate	Taken	Pass Rate
OPTe PK-8	18	88.9%	779	88.8%
OPTe 6-12	16	100.0%	433	97.9%

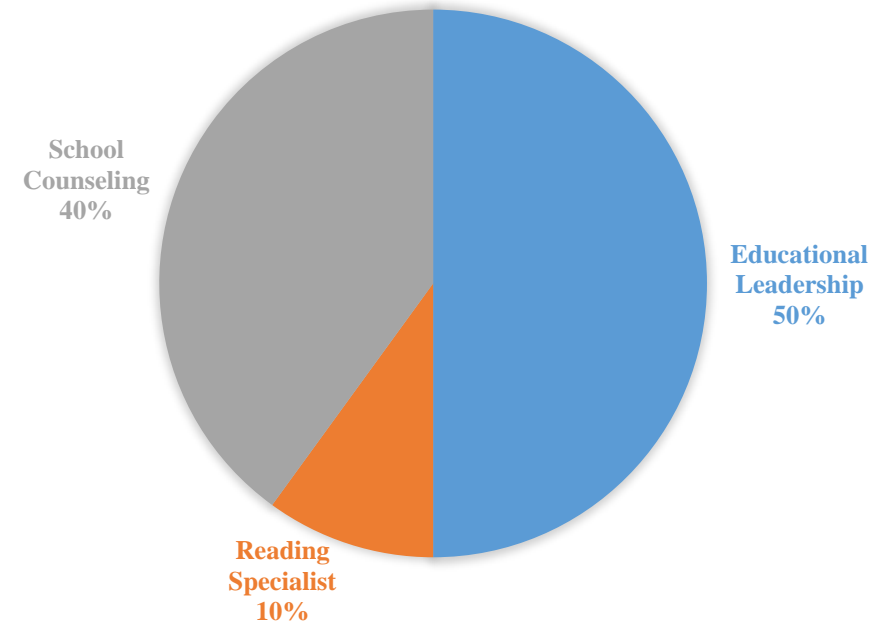
Ability of Completers to be Hired

NWOSU Completers Hired in Education Positions

Initial Level Completers

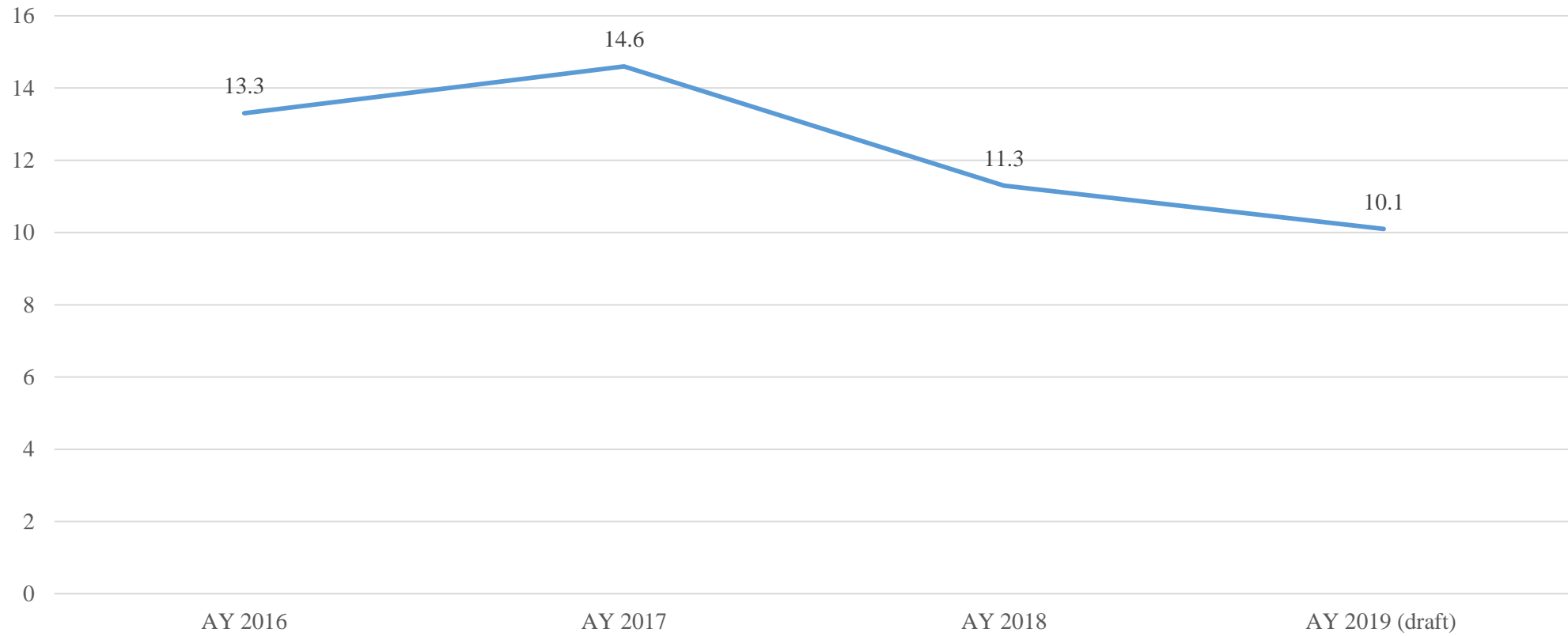


Advanced Completers



Consumer Information

Institutional Loan Default Rate Initial/Advanced 3 Year Cohort



Northwestern Oklahoma State University provides additional consumer information on its website:

[Title II Report](#)

[CAEP Annual Report](#)

[Assessment and Institutional Effectiveness](#)

[Factbook for Northwestern Oklahoma State University](#)

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