

Statistical Data

2016 – 2017

School of Education

**Southern Nazarene
University**

Fall 2017

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

**Admission Interview Data
Fall 2016 / Spring 2017 / Fall 2017**

Criteria	Fall 2016 (n=20)	Spring 2017 (n=13)	Fall 2017 (n=11)	Composite (n=11)
Learner Development	2.16	2.04	2.46	2.22
Learner Development: Diversity	2.16	2.21	2.23	2.20
Learner Development: Language and Culture	2.24	2.18	2.69	2.37
Learner Differences: Approaches to Learning	2.05	2.14	2.54	2.24
Learner Differences: Emotional Needs	2.11	2.14	2.92	2.39
Learner Differences: Language Acquisition	2.42	2.11	2.77	2.43
Learner Differences: Family and Community	2.11	2.07	2.54	2.24
Learner Differences: Diverse Values	2.26	2.11	2.85	2.41
Planning Instruction: Technology	2.21	2.11	2.77	2.36
Technology: Strategies	2.26	2.11	2.69	2.35
Demeanor	2.32	2.07	2.69	2.36
Reason for Teaching	2.37	2.46	3.00	2.61
Purpose for Public Education	2.47	2.36	3.00	2.61
Average Rating	2.21 SD =.122	2.38 SD =.116	2.69 SD =.213	2.43 SD =.126

Rating Scale:

Target - 3 pts.
Acceptable - 2 pts.
Unacceptable - 1 pt.

Target = 67-75 pts.; 90-100%
Acceptable = 52-66 pts.; 70-89%
Unacceptable = 51 pts. and below

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Philosophy of Education - ED 2111

Criteria	2014-15	2015-16	2016-17
Purpose of education	4.7	4.46	4.62
Role of the teacher	4.8	4.58	4.88
Learning theories	4.5	4.24	3.49
Purpose of curriculum	4.3	4.17	4.10
Type of assessment	4.1	4.12	3.88
School and family relationships	4.8	4.32	4.00
SNU Educator Preparation Mission Statement			4.37
Mechanics	4.9	4.92	3.61
Overall	4.58	4.40	4.12

Philosophy of Education - Student Teaching

Criteria	2014-15	2015-16	2016-17
Purpose of education	3.89	3.71	2.08
Role of the teacher	4.63	4.65	2.85
Learning theories	3.16	2.41	2.06
Purpose of curriculum	3.68	3.82	2.53
Type of assessment	4.21	4.18	2.49
School and family relationships	4.11	4.29	2.71
SNU Educator Preparation Mission Statement			2.47
Mechanics	3.00	2.94	2.23
Overall	3.81	3.10	2.43

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CONCEPTUAL FRAMEWORK

Aggregate Data

Disaggregated by Program

CRITERIA	Program	Fall 2016	Spring 2017	Fall 2017
Christian Base	AGGREGATE DATA	2.72	2.86	3.00
	Early Childhood			
	Elementary			3.00
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
General Education	AGGREGATE DATA	2.72	2.86	2.86
	Early Childhood			
	Elementary			2.86
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Specialization Courses	AGGREGATE DATA	2.44	2.86	2.86
	Early Childhood			
	Elementary			2.86

	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Profession Education Courses	AGGREGATE DATA	2.44	2.86	2.86
	Early Childhood			
	Elementary			2.86
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Learner & Learning: Learner Development	AGGREGATE DATA	2.11	2.14	2.29
	Early Childhood			
	Elementary			2.29
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Learner & Learning: Learning Differences	AGGREGATE DATA	2.22	2.57	2.43
	Early Childhood			
	Elementary			2.43
	English			

	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Learner & Learning: Learning Environment (INTASC 3)	AGGREGATE DATA	2.44	2.86	2.71
	Early Childhood			
	Elementary			2.71
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Content Knowledge (INTASC 4)	AGGREGATE DATA	1.56	2.83	2.86
	Early Childhood			
	Elementary			2.86
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Application of Content (INTASC 5)	AGGREGATE DATA	2.17	2.71	2.14
	Early Childhood			
	Elementary			2.14
	English			
	HPER			

	Math			
	Music			
	Science			
	Social Studies			
Instructional Practice: Assessment (INTASC 6)	AGGREGATE DATA	2.06	2.71	2.29
	Early Childhood			
	Elementary			2.29
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Instructional Practice: Planning for Instruction (INTASC 7)	AGGREGATE DATA	1.78	2.71	2.29
	Early Childhood			
	Elementary			2.29
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Instructional Practice: Instructional Strategies (INTASC 8)	AGGREGATE DATA	2.06	3.00	2.43
	Early Childhood			
	Elementary			2.43
	English			
	HPER			

	Math			
	Music			
	Science			
	Social Studies			
Professional Learning and Ethical Practices (INTASC 9)	AGGREGATE DATA	1.83	3.00	2.00
	Early Childhood			
	Elementary			2.00
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Leadership and Collaboration (INTASC 10)	AGGREGATE DATA	1.72	2.57	2.29
	Early Childhood			
	Elementary			2.29
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			
Technology	AGGREGATE DATA	2.39	2.86	2.86
	Early Childhood			
	Elementary			2.86
	English			
	HPER			

Disaggregated
by Program

	R a t i o n	Math			
		Music			
		Science			
		Social Studies			
All students can learn	S c a l e : = 3 p t	AGGREGATE DATA	2.94	2.50	1.29
		Early Childhood			
		Elementary			1.29
		English			
		HPER			
		Math			
		Music			
		Science			
		Social Studies			
Mechanics	. / A c c e p t b l e = 2 p t s	AGGREGATE DATA	1.83	2.29	1.29
		Early Childhood			
		Elementary			1.29
		English			
		HPER			
		Math			
		Music			
		Science			
		Social Studies			

./ Unacceptable =1 pt.

COHORT GROUP #1										
SUBJECT	GPA	TOTAL INDUCTEES SPRING 2015	FEMALE	MALE	HISPANIC	AMERICAN INDIAN	ASIAN	AFRICAN AMERICAN	WHITE	GRADUATED
Elementary Candidate #1	3.40		x						x	5/15
Elementary Candidate #2	3.81		x						x	5/16
Elementary Candidate #3	2.84		x						x	5/15
Elementary Candidate #4	3.29		x						x	12/15
Elementary Candidate #5	2.66		x		x					12/15
Math Candidate #1	3.68		x						x	12/16
Physical Ed Candidate #1	3.08			x		x				5/16
Physical Ed Candidate #2	3.19			x					x	5/16
Science Candidate #1	3.64		x						x	---
Music Candidate #1	3.30		x						x	12/15
Music Candidate #2	3.08		x						x	5/16
Music Candidate #3	3.04		x						x	5/16
English Candidate #1	4.00		x						x	5/17
TOTAL	3.31	13								12

[illegible]

TOTAL	3.38	12								10
Standard Deviation	0.49									
% of students below 3.0	12.00									
COHORT GROUP #3										
SUBJECT	GPA	TOTAL INDUCTEES SPRING '16	FEMALE	MALE	HISPANIC	AMERICAN INDIAN	ASIAN	AFRICAN AMERICAN	WHITE	GRADUATED
Early Childhood Candidate #1	3.69		x		x					5/17
Early Childhood Candidate #2	3.75		x						x	5/17
Early Childhood Candidate #3	3.66		x						x	
Early Childhood Candidate #4	2.87		x						x	5/17
Elementary Candidate #1	3.66		x						x	12/16
Elementary Candidate #2	3.83		x						x	5/17
Elementary Candidate #3	3.89		x						x	12/16
Elementary Candidate #4	3.97		x						x	12/16
Elementary Candidate #5	3.02		x						x	5/17
Elementary Candidate #6	3.21		x						x	5/17
Elementary Candidate #7	3.46		x						x	12/16
Elementary	3.60		x						x	5/17

Candidate #8										
Social Studies Candidate #1	3.03			x					x	12/17
Social Studies Candidate #2	3.15		x						x	12/16
Science Candidate #1	3.44		x						x	5/17
Music Candidate #1	3.09			x					x	12/16
Music Candidate #2	2.69		x						x	12/16
Music Candidate #3	3.55		x						x	12/16
English Candidate #1	3.10			x					x	5/17
TOTAL	3.40	19								18
Standard Deviation	0.34									
% of students below 3.0	10.52									

COHORT GROUP #4

SUBJECT	GPA	TOTAL INDUCTEES FALL '16	FEMALE	MALE	HISPANIC	AMERICAN INDIAN	ASIAN	AFRICAN AMERICAN	WHITE	GRADUATED
Early Childhood Candidate #1	2.90		x						x	5/17
Early Childhood Candidate #2	3.69		x						x	5/17
Early Childhood Candidate #3	3.32		x			x				12/17
Early Childhood	3.66		x						x	12/17

Deviation										
% of students below 3.0	31.57									
COHORT GROUP #5										
SUBJECT	GPA	TOTAL INDUCTEES SPRING '17	FEMALE	MALE	HISPANIC	AMERICAN INDIAN	ASIAN	AFRICAN AMERICAN	WHITE	GRADUATED
Early Childhood Candidate #1	3.84		x						x	
Early Childhood Candidate #2	3.73		x			x				
Early Childhood Candidate #3	2.92		x						x	
Elementary Candidate #1	2.70		x						x	12/17
Elementary Candidate #2	3.43		x						x	
Elementary Candidate #3	3.24		x						x	12/17
Elementary Candidate #4	3.54		x						x	
Elementary Candidate #5	3.70		x						x	
Elementary Candidate #6	3.76		x						x	
Elementary Candidate #7	3.03		x						x	12/17
Elementary Candidate #8	3.42		x						x	
Elementary Candidate #9	3.38		x						x	
Social Studies	2.57			x					x	5/17

Candidate #1									
Music Candidate #1	3.98		x					x	
Music Candidate #2	3.73		x				x		
TOTAL	3.40	15							4
Standard Deviation	0.43								
% of students below 3.0	20.00								

COHORT GROUP #6

SUBJECT	GPA	TOTAL INDUCTEES FALL '17	FEMALE	MALE	HISPANIC	AMERICAN INDIAN	ASIAN	AFRICAN AMERICAN	WHITE	GRADUATED
Elementary Candidate #1	3.69		x						x	
Elementary Candidate #2	3.55		x						x	
Elementary Candidate #3	3.71		x						x	
Elementary Candidate #4	3.66		x		x					
Social Studies Candidate #1	3.05			x				x		
Social Studies Candidate #2	3.65			x					x	
Social Studies Candidate #3	2.95		x						x	
Math Candidate #1	3.15			x	x					
Physical Ed	3.43			x					x	

Candidate #1										
Music Candidate #1	3.62		x						x	
Music Candidate #2	3.51			x					x	
TOTAL	3.45	11								0
Standard Deviation	0.274									
% of students below 3.0	9.09									

COHORT GROUP #7

SUBJECT	GPA	TOTAL INDUCTEES SPRING '18	FEMALE	MALE	HISPANIC	AMERICAN INDIAN	ASIAN	AFRICAN AMERICAN	WHITE	GRADUATED
Early Childhood Candidate #1	3.45		X						X	
Early Childhood Candidate #2	3.36		X						X	
Early Childhood Candidate #3	4.00		X						X	
Early Childhood Candidate #4	3.54		X						X	
Elementary Candidate #1	3.72		X						X	
Elementary Candidate #2	2.79		X						X	
Elementary Candidate #3	3.96		X						X	
Elementary Candidate #4	3.15		X						X	
Elementary	3.29		X						X	

Candidate #5										
Elementary Candidate #6	3.86		X						X	
Math Candidate #1	3.91			X					X	
Music Candidate #1	3.37			X					X	
Music Candidate #2	3.73			X		X				
Music Candidate #3	3.53		X		X					
Physical Ed Candidate #1	3.18								X	
Physical Ed Candidate #2	3.17			X					X	
Social Studies Candidate #1	2.71			X					X	
TOTAL	3.45	17								0

INDUCTION GROUP 5 -SPRING 2017				
<u>DATE</u>	<u>FIRST NAME</u>	<u>LAST NAME</u>	<u>MAJOR</u>	<u>GPA</u>
OCT '16	JENNIFER	BOYES	MUSIC ED	3.98
OCT '16	HEATHER	DIGIANTOMASSO	ELEMENTARY	2.70
NOV '16	SARA	CAMPBELL	E CHILDHOOD	3.84
NOV '16	ANNIE	HOLLIDAY	ELEMENTARY	3.43
DEC '16	LEANNE	CALFY	E CHILDHOOD	3.73
DEC '16	RICHARD	GLENN	S STUDIES	2.57
DEC '16	HOPE	MARTIN	ELEMENTARY	3.24
DEC '16	FAITH	WHEELER	ELEMENTARY	3.54
DEC '16	RACHEL	DOERNEMAN	ELEMENTARY	3.70
DEC '16	JAYDA	BABCOCK	E CHILDHOOD	2.92
JAN '17	AHRM (REBEKAH)	JEONG	MUSIC ED	3.73
JAN '17	MAKENZIE	COLTON	ELEMENTARY	3.76
JAN '17	KAYLA	HUBBARD	ELEMENTARY	3.03
JAN '17	BLAIR	PETTY	ELEMENTARY	3.42
FEB '17	JACI	WISE	ELEMENTARY	3.38
		GPA Average		3.40

INDUCTION GROUP 6 -FALL 2017				
<u>DATE</u>	<u>FIRST NAME</u>	<u>LAST NAME</u>	<u>MAJOR</u>	<u>GPA</u>
APR '17	ANNA	COCHRAN	ELEMENTARY	3.69
DEC '16	IVAN	MAYSONET	MATH	3.15
JUNE '17	MERRITT	SUENRAM	PE	3.43
JULY '17	SHELBY	REUST	MUSIC ED	3.62
JULY '17	BRETT	SMITH	MUSIC ED	3.51
JULY '17	TAYLOR	SULLIVAN	S STUDIES	2.95
MAY '17	NIKI	SPOHN	ELEMENTARY	3.55
AUG '17	JESSICA	BAYNE	ELEMENTARY	3.71
AUG '17	SARAH	ROVENSTINE	ELEMENTARY	3.66
AUG '17	KEITH	BRECKENRIDGE	S STUDIES	3.05
JULY '17	HUNTER	JONES	S STUDIES	3.65
		GPA Average		3.45

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Field Observation Evaluations:
Introduction To Education (1A) & Foundations of Education (1B)
Each of these observations are completed by the teacher that received the SNU student observer.

Three point scale: Target = 3, Acceptable = 2, Unacceptable = 1.

Introduction To Education (1A) Criteria Students enrolled in this course are normally first semester Freshman.	2014-15 (n=51)	2015-16 (n=19)	2016-17 (n=40)
Dependability	2.92	2.79	2.83
Enthusiasm	2.33	2.58	2.43
Courtesy	2.92	2.89	2.85
Initiative	2.35	2.53	2.50
Grooming	2.84	2.58	2.65
Relationship to Students	2.63	2.79	2.87
Relationship to Cooperating Teacher	2.63	2.84	2.79

Three point scale: Target = 3, Acceptable = 2, Unacceptable = 1.

Foundations of Education (1B) Criteria Students enrolled in this course are required to have a minimum of 24 hours.	2014-15 (n=36)	2015-16 (n=21)	2016-17 (n=24)
Dependability	2.86	2.86	2.71
Enthusiasm	2.55	2.48	2.42
Courtesy	2.94	2.86	2.83
Initiative	2.55	2.40	2.58
Grooming	2.78	2.67	2.79
Relationship to Students	2.92	2.90	3.00
Relationship to Cooperating Teacher	2.92	2.81	2.88

These areas / criteria have historically been the two areas that score the lowest.

SCALE: **Target = 2.70 - 3.00**
 Acceptable = 2.10 - 2.69
 Unacceptable = 1.00 - 2.09

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Electronic Portfolio #1
Fall 2016 / Spring 2017 / Fall 2017

*New Rubric: Fall 2016 the Portfolio changed the criteria and specific guidelines. The new Portfolio remained a five (5) point scale. In the Spring of 2017 the rating scale was changed from a five (5) point scale to a three (3) point scale, but using the same criteria and guidelines. In the Fall 2017 new criteria and guidelines were developed in order for the criteria to better match national and state standards. A three(3) point scale (Target=3, Acceptable=2, Unacceptable=1) is the current scale. Validity was established through content validity. Reliability was internal reliability.

Criteria	*Fall 2016 (n=20) 5 Pt. Scale	*Spring 2017 (n=28) 3 Pt. Scale	*Fall 2017 (n=13)	Composite (n=41) Sp '17, Fa '17
Conceptual Framework Essay (ED 2162) <i>Cognitive, linguistic, social, emotional, and physical development of students)</i>	4.70	2.54	2.77	2.76
Observation Reflection Form I A (ED 2111) <i>(Modifications for ELL, gifted, and other special needs)</i>	3.40	2.04	2.46	2.62
Observation Reflection Form I B (ED 2162) <i>(Modifications for ELL, gifted, and other special needs)</i>	4.35	3.00	2.85	2.65
Observation Reflection Form I A (ED 2111) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	3.50	2.07	2.46	2.65
Observation Reflection Form I B (ED 2162) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	4.45	3.00	2.85	2.65
Observation Reflection Form I A (ED 2111) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	3.55	2.14	2.46	2.65
Observation Reflection Form I B (ED 2162) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	4.50	3.00	2.85	2.65
Philosophy of Ed (ED 2162) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)</i>	4.60	2.43	2.85	2.85
Conceptual Essay (ED 2162) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)</i>	4.55	2.50	2.77	2.81
All SNU Reflection Forms in Portfolio <i>All SNU Reflection Forms in Portfolio (Adaptations for communities; adaptations to meet needs of all learners)</i>	5.00	3.00	2.92	2.85
Evidence of volunteer project	4.75	2.93	3.00	2.96
Overall Average Rating	4.30 SD =.555	2.60 SD =.400	2.75 SD =.196	2.68 SD =.115

Rating Scale:

Target - 3 pts. (On the Portfolio #1 rubric, there is a description of
Acceptable - 2 pts. what is expected in order to receive a Target,
Unacceptable - 1 pt. Acceptable or Unacceptable rating.)

Target = 27-33 pts.; 90-100%
Acceptable = 23-26 pts.; 70-89%
Unacceptable = 22 pts. and below

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Electronic Portfolio #2
Fall 2016 / Spring 2017 / Fall 2017

*There are 3 possible points for each required artifact placed in the portfolio.
Validity was established through content validity. Reliability was internal reliability.

Criteria	Fall 2016 (n=20) 5 Pt. Scale Old Portfolio	*Spring 2017 (n=13) <u>3 Pt. Scale</u>	*Fall 2017 (n=23)	Composite (n=36) Sp "17, Fa "17
PDM TWS (ED 4273) (Modifications for EL, gifted, and other special needs)	Old Portfolio SEE BELOW	3.00	2.96	2.98
Integrated Unit from Major (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs))		2.85	2.91	2.88
Documentation of First Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)		3.00	2.91	2.96
Documentation of Second Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)		2.54	2.78	2.66
Ed Psychology Case Study (ED 3223) (Reflect on cognitive, social, emotional, physical, linguistic growth inside and outside of school)		2.69	2.78	2.74
Documentation of First Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)		2.77	2.91	2.84
Documentation of Second Field Experience (Evidence of meeting needs of diverse cultures)		3.00	2.96	2.98
Integrated Unit from Major (Lesson plans with modifications)		3.00	2.96	2.98
PDM TWS (ED 4273) (Lesson plans with modifications; Technology piece)		3.00	2.96	2.98
PDM TWS (ED 4273) (Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)		2.85	2.91	2.88
PDM TWS (ED 4273) (Multi-modal presentation)		3.00	2.96	2.98
Integrated Unit from Major (Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)		2.62	2.87	2.74

PDM TWS (ED 4273) (<i>Assessment plan</i>)		3.00	2.96	2.98
Integrated Unit from Major (<i>Documentation of integration and reflection on community context</i>)		3.00	2.87	2.93
PDM TWS (ED 4273) (<i>Documentation of integration and reflection on community context</i>)		2.88	2.91	2.89
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio (<i>Adaptations for communities; adaptations to meet needs of all learners</i>)		3.00	2.96	2.98
Overall Average Rating		2.85 SD = .155	2.91 SD = .060	2.88 SD = .104

Rating Scale:

Target - 3 pts.

Acceptable - 2 pts.

Unacceptable - 1 pt.

(On the Portfolio #2 rubric, there is a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Target = 43-48 pts.; 90-100%

Acceptable = 33-42 pts.; 70-89%

Unacceptable = 32 pts. and below

Criteria	Fall 2016 (n=20) 5 Pt. Scale Old Portfolio
General Education: Math artifact	4.73
General Education: Science artifact	4.60
General Education: English artifact	4.73
General Education: History artifact	4.44
General Education: Religion artifact	5.00
Documentation of First Field Experience Observation experience in Introduction to Education and Foundations of Education NOT to be included.	4.91
Documentation of Second Field Experience Observation experience in Introduction to Education and Foundations of Education NOT to be included.	4.87
PDM TWS (ED 4273)	4.90
Integrated Unit from Major	4.72
Computer presentation - PDM	4.87
Discipline plan - PDM	4.47
Diagram and description of classroom - TWS	4.87

Assessment plan - TWS	487
Peer evaluation of teaching	4.87
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio (<i>Adaptations for communities; adaptations to meet needs of all learners</i>)	473
Overall Average Rating	4.75

The "Old" Portfolio was based on a five (5) point scale:

Unacceptable (0 points) - All reflections are typed but there is at least one mechanical error. Candidate does not clearly relate artifact to competency, and s/he gives only one way that the experience help she/him grow into a professional decision maker.

Acceptable (3 points) - All reflections are typed without any mechanical errors. Candidate clearly states one way that artifact related to competency and two ways that the experience helped she/him grow into a professional decision maker.

Target (5 points) - All reflections are typed without any mechanical errors. Candidate clearly states two ways that artifact related to competency and three ways that the experience helped she/him grow into a professional decision maker.

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Electronic Portfolio #3
Fall 2016 / Spring 2017 / Fall 2017

*Electronic Portfolio #1 was developed and used Fall 2016. Electronic Portfolio #2 was first administered Spring 2016. Electronic Portfolio #3 and #4 were phased into the program Fall 2017.

- There are 3 possible points for each required artifact placed in the portfolio.
- Validity was established through content validity. Reliability was internal reliability.
- The sample size (n) was too small to calculate any statistical significance.

Criteria	Fall 2016 (n=20) 5 Pt. Scale	Spring 2017 (n=13) 5 Pt. Scale	*Fall 2017 (n=11)	Composite (n=11) Fall 2017
Field Experience from Survey of Exceptional Child (ED 4141) <i>(Documentation of addressing social, cognitive, physical, linguistic, and emotional needs)</i>	Old Portfolio SEE BELOW	Old Portfolio SEE BELOW	3.00	3.00
Clinical Experience TWS (ED 4xx5) <i>(Age-appropriate tasks; Blooms tasks; Reference to Gardner's MI; Modifications for EL, gifted, and other special needs)</i>			2.91	2.91
Clinical Experience TWS (ED 4xx5) <i>(Evidence on meeting needs of diverse cultures)</i>			2.91	2.91
Diversity Awareness Essay (ED 4710) <i>(Reflection on meeting needs of diverse cultures)</i>			2.91	2.91
Field Experience from Survey of Exceptional Child (ED 4141) <i>(Documentation of addressing needs of diverse cultures)</i>			2.91	2.91
Clinical Experience TWS (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>			3.00	3.00
Clinical Experience Part A Evaluation from University Supervisor (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>			2.91	2.91
Clinical Experience Part A Evaluation from Cooperating Teacher (ED 4xx5) <i>(Different grouping; Teaching strategies)</i> Documentation of Colleague Interaction (ED 4700, Seminar 2)			2.91	2.91
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)			2.91	2.91
Diversity Awareness Essay (ED 4710) <i>(Documentation of diverse learning needs)</i>			2.91	2.91

Clinical Experience TWS (ED 4xx5) <i>(Lesson plans with modifications for diverse learners)</i>	Old Portfolio SEE BELOW	Old Portfolio SEE BELOW	2.91	2.91
Clinical Experience TWS (ED 4xx5) <i>(Diagram & Description of Classroom)</i> (ED 4xx5)			2.91	2.91
Clinical Experience TWS (ED 4xx5) <i>(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student activities)</i>			2.91	2.91
Video from CE and Self-Evaluation (ED 4700) <i>(Documentation of use of Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)</i>			3.00	3.00
Clinical Experience Evaluation Part A from University Supervisor (ED 4700) <i>(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)</i>			2.91	2.91
Clinical Experience Evaluation Part A from Cooperating Teacher (ED 4700) <i>(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)</i>			2.91	2.91
Clinical Experience TWS (ED 4xx5) <i>(Assessment plan)</i>			2.91	2.91
Clinical Experience TWS (ED 4xx5) <i>(Documentation of integration of content areas and reflection on community context)</i>			2.91	2.91
Philosophy of Ed (ED 4700, Seminar 1) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge)</i>			3.00	3.00
Revised Conceptual Essay (ED 4700, Seminar 1) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge)</i>			3.00	3.00
Clinical Experience TWS (ED 4xx5) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge)</i>			3.00	3.00
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio <i>(Adaptations for communities; adaptations to meet needs of all learners)</i>			2.91	2.91
Overall Average Rating	Old Portfolio SEE BELOW	Old Portfolio SEE BELOW	2.93 SD = .041	2.93

Rating Scale:

Target - 3 pts. (On the Portfolio #3 rubric, there is a description of
Acceptable - 2 pts. what is expected in order to receive a Target,
Unacceptable - 1 pt. Acceptable or Unacceptable rating.)

Target = 59-66 pts.; 90-100%
Acceptable = 46-58 pts.; 70-89%
Unacceptable = 45 pts. and below

OLD PORTFOLIO Criteria	Fall 2016 (n=15) 5 Pt. Scale Old Portfolio	Spring 2017 (n=23) 5 Pt. Scale
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Conceptual Framework (ED 4700, Seminar I)	4.20	4.13
Student Teacher (ST) form from cooperating teacher	5.00	5.00
ST form from university supervisor	5.00	5.00
Self Assessment of ST	4.87	4.83
ST - Teacher Work Sample (TWS)	5.00	5.00
Professional membership	5.00	5.00
One document of community / parent interaction	5.00	5.00
Two documents of colleague / school interaction	5.00	5.00
Philosophy of Education (ED 4700, Seminar I)	4.73	4.65
Legal aspects (ED 4700, Seminar II)	4.87	4.83
Inclusion paper (ED 4700, Seminar II)	4.20	4.22
Analysis of school setting - TWS	5.00	5.00
Overall Average Rating	4.82	4.80

The "Old" Portfolio was based on a five (5) point scale:

Unacceptable (0 points) - All reflections are typed but there is at least one mechanical error. Candidate does not clearly relate artifact to competency, and s/he gives only one way that the experience help she/him grow into a professional decision maker.

Acceptable (3 points) - All reflections are typed without any mechanical errors. Candidate clearly states one way that artifact related to competency and two ways that the experience helped she/him grow into a professional decision maker.

Target (5 points) - All reflections are typed without any mechanical errors. Candidate clearly states two ways that artifact related to competency and three ways that the experience helped she/him grow into a professional decision maker.

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Electronic Portfolio #4
Fall 2016 / Spring 2017 / Fall 2017

*Electronic Portfolio #1 was developed and used Fall 2016. Electronic Portfolio #2 was first administered Spring 2016. Electronic Portfolio #3 and #4 were faded into the program Fall 2017.

- There are 3 possible points for each required artifact placed in the portfolio.
- Validity was established through content validity. Reliability was internal reliability.
- The sample size (n) was too small to calculate any statistical significance.

Criteria	Fall 2016 (n=20) 5 Pt. Scale	Spring 2017 (n=13) 5 Pt. Scale	*Fall 2017 (n=11)	Composite (n=11) Fall 2017
Clinical Experience #2(ED 4xx5) Two (2) lesson plans <i>(Modifications for special needs)</i>	Old Portfolio SEE BELOW	Old Portfolio SEE BELOW	3.00	3.00
Diversity Awareness Essay (ED 4710) <i>(Reflection on meeting needs of diverse cultures)</i>			3.00	3.00
Field Experience from Survey of Exceptional Child (ED 4141) <i>(Documentation of addressing needs of diverse cultures)</i>			1.36	1.36
Clinical Experience #2 - Lesson Plans (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>			2.73	2.73
Clinical Experience #2 - Part A Evaluation from University Supervisor (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>			2.45	2.45
Clinical Experience #2(ED 4xx5) -Part A Evaluation from Cooperating Teacher (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>			3.00	3.00
-Documentation of Colleague Interaction (ED 4700, Seminar 2)			3.00	3.00
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)			3.00	3.00
Diversity Awareness Essay (ED 4710) <i>(Documentation of diverse learning needs)</i>			3.00	3.00
Clinical Experience #2 - (Lesson plans with modifications for diverse learners)			3.00	3.00

Clinical Experience #2 - Lesson Plans <i>(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student lessons and activities)</i>			2.73	2.73
Clinical Experience #2 - Evaluation Part A from University Supervisor (ED 4700) <i>(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)</i>	Old Portfolio SEE BELOW	Old Portfolio SEE BELOW	2.45	2.45
Clinical Experience #2 - Evaluation Part A from Cooperating Teacher (ED 4700) <i>(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)</i>			2.91	2.91
Clinical Experience #2 -Assessments scored <i>(Assessment plan)</i>			2.55	2.55
Clinical Experience #2 - Lesson Plans			2.91	2.91
Clinical Experience #2 - Demographic of School Setting <i>(Documentation of integration of content areas and reflection on community context)</i>			2.91	2.91
Clinical Experience #2 -Lesson Plans <i>(Instructional strategies; Higher level thinking skills; Application of knowledge)</i>			2.73	2.73
All SNU Reflection Forms in Portfolio <i>(Adaptations for communities; adaptations to meet needs of all learners)</i>			2.91	2.91
Documentation of School/Community Interaction from Clinical Experience #2 <i>(IEP meetings and Parent-Teacher conferences)</i>			2.55	2.55
Documentation of Colleague Interaction Clinical Experience #2 <i>(Team meetings, Faculty meetings, Grade or content-level meetings)</i>			2.91	2.91
Clinical Experience #2 - Self Evaluation of Professional Form A (Seminar III). <i>(Meeting needs of diverse learners)</i>			3.00	3.00
Clinical Experience #2 Evaluation Part A from University Supervisor <i>(Collaboration with families/communities)</i>			2.73	2.73

Clinical Experience #2 Evaluation Part A from Cooperating Teacher <i>(Collaboration with families/communities)</i>			2.45	2.45
Self-Evaluation Form of Videos from Clinical Experience #2 <i>(Changes from video 1 to video 2)</i>			2.91	2.91

All SNU Reflection Forms in Portfolio (<i>Adaptations for communities; adaptations to meet needs of all learners</i>)			3.00	3.00
Overall Average Rating	Old Portfolio SEE BELOW	Old Portfolio SEE BELOW	2.77 SD =.353	2.77

Rating Scale:

Target - 3 pts. (On the Portfolio #1 rubric, there is a description of
Acceptable - 2 pts. what is expected in order to receive a Target,
Unacceptable - 1 pt. Acceptable or Unacceptable rating.)

Target = 67-75 pts.; 90-100%
Acceptable = 52-66 pts.; 70-89%
Unacceptable = 51 pts. and below

OLD PORTFOLIO Criteria	Fall 2016 (n=15) 5 Pt. Scale Old Portfolio	Spring 2017 (n=23) 5 Pt. Scale Old Portfolio
Discipline Plan (ED 4700, Seminar III)	4.20	4.83
Student Teacher (ST) form from cooperating teacher	5.00	5.00
ST form from university supervisor	5.00	5.00
Self Assessment of ST	5.00	5.00
Video of ST, with Reflection	5.00	5.00
Student designed test	5.00	5.00
Assessment of three (3) students work	5.00	4.57
Analysis of lessons taught during ST	5.00	4.09
One document of community / parent interaction	4.50	4.35
Two documents of colleague / school interaction	4.50	5.00
Personal essay with goals	4.50	4.04
Analysis of school setting	5.00	3.74
Overall Average Rating	4.82	4.63

The "Old" Portfolio was based on a five (5) point scale:

Unacceptable (1 point) - All reflections are typed but there is at least one mechanical error. Candidate does not clearly relate artifact to competency, and s/he gives only one way that the

experience help she/him grow into a professional decision maker.

Acceptable (3 points) - All reflections are typed without any mechanical errors. Candidate clearly states one way that artifact related to competency and two ways that the experience helped she/him grow into a professional decision maker.

Target (5 points) - All reflections are typed without any mechanical errors. Candidate clearly states two ways that artifact related to competency and three ways that the experience helped she/him grow into a professional decision maker.

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EPP Transition Points
Disaggregate by Program
Fall 2016 / Spring 2017 / Fall 2017

Findings: # Passed / # Evaluated
Average Total Score

Spring 2017 & Fall 2017 Transition Points are based upon a three (3) pt. Scale: Target = 3, Acceptable = 2, Unacceptable = 1

PROGRAM	Transition Point #1			Transition Point #2			Transition Point #3			Transition Point #4		
	Fall 2016	Spring 2017	Fall 2017	Fall 2016	Spring 2017	Fall 2017	Fall 2016	Spring 2017	Fall 2017	Fall 2016	Spring 2017	Fall 2017
Early Childhood	2/2 2.73	4/4 2.50	2/2 2.73		3/3 2.90	4/4 2.94			3/3 3.00			3/3 2.77
Elementary	9/9 2.70	16/16 2.65	2/2 2.77		9/9 2.90	4/4 2.80			8/8 2.90			8/8 2.93
English	1/1 2.73	1/1 2.65										
HPER	2/2 2.86	1/1 2.45	2/2 2.55			4/4 2.97						
Math		1/1 2.73	2/2 2.73		1/1 3.00	1/1 2.19						
Music	4/4 2.66		3/3 2.82			4/4 3.00						
Science												
Social Studies	2/2 2.41	5/5 2.53	1/1 2.73			5/5 2.93						

Disaggregate data not collected Fall 2016;
ALL candidates Passed

Disaggregate data not collected
Fall 2016 (20/20)
& Spring 2017 (13/13);
ALL candidates Passed

Disaggregate data not collected
Fall 2016 (20/20)
& Spring 2017 (13/13);
ALL candidates Passed

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Transition Point #2
Fall 2016 / Spring 2017 / Fall 2017

*There are 3 possible points for each required artifact placed in the portfolio.
Validity was established through content validity. Reliability was internal reliability.

Criteria	Fall 2016 (n=20) 5 Pt. Scale Old Portfolio	*Spring 2017 (n=13) <u>3 Pt. Scale</u>	*Fall 2017 (n=23)	Composite (n=36) Sp '17, Fa '17
PDM TWS (ED 4273) (Modifications for EL, gifted, and other special needs)	Old Portfolio SEE BELOW	3.00	2.96	2.98
Integrated Unit from Major (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs))		2.85	2.91	2.88
Documentation of First Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)		3.00	2.91	2.96
Documentation of Second Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)		2.54	2.78	2.66
Ed Psychology Case Study (ED 3223) (Reflect on cognitive, social, emotional, physical, linguistic growth inside and outside of school)		2.69	2.78	2.74
Documentation of First Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)		2.77	2.91	2.84
Documentation of Second Field Experience (Evidence of meeting needs of diverse cultures)		3.00	2.96	2.98
Integrated Unit from Major (Lesson plans with modifications)		3.00	2.96	2.98
PDM TWS (ED 4273) (Lesson plans with modifications; Technology piece)		3.00	2.96	2.98
PDM TWS (ED 4273) (Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)		2.85	2.91	2.88
PDM TWS (ED 4273) (Multi-modal presentation)		3.00	2.96	2.98
Integrated Unit from Major (Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)		2.62	2.87	2.74

PDM TWS (ED 4273) <i>((Assessment plan)</i>		3.00	2.96	2.98
Integrated Unit from Major <i>(Documentation of integration and reflection on community context)</i>		3.00	2.87	2.93
PDM TWS (ED 4273) <i>(Documentation of integration and reflection on community context)</i>		2.88	2.91	2.89
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio <i>(Adaptations for communities; adaptations to meet needs of all learners)</i>		3.00	2.96	2.98
Overall Average Rating		2.85 SD =.155	2.91 SD =.060	2.88 SD =.104

Rating Scale:

Target - 3 pts.

Acceptable - 2 pts.

Unacceptable - 1 pt.

(On the Portfolio #2 rubric, there is a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Target = 43-48 pts.; 90-100%

Acceptable = 33-42 pts.; 70-89%

Unacceptable = 32 pts. and below

Criteria	Fall 2016 (n=20) 5 Pt. Scale Old Portfolio
General Education: Math artifact	4.73
General Education: Science artifact	4.60
General Education: English artifact	4.73
General Education: History artifact	4.44
General Education: Religion artifact	5.00
Documentation of First Field Experience Observation experience in Introduction to Education and Foundations of Education NOT to be included.	4.91
Documentation of Second Field Experience Observation experience in Introduction to Education and Foundations of Education NOT to be included.	4.87
PDM TWS (ED 4273)	4.90
Integrated Unit from Major	4.72
Computer presentation - PDM	4.87
Discipline plan - PDM	4.47
Diagram and description of classroom - TWS	4.87

Assessment plan - TWS	487
Peer evaluation of teaching	4.87
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio (<i>Adaptations for communities; adaptations to meet needs of all learners</i>)	473
Overall Average Rating	4.75

The "Old" Portfolio was based on a five (5) point scale:

Unacceptable (0 points) - All reflections are typed but there is at least one mechanical error. Candidate does not clearly relate artifact to competency, and s/he gives only one way that the experience help she/him grow into a professional decision maker.

Acceptable (3 points) - All reflections are typed without any mechanical errors. Candidate clearly states one way that artifact related to competency and two ways that the experience helped she/him grow into a professional decision maker.

Target (5 points) - All reflections are typed without any mechanical errors. Candidate clearly states two ways that artifact related to competency and three ways that the experience

helped she/him grow into a professional decision maker.

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Transition Point #2
Disaggregate by Program
Fall 2016 / Spring 2017 / Fall 2017

CRITERIA	Program	Fall 2016 OLD Portfolio	Spring 2017	Fall 2017
PDM TWS (ED 4273) (Modifications for ELL, gifted, and other special needs)	Early Childhood	See Below	3.00 (n=3)	3.00 (n=5)
	Elementary		3.00 (n=9)	3.00 (n=4)
	English			
	HPER			3.00 (n=4)
	Math		3.00 (n=1)	2.00 (n=1)
	Music			3.00 (n=4)
	Science			
	Social Studies			3.00 (n=5)
Integrated Unit from Major (<i>Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs</i>)	Early Childhood		3.00	3.00
	Elementary		2.78	2.75
	English			
	HPER			3.00
	Math		3.00	2.00
	Music			3.00
	Science			
	Social Studies			3.00
Documentation of First Field Experience (<i>Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs</i>)	Early Childhood		3.00	2.80
	Elementary		3.00	2.50
	English			
	HPER			3.00

	Math		3.00	2.00
	Music			3.00
	Science			
	Social Studies			2.80

Documentation of Second Field Experience <i>(Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)</i>	Early Childhood	See Below	2.33	2.80
	Elementary		2.56	2.50
	English			
	HPER			3.00
	Math		3.00	2.00
	Music			3.00
	Science			
	Social Studies			2.80
Ed Psychology Case Study (ED 3223) <i>(Reflect on cognitive, social, emotional, physical, linguistic growth inside and outside of school)</i>	Early Childhood		2.33	2.80
	Elementary		2.78	2.75
	English			
	HPER			3.00
	Math		3.00	3.00
	Music			3.00
	Science			
	Social Studies			3.00
Documentation of First Field Experience <i>(Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)</i>	Early Childhood		3.00	2.80
	Elementary		2.67	2.67
	English			
	HPER			3.00
	Math		3.00	2.00
	Music			3.00
	Science			

Documentation of Second Field Experience <i>(Evidence of meeting needs of diverse cultures)</i>	Social Studies			2.80
	Early Childhood		3.00	2.80
	Elementary		3.00	2.67
	English			
	HPER			3.00
	Math		3.00	2.00
	Music			3.00
	Science			
	Social Studies			2.80

Integrated Unit from Major <i>(Lesson plans with modifications)</i>	Early Childhood	See Below	3.00	3.00
	Elementary		3.00	2.75
	English			
	HPER			3.00
	Math		3.00	2.00
	Music			3.00
	Science			
	Social Studies			3.00
PDM TWS (ED 4273) <i>(Lesson plans with modifications; Technology piece)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.00
	Math		3.00	2.00
	Music			3.00
	Science			
	Social Studies			3.00
PDM TWS (ED 4273) <i>(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			

	HPER			3.00
	Math		3.00	2.00
	Music			3.00
	Science			
	Social Studies			3.00
Technology from PDM (ED 4273) <i>(Multi-modal presentation)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			2.75
	Math		3.00	3.00
	Music			3.00
	Science			
	Social Studies			3.00

Integrated Unit from Major <i>(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)</i>	Early Childhood	See Below	3.00	3.00
	Elementary		2.78	2.75
	English			
	HPER			3.00
	Math		3.00	2.00
	Music			3.00
	Science			
	Social Studies			3.00
PDM TWS (ED 4273) <i>((Assessment plan)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.00
	Math		3.00	2.00
	Music			3.00
	Science			

	Social Studies			3.00
Integrated Unit from Major <i>(Documentation of integration and reflection on community context)</i>	Early Childhood		3.00	3.00
	Elementary		2.78	2.75
	English			
	HPER			2.75
	Math		3.00	2.00
	Music			3.00
	Science			
	Social Studies			3.00

PDM TWS (ED 4273) <i>(Documentation of integration and reflection on community context)</i>	Early Childhood	3.00	3.00
	Elementary	3.00	3.00
	English		
	HPER		3.00
	Math	3.00	2.00
	Music		3.00
	Science		
	Social Studies		3.00

All SNU Reflection Forms in Portfolio <i>All SNU Reflection Forms in Portfolio (Adaptations for communities; adaptations to meet needs of all learners)</i>	Early Childhood	3.00	3.00
	Elementary	3.00	2.75
	English		
	HPER		3.00
	Math	3.00	3.00
	Music		3.00
	Science		
	Social Studies		3.00

Overall Average Rating	Early Childhood	2.90 SD =.243 (n=3)	2.94 SD =.100 (n=4)
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Standard Deviation by Program Number of Participants	Elementary	2.90 SD =.152 (n=9)	2.80 SD .068 (n=4)
	English		
	HPER		2.97 SD .085 (n=4)
	Math	3.00 SD =.000 (n=1)	2.19 SD =.403 (n=1)
	Music		3.00 SD =.000 (n=4)
	Science		
	Social Studies		2.93 SD =.124 (n=5)

Old Portfolio

Portfolio #2 ended in the Fall of 2016 / New Portfolio started Spring 2017

Portfolio #2 used a Five (5) point rating system: 5 = Target, 3 = Acceptable, 1 = Unacceptable
The data was recorded as an aggregate group NOT by program.

Criteria / Competencies	Artifact	Spring 2017 Ratings
The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students	Course work from General Education:	
	Math	4.73
	English	4.50
	History	4.73
	Science	4.44
	Theology/ Religion	4.90
The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level and secondary	Documentation from first Practicum	4.8
The teacher understands how students vary in their approaches to learning and creates	Documentation from	4.7

instructional opportunities that are adaptable to individual differences of learners.	second Practicum	
The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills and effective use of technology.	Computer presentation	4.8
The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning thus, providing opportunities for success.	Diagram and description of classroom (TWS)	4.60
	Discipline plan from PDM - ED 4273	5.00
The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.	Assessment plan from PDM - TWS ED 4273	5.00
The teacher evaluates the effects of his/her choices and actions on others and modifies those actions when needed, and actively seeks opportunities for continued professional growth.	Peer evaluation of teaching	4.40
SNU reflection form completed for all artifacts	Reflection forms	4.50
	Average TOTAL POINTS	4.70

Target = 58-65 pts.; 90-100%
 Acceptable = 45-57 pts.; 70-89%
 Unacceptable = 44 pts. and below

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Student Teacher EPP Evaluation
University Supervisor and Cooperating Teacher
Fall 2016 / Spring 2017 / Fall 2017

Validity was established through content validity. Reliability was inter-rater reliability. The data indicates that the overall aggregate mean for all criteria is strong. Several steps are being investigated in order to improve the inter-rater reliability. Step 1.) Note on all student teacher evaluation forms that these forms are to evaluate a "student Teacher" NOT a fully certified and experienced teacher. Step 2.) Have the EPP continue to create and use video tutorials for cooperating teachers, so that their understanding of evaluative criteria is the same as the EPPs.

Rating Scale: Target = 3 pts. / Acceptable 2 pts. / Unacceptable 1 pt. (On the Part A Student Teacher Evaluation rubric, there is a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Criteria / INTASC Standard	Fall 2016		Spring 2017		Fall 2017		Aggregate (n= 129)
	(n= 12)	(n= 25)	(n= 21)	(n= 36)	(n= 13)	(n= 22)	
	Univ. Supvr.	Coop. Teacher	Univ. Supvr.	Coop. Teacher	Univ. Supvr.	Coop. Teacher	
Learner Development: Learning styles (INTASC 1)	3.00	2.74	2.83	2.70	2.92	2.73	2.74
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	3.00	2.76	2.87	2.71	2.92	2.52	2.74
Learner Development: Collaboration (INTASC 1)	2.92	2.64	2.78	2.61	2.92	2.64	2.69
Learner Development: Diverse Community (INTASC 2)	2.67	2.70	2.87	2.58	2.92	2.52	2.71
Learning Differences: Diverse cultures (INTASC 2)	2.67	2.73	2.87	2.63	2.92	2.70	2.77
Learning Differences: English learners (INTASC 2)	2.75	2.64	2.73	2.57	3.00	2.42	2.65
Learning Environment: Risk-free (INTASC 3)	2.92	2.76	2.75	2.76	3.00	2.77	2.82
Learning Environment: Fairly allocating time and space (INTASC 3)	2.92	2.70	2.86	2.64	2.92	2.64	2.78
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.75	2.82	2.84	2.83	3.00	2.82	2.86
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.75	2.56	2.78	2.59	2.92	2.56	2.67
Content Knowledge: Tools of inquiry (INTASC 4)	3.00	2.65	2.77	2.60	2.92	2.52	2.66
Content Knowledge: Prior Knowledge (INTASC 4)	3.00	2.81	2.88	2.80	2.92	2.73	2.81

Content Knowledge: Academic Language (INTASC 4)	3.00	2.79	2.80	2.78	2.92	2.67	2.79
Content Knowledge: Academic Language (INTASC 4)	3.00	2.73	2.78	2.70	2.92	2.68	2.81
Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	3.00	2.82	2.87	2.79	2.92	2.59	2.75
Content Knowledge: Uses resources (INTASC 4)	3.00	2.78	2.84	2.75	2.92	2.63	2.72
Application of Content: Real world problems (INTASC 5)	3.00	2.58	2.77	2.50	3.00	2.75	2.77
Application of Content: Various forms of communication for varied audiences (INTASC 5)	2.92	2.68	2.81	2.63	2.92	2.60	2.72
Assessment: Unbiased formative and summative assessment (INTASC 6)	3.00	2.76	2.85	2.73	2.92	2.62	2.80
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	2.92	2.70	2.78	2.67	2.92	2.71	2.78
Assessment: Use data to understand learners' progress (INTASC 6)	2.92	2.73	2.71	2.73	2.92	2.71	2.76
Planning for Instruction: Rigorous learning goals (INTASC 7)	3.00	2.73	2.79	2.70	2.92	2.64	2.78
Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	2.75	2.69	2.85	2.62	3.00	2.64	2.76
Instructional Strategies: Variety and modifications (INTASC 8)	2.92	2.63	2.80	2.56	2.92	2.67	2.70
Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	2.92	2.62	2.73	2.57	2.92	2.60	2.73
Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	3.00	2.69	2.78	2.66	2.92	2.55	2.74
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	3.00	2.78	2.85	2.76	2.92	2.78	2.82
Professional Learning and Ethical Practices: Technology (INTASC 9)	3.00	2.75	2.84	2.72	2.92	2.69	2.77
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	3.00	2.80	2.85	2.79	2.92	2.86	2.76
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	2.58	2.64	2.76	2.56	2.92	2.73	2.75
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	2.58	2.69	2.65	2.67	2.92	2.71	2.75
Overall Average Rating	2.90 SD = 136	2.69 SD =.069	2.75 SD =.056	2.65 SD = .086	2.93 SD =.030	2.66 SD = .097	2.76 SD =.049

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Student Teaching EPP (Part A) Evaluation
Student Teacher Self-Evaluation
Fall 2016 / Spring 2017 / Fall 2017

Validity was established through content validity. Reliability was inter-rater reliability. The data indicated that the biggest perceived need involves "English Language Learners". The data also indicates that student teachers believe that they do a very good job when it involves a "risk free environment" and "Leadership / Collaborating with teachers, families and learners".

Rating Scale: Target = 3 pts. / Acceptable 2 pts. / Unacceptable 1 pt. (On the Part A Student Teacher Evaluation rubric, there is a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Criteria / INTASC Standard	Fall 2016 (n=31)	Spring 2017 (n=47)	Fall 2017 (n=27)	Aggregate (n=105)
Learner Development: Learning styles (INTASC 1)	2.55	2.54	2.74	2.61
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	2.58	2.40	2.63	2.54
Learner Development: Collaboration (INTASC 1)	2.37	2.45	2.56	2.46
Learner Development: Diverse Community (INTASC 2)	2.63	2.51	2.59	2.58
Learning Differences: Diverse cultures (INTASC 2)	2.55	2.52	2.52	2.53
Learning Differences: English learners (INTASC 2)	2.45	2.25	2.25	2.32
Learning Environment: Risk-free (INTASC 3)	2.73	2.81	2.88	2.81
Learning Environment: Fairly allocating time and space (INTASC 3)	2.60	2.74	2.74	2.70
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.71	2.68	2.78	2.72
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.52	2.42	2.50	2.48
Content Knowledge: Tools of inquiry (INTASC 4)	2.60	2.51	2.74	2.62
Content Knowledge: Prior Knowledge (INTASC 4)	2.68	2.72	2.63	2.68
Content Knowledge: Academic Language (INTASC 4)	2.71	2.57	2.70	2.66
Content Knowledge: Academic Language (INTASC 4)	2.65	2.57	2.65	2.62

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Student Teacher EPP Evaluation
University Supervisor / Cooperating Teacher / Student Teacher Self
Fall 2016 / Spring 2017 / Fall 2017

Criteria / INTASC Standard	Fall 2016			Spring 2017			Fall 2017		
	(n= 12)	(n= 25)	(n=31)	(n= 21)	(n= 36)	(n=47)	(n= 13)	(n= 22)	(n=27)
	Univ. Supvr.	Coop. Teacher	Self	Univ. Supvr.	Coop. Teacher	Self	Univ. Supvr.	Coop. Teacher	2.74
Learner Development: Learning styles (INTASC 1)	3.00	2.74	2.55	2.83	2.70	2.54	2.92	2.73	2.63
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	3.00	2.76	2.58	2.87	2.71	2.4	2.92	2.52	2.56
Learner Development: Collaboration (INTASC 1)	2.92	2.64	2.37	2.78	2.61	2.45	2.92	2.64	2.59
Learner Development: Diverse Community (INTASC 2)	2.67	2.70	2.63	2.87	2.58	2.51	2.92	2.52	2.52
Learning Differences: Diverse cultures (INTASC 2)	2.67	2.73	2.55	2.87	2.63	2.52	2.92	2.70	2.25
Learning Differences: English learners (INTASC 2)	2.75	2.64	2.45	2.73	2.57	2.25	3.00	2.42	2.88
Learning Environment: Risk-free (INTASC 3)	2.92	2.76	2.73	2.75	2.76	2.81	3.00	2.77	2.74
Learning Environment: Fairly allocating time and space (INTASC 3)	2.92	2.70	2.6	2.86	2.64	2.74	2.92	2.64	2.78
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.75	2.82	2.71	2.84	2.83	2.68	3.00	2.82	2.5
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.75	2.56	2.52	2.78	2.59	2.42	2.92	2.56	2.74
Content Knowledge: Tools of inquiry (INTASC 4)	3.00	2.65	2.6	2.77	2.60	2.51	2.92	2.52	2.63
Content Knowledge: Prior Knowledge (INTASC 4)	3.00	2.81	2.68	2.88	2.80	2.72	2.92	2.73	2.7

Content Knowledge: Academic Language (INTASC 4)	3.00	2.79	2.71	2.80	2.78	2.57	2.92	2.67	2.65
Content Knowledge: Academic Language (INTASC 4)	3.00	2.73	2.65	2.78	2.70	2.57	2.92	2.68	2.7
Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	3.00	2.82	2.73	2.87	2.79	2.57	2.92	2.59	2.58
Content Knowledge: Uses resources (INTASC 4)	3.00	2.78	2.62	2.84	2.75	2.66	2.92	2.63	2.56
Application of Content: Real world problems (INTASC 5)	3.00	2.58	2.48	2.77	2.50	2.59	3.00	2.75	2.62
Application of Content: Various forms of communication for varied audiences (INTASC 5)	2.92	2.68	2.52	2.81	2.63	2.52	2.92	2.60	2.54
Assessment: Unbiased formative and summative assessment (INTASC 6)	3.00	2.76	2.55	2.85	2.73	2.47	2.92	2.62	2.74
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	2.92	2.70	2.61	2.78	2.67	2.6	2.92	2.71	2.85
Assessment: Use data to understand learners' progress (INTASC 6)	2.92	2.73	2.61	2.71	2.73	2.57	2.92	2.71	2.56
Planning for Instruction: Rigorous learning goals (INTASC 7)	3.00	2.73	2.58	2.79	2.70	2.46	2.92	2.64	2.52
Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	2.75	2.69	2.43	2.85	2.62	2.48	3.00	2.64	2.56
Instructional Strategies: Variety and modifications (INTASC 8)	2.92	2.63	2.5	2.80	2.56	2.35	2.92	2.67	2.67
Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	2.92	2.62	2.65	2.73	2.57	2.53	2.92	2.60	2.67

Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	3.00	2.69	2.53	2.78	2.66	2.53	2.92	2.55	2.67
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	3.00	2.78	2.58	2.85	2.76	2.4	2.92	2.78	2.85
Professional Learning and Ethical Practices: Technology (INTASC 9)	3.00	2.75	2.65	2.84	2.72	2.57	2.92	2.69	2.67
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	3.00	2.80	2.54	2.85	2.79	2.66	2.92	2.86	2.81
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	2.58	2.64	2.83	2.76	2.56	2.77	2.92	2.73	2.69
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	2.58	2.69	2.52	2.65	2.67	2.52	2.92	2.71	2.77
Overall Average Rating SD = .070	136 SD=.290	2.69 SD=.069	2.52 SD=.097	2.75 SD=.056	2.65 SD.086	2.46 SD=.122	2.93 SD=.030	2.66 SD=.097	2.74 SD=.127

Rating Scale: Target 3 pts. (On the Part A Student Teacher Evaluation rubric there is a description of what
Acceptable 2 pts. is expected in order to receive a Target, Acceptable or Unacceptable rating.)
Unacceptable 1 pt.

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School of Education
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**Student Teacher EPP Evaluation
Disaggregated by Program
Fall 2016 / Spring 2017 / Fall 2017**

CRITERIA	Program	Fall 2016	Spring 2017	Fall 2017
Overall Average Rating By Program	Early Childhood	2.58 (n=2)	2.79 (n=4)	2.72 (n=6)
	Elementary	2.77 (n=11)	2.65 (n=13)	2.68 (n=15)
	English	2.70 (n=6)	2.50 (n=2)	
	HPER		2.62 (n=8)	
	Math	2.34 (n=2)		
	Music	2.48 (n=3)		
	Science		2.81 (n=2)	
	Social Studies	2.83 (n=11)	2.61 (n=8)	2.06 (n=2)
Learner Development: Learning styles (INTASC 1)	Early Childhood	2.75	3.00	2.89
	Elementary	2.88	2.74	2.83
	English	2.83	2.00	
	HPER		2.58	
	Math	2.00		
	Music	2.67		
	Science		3.00	
	Social Studies	2.50	2.63	2.00
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	Early Childhood	2.50	2.75	2.60
	Elementary	2.82	2.69	2.53
	English	2.83	2.50	
	HPER		2.75	
	Math	3.00		

	Music	2.67		
	Science		2.50	
	Social Studies	2.50	2.57	2.00
Learner Development: Collaboration (INTASC 1)	Early Childhood	2.50	2.75	2.83
	Elementary	2.82	2.54	2.60
	English	2.67	2.00	
	HPER		2.43	
	Math	2.00		
	Music	2.67		
	Science		2.50	
	Social Studies	3.00	2.50	2.00
Learning Environment: Risk-free (INTASC 3)	Early Childhood	3.00	3.00	3.00
	Elementary	2.80	2.54	2.73
	English	2.83	3.00	
	HPER		2.75	
	Math	2.00		
	Music	2.67		
	Science		3.00	
	Social Studies	3.00	2.75	2.00
Content Knowledge: Prior Knowledge (INTASC 4)	Early Childhood	3.00	3.00	2.67
	Elementary	2.82	2.69	2.73
	English	2.83	2.50	
	HPER		2.88	
	Math	3.00		
	Music	2.67		
	Science		3.00	
	Social Studies	3.00	2.63	3.00
Content Knowledge:	Early Childhood	3.00	2.75	2.67

Academic Language (INTASC 4)	Elementary	2.82	2.85	2.71
	English	2.67	3.00	
	HPER		2.75	
	Math	3.00		
	Music	2.67		
	Science		3.00	
	Social Studies	2.50	2.71	2.00
Content Knowledge: Correcting Misconceptions (INTASC 4)	Early Childhood	2.50	3.00	2.67
	Elementary	2.64	2.69	2.73
	English	2.67	3.00	
	HPER		2.75	
	Math	3.00		
	Music	2.67		
	Science		3.00	
Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	Early Childhood	3.00	3.00	2.67
	Elementary	2.73	2.62	2.60
	English	2.83	3.00	
	HPER		3.00	
	Math	2.00		
	Music	3.00		
	Science		3.00	
Content Knowledge: Uses resources (INTASC 4)	Early Childhood	2.50	3.00	2.75
	Elementary	2.82	2.75	2.64
	English	2.67	3.00	
	HPER		2.71	
	Math	2.00		
	Music	2.50		

	Science		3.00	
	Social Studies	3.00	2.75	2.00
Application of Content: Real world problems (INTASC 5)	Early Childhood	2.50	2.50	2.67
	Elementary	2.73	2.54	2.79
	English	2.50	3.00	
	HPER		2.14	
	Math	2.00		
	Music	2.00		
	Science		2.50	
	Social Studies	2.50	2.63	2.00
Application of Content: Various forms of communication for varied audiences (INTASC 5)	Early Childhood	3.00	2.75	2.80
	Elementary	2.60	2.67	2.57
	English	2.83	3.00	
	HPER		2.63	
	Math	2.00		
	Music	2.67		
	Science		2.50	
	Social Studies	3.00	2.25	2.00
Application of Content: Novel approaches and incentive solutions to problems (INTASC 5)	Early Childhood	2.50	3.00	2.67
	Elementary	2.64	2.62	2.73
	English	2.60	2.50	
	HPER		2.38	
	Math	2.00		
	Music	2.33		
	Science		2.50	
	Social Studies	3.00	2.25	2.00
Assessment: Unbiased formative and summative assessment (INTASC 6)	Early Childhood	2.50	3.00	2.60
	Elementary	2.64	2.62	2.67

	English	2.60	2.50	
	HPER		2.50	
	Math	2.00		
	Music	2.33		
	Science		3.00	
	Social Studies	3.00	2.57	2.00
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	Early Childhood	3.00	2.67	2.80
	Elementary	2.82	2.62	2.73
	English	2.67	3.00	
	HPER		2.75	
	Math	3.00		
	Music	2.67		
	Science		3.00	
	Social Studies	3.00	2.50	2.00
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	Early Childhood	3.00	2.75	2.80
	Elementary	2.73	2.67	2.77
	English	2.83	3.00	
	HPER		2.50	
	Math	3.00		
	Music	2.67		
	Science		3.00	
	Social Studies	3.00	2.86	2.00
Professional Learning and Ethical Practices: Technology (INTASC 9)	Early Childhood	2.00	2.67	2.75
	Elementary	2.82	2.67	2.67
	English	2.83	2.50	
	HPER		2.57	
	Math	2.00		
	Music	3.00		
	Science		3.00	

	Social Studies	3.00	2.67	3.00
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	Early Childhood	3.00	3.00	2.83
	Elementary	2.82	2.69	2.93
	English	2.83	2.00	
	HPER		2.88	
	Math	3.00		
	Music	2.33		
	Science		3.00	
	Social Studies	3.00	2.88	2.00
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	Early Childhood	2.00	2.50	2.67
	Elementary	2.82	2.54	2.80
	English	2.67	2.00	
	HPER		2.50	
	Math	2.00		
	Music	2.00		
	Science		2.50	
	Social Studies	3.00	2.63	2.00
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	Early Childhood	2.00	2.50	2.67
	Elementary	2.82	2.69	2.73
	English	2.67	2.00	
	HPER		2.71	
	Math	3.00		
	Music	2.33		
	Science		3.00	
	Social Studies	3.00	2.75	3.00

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Student Teacher Disposition Evaluation
University Supervisor and Cooperating Teacher
Fall 2016 / Spring 2017 / Fall 2017

Criteria INTASC & SNU Standard	Fall 2016		Spring 2017		Fall 2017		Aggregate
	(n=12)	(n= 25)	(n=20)	(n= 34)	(n=13)	(n= 23)	(n= 127)
	Univ. Supvr.	Coop. Teacher	Univ. Supvr.	Coop. Teacher	Univ. Supvr.	Coop. Teacher	
Learner Development (INTASC 1, SNU 1)	3.00	2.80	2.70	2.76	2.85	2.78	2.86
Learning Differences (INTASC 2, SNU 3)	3.00	2.84	2.70	2.71	2.77	2.70	2.77
Learning Environment (INTASC 3, SNU 2)	3.00	2.84	2.70	2.88	2.85	2.70	2.79
Content Knowledge (INTASC 4, SNU 6)	2.92	2.72	2.70	2.74	2.77	2.61	2.73
Application of Content (INTASC 5, SNU 4)	3.00	2.64	2.70	2.65	2.77	2.61	2.68
Assessment (INTASC 6, SNU 9)	3.00	2.76	2.70	2.59	2.85	2.57	2.69
Planning for Instruction (INTASC 7, SNU 5)	3.00	2.80	2.80	2.71	2.77	2.65	2.77
Instructional Strategies (INTASC 8, SNU 2)	3.00	2.76	2.70	2.59	2.85	2.61	2.75
Professional Learning and Ethical Practices (INTASC 9, SNU 10)	3.00	2.76	2.80	2.82	2.77	2.65	2.79
Leadership and Collaboration (INTASC 10, SNU 11)	2.92	2.84	2.70	2.68	2.77	2.78	2.75
Communication Skills (SNU 13)	2.92	2.72	2.85	2.76	2.85	2.65	2.75
Christian Principles (SNU 14)	3.00	2.88	2.95	2.88	3.00	2.96	2.91
Overall Ave. Rating	2.98 SD = .036	2.76 SD = .067	2.70 SD = .083	2.59 SD = .097	2.82 SD = .069	2.69 SD = .108	2.76 SD = .065

Rating Scale:

Target 3 pts.

Acceptable 2 pts.

Unacceptable 1 pt.

(On the Student Teacher Disposition Evaluation rubric, there is a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Validity was established through content validity. Reliability was through inter-rater reliability. The data indicates the overall aggregate mean for all criteria is strong. Several steps are being investigated in order to improve the inter-rater reliability:

1. Note on all student teacher evaluation forms that these forms are to evaluate a student Teacher, NOT a fully certified and experienced teacher.
2. Have the EPP continue to create and use video tutorials for cooperating teachers, so that their understanding of evaluative criteria is the same as the EPPs.

3. The EPP will continue to research and clarify what and how to define "Disposition".

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Student Teachers: Teacher Work Sample (TWS)

Validity was established through content validity. Reliability was internal and inter-rater reliability. The data indicates that the overall aggregate mean for all criteria is strong.

Rating Scale: Target = 3 pts. / Acceptable 2 pts. / Unacceptable 1 pt. (Student Teacher Evaluation rubric contains a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Grading Scale: Target = 2.70 - 3.00 / Acceptable = 2.00 - 2.69 / Unacceptable = 1.00 - 1.99

Criteria / INTASC Standard	Fall 2016 (n = 17)	Spring 2017 (n=23)	Fall 2017 (n=14)	Aggregate (n= 54)
Context of School (InTASC 2)	3.00	2.78	3.00	2.91
Context of Classroom (InTASC 2)	3.00	2.87	3.00	2.94
Goals of Unit (InTASC 1)	2.59	2.68	2.63	2.64
Alignment of OAS with Unit Goals (InTASC 1)	2.59	2.57	2.79	2.63
Accommodations/Modifications (InTASC 1)	2.88	3.00	2.86	2.93
Content Knowledge (InTASC 4)	3.00	2.96	2.93	2.96
Lesson Plans (InTASC 7)	3.00	2.96	2.57	2.87
Pre-Test/Post-Test (InTASC 6)	2.65	2.82	2.79	2.75
Learning Gains (InTASC 6)	2.35	2.65	2.86	2.61
Analysis of Unit Goals (InTASC 6)	2.53	2.83	2.93	2.76
Use of Technology (InTASC 7, 9)	3.00	2.96	3.00	2.98
Analysis of Lesson Goals (InTASC 6)	2.65	2.65	2.79	2.69
SNU Reflection Form (InTASC 9)	2.76	2.65	2.43	2.63
Overall Ave. Rating	2.77 SD =.224	2.80 SD =.147	2.81 SD =.177	2.81 SD =.143

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**Student Teaching Video Analysis
Fall 2016 / Spring 2017 / Fall 2016**

Validity was established through content validity. Reliability was internal reliability. The data indicated that stating the standard/objective criteria, both verbally and written on the board is an area for further research and an area for EPP growth. The data also indicated that "eye contact" was an area of EPP strength.

Note:

*Videos were evaluated by a team of EPP professors until the Fall of 2017. It was determined that the student teachers were aware

of the complete environment and not just what was on the video. So the evaluation considered the total picture, which was

more beneficial than just what was shown on video.

**Most candidates noted that objectives were verbally stated and aligned with OAS standards but were not always written on the Board.

SCALE: Met BOTH Videos / Target = 3 29 -33 pts. 90-100%
Met 1 Video / Acceptable = 2 21-28pts. 70-89%
Video NOT Met / Unacceptable = 1 20 and below

Criteria	Fall 2016 (n= 11)	Spring 2017 (n=21)	*Fall 2011 (n= 32)	Aggregate (n=64)
Stating Objectives: Candidate clearly articulated the lesson objective immediately, had it connected to OAS Standard(s): <u>and had it written on the board.</u> InTASC 8, CAEP 1, SNU 2, OK 14	2.29	** 1.62	2.58	2.43
Stating Goal: Candidate clearly stated the goal of the lesson by explaining what students would be doing during the lesson. InTASC 8, CAEP 1, SNU 2, OK 14	2.64	2.62	2.50	2.57
Presentation: Candidate used the Effective Teacher Model when presenting the new material. InTASC 8 CAEP 1, SNU 2, OK 14	2.55	2.48	2.58	2.60
Domain-Specific Vocabulary: Candidate used all appropriate technical vocabulary, clearly explained the meaning of terms, and gave examples. InTASC 7 & 8, CAPE 1, SNU 5 and 2, OK 7 & 14	2.73	2.62	2.42	2.62
Linking to Prior Knowledge: Candidate linked new content to students' prior learning and experience in ways that integrate skills and strategies for comprehending material. InTASC 8, CAEP 1, SNU 2, OK 14	2.64	2.71	2.67	2.63
Questions: Candidate asked higher level thinking questions and gave ample wait time for students to respond. There was teacher-students and student-student-teacher interaction. InTASC 3 & 8, CAEP 1, SNU 8 & 2, OK 5 & 14	2.45	2.57	2.75	2.53
Engaging All Students: Candidate called on many different students so all were intellectually engaged. InTASC 2 & 8, CAEP 1, SNU 2 & 3, OK 3 & 14	2.64	2.57	2.67	2.46
Closure: At the end of the lesson, on the video, the candidate had closure, summarizing what was learned/accomplished. InTASC 8, CAEP 1, SNU 2, OK 14	2.36	2.43	2.33	2.51

Technology: Candidate used visual aids, manipulatives, and/or technology in a useful manner and made sure technology worked beforehand. InTASC 8, CAEP 1, SNU 2, OK 14	2.45	2.38	2.33	2.61
Eye Contact: Candidate clearly was teaching the students through eye contact, appropriate gestures, and body language. InTASC 8, CAEP 1, SNU 2, OK 14	2.82	2.67	2.83	2.72
Teaching, Not Presenting: It was clear that candidate was teaching the student, and not merely presenting material. InTASC 3 & 8 CAEP 1, SNU 8 & 2, OK 5 & 14	2.64	2.67	2.67	2.66
Overall Average Rating	2.56 SD =.128	2.49 SD =.172	2.57 SD =.111	2.58 SD =.086

SCALE:
Met BOTH Videos / Target = 3 29 -33 pts. 90-100%
Met 1 Video / Acceptable = 2 21-28pts. 70-89%
Video NOT Met / Unacceptable = 1 20 and below

OFFICE OF EDUCATOR PREPARATION
Southern Nazarene University

Student Teacher Evaluation of Cooperating Teacher
Fall 2016 / Spring 2017 / Fall 2017

In an effort to provide our student teachers with the best possible cooperating teachers, the EPP, beginning in the Fall 2016 began having the student teachers evaluate their cooperating teachers so that the EPP could identify quality cooperating teachers.

Criteria	Fall 2016 (n=29)	Spring 2017 (n=43)	Fall 2017 (n=27)	
Content Knowledge	2.87	2.91	2.93	2.90
Classroom anagement / Routines	2.73	2.86	2.85	2.82
Teaching Strategies	2.83	2.70	2.81	2.78
Cultural Issues	2.70	2.81	2.85	2.79
Modifications for Diverse Learners	2.60	2.77	2.78	2.72
Mentor: gave support in your teaching	2.60	2.77	2.93	2.76
Scaffolding: ood pacing for giving you additional teaching responsibilities	2.50	2.79	3.00	2.76
Technology (essing and teaching)	2.77	2.81	2.85	2.81
Overall Average Rating	2.70 SD =.126	2.80 SD =.063	2.88 SD =.073	2.79 SD =.054

Scale: Target 3 pts.
Acceptable 2 pts.
Unacceptable 1 pt.

Qualitative Comments:

I feel so fortunate to have been placed with such an incredible cooperating teacher. He was named Teacher of the Year 2016-17 at Cooper! He most certainly deserves the award! Everyday he was consistent, on task, and motivated to get the day accomplished. He also served as a leader for the social studies department. I would highly recommend him to anyone who needs observation hours or to student teach under.

Loved that PC schools are on a 1 to 1 ratio for iPads. Used them several times throughout the week with students. Cooperating teacher embraces technology in the classroom. Uses SMARTboard everyday.

I was AMAZED by (Teachers name) classroom management. She handled everything appropriately and confidently. The way she has her classroom structured makes it so students know the expectations. When procedures aren't done correctly the class "try again" until they are done correctly. When a student is misbehaving it is handled right away and nothing slides past her. Her classroom is a very positive learning environment for students.

(Teachers name) was great at meeting the needs of the individual child and helps students come up with different strategies to help them be successful. She also has various strategies with behavior issues that I have now learned. (Teachers name) has a lot of content knowledge and taught me a lot while working with her. (Teachers name) has excellent classroom management skills. She is asked advice from other teachers in the building because she does such an amazing job.

Has outstanding knowledge of content area. Excellent classroom management.

(Teachers name) has been teaching pre-k for 6 years, and is one of the most knowledgeable pre-k teachers that I've ever talked with. She answered any question about content and curriculum that I had thoroughly, and explained things well when I had questions.

Classroom management is something that I think (Teachers name) was incredible at. She always had different "fall backs" and tricks up her sleeve to regain student's attention. (Teachers name) makes it look so natural and easy. I learned a lot from her when it came to managing the class. I feel more confident having some tricks up my sleeve.

She has so many different teaching strategies that she uses and sometimes during the lesson she has to switch strategies because one isn't working. If a student is struggling through reading the directions she reads them to the student. She modifies students work depending on needs.

(Teachers name) was very organized and has everything planned out weeks in advance. She knew exactly what she was going to be teaching everyday and was prepared for any curve balls the students threw at her.

(Teachers name) did a wonderful job at making sure every student, despite their diverse learning styles, learned and engaged in whole group discussion. If she saw that a student needed some extra help or encouragement, she would have them work at her table. This allowed for easy access to the student if assistance was needed. She believes in each of her students and sees such incredible potential in each one of them. (Teachers name) makes sure her students are feeling successful.

(Teachers name) was well aware of the diversity in her school and classroom. She was sensitive to the different cultures and beliefs. In turn, this really opened my eyes to such diverse cultures and learners in the classroom.

(Teachers name) has incredible classroom management and I learned a lot about classroom management from her. She is consistent in her discipline with her students, and avoids sending them to the office at all costs. She utilizes her teammates when a student is misbehaving, and uses their help instead of sending them to the office. She uses a variety of different approaches for each student, and finds things that work. She uses a lot of the strategies from Lost at School that are positive strategies.

I was AMAZED by (Teachers name) classroom management. She handled everything appropriately and confidently. The way she has her classroom structured makes it so students know the expectations. When procedures aren't done correctly the class "try again" until they are done correctly. When a student is misbehaving it is handled right away and nothing slides past her. Her classroom is a very positive learning environment for students.

(Teachers name) is very aware of everything that happens in her classroom. She respects and is sensitive to cultural differences. I would say it gave her background knowledge of the student to help in situations on how to deal with and understand problems appropriately.

(Teachers name) was great at meeting the needs of the individual child and helps students come up with different strategies to help them be successful. She also has various strategies with behavior issues that I have now learned.

Consults well with other teachers about students or concerns, makes sure accommodations are being implemented.

(Teachers name) kept in discussion with her team teachers daily about student's progress and shared ideas/modifications. This class of first graders is full of diverse learning styles and levels. (Teachers name) made sure to keep that in mind when teaching and modifying activities. She put in work to make sure all learning needs were being met and did a wonderful job at keeping in contact with parents/caregivers.

(Teachers name) is very prepared and organized in each of her lesson plans. She has her lesson plans planned out on Thursday of the week before the lesson plans are going to be taught, and then she modifies day of as needed.

She has so many different teaching strategies that she uses and sometimes during the lesson she has to switch strategies because one isn't working. If a student is struggling through reading the directions she reads them to the student. She modifies students work depending on needs.

(Teachers name) teaches to all diverse learners. Those kids never sit at their desk all day! As a third grade team, kids go to different teachers for math and reading. This benefits the children because they are placed with other kids who are on the same level and can go at the same pace.

I couldn't thank (Teachers name) enough for everything she has done for me. She has taught me so much and I will never forget the experience I had student teaching with her. She told me that even after my assignment is over that she wants updates and that I can always ask her any questions I have in the days to come. She offered to write recommendation letters and do anything to help me. She was so invested in me the whole time and that's what made my experience so great. You can tell the passion she has for teaching and those kids. She even gives snacks to the kids who aren't getting fed at home!

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Diversity Awareness Essay: Student Teaching

Validity was established through content validity. Reliability was internal reliability. The data indicated that "Religious Beliefs" criteria is an area for further research and an area for EPP growth. The data also indicated that "Nature & History of Disability" criteria appears to be an area of EPP strength.

Criteria	Fall 2016 (n=17)	Spring 2017 (n=22)	Fall 2017 (n=11)	Aggregate (n=50)
Nature & History of Disability	2.71	3.00	2.77	2.83
Evaluation of IEP	2.65	2.62	2.54	2.60
Teaching Strategies	2.41	2.59	2.31	2.44
Suggested Discipline Changes	1.71	2.41	2.08	2.06
Suggested Strategy Changes	2.12	2.50	2.08	2.23
Racial Demographics	2.47	2.57	2.25	2.43
Socioeconomic Diversity	2.24	2.43	2.23	2.30
Religious Beliefs	1.76	2.21	1.90	1.96
Special needs: learning disabilities, physical, emotional and any other needs	2.24	2.26	2.10	2.20
Gender Representation	2.00	2.39	2.09	2.16
Overall Average	2.23 SD = .342	2.50 SD = .222	2.23 SD = .255	2.37 SD = .260

Scale: Target = 3 pts.
Acceptable = 2 pts.
Unacceptable = 1 pt.

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ST SPA - Early Childhood (NAEYC)

Criteria	2014-15 (Old Format) (n=6)	Spring 2016 (n=5)	2016-17 (n=23)
Birth to Age 8 Development (NAEYC 1a)		3.00	2.96
Multiple Influences (NAEYC 1b)		3.00	2.91
Learning Environment (NAEYC 1c)	2.83	2.80	2.96
Classroom Behavior Management (NAEYC 1c)		2.80	2.83
Diverse Family/Community Characteristics (NAEYC 2a)	2.67	3.00	2.74
Supporting Families/Communities (NAEYC 2b)		2.20	2.61
Family/Community Involvement (NAEYC 2c)		2.80	2.85
Assessment Benefits/Uses (NAEYC 3a)	2.67	2.80	2.83
Appropriate Assessment Use (NAEYC 3b)	2.50	2.80	2.74
Assessment for Students with Disabilities (NAEYC 3c)		2.80	2.84
Assessment Partnerships (NAEYC 3d)		2.75	2.74
Positive Relationships (NAEYC 4a)	2.80	2.80	3.00
Effective Teaching Strategies (NAEYC 4b)	2.67	2.80	2.87
Use of Technology (NAEYC 4b)		2.80	2.96

Materials/Activities (NAEYC 4c)		2.80	2.87
Teaching Approaches for Students with Needs (NAEYC 4d)		2.80	2.86
Teacher Reflection (NAEYC 4d)		2.80	2.96
Content: Language & Literacy (NAEYC 5a)	2.67	3.00	2.91
Content: Mathematics (NAEYC 5a)	2.67	3.00	2.87
Content: Science (NAEYC 5a)	2.67	3.00	2.91
Content: Social Studies (NAEYC 5a)	2.67	3.00	2.91
Content: The Arts (NAEYC 5a)	2.67	2.67	2.86
Approaches to Developing Content (NAEYC 5b)		2.80	2.87
Learning Goals/OAS (NAEYC 5c)		3.00	2.86
Curriculum		2.80	Criteria not included
Professionalism (NAEYC 6a)	2.67	3.00	2.95
Ethical Standards (NAEYC 6b)		2.80	2.96
Continuous and Collaborative Learning (NAEYC 6c)		2.80	2.96
Reflective (NAEYC 6d)		2.80	2.83
Early Childhood Advocate (NAEYC 6e)		2.75	2.74

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ST SPA - Elementary (ACEI)

Criteria	2014-15 (n=30)	2015-16 (n=28)	2016-17 (n=31)
Development, Learning, Motivation ACEI 1.0	2.79	2.79	2.73
English ACEI 2.1a	2.84	2.82	2.74
English ACEI 2.1b	2.88	2.75	2.79
Science ACEI 2.2	2.91	2.83	2.71
Math ACEI 2.3	2.84	2.78	2.70
Social Studies ACEI 2.4	2.78	2.78	2.78
Arts ACEI 2.5	2.82	2.73	2.93
Health Education ACEI 2.6	2.85	2.88	2.93
Physical Education ACEI 2.7	2.88	2.88	2.93
Connection Across Curriculum ACEI 3.1	2.88	2.82	2.71
Integrate and apply Knowledge for Instruction ACEI 3.1	2.91	2.86	2.65
Adapting to diverse students ACEI 3.2	2.88	2.82	2.81
Development of different skills ACEI 3.3	2.85	2.79	2.71
Active Engagement ACEI 3.4	2.79	2.71	2.74
Communication ACEI 3.5	2.88	2.71	2.71
Assessment ACEI 4.0	2.82	2.71	2.61
Reflection of Evaluation ACEI 5.1	2.91	2.75	2.68
Collaboration with families ACEI 5.2	2.84	2.7	2.64
Overall	2.85	2.78	2.75

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ST SPA - Mathematics (NCTM)

Criteria	2014-15 (Old 6pt. Scale, n=4)	2015-16 (no Teacher Candidates)	2016-17 (n=3)
2a	5		2.67
2b	4.5		2.33
2c	4.5		2.67
2d	4.5		2.67
3a	5.0		2.33
3c.1	6.0		2.00
3c.2	6.0		2.67
3f	5.5		2.33
4b	4.5		2.67
4d	5.0		2.67
4e	4.0		2.67
5b	5.0		2.67
5c.1	5.5		2.33
5c.2	4.5		2.33
5c.3	4.5		2.33
6b	5.5		2.33
6c	6.0		2.67
7c.1	6.0		2.50
7c.2	5.5		2.00
7c.3	5.5		2.50
7c.4	6.0		2.50

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ST SPA - Physical Education/Health/Safety (NASPE)

Criteria	2014-15 (Old criteria, see below)	2015-16 (n=8)	2016-17 (n=11)
1.1		2.75	2.45
1.2		3.00	2.45
1.3		2.88	2.27
1.5		2.50	2.45
3.1		2.38	2.36
3.2		2.75	2.45
3.3		2.50	2.45
3.4		2.88	2.45
3.5		2.75	2.45
3.6		2.75	2.09
3.7		2.50	2.22
4.1		2.50	2.27
4.2		2.50	2.45
4.3		2.88	2.64
4.4		2.75	2.45
4.5		2.75	2.36
4.6		2.75	2.45
5.1		2.75	2.27
5.2		2.63	2.27
5.3		2.88	2.18
6.1		3.00	2.55
6.2		2.88	2.30
6.3		2.88	2.45
6.4		3.00	2.64

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Completers Satisfaction Survey

NOTE: All surveys return rate was 100%, all student teachers were required to fill out survey before they were dismissed from Seminar III. Data could not be disaggregated due to the survey being anonymous. Yellow highlights indicate average responses rate to be below 2.50, area of concern and/or greater investigation. Spring 2017 had the highest number of questions falling below 2.5 (10/29). Fall 2017 had zero (0) average responses falling below 2.5.

Rating Scale: Target = 3 pts. / Acceptable 2 pts. / Unacceptable 1 pt.

Survey Question	Fall 2016 (n= 16)	Spring 2017 (n= 26)	Fall 2017 (n=14)	Aggregate (n= 56)
1.) A conceptual understanding of the decision maker model.	2.44	2.50	2.64	2.53
2.) The development of education as a profession.	2.81	2.69	2.86	2.79
3.) The major contemporary problems in public education.	2.63	2.46	2.71	2.60
4.) The characteristics of effective teachers.	2.63	2.65	2.93	2.74
5.) The historical and philosophical development of education in the United States.	2.69	2.35	2.50	2.51
6.) The organization of public schools.	2.81	2.46	2.57	2.62
7.) Cultural pluralism as it relates to the public schools.	2.56	2.50	2.79	2.62
8.) Democratic principles, free public education, and equal education opportunity.	2.63	2.50	2.64	2.59

9.) Appropriate organization of instructional resources and materials for effective teaching.	2.63	2.60	2.93	2.72
10.) Sequencing learning activities and experiences both logically and psychologically.	2.50	2.46	2.71	2.56
11.) Student self-awareness and positive self-concepts.	2.69	2.69	2.71	2.70
12.) Strategies to utilize data in grouping students for learning activities.	2.50	2.58	2.50	2.53
13.) Objectives and purposes of education relating to pupils, parents, and other citizens.	2.56	2.50	2.79	2.62
14.) Administration and interpretation of assessment techniques (standardized test, sociometrics, etc.)	2.56	2.46	2.50	2.51
15.) Conceptualize and predict accurately the interaction of influencing variables on teaching and learning.	2.69	2.38	2.57	2.55
16. Design and use of teacher-made tests (diagnostic and achievement, etc.).	2.38	2.50	2.50	2.46
17.) The appropriate use of a variety of communication patterns within the classroom.	2.63	2.65	2.64	2.64
18.) Plan, implement, and evaluate appropriate educational goals and related experiences for students.	2.56	2.62	2.79	2.65
19.) The development of instructional goals and objectives appropriate to student needs and learning modes.	2.44	2.56	2.86	2.62

20.) School programs and the participatory role of the teacher in activities which contribute to student and faculty development.	2.50	2.54	2.79	2.61
21.) Interaction patterns and the ability to modify plans on the basis of feedback.	2.56	2.46	2.71	2.58
22.) Work effectively as a member of an educational team.	2.50	2.69	2.79	2.66
23.) Incorporation of reading techniques in content subjects.	2.50	2.42	2.71	2.55
24.) Effective interaction and communication with parents.	2.63	2.35	2.64	2.54
25.) The professional organizations in education.	2.63	2.50	2.57	2.57
26.) The requirements for accreditation, licensure, and certification.	2.94	2.62	2.79	2.78
27.) Differentiate among the appropriate roles and responsibilities of pupils, teachers, administrators, paraprofessionals, and parents.	2.75	2.54	2.79	2.69
28.) Individual differences among students such as interests, values, cultural, and socio-economic background.	2.81	2.46	2.71	2.66
29.) Legal and ethical considerations of school personnel (including the rights and responsibilities of teachers, students, administrators, and staff).	2.88	2.58	2.64	2.70
Average Rating	2.62 SD=.134	2.53 SD=.096	2.70 SD=.124	2.62 SD=.081

Qualitative Comments (aggregated):

The only thing that I would recommend is having a bulleted list of requirements for each seminar during student teaching so that candidates know exactly what needs to be turned in every time. Other than that, I truly enjoyed this program and learned so much from every professor I had during my time at SNU.

Overall, I feel prepared to enter into my own classroom with confidence. However, the student teacher process (assignments, seminars, portfolio) often felt repetitive, confusing, and rushed. I would have appreciated more explanation and guidance on the exact expectations of the assignments regarding the portfolio.

The program is lacking in helping those in secondary education learn how to create lesson plans and use reading techniques early on in the program. There are also not many subject area related courses to education (i.e. math courses incorporating education techniques). Many of the early childhood/elementary undergrads know much more about what is expected of them in the classroom than those in secondary when everyone arrives in Professional Decision Making. Also, some of the professors do not know much about technology or know how to use it correctly. It was extremely frustrating at times to have to do assignments and projects in which we might know more than the professor about that type of technology; it is also frustrating that many of the education professors refuse to use Moodle or other types of technology while teaching, when technology is such an integrated tool in the classroom these days. Finally, I believe the program needs more professors who have been in the public school classroom recently. Improving on these things will help the program tremendously. I would have loved to take a course specifically on classroom management. Tips and tricks could be shared from local teachers.

I have absolutely fallen in love with this school and I really feel like I have gained a lot of experience and a team of mentor teachers that I will be able to call on forever if I need them.

The SNU Education program does an incredible job of preparing its' teachers for the real world, which is why I chose SNU in the first place. I am grateful to have had the opportunity to be a part of this program for the last four years.

Add more emphasis on discipline in the classroom, giving many different ways to maintain a class. Maybe more scenarios so we have to think about it on our own. Also, I think it would be good to put us in front of students even more so that we can get more experience with being able to read students.

For students who are about to student teach, simulations and case studies would be helpful when talking about interactions between student-student, student-teacher, teacher-parent etc..

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State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
EARLY CHILDHOOD

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Early Childhood							
2014-2015	2	240	252	252	50.00%	87.8	80.2
2015-2016	0	240	--	--	---	82.8	76.1
2016-2017	1	240	240	240	100%	69.3	56.5

The sample size (n) was too small to calculate any statistical significance.

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas
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Early Childhood	n=	Cum. Score	Child Dev. Learning & Environ.	Lang./ Literacy Dev.	Learning across Curr.	Prof. Knowledge Responsibilities	Constructive Response
2014-2015	2	252	285	268	246	---	165
2015-2016	0	---	---	---	---	---	---
2016-2017	1	240	271	249	252	210	187

OFFICE OF EDUCATOR PREPARATION
Southern Nazarene University
State Licensure Exams
Oklahoma Subject Area Tests (OSAT)

ELEMENTARY EDUCATION (#1)

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Elementary Education							
2014-2015	2	240	255	255	50.00%	94.3 %	89.2 %
2015-2016	2	240	264	264	100 %	82.8 %	76.1 %
2016-2017	1	240	247	247	100%	94.2 %	86.1 %

ELEMENTARY EDUCATION (#2)

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Elementary Education							
2014-2015	2	240	252	252	50.00%	89.5 %	84.2 %
2015-2016	2	240	264	264	50.00 %	82.8 %	76.1 %
2016-2017	2	240	239	240	50.00%	87.5 %	82.1 %

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cumulative Score	Sub areas (#1)			
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Elementary Educ.	n=	Cumulative Score	Reading	Language Arts	Constructive Resp.
2014-2015	2	255	253	282	213
2015-2016	2	264	273	270	213
2016-2017	1	247	250	260	213

Academic Year	# of Candidates	Cum. Score	Sub areas (#2)			
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Elementary Education	n=	Cumulative Score	Social Studies	Math	Science	Health / Fitness / Arts
2014-2015	2	255	243	261	249	260
2015-2016	2	264	268	257	262	280
2016-2017	2	239	243	250	204	260

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**State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
INSTRUMENTAL MUSIC**

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	of EPP Passing	Oklahoma: Program % Passing	Oklahoma: on-Program % Passing
Instrumental Music							
2014-2015	---	240	---	---	---	92.9	90.9
2015-2016	1	240	250	250	100 %	95.8	90.6
2016-2017	---	240	---	---	---	87.1	82.2

**State Licensure Exams
by SUB-CATEGORIES**

Academic Year	# of Candidates	Cum. Score	Sub areas				
Instrumental Music	n=	Cum. Score	Listening	Performance	Theory	Hist. / Cult.	Constructive Response
2014-2015	---	---	---	---	---	---	---
2015-2016	1	250	239	211	300	267	218
2016-2017	---	---	---	---	---	---	---

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**State Licensure Exams
Oklahoma Subject Area Tests (OSAT)**

VOCAL & GENERAL MUSIC

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	of EPP Passing	Oklahoma: Program Passing	Oklahoma: on-Program % Passing
Vocal / General Music							
2014-2015	2	240	245	245	0.00 %	77.1	64.3
2015-2016	---	240	---	---	---	91.8	77.1
2016-2017	---	240	---	---	---	82.1	67.7

**State Licensure Exams
by SUB-CATEGORIES**

Academic Year	# of Candidates	Cum. Score	Sub areas				
Vocal / General Music	n=	Cum. Score	Listening	Performance Methodology	Theory Composition	History Culture	Constructive Response
2014-2015	2	245	265	262	226	218	269
2015-2016	---	---	---	---	---	---	---
2016-2017	---	---	---	---	---	---	---

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State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
PHYSICAL EDUCATION

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Physical Education							
2014-2015	3	240	61		100%	79.1	65.6
2015-2016	1	240	55	55	100%	80.6	63.1
2016-2017	1	240	64	64	100%	74.7	68.5

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cumulative Score	Sub areas						
Physical Education	n=	Cum. Score	Growth Develop. Relation.	Health- Related PE	Movement Sports Activ.	Safe Living Risk Reduc.	Consumer Community Environ. Heal.	Health & PE Progr.	Const. Response
2014-2015	3	261	279	246	270	236	253	265	300
2015-2016	1	255	236	226	249	252	276	248	300
2016-2017	1	264	257	270	262	252	300	283	231

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State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
MATH EDUCATION

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Adv. Math							
2014-2015	1	240	75	75	100 %	1.8 %	91.9 %
2015-2016	1	240	51	51	100 %	2.8 %	76.1 %
2016-2017	1	240	64	64	100 %	3.9 %	91.1 %

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas
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Advanced Math	n=	Cum. Score	Math Sys. Num. Theory	Alg. Funct. Anal. Geometry	Geometry Measure.	Trig. / Calculus	Probability Stat. Discrete Math	Const. Response
2014-2015	1	275	291	271	262	277	247	300
2015-2016	1	251	261	270	271	203	259	263
2016-2017	1	264	280	224	231	260	286	300

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State Licensure Exams
Oklahoma Subject Area Tests (OSAT)

SOCIAL STUDIES EDUCATION
U.S. History / OK History / Govern. / Economics

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Social Studies Education							
2014-2015	2	240	39	39	50.00	80.4	69.4
2015-2016	1	240	37	37	0.00 %	84.2	75.0
2016-2017	---	240	---	---	---	85.3	75.2

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas				
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Social Studies Education	n=	Cum. Score	U.S. / OK History	Govern. Political Sci.	Economics	Constructive Response	Constructive Response
2014-2015	2	239	261	261	227	243	186
2015-2016	1	237	232	227	247	249	---
2016-2017	---	---	---	---	---	---	---

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State Licensure Exams
Oklahoma Subject Area Tests (OSAT)

SOCIAL STUDIES EDUCATION
World History / Geography

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Social Studies Education							
2014-2015	1	240	28	28	100.00	58.8	53.9
2015-2016	---	240	--	---	---	62.7	62.6
2016-2017	---	240	--	---	---	68.9	58.9

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas		
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Social Studies Education	n=	Cum. Score	World History	Geography	Constructive Response
2014-2015	1	228	235	236	180
2015-2016	---	---	---	---	---
2016-2017	---	---		---	---

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**State Licensure Exams
Oklahoma Professional Teaching Examination (OPTE)**

Exam / Year	Number of Candidates	Qualifying Score	Mean	National Medium	Range EPP	% of Candidates
Pre K - 8						
2014-2015	8	240	243	No data	232-261	50 %
2015-2016	8	240	244	No data	217-262	62.5 %
2016-2017	4	240	251	No data	227-265	75 %
6 - 12						
2014-2015	8	240	258	No data	243-272	100 %
2015-2016	3	240	259	No data	254-265	100 %
2016-2017	6	240	264	No data	252-273	100 %

Exam / Year	# of Cand.	Cum. Score	SUB - AREAS					
Pre K - 8	n=	Mean Score	Learners / Learning	Instruct. Practice	Professional Environment	Const. Resp. Critical Anal.	Const. Resp. Student Inquiry	Const. Resp. Teacher Assign.
2014-2015	8	243	247	255	252	230	215	222
2015-2016	8	244	252	259	256	198	228	225
2016-2017	4	251	259	256	250	256	217	242

6 - 12	n=	Score	Learners / Learning	Instruct. Practice	Professional Environment	Const. Resp. Critical Anal.	Const. Resp. Student Inquiry	Const. Resp. Teacher Assign.
2014-2015	8	258	267	262	268	257	229	243
2015-2016	3	259	267	266	278	250	216	247
2016-2017	6	264	274	271	272	244	235	253

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**State Licensure Exams
Oklahoma Professional Teachers Exam (OPTE)**

Pre K - 8

Program / Academic Year	Number of Candidates	Passing Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Pre K-8							
2014-2015	6	240	241	241	50.0 %	90.0 %	84.5 %
2015-2016	6	240	253	253	83.3 %	88.5 %	80.9 %
2016-2017	5	240	251	251	80.00 %	90.9 %	83.00

**State Licensure Exams
by SUB-CATEGORIES**

Academic Year	# of Candidates	Cum. Score	Sub areas					
Pre K-8	n=	Cum. Score	Learners & Learning	Instruct. Practice	Professional Environment	CS: Critical Analysis Module	CS: Student Integrity Module	CS: Teacher Assignment Module
2014- 2015	6	241	244	250	253	229	219	217
2015- 2016	6	253	259	269	265	209	232	231
2016- 2017	5	251	257	254	250	260	226	245

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State Licensure Exams
Oklahoma Professional Teachers Exam (OPTE)

Grade 6 - 12

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Grade 6 - 12							
2014-2015	8	240	258	258	100 %	97.0 %	95.2 %
2015-2016	3	240	262	262	100 %	96.9 %	94.8 %
2016-2017	7	240	262	262	100 %	96.3 %	94.5 %

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas					
grades 6 - 12	n=	Cum. Score	Learners & Learning	Instruct. Practice	Professional Environment	CS: Critical Analysis Module	CS: Student Integrity Module	CS: Teacher Assignment Module
2014- 2015	8	258	267	262	267	261	226	242
2015- 2016	3	262	269	267	283	238	236	247
2016- 2017	7	262	275	264	275	241	236	249

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University
OEQA First Year Teacher Self-Evaluation (OEQA)
2015 - 2016 / 2016 - 2017

This survey was created and distributed by the Office of Educational Quality and Accountability (OEQA). The survey information was returned to the OEQA and then distributed to the member universities. A six (6) point Likert scale was used as response criteria.

The sample size (n) was too small to calculate any statistical significance.

Questions- My educator preparation program prepared me to:	2014 - 2015 (n=3)	2015 - 2016 (n=2)	2016 - 2017 (n=2)
1. understands how learners grow and develop.	Please see previous survey questions and data in the table below.	5.50	5.00
2. recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.		5.50	5.00
3. designs and implements developmentally appropriate and challenging learning experiences.		5.00	5.00
4. uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.		5.50	5.50
5. works with others to create environments that support individual and collaborative learning.		5.50	5.50
6. encourages positive social interaction, active engagement in learning, and self motivation.		5.50	5.00
7. understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.		5.00	5.50
8. creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.		5.00	5.00
9. understands how to connect concepts to each other and to authentic local and global issues.		5.50	5.50
10. knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.		5.50	5.50

11. understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.		5.50	5.50
12. understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.		5.50	5.50
13. plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.		5.50	5.00
14. plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.		5.50	5.50
15. understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.		5.50	5.50
16. integrates technology effectively and appropriately into instruction.		5.50	5.00
17. engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).		5.50	5.50
18. engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.		5.50	5.50
19. seeks appropriate leadership roles and opportunities to take responsibility for student learning.		5.50	5.50
20. seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		5.50	6.00
21. seeks appropriate leadership roles and opportunities to advance the profession.		-----	-----
Overall Average Rating:		5.70	5.35

The criteria for this survey is represented by the following:

- Strongly Disagree 1 pt.
- Disagree 2 pts.
- Somewhat Disagree 3 pts.

- Somewhat Agree 4 pts.
- Agree 5 pts.
- Strongly Agree 6 pts.

**OEQA First Year Teacher Self Evaluation (OEQA)
2014 - 2015**

This survey was created and distributed by the Office of Educational Quality and Accountability (OEQA). The survey information was returned to the OEQA and then distributed to the member universities. A six (6) point Likert scale was used as response criteria.

Questions (Previous survey 2014 - 2015)	2014 - 2015 (n=3)
1. Apply the central concepts and methods of inquiry of the subject matter discipline(s) that I teach.	4.00
2. Create learning experiences that make these aspects of subject matter meaningful for students.	4.00
3. Provide learning opportunities that support students' intellectual, social and physical development at all grade levels.	3.66
4. Create instructional opportunities that are adaptable to learners' individual differences.	3.33
5. Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	3.33
6. Use technology effectively to enhance student learning and to create unique learning opportunities.	3.33
7. Understand and use best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning.	3.33
8. Use a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3.33
9. Plan instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community.	3.00
10. Adapt instruction based upon assessment and reflection.	2.66
11. Understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process.	2.66
12. Evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modify those actions when needed, and actively seeks opportunities for continued professional growth.	3.00

13. Foster positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well being.	3.33
14. Assist students with career awareness and the application of career concepts to the academic curriculum.	3.00
15. Develop and use instructional strategies/plans based on the Oklahoma student standards.	3.66
16. Incorporate the teacher evaluation process in designing instructional strategies.	3.33
17. Implement effective classroom management practices.	3.00
Rating Scale for the Following five (5) Questions Poor (1 pt.), Weak (2 pts.), Adequate (3pts.), Good (4 pts.), Strong (5 pts.)	
18. How students learn and develop.	4.33
19. How students vary in their approach to learning.	4.66
20. Curriculum integration process.	3.66
21. The process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.	4.33
22. The legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.	3.66
Overall Average Rating	3.00

The criteria for this survey is represented by the following:

- Not at all prepared 1 pt.
- Inadequately prepared 2 pts.
- Adequately prepared 3 pts.
- Well Prepared 4 pts.
- Very well prepared 5 pts.

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**First Year Teacher Survey (OEQA)
2016 - 2017**

Question (n= 2 Teachers)	Strongly Disagree		Disagree		Somewhat Disagree		Somewhat Agree		Agree		S. Agree	
understand how learners grow and develop.	0.00%	0	0.00%	0	0.00%	0	00%	0	100%	2	0.00%	0
recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	0.00%	0	0.00%	0	0.00%	0	00%	0	100%	2	0.00%	0
design and implements developmentally appropriate and challenging learning experiences.	0.00%	0	0.00%	0	0.00%	0	00%	0	100%	2	0.00%	0
use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	0.00%	0	0.00%	0	12.50%	1	0.00%	0	50.0%	1	50.0%	1
work with others to create environments that support individual and collaborative learning.	0.00%	0	0.00%	0	0.00%	0	0.00%	1	50.0%	1	50.0%	1
encourage positive social interaction, active engagement in learning, and self motivation.	0.00%	0	0.00%	0	0.00%	0	50.0%	1	00.0%		50.0%	1
understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1
create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100%	2	0.00%	0
understand how to connect concepts to each other and to authentic local and global issues.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1
know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1
understand and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1
understand and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1
plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100%	2	0.00%	0
plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1

understand and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1
integrate technology effectively and appropriately into instruction.	0.00%	0	0.00%	0	0.00%	0	50.00%	1	00.0%	0	50.0%	1
engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1
engage in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1
seek appropriate leadership roles and opportunities to take responsibility for student learning.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1
seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	00.0%	0	100 %	1
seek appropriate leadership roles and opportunities to advance the profession.	0.00%	0	0.00%	0	12.50%	1	3.85%	1	3.70%	1	0.00%	0
Overall, I felt I was well prepared.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.0%	1	50.0%	1

The teacher integrates technology effectively and appropriately for classroom instruction, student assessment and record keeping.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	14.3%	1	100.00%	1
The teacher understands his/her personal diversity and cultural biases and seeks opportunities to learn more about his/her students' cultures.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	28.6%	2	0.00%	0
The teacher demonstrates effective oral and written communication skills with students, colleagues, and families/caregivers.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	28.6%	2	0.00%	0
The teacher demonstrates positive dispositions and utilizes effective instructional strategies toward positively impacting P-12 student learning by demonstrating a commitment to the belief that ALL students in his/her classroom can learn.	0.00%	0	0.00%	0	0.00%	0	50.00%	1	14.3%	1	0.00%	0
The teacher demonstrates the ability to make professional, ethical and moral decisions based on Christian principals	0.00%	0	0.00%	0	0.00%	0	50.00%	1	14.3%	1	0.00%	0

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**Administrator Evaluation of First Year Teacher (OEQA)
2015-2016 / 2016-2017**

This survey was created and distributed by the Office of Educational Quality and Accountability (OEQA). The survey information was returned to the OEQA and then distributed to the member EPP's. A six (6) point Likert scale was used as response criteria. The following criteria was represented by: Strongly Disagree (1 pt.), Disagree (2 pts.), Somewhat Disagree (3 pts.), Somewhat Agree (4 pts.), Agree (5 pts.), Strongly Agree (6 pts.).

NOTE: This survey instrument was NOT created, administered or collected by the EPP. The state return rate for 2016=2017 was 31.23%. Data for EPP return rates were not provided.
The sample size (n) was too small to calculate any statistical significance.

Question (New survey 2015 - 2016)	2014 - 2015 (n=5)	2015 - 2016 (n=1)	2016 - 2017 (n=3)
1. The teacher understands how learners grow and develop	Previous survey questions and data See table below	6.00	4.33
2. The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.		5.00	4.66
3. The teacher designs and implements developmentally appropriate and challenging learning experiences.		6.00	4.66
4. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.		6.00	4.33
5. The teacher works with others to create environments that support individual and collaborative learning.		6.00	4.66
6. The teacher encourages positive social interaction, active engagement in learning, and self motivation.		6.00	4.66
7. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.		5.00	4.00
8. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.		5.00	4.33
9. The teacher understands how to connect concepts to each other and to authentic local and global issues.		5.00	4.00

10. The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.		5.00	4.00
11. The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.		6.00	4.33
12. The teacher understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.		6.00	4.33
13. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.		5.00	4.00
14. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.		5.00	4.00
15. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.		5.00	4.33
16. The teacher integrates technology effectively and appropriately into instruction.		5.00	5.00
17. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).		5.00	4.33
18. The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.		6.00	4.66
19. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.		6.00	4.33
20. The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		6.00	4.00
21. The teacher seeks appropriate leadership roles and opportunities to advance the profession.		6.00	4.00
Overall Average Rating		5.52 SD =.512	4.31 SD =.296

CONTINUED BELOW:

Administrator Evaluation of First Year Teacher (OEQA) 2014 - 2015

This survey was created and distributed by the Office of Educational Quality and Accountability (OEQA). The survey

information was returned to the OEQA and then distributed to the member universities. A six (6) point Likert scale was used as response criteria. The following criteria was represented by: Not at all prepared (1 pt.), Inadequately prepared (2 pts.), Adequately prepared (3 pts.), Well Prepared (4 pts.), Very well prepared (5 pts.).

<p style="text-align: center;">Question (Previous survey 2014 - 2015)</p>	<p style="text-align: center;">2014 - 2015 (n=5)</p>
1. Apply the central concepts and methods of inquiry of the subject matter discipline(s) that they teach.	3.8
2. Create learning experiences that make these aspects of subject matter meaningful for students.	3.6
3. Provide learning opportunities that support students' intellectual, social and physical development at all grade levels.	3.6
4. Create instructional opportunities that are adaptable to learners' individual differences.	3.8
5. Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	3.6
6. Use technology effectively to enhance student learning and to create unique learning opportunities.	3.6
7. Understand and use best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning.	3.8
8. Use a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3.6
9. Plan instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community.	4.0
10. Adapt instruction based upon assessment and reflection.	3.6
11. Use a variety of assessment strategies to evaluate and modify the teaching/learning process.	3.6

12. Evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modify those actions when needed, and actively seeks opportunities for continued professional growth.	3.6
13. Foster positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well being.	3.8
14. Assist students with career awareness and the application of career concepts to the academic curriculum.	3.6
15. Develop and use instructional strategies/plans based on the Oklahoma student standards.	4.2
16. Incorporate the teacher evaluation process in designing instructional strategies.	3.8
<p align="center">Rating Scale for the Following five (5) Questions Poor (1 pt.), Weak (2 pts.), Adequate (3pts.), Good (4 pts.), Strong (5 pts.)</p>	
17. How students learn and develop.	3.6
18. How students vary in their approach to learning.	3.6
19. Curriculum integration process.	4.00
20. The process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.	3.8
21. The legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.	3.8
Overall Average Rating	3.73

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Evaluation of First-Year Teachers by University Faculty

The "Residency Year" program was formally introduced by the State of Oklahoma in 1983-84. Funding for this program ended in 2009-10. The data collected for this program consisted of recommending the first year teacher for certification, recommending the teacher complete a second year of residency or if the second year of residency was unsuccessful the recommendation would be to deny certification.	
1983 - 2010	Data was collected and organized based solely on the recommendation of the Residency Year Committee for certification after the first year, after the second year or denial of certification. Included in this section is the data compiled for the last three years of the Residency Year program.
2011 - 2016	Following the elimination of the Residency Year program, the Office of Teacher Preparation at Southern Nazarene University began an informal mentoring program for their first year teachers. University professors were assigned 1-4 first year teachers to visit, support and encourage. Included in this section is an example of the feedback form used by the University professors. This form was for feedback purposes alone, no data was collected.

2016 - 2017

New Assessment: First year to formalize criteria to evaluate graduates in their first year of teaching.

Criteria	Average Score (n=9)
Teacher regularly assesses individual and groups of students to design and modify instruction to meet learners' needs. (INTASC 1)	2.44
Teacher understands that learners vary in their cognitive, linguistic, social, emotional, and physical needs and meets the needs of all learners. (INTASC 1)	2.56
Teacher creates developmentally appropriate instruction based on learners' individual strengths, interests, and needs. (INTASC 1)	2.70
Teacher collaborates with families, colleagues, and other professionals to promote learner growth and development. (INTASC 1)	2.40
Teacher uses understanding of diverse cultures and communities to ensure inclusive learning environments that enables each learner to meet high standards. (INTASC 2)	2.67
Teacher creates learning environments and lessons that ensure that learners feel valued and learn to value each other. (INTASC 2)	2.60

Teacher collaborates with others to build safe, positive learning environment that encourages positive social interaction. (INTASC 3)	2.50
Teacher scaffolds self-directed and collaborative learning for all learners. (INTASC 3)	2.50
Teacher promotes responsible appropriate learner use of interactive technologies to extend the possibilities for learning locally and globally. (INTASC 3)	2.33
Teacher motivates learners by using strategies that assist learners to take ownership of his/her learning. (INTASC 3)	2.70
Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches. (INTASC 4)	2.60
Teacher engages learners in experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (INTASC 4)	2.50
Teacher develops and implements projects that guide learners in analyzing the complexities for an issue. (INTASC 5)	2.60
Teacher engages learners in evaluating novel approaches, seeking inventive solutions to authentic local and global problems, and developing original work. (INTASC 5)	2.38
Teacher engages all learners in appropriate use of technologies for research of content areas for sharing information locally and globally. (INTASC 5)	2.56
Teacher balances use of formative and summative assessments as appropriate to support, verify, and document learning. (INTASC 6)	2.50
Teacher designs assessments that match learning objectives and minimizes sources of bias that can distort results. (INTASC 6)	2.56
Teacher works independently and collaboratively to examine test and performance data. (INTASC 6)	2.40

Teacher continually seeks appropriate ways to employ technology to support assessment practice. (INTASC 6)	2.56
Teacher individually and collaboratively selects and creates appropriate learning experiences for all learners. (INTASC 7)	2.60
Teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skills. (INTASC 7)	2.60
Teacher plans for instruction based on formative and summative assessment data. (INTASC 7)	2.56
Teacher plans with professionals who have specialized expertise to design and jointly deliver learning experiences for all learners. (INTASC 7)	2.50
Teacher plans in relation to short- and long-range goals, and systematically adjusts plans when necessary. (INTASC 7)	2.40
Teacher uses appropriate strategies and resources to adapt instruction to meet the needs of all learners, including English learners. (INTACS 8)	2.44
Teacher engages learners in assessing their progress and adjusts instruction in response to learner's needs. (INTASC 8)	2.60
Teacher varies his/her roles (instructor, facilitator, coach, audience) in purpose of instruction and learners' needs. (INTASC 8)	2.50
Teacher asks questions to stimulate discussion for the purpose of stimulating curiosity, seeking different perspective, and helping students to question ideas and perspectives. (INTASC 8)	2.60
Teacher engages in ongoing professional learning to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences. (INTASC 9)	2.60
Teacher collaborates with colleagues for systemic observations, sharing information about learners, and to share research. (INTASC 9)	2.56

Teacher seeks professional, community, and technological resources for the purpose of providing engaging learning experiences for all learners. (INTASC 9)	2.56
Teacher advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media. (INTASC 9)	2.33
Teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning. (INTASC 10)	2.67
Teacher engages collaboratively in school-wide effort to build a shared vision and supportive culture. (INTASC 10)	2.56
Teacher uses technology and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. (INTASC 10)	2.50
Overall Ave. Rating	2.46 SD =.097

SCALE: **Target = 2.50 - 3.00**
 Acceptable = 2.00 - 2.49
 Unacceptable = 0.00 - 1.99

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

First/Third/Fifth Year Alumni Survey Results
***(Survey data compiled in October following the previous completed school year)**

Note: First/Third/Fifth Year Survey was redesigned and applied October 2016. The data for 2014-15 reflects the "old" survey form. The data recorded for 2015-16 and 2016-17 is using the "new" survey form.

SURVEY QUESTIONS		Oct.* 2016 2015-16 (n=19) Response Rate 31.4%	Oct.* 2017 2016-17 (n=10) Response Rate 22.4%
1.The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me to understand the diverse cognitive, social, physical, linguistic, and emotional development of diverse learners in my classroom and has helped me to understand how I can provide appropriate instructional activities for ALL learners in my classroom. (InTASC 1)	Previous survey questions and results are listed below.	4.21	3.80
2. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of the content area that I teach and to build skills to apply knowledge for ALL learners in my classroom. (InTASC 8)		4.11	4.10
3. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me to understand the diverse cultures represented in the community in which I teach and those represented by ALL learners in my classroom. (InTASC 2)		3.63	3.70
4. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me possess the ability to integrate subject areas and to use differing perspectives to engage ALL learners in my classroom in critical, creative thinking so that they have the ability to solve authentic local and global issues. (InTASC 5)		4.00	3.90
5. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me plan for instruction that draws upon content knowledge, state curriculum, and cross-disciplinary skills and pedagogy. It has also prepared me with the knowledge to understand learners and their community so that I can support learning for ALL learners in my classroom. (InTASC 7)		4.21	3.90
6.The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me gain the content knowledge in my subject area so that I can create learning experiences to ensure that ALL learners in my classroom attain mastery of concepts in the subject(s) that I teach. (InTASC 4)		4.42	3.80

7. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me integrate technology into the learning environment for instruction, communication, and assessment for ALL learners in my classroom. (InTASC 6)		3.74	3.40
8. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me integrate technology into the learning environment for instruction, communication, and assessment for ALL learners in my classroom. (InTASC 6)		3.63	3.50
9. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has assisted me in understanding and utilizing multiple methods of assessment so that I can ascertain progress in the learning process of ALL learners in my classroom. (InTASC 6)		4.47	4.00
10. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has encouraged me to pursue ongoing professional development and self-evaluation. As a result of this ongoing reflective and professional development process, I am able to adapt my practices to meet the needs of ALL learners in my classroom. (InTASC 9)		4.47	4.20
11. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has encouraged me to seek appropriate leadership roles and opportunities to collaborate with my teaching colleagues and with the families representing ALL learners in my classroom, so that personal professional growth and the overall advancement of the teaching profession continues to progress. (InTASC 10)		4.47	4.20
12. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has encouraged me to maintain professionalism through the following: 1) demeanor-collegiality (cooperation, teamwork), 2) scholarship (continuing to pursue learning about my craft), 3) connection to professional organizations (actively participating in groups that support the teaching profession), and 4) collaboration with colleagues and families (working together with individuals and groups that support the overall learning process, as well as ALL learners in my classroom). (InTASC 9)		4.42	4.40
13. The instruction I received at Southern Nazarene University and in the Educator Preparation Program has equipped me with effective written and verbal communication skills necessary to effectively engage and communicate with ALL learners in my classroom, as well as with families, colleagues and leadership with whom I interact in my professional roles and responsibilities. (SNU Standard).		4.47	4.50
14. The instruction I received at Southern Nazarene University and in the Educator Preparation Program has strengthened my ability to make professional decisions within my teaching experience based on Christian principles, thus impacting my ability to be a positive role model for ALL learners in my classroom. (SNU Standard).		4.63	4.40
Overall Average Rating		4.21 SD =.338	3.98 SD =.335

Analysis: The data indicated that survey questions #7 & #8 are weak areas for further research and an area for EPP growth. The data also indicated that #12, #13, and #14 appears to be areas of EPP strength.

Rating Scale: First/Third/Fifth year alumni survey used a five (5) point Likert scale: 1 = Strongly disagree with the statement and 5 = Strongly agree with the statement.

SURVEY QUESTIONS (Previous)	Oct 2015* 2014-15 (n=17) Response Rate 24.3%
The instruction I received concerning the decision maker model is helpful to me today as I continue to make daily decisions that impact students and others.	3.35
The instruction I received concerning the importance of public education in the United States helps me today to be an advocate for free education in the United States.	3.70
The instruction I received concerning contemporary social problems helps me today to understand the importance of being an advocate for finding solutions to societal problems in my teaching and/or other areas of life.	3.94
The instruction I received concerning the characteristics of effective teachers helps me today in being an effective teacher and/or person in all aspects of my life.	4.17
The instruction I received concerning the historical and philosophical development of education in the United States helps me understand the importance of being an advocate as a teacher, administrator, parent, or citizen for positive changes within our public education system.	3.23
The instruction I received concerning the organizational structure of public education helps me understand the importance of supporting all levels of education.	3.23
The instruction I received concerning cultural pluralism as it relates to public education helps me today to teach in a cultural-diverse setting and/or to celebrate diversity in our society.	3.70
The instruction I received concerning the democratic principles found in public education helps me today to be an advocate for promoting democratic principles in my teaching and/or all aspects of my life.	3.70
The instruction I received concerning the importance of promoting student self-awareness and positive self-concepts helps me today to promote positive self-concepts in students and/or others with whom I interact.	3.47
The instruction I received concerning the importance of positive communication in the classroom helps me today create positive communication in my classroom and/or in other areas of my life.	3.82
The instruction I received concerning the importance of planning, implementing, and evaluating educational goals helps me today in my planning, implementing, and evaluating educational and other goals in my life.	4.00

The instruction I received concerning the importance of working effectively as a team member helps me today as I work with students and others in my daily life.	3.58
The instruction I received about the many professional organizations in education helps me today as I select membership in educational and other organizations.	3.58
The opportunities to complete observations and practicums in classrooms with students with diverse needs and cultural differences help me today accept and appreciate people with diverse needs and cultural differences.	3.58
The instruction I received concerning effective ways to connect families, community and school helps me today as I connect with families, community and school.	3.82
The instruction I received concerning the importance of modifying instruction based on the feedback of students helps me today to modify instruction based on student feedback.	3.58
The instruction I received concerning the importance of appropriate sequencing of learning activities helps me today to appropriately sequence teaching activities.	3.58
The instruction I received concerning the administration and interpretation of standardized assessments and teacher-made tests helps me today understand the benefits and pitfalls of standardized and teacher-made tests.	3.58
The instruction I received concerning the requirements for accreditation, licensure, and certification helps me today to keep my certification current.	3.23
The instruction I received concerning the requirements for accreditation, licensure, and certification helps me today to keep my certification current.	4.41
The instruction I received concerning individual differences among students helps me today to celebrate differences among students and help them reach their potential.	4.76
The instruction I received concerning effective strategies to differentiate instruction helps me today to seek new, effective strategies to differentiate instruction and to help all children with special needs reach their potential.	4.41
The exposure I had to technology and the Internet helps me today to understand the importance of continuing to learn about the latest technology devices and Internet sites.	3.7
The instruction I received concerning the social, physical, emotional, psychological, and cognitive growth of students helps me today to consider all aspects of students' growth when teaching.	4.41

The instruction I received about the importance of creating effective classrooms that cater to all learning styles helps me today as I work with students with different learning styles.	3.70
Overall Average Rating	3.77

Rating Scale: First/Third/Fifth year alumni survey used a five (5) point Likert scale: 1 = Strongly disagree with the statement and 5 = Strongly agree with the statement.

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**First / Third / Fifth Year Completer Survey
Data**

Survey Questions	*2014-15	2015-16	2016-17
The instruction I received in the SNU Educator Preparation Program (Teacher Education) has:			
helped me to understand the diverse cognitive, social, physical, linguistic, and emotional development of diverse learners in my classroom and has helped me to understand how I can provide appropriate instructional activities for ALL learners in my classroom. (InTASC 1)	3.92	4.21	4.22
helped me to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of the content area that I teach and to build skills to apply knowledge for ALL learners in my classroom. (InTASC 8)	4.38	4.10	4.11
helped me to understand the diverse cultures represented in the community in which I teach and those represented by ALL learners in my classroom. (InTASC 2)	4.69	3.63	3.67
helped me possess the ability to integrate subject areas and to use differing perspectives to engage ALL learners in my classroom in critical, creative thinking so that they have the ability to solve authentic local and global issues. (InTASC 5)	3.38	4.00	3.94
helped me plan for instruction that draws upon content knowledge, state curriculum, and cross-disciplinary skills and pedagogy. It has also prepared me with the knowledge to understand learners and their community so that I can support learning for ALL learners in my classroom. (InTASC 7)	3.30	4.21	4.22
helped me gain the content knowledge in my subject area so that I can create learning experiences to ensure that ALL learners in my classroom attain mastery of concepts in the subject(s) that I teach. (InTASC 4)	3.76	4.42	4.44
helped me integrate technology into the learning environment for instruction, communication, and assessment for ALL learners in my classroom. (InTASC 6)	3.76	3.73	3.67
assisted me in understanding and utilizing multiple methods of assessment so that I can ascertain progress in the learning process of ALL learners in my classroom. (InTASC 6)	3.30	4.47	4.50
encouraged me to pursue ongoing professional development and self-evaluation. As a result of this ongoing reflective and professional development process, I am able to adapt my practices to meet the needs of ALL learners in my classroom. (InTASC 9)	4.15	4.47	4.50
encouraged me to seek appropriate leadership roles and opportunities to collaborate with my teaching colleagues and with the families representing ALL learners in my classroom, so that personal professional growth and the overall advancement of the teaching profession continues to progress. (InTASC 10)	3.23	4.47	4.44
encouraged me to maintain professionalism through the following: 1) demeanor-collegiality (cooperation, teamwork), 2) scholarship (continuing to pursue learning about my craft), 3) connection to professional organizations (actively participating in groups that support the teaching profession), and 4) collaboration with colleagues and families (working together with individuals and groups that support the overall learning process, as well as ALL learners in my classroom). (InTASC 9)	3.92	4.42	4.44

equipped me with effective written and verbal communication skills necessary to effectively engage and communicate with ALL learners in my classroom, as well as with families, colleagues and leadership with whom I interact in my professional roles and responsibilities. (SNU Standard).	4.23	4.47	4.50
strengthened my ability to make professional decisions within my teaching experience based on Christian principles, thus impacting my ability to be a positive role model for ALL learners in my classroom. (SNU Standard).	3.30	4.63	4.67
Overall	3.79	4.24	4.26

*Old survey had 25 questions, the data recorded in this document best represents the questions from old to new.

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Student Perception of First Year Teacher Survey (Pilot Project)
Early Childhood, Elementary & Middle/High School

Three point rating scale: True = 3, Sometimes True = 2, False = 1. Presented by "Happy""Neutral""Sad" Faces.

Early Childhood Criteria	Response Average Rating (n=19)
1. My teacher makes learning easy and fun. (4a, 4b, 7b)	2.89
2. My teacher gives me extra help when I need it. (1f, 2a).	2.79
3. My teacher wants me to ask questions when I want to know more. (4b)	2.84
4. My teacher uses many different things to help me learn. (8a)	2.95
5. If I already know something, my teacher lets me do something different. (8b)	3.00
6. My teacher makes doing assignments fun. We get to build things, do skits, play games, or do artwork. (6k)	2.95
7. My teacher asks questions. S/he makes me think. (5d, 5m, 8f)	2.84
8. My teacher reads and teaches about people living in different places. (4m)	2.32
9. My teacher helps me learn and use new words. (4j)	3.00
10. My teacher lets me work with my classmates. (3j)	2.50

Five point rating scale: Agree = 5 pts., No Opinion = 3, Disagree = 1.

Elementary Criteria	Response Average Rating (no responses)
1. My teacher knows the subject(s) that s/he teaches and relates it to our prior knowledge. (4j)	
2. My teacher gives me extra help when I need it. (1f, 2a).	

3. My teacher encourages me to ask questions when I want to know more information about a topic. (4b)	
4. My teacher teaches what I need to be successful on tests and in the next grade level. (4a)	
5. My teacher uses many different ways to teach us new things, and s/he makes learning easy and fun. (7b)	
6. If I am struggling with a long, hard assignment, my teacher gives me help so I can do it. (8b)	
7. If I already know something, my teacher lets me do a different project. (8b)	
8. My teacher gives assignments that really help me learn With classmates, I get to do creative projects. (6k)	
9. My teacher grades and gives back papers and tests; s/he and writes encouraging comments on them. ((6n)	
10. My teacher uses computers, iPads, and other technology; and then lets us use them. (3m, 4g)	
11. My teacher asks "Why" questions; s/he makes me think. (5d, 5m, 8f)	
12. My teacher makes learning about other people in other places interesting. (4m)	
13. My teacher helps me learn and use new vocabulary words. (4j)	
14. My teacher treats all of us fairly, s/he values our feelings and. (3g)	
15. My teacher encourages us to work together so we can learn from each other. (3j)	

16. My teacher tells us how we can use what we learn in school at home when we are elsewhere. (5b)	
17. My classroom is a safe place to learn. (3k)	
18. My teacher helps me understand what I need to do to make better grades. (6m)	

Five point rating scale: S. Agree = 5 pts., Agree = 4, No Opinion = 3, Disagree = 2, S. Disagree = 1.

Middle School / High School Criteria	Response Average Rating (n=22)
1. My teacher knows the subject(s) that s/he teaches and relates it to our prior knowledge. (4j)	4.45
2. My teacher gives me extra help when I need it. (1f, 2a).	4.23
3. My teacher encourages me to ask questions when I want to know more information about a topic. (4b)	4.23
4. My teacher relates the daily concept to state standards. (4a)	3.95
5. My teacher uses many different strategies to teach new concepts; s/he makes learning new concepts easy and interesting. (7b)	4.18
6. My teacher uses many different resources and encourages me to use many different resources to help me learn new things. (8a)	4.36
7. If I am struggling with a long, hard assignment, my teacher changes the assignment so I can complete it. (8b)	3.00
8. If I already know something, my teacher lets me do a different assignment such as do research on a related topic. (8b)	3.00
9. My teacher gives assignments other than worksheets (e.g. experiments, projects, multimedia presentations, skits, or other creative projects); s/he understands there are many ways I can show that I know the material. (6k)	4.27

10. My teacher promptly gives back papers and tests, and writes comments so I understand what I did well and what parts I did not do well; s/he puts encouraging comments on my papers. (6n)	4.05
11. My teacher is fluent with technology; s/he shows the class how to use different programs and find information on the Internet; and encourages me to use different forms of technology. (3m, 4g)	4.00
12. My teacher asks "Why" questions and expects me to explain my answers; s/he makes me think. (5d, 5m, 8f)	4.36
13. My teacher makes learning about other cultures interesting. (4m)	3.55
14. My teacher helps me learn and use academic words and other vocabulary words. (4j)	4.27
15. My "teacher understands how current themes (e.g. civic literacy, health literacy, global awareness) connect to core subjects and knows how to weave those themes into meaningful experiences." (5j)	3.91
16. My teacher encourages me to collaborate with my classmates so we can learn from each other. (3j)	4.64
17. My teacher explains how to use what I learn in school outside of school. (5b)	3.95
18. My classroom is a safe place to learn. (3k)	4.50
19. My teacher knows when I have a misunderstanding about a concept, and s/he guides me to an accurate understanding. (4k)	4.05
20. My teacher helps me understand what I need to do to make better grades. (6m)	4.55

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**Student Learning Gains - Impact on PK-12 learning
Action Research Project
First Year Teacher - Teacher Work Sample (TWS)
Spring 2017 / Fall 2017**

Action Research Project - Student Learning Gains: Impact on PK-12 learning - Teacher Work Sample (TWS)									
	Spring 2017			Fall 2017					Ave. Learning Gain
Learning Gains	1.63	-0.02	.784	.189	.654	.375	.956	-0.06	.901 SD =.589
Gender:									Total
Female	10	7	9	12	12	12	9	7	78
Male	10	11	17	13	11	12	9	13	96
Race:									
Hispanic	10	10	9	16	2	3	1	5	56
African American	4	1	7	6	1	18	2	6	45
White	6	1	10	2	14	2	12	8	55
Mix		3			3				6
Native American		1		1	2	1	2	1	8
Moroccan		1							1
Pacific Islander		1							1
Asian					1		1		2

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**Action Research Project
First Year Teacher - Teacher Work Sample (TWS)
Spring 2017**

Criteria / INTASC Standard	3rd Grade Math	3rd Grade Math	9th Grade Math	Ave.
1.) Context of School (InTASC 2)	2.33	2.00	2.00	2.11
2.) Context of Classroom (InTASC 2)	2.33	2.33	2.33	2.33
3.) Goals of Unit (InTASC 1)	2.67	3.00	2.67	2.78
4.) Alignment of OAS with Unit Goals (InTASC 1)	2.67	3.00	2.67	2.78
5.) Accommodations/Modifications (InTASC 1)	2.33	2.67	3.00	2.67
6.) Content Knowledge (InTASC 4)	2.33	2.67	3.00	2.67
7.) Instructional Strategies (InTASC 7)	1.67	2.00	2.00	1.89
8.) Lesson Plans (InTASC 7)	2.33	2.00	2.00	2.11
9.) Use of Technology (InTASC 6)	1.67	1.33	2.00	1.67
10.) Student Use of Technology (InTASC 8)	1.67	1.33	1.67	1.56
11.) Pre-Test/Post-Test (InTASC 6)	2.33	2.33	2.00	2.22
12.) Learning Gains (InTASC 6)	2.33	2.00	2.33	2.22
13.) Analysis of Unit Goals (InTASC 6)	2.33	2.00	2.67	2.33
14.) Analysis of Lesson Goals (InTASC 6)	2.33	1.67	2.67	2.22
15.) SNU Reflection Form (InTASC 9)	1.67	2.00	1.33	1.67
Overall Ave. Rating	2.33 SD .350	2.00 SD .520	2.00 SD .490	2.11 SD .399

Scoring: Target = 3 pts.
Acceptable = 2 pts.
Unacceptable = 1 pt.

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Southern Nazarene University

Action Research Project
First Year Teacher - Teacher Work Sample (TWS)
Fall 2017 Second(2) Grade Math

Criteria / INTASC Standard	University Professor	University Professor	Outside Educator	Average Rating Per Criteria
1.) Context of School (InTASC 2)	3	3	3	3.00
2.) Context of Classroom (InTASC 2)	3	3	3	3.00
3.) Goals of Unit (InTASC 1)	3	3	3	3.00
4.) Alignment of OAS with Unit Goals (InTASC 1)	3	3	3	3.00
5.) Accommodations/Modifications (InTASC 1)	3	3	2	2.67
6.) Content Knowledge (InTASC 4)	3	3	3	3.00
7.) Instructional Strategies (InTASC 7)	3	3	3	3.00
8.) Lesson Plans (InTASC 7)	3	3	3	3.00
9.) Use of Technology (InTASC 6)	3	3	3	3.00
10.) Student Use of Technology (InTASC 8)	3	3	2	2.67
11.) Pre-Test/Post-Test (InTASC 6)	3	3	3	3.00
12.) Learning Gains (InTASC 6)	2	3	3	2.67
13.) Analysis of Unit Goals (InTASC 6)	3	3	3	3.00
14.) Analysis of Lesson Goals (InTASC 6)	3	3	3	3.00
15.) SNU Reflection Form (InTASC 9)	3	3	3	3.00
Overall Ave. Rating	2.93 SD =.258	3.00 SD =.000	2.87 SD =.352	2.93 SD =.137

Scoring: Target = 3 pts.

Acceptable = 2 pts.

Unacceptable = 1 pt.

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Action Research Project
First Year Teacher - Teacher Work Sample (TWS)
Fall 2017 Fourth(4) Grade Math

Criteria / INTASC Standard	University Professor	University Professor	Outside Educator	Average Rating Per Criteria
1.) Context of School (InTASC 2)	3	3	3	3.00
2.) Context of Classroom (InTASC 2)	3	3	2	2.67
3.) Goals of Unit (InTASC 1)	2	2	2	2.00
4.) Alignment of OAS with Unit Goals (InTASC 1)	2	2	2	2.00
5.) Accommodations/Modifications (InTASC 1)	3	2	2	2.33
6.) Content Knowledge (InTASC 4)	3	3	3	3.00
7.) Instructional Strategies (InTASC 7)	3	2	2	2.33
8.) Lesson Plans (InTASC 7)	3	3	3	3.00
9.) Use of Technology (InTASC 6)	3	1	1	1.67
10.) Student Use of Technology (InTASC 8)	3	3	3	3.00
11.) Pre-Test/Post-Test (InTASC 6)	3	3	2	2.67
12.) Learning Gains (InTASC 6)	2	3	2	2.33
13.) Analysis of Unit Goals (InTASC 6)	3	3	3	3.00
14.) Analysis of Lesson Goals (InTASC 6)	3	3	3	3.00
15.) SNU Reflection Form (InTASC 9)	1	1	1	1.00
Overall Ave. Rating	2.467 SD =.617	2.267 SD =.743	2.267 SD =.704	2.33 SD =.602

Scoring: Target = 3 pts.
Acceptable = 2 pts.
Unacceptable = 1 pt.

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Action Research Project
First Year Teacher - Teacher Work Sample (TWS)
Fall 2017 Eleventh(11) Grade History

Criteria / INTASC Standard	University Professor	University Professor	Outside Educator	Average Rating Per Criteria
1.) Context of School (InTASC 2)	3	3	3	3.000
2.) Context of Classroom (InTASC 2)	3	3	3	3.000
3.) Goals of Unit (InTASC 1)	2	2	2	2.000
4.) Alignment of OAS with Unit Goals (InTASC 1)	3	2	2	2.333
5.) Accommodations/Modifications (InTASC 1)	3	3	3	3.000
6.) Content Knowledge (InTASC 4)	3	3	3	3.000
7.) Instructional Strategies (InTASC 7)	3	3	3	3.000
8.) Lesson Plans (InTASC 7)	3	3	3	3.000
9.) Use of Technology (InTASC 6)	3	3	2	2.667
10.) Student Use of Technology (InTASC 8)	3	2	2	2.333
11.) Pre-Test/Post-Test (InTASC 6)	3	3	3	3.000
12.) Learning Gains (InTASC 6)	2	3	3	2.667
13.) Analysis of Unit Goals (InTASC 6)	3	3	3	3.000
14.) Analysis of Lesson Goals (InTASC 6)	3	3	3	3.000
15.) SNU Reflection Form (InTASC 9)	3	3	3	3.000
Overall Ave. Rating	2.867 SD =.352	2.800 SD =.414	2.733 SD =.458	2.800 SD =.329

Scoring: Target = 3 pts.
Acceptable = 2 pts.
Unacceptable = 1 pt.

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InTASC Standards alignment with EPP Rubrics

InTASC Standard	ST TWS	ST PART A	ST Disposit	Portfolio #1#2#3#4				ST Video	1st yr. Teacher	Concep. Frame.	ST Diversity	ST Part A Univ./ Coop./ ST	1 / 3 / 5	Part A ST Self	Interview	1st yr TWS
InTASC #1	X	X	X	X	X	X			X	X		X	X	X	X	X
InTASC #2	X	X	X	X	X	X		X	X	X	X	X	X	X	X	
InTASC #3		X	X	X		X	X	X	X	X	X	X	X	X		
InTASC #4	X	X	X	X	X	X	X		X	X		X	X	X	X	X
InTASC #5		X	X	X	X	X	X		X	X		X	X	X		X
InTASC #6	X	X	X		X	X	X		X	X		X	X	X		
InTASC #7	X	X	X		X	X	X	X	X	X		X	X	X	X	X
InTASC #8	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
InTASC #9	X	X	X	X	X	X	X		X	X		X	X	X		X
InTASC #10		X	X	X					X	X		X	X	X		