Statistical Data

2015 – 2016

School of Education

Southern Nazarene University

Fall 2016

SOUTHERN NAZARENE UNIVERSITY

SCHOOL OF EDUCATION

ASSESSMENT DATA

2015-2016

This document was composed in concordance with the assessment plan set forth by the School of Education, the Office of Teacher Preparation at Southern Nazarene University. The purpose of this document is to provide statistical evidence in regards to the training of teacher candidates at Southern Nazarene University. It is a quantitative document and should be viewed as a portion of the "picture" and not the total "picture" of the training process. Data for this purpose has been collected since Fall 2000. In the majority of situations data is listed within a three (3) year window, focusing on the 2015-2016 year data. State testing data represents only those teacher candidates that were identified with Southern Nazarene University and only the teacher candidate's first attempt at any one test. It should be noted that several of the individual data charts do not contain a sample size large enough to draw statistical conclusions. It also should be noted that state testing data is not listed if no tests were taken in 2015-2016.

The School of Educations Assessment plan is to provide each certificate area with annual statistics that would include baseline data and all data collected between accreditation visits. This data is also listed in the University's data collection program, TracDat. The appropriate data will also be sent to the Director of General Education, Southern Nazarene University. Please review the enclosed data with the appropriate school, department or council. If any school, department faculty makes changes based upon this data, please document and send a copy to the Office of Teacher Preparation. This documentation is a vital part of the Teacher Preparation Assessment plan.

Submitted by,

Kep Keoppel, Ph.D.
Professor
School of Education
Southern Nazarene University

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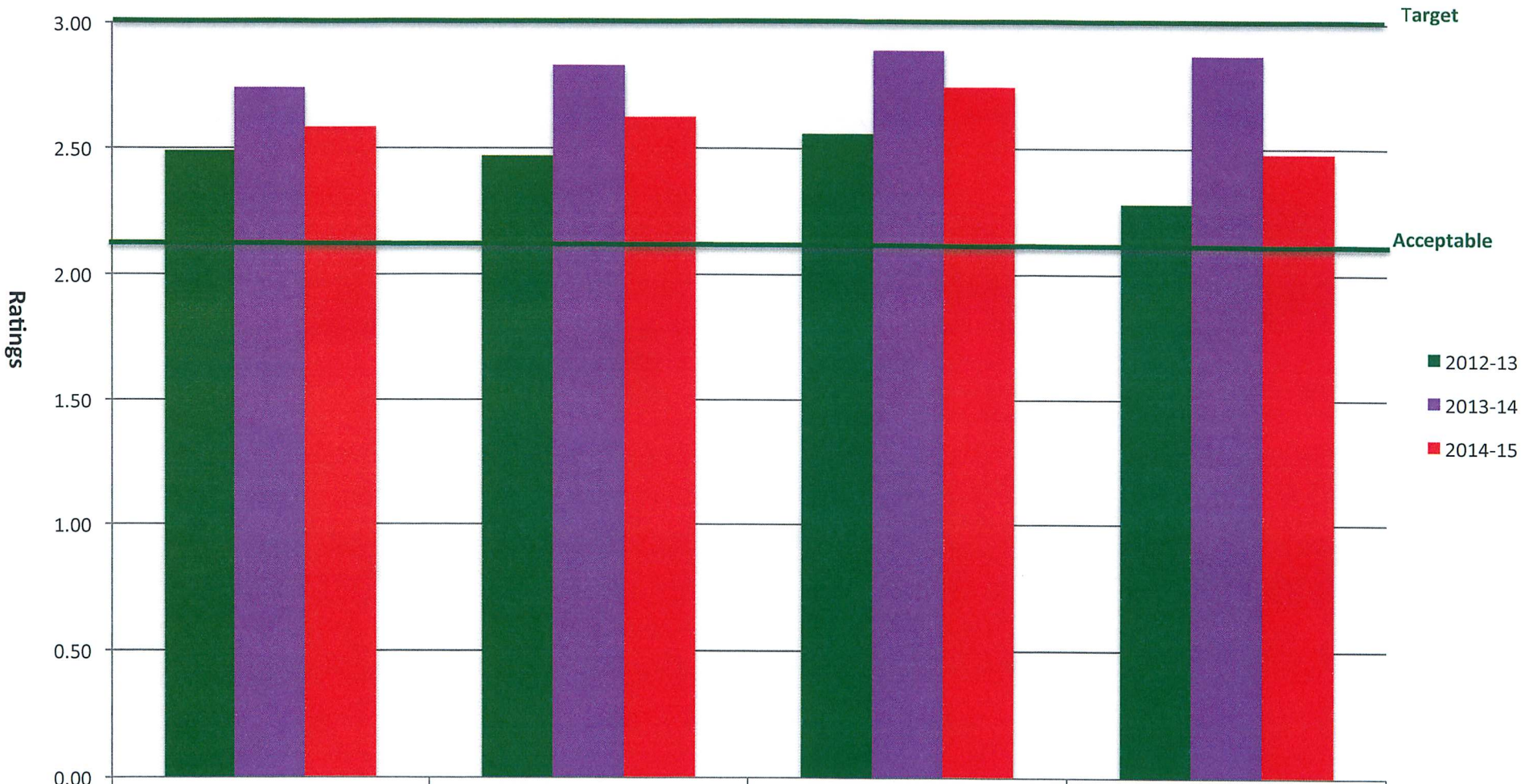
Comparison of Mean Scores by Assessment Categories



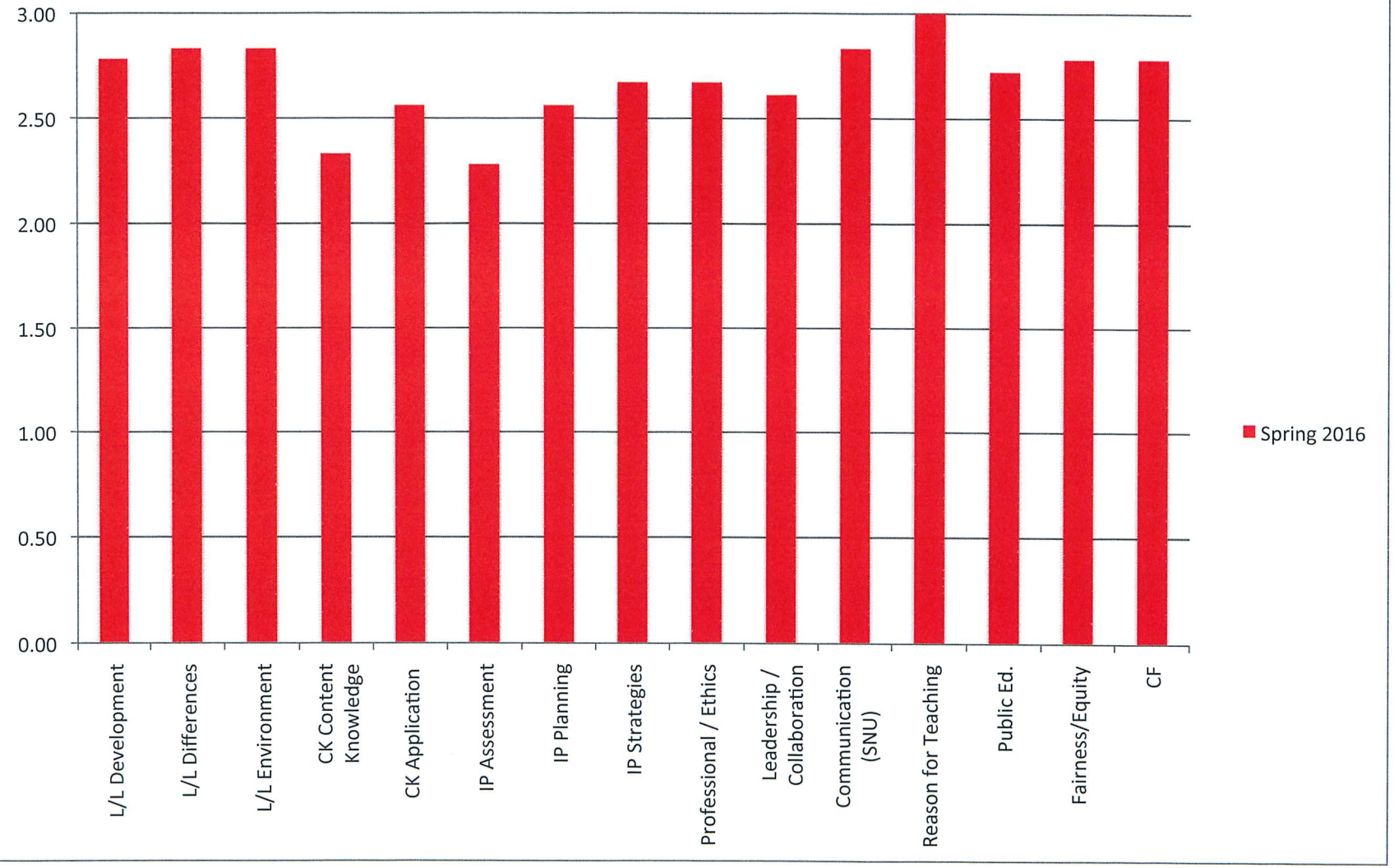
	I. Comm./Verbal skills	II. Disposition/Aptitudes	III. Professionalism/Demeanor	IV. Concept. Framework	
2012-13	2.49	2.47	2.56	2.28	(n=43)
2013-14	2.74	2.83	2.89	2.87	(n=35)
2014-15	2.58	2.62	2.74	2.48	(n=24)

Assessment Categories

Educator Preparation

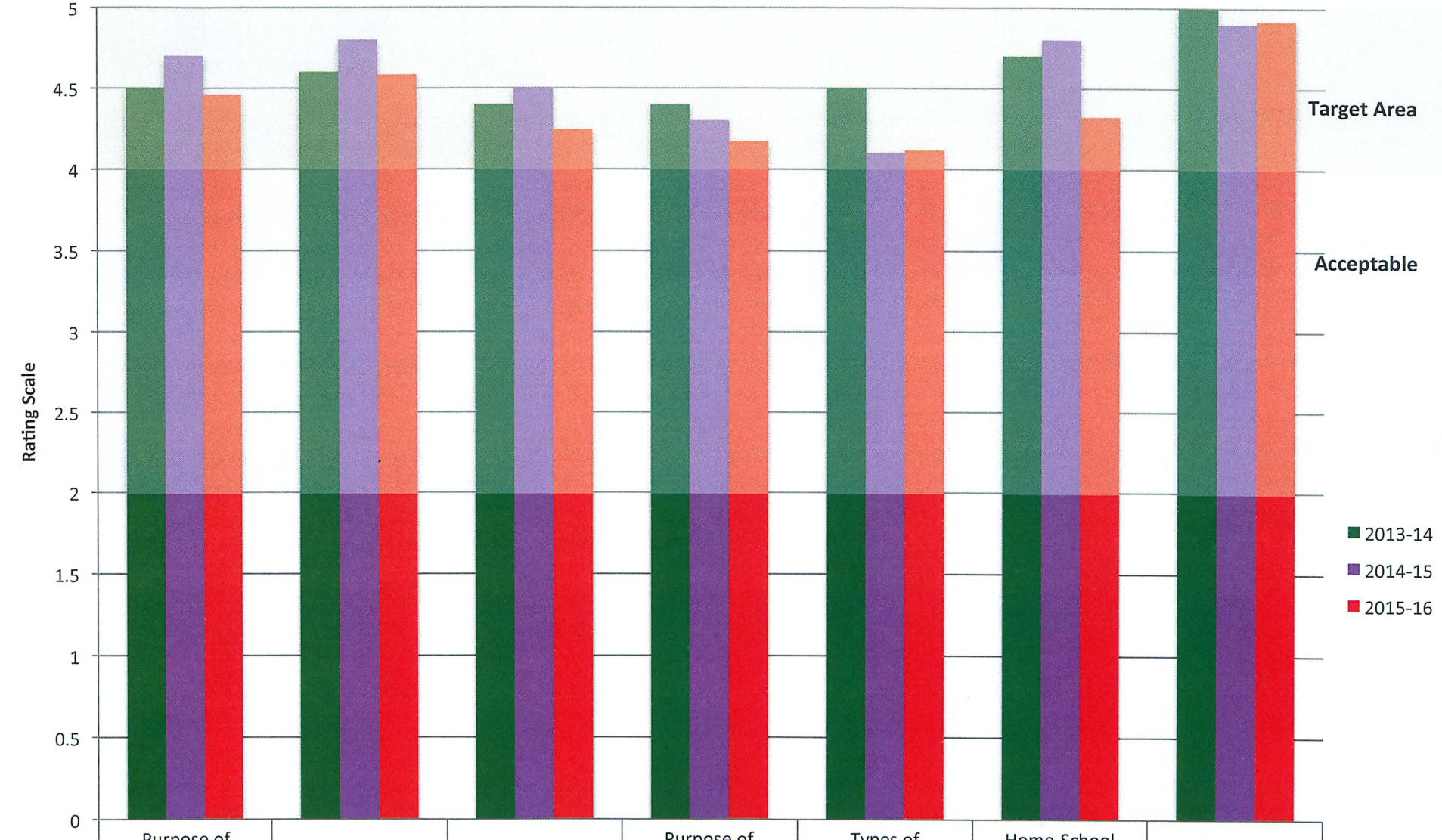
Admission Interview Guide

Spring 2016



PHILOSOPHY OF EDUCATION

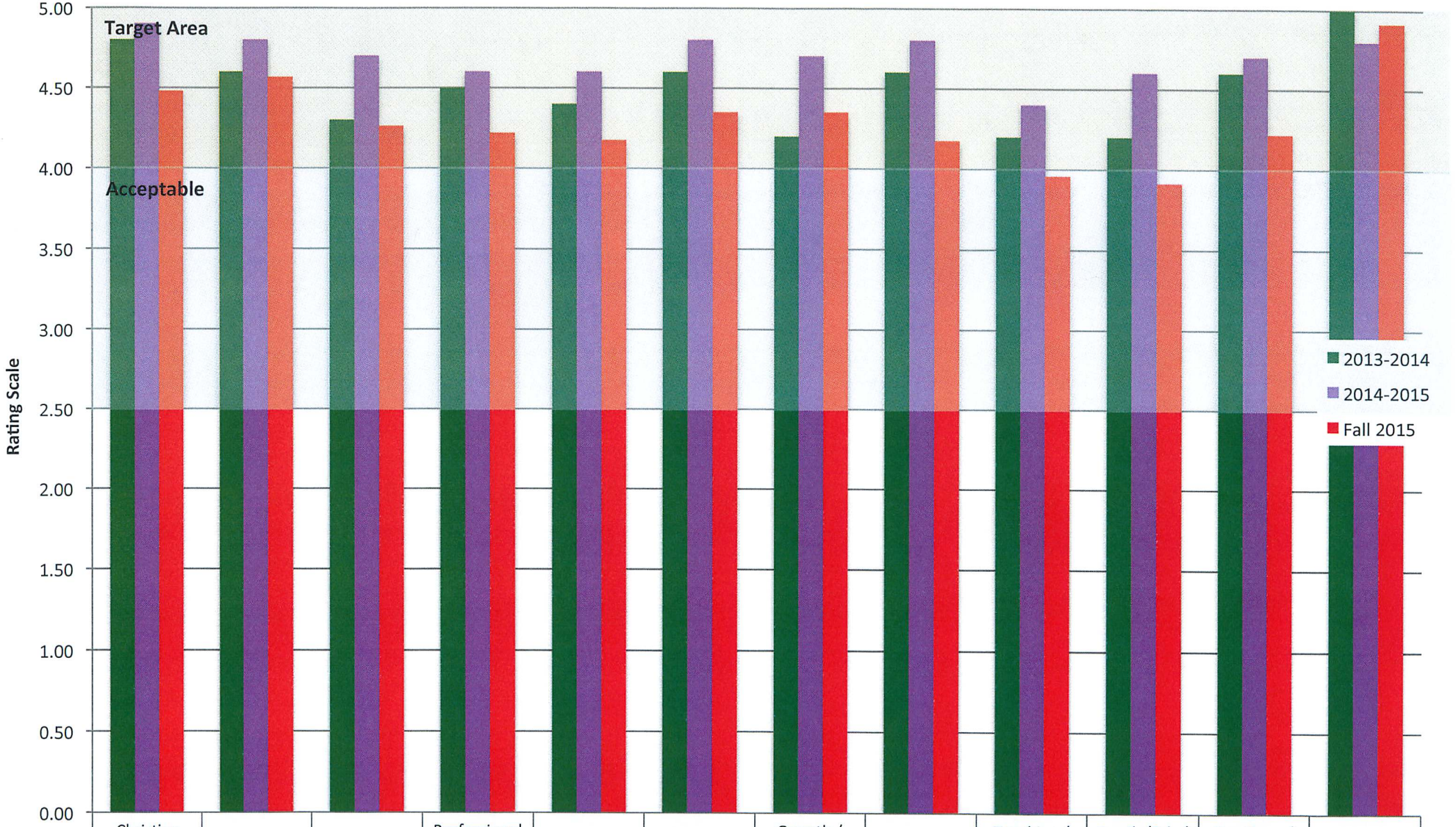
Introduction to Education 2111



	Purpose of Education	Role of Teacher	Learning Theories	Purpose of Curriculum	Types of Assessment	Home-School Relations	Writing Mechanics	
2013-14	4.5	4.60	4.40	4.40	4.50	4.70	5.00	(n=35)
2014-15	4.7	4.8	4.5	4.3	4.1	4.8	4.9	(n=45)
2015-16	4.46	4.58	4.24	4.17	4.12	4.32	4.92	(n=45)

CONCEPTUAL FRAMEWORK

Foundations of Education ED2162

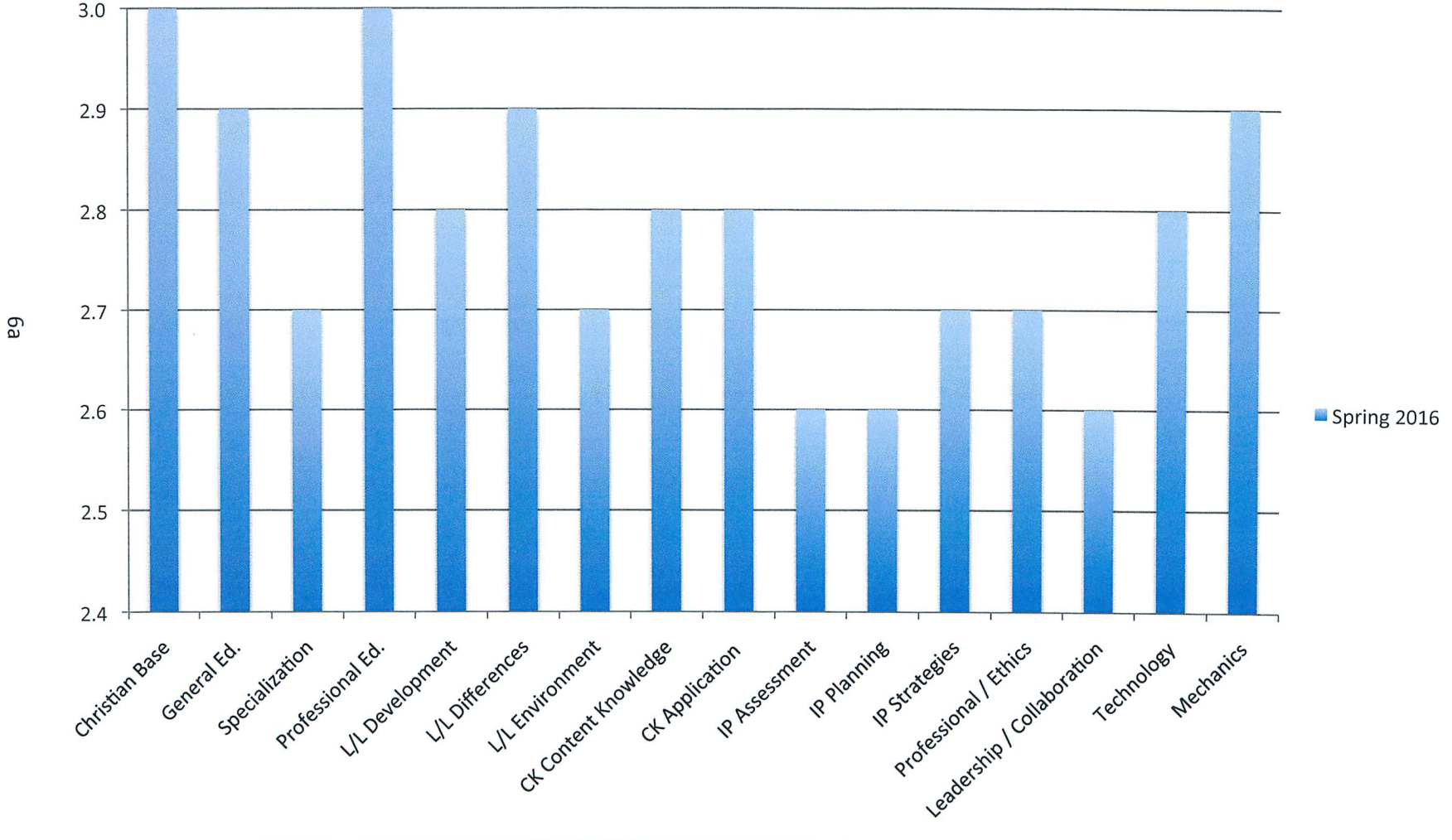


	Christian Base	General Ed.	Specialize	Professional Ed.	Foundations	Technology	Growth / Dev.	Assess. / Eval.	Teaching / Learning	Family/Sch./ Community	Practicum/ clinical	Mechanics
2013-2014	4.80	4.60	4.30	4.50	4.40	4.60	4.20	4.60	4.20	4.20	4.60	5.00 (n=38)
2014-2015	4.9	4.8	4.7	4.6	4.6	4.8	4.7	4.8	4.4	4.6	4.7	4.8 (n=46)
Fall 2015	4.5	4.6	4.3	4.2	4.2	4.3	4.3	4.2	4.0	3.9	4.2	4.9 (n=23)

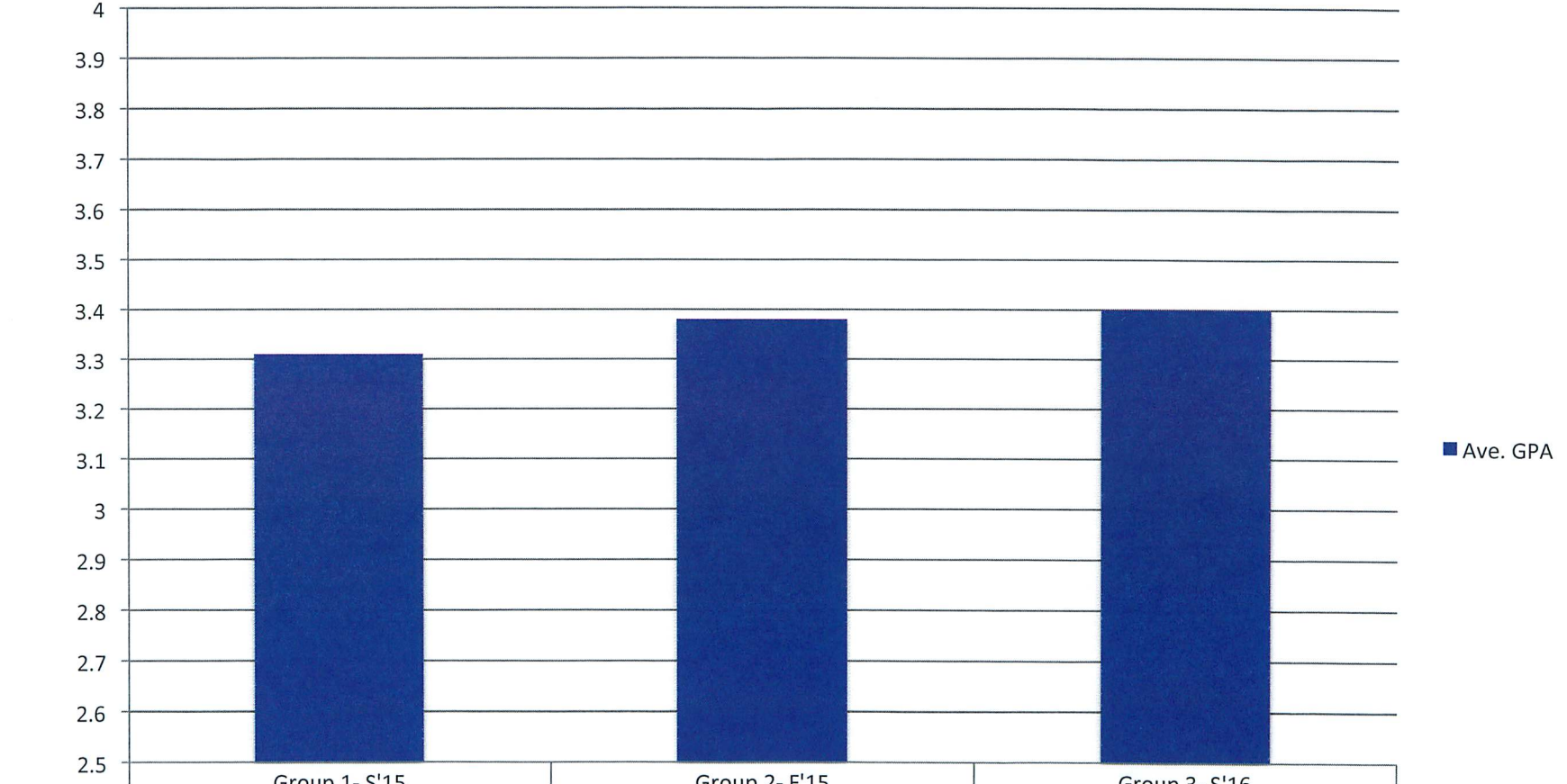
Educator Preparation

Conceptual Framework

Spring 2016



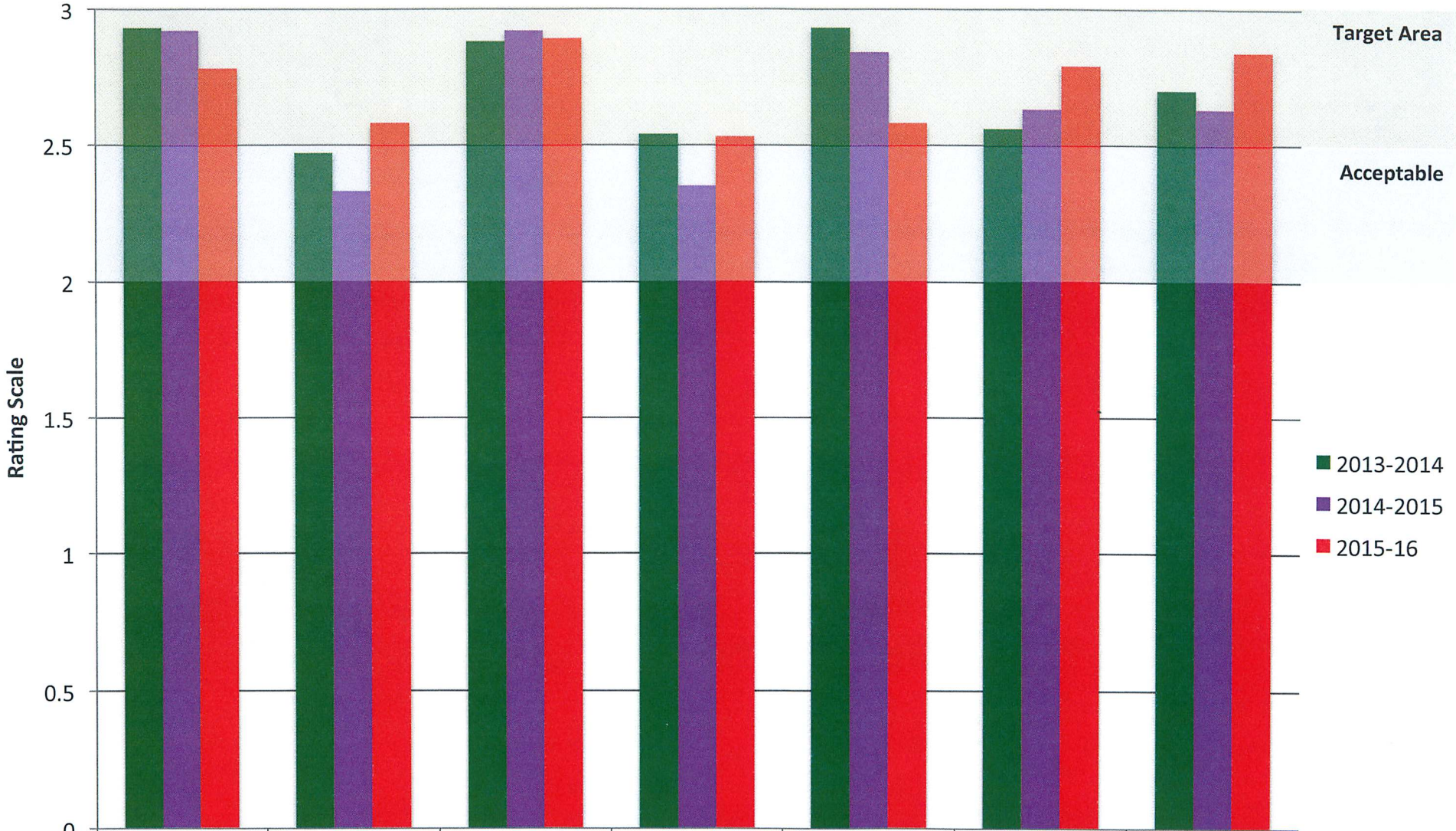
Southern Nazarene University
TEACHER PREPARATION
ADMISSION COHORTS



	Group 1- S'15	Group 2- F'15	Group 3- S'16
Ave. GPA	3.31	3.38	3.4

FIELD OBSERVATIONS I.A

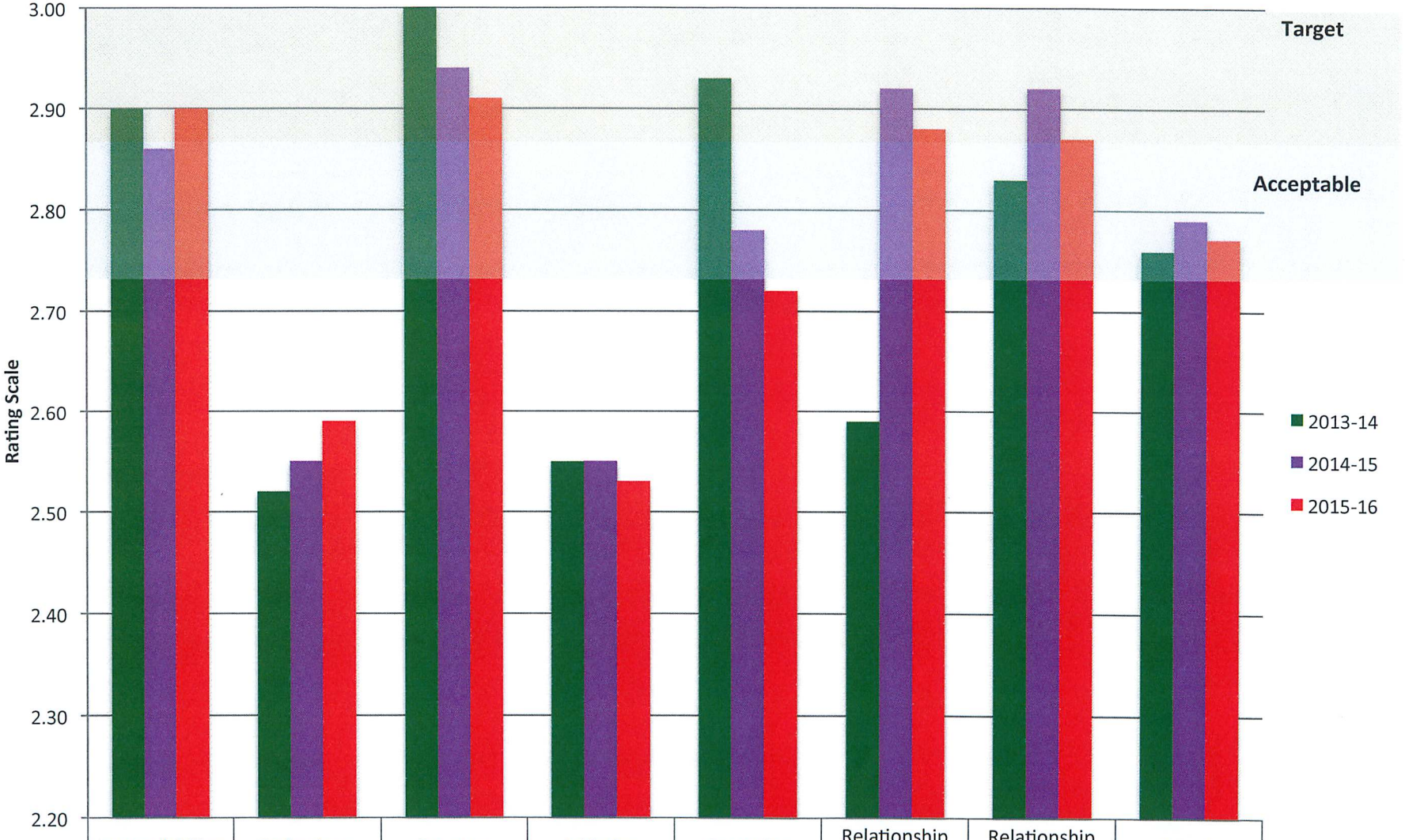
MENTOR RESPONSE



	1	2	3	4	5	6	7	
2013-2014	2.93	2.47	2.88	2.54	2.93	2.56	2.7	(n=58)
2014-2015	2.92	2.33	2.92	2.35	2.84	2.63	2.63	(n=51)
2015-16	2.78	2.58	2.89	2.53	2.58	2.79	2.84	(n=19)

FIELD OBSERVATION I.B

Mentor Response

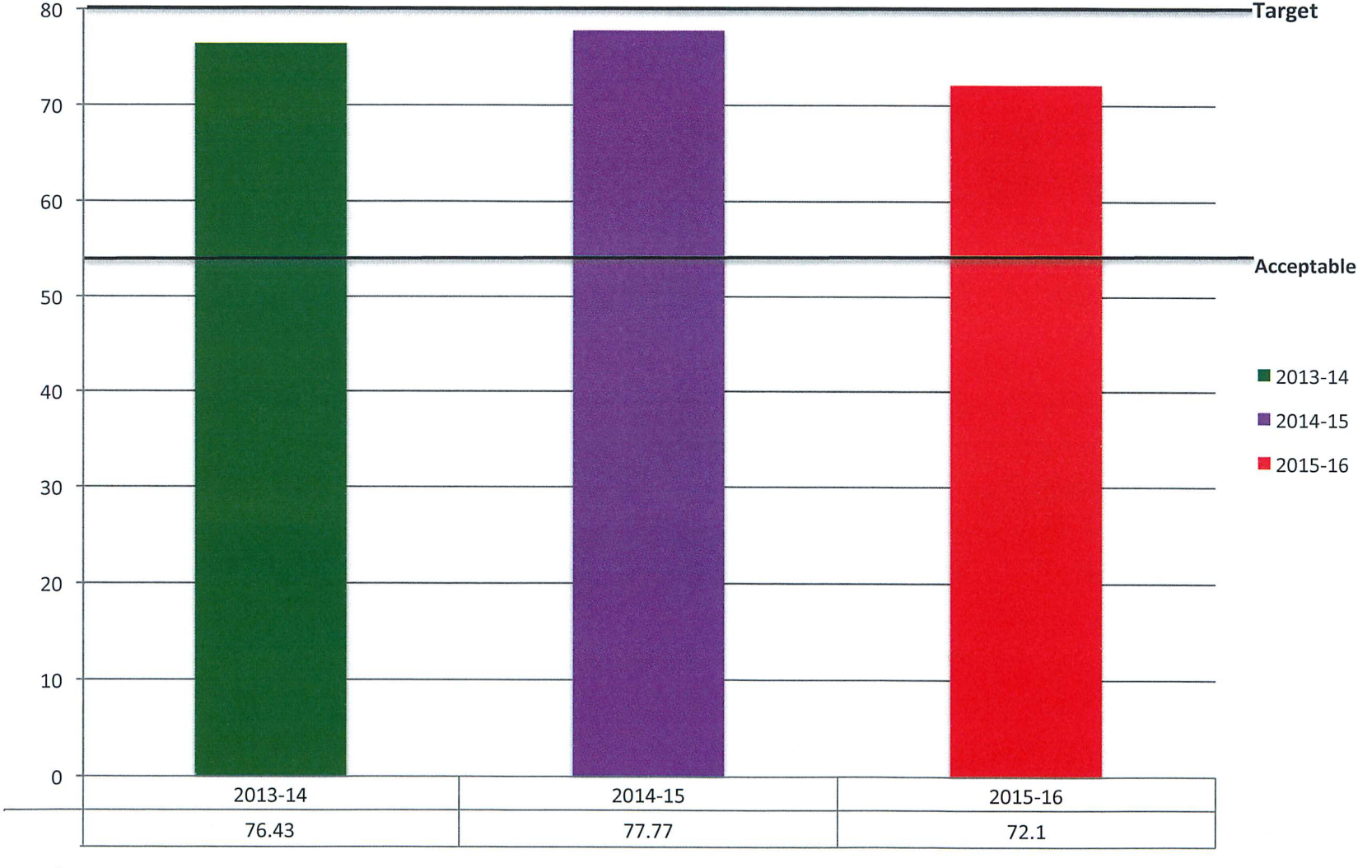


	Dependability	Enthusiasm	Courtesy	Initiative	Grooming	Relationship to Students	Relationship to Supervisor	Overall	
2013-14	2.90	2.52	3.00	2.55	2.93	2.59	2.83	2.76	(n=29)
2014-15	2.86	2.55	2.94	2.55	2.78	2.92	2.92	2.79	(n=36)
2015-16	2.90	2.59	2.91	2.53	2.72	2.88	2.87	2.77	(n=32)

PROFESSIONAL DECISION MAKER

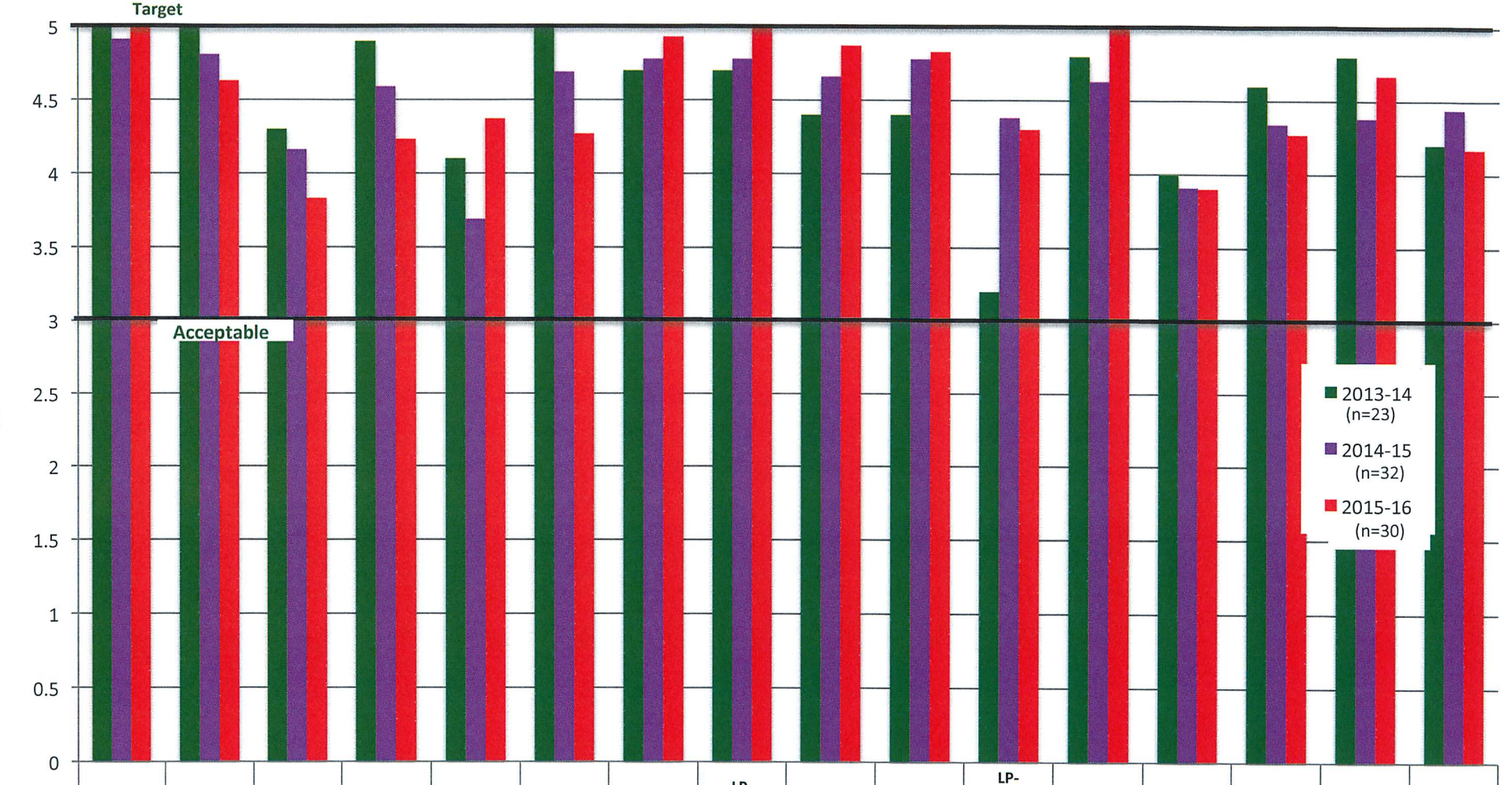
Teacher Work Sample

Comparison of Average Overall Scores



2013-14	2014-15	2015-16
76.43	77.77	72.1

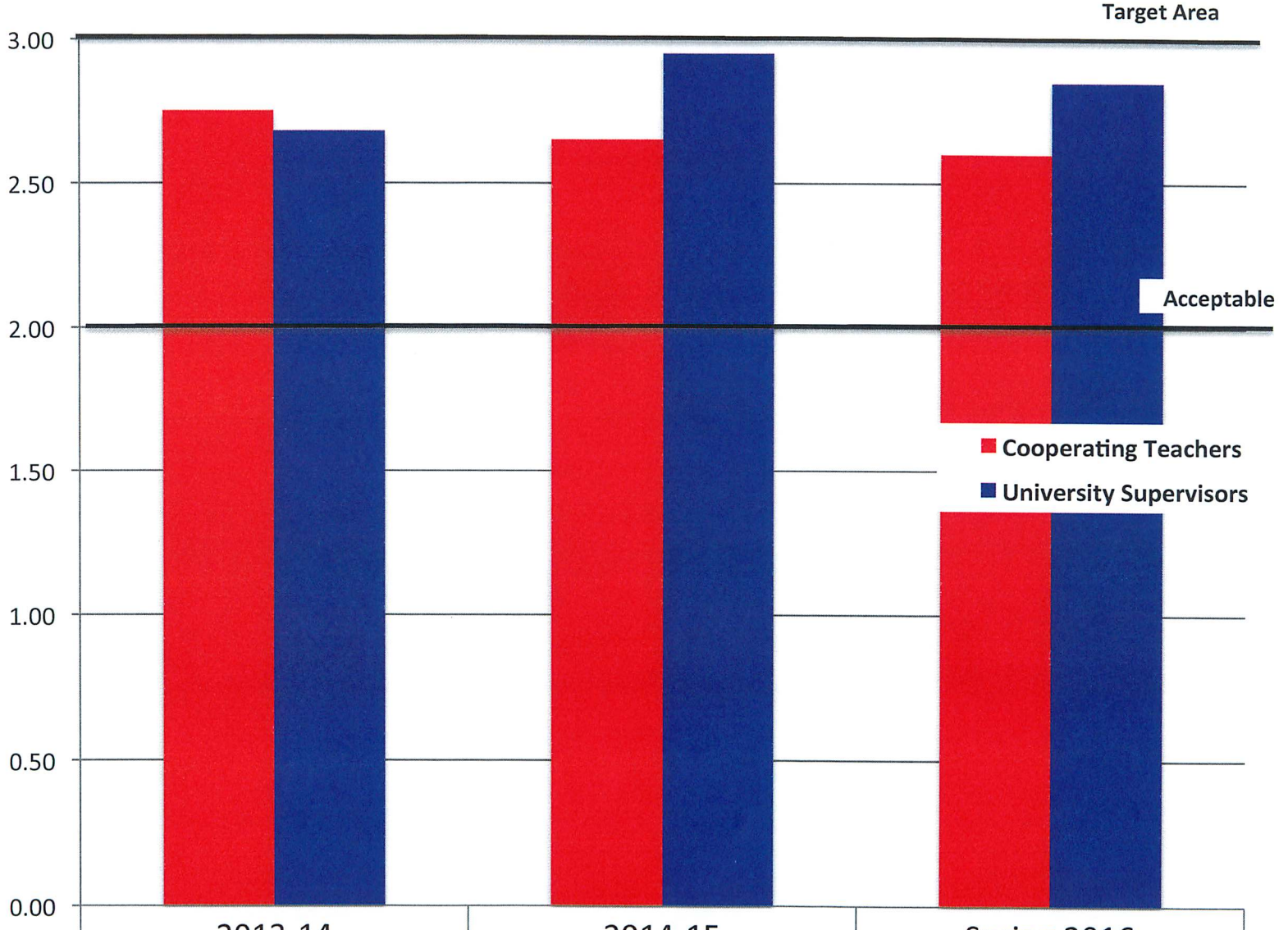
TEACHER WORK SAMPLE
Professional Decision Making
Sub-categories



	Sch. Context	Classroom Context	Goals/ Objectives	Accommod-ations	Classroom Strategies	Technology	(LP)-Objectives	LP-Antic...ory Set	LP-Strategies	LP-Under-standing	LP-Guided/ Indp. Practice	LP-Closure	Pre/Post Test	Test Analysis	Unit Goals	Lesson Goals
2013-14	5	5	4.3	4.9	4.1	5	4.7	4.7	4.4	4.4	3.2	4.8	4	4.6	4.8	4.2
2014-15	4.91	4.81	4.16	4.59	3.69	4.69	4.78	4.78	4.66	4.78	4.38	4.63	3.91	4.34	4.38	4.44
2015-16	5.00	4.63	3.83	4.23	4.37	4.27	4.93	5.00	4.87	4.83	4.30	5.00	3.90	4.27	4.67	4.17

STUDENT T[illegible]CHING

Comparative Analysis by Ave. Mean
University Supervisors and Cooperating Teachers

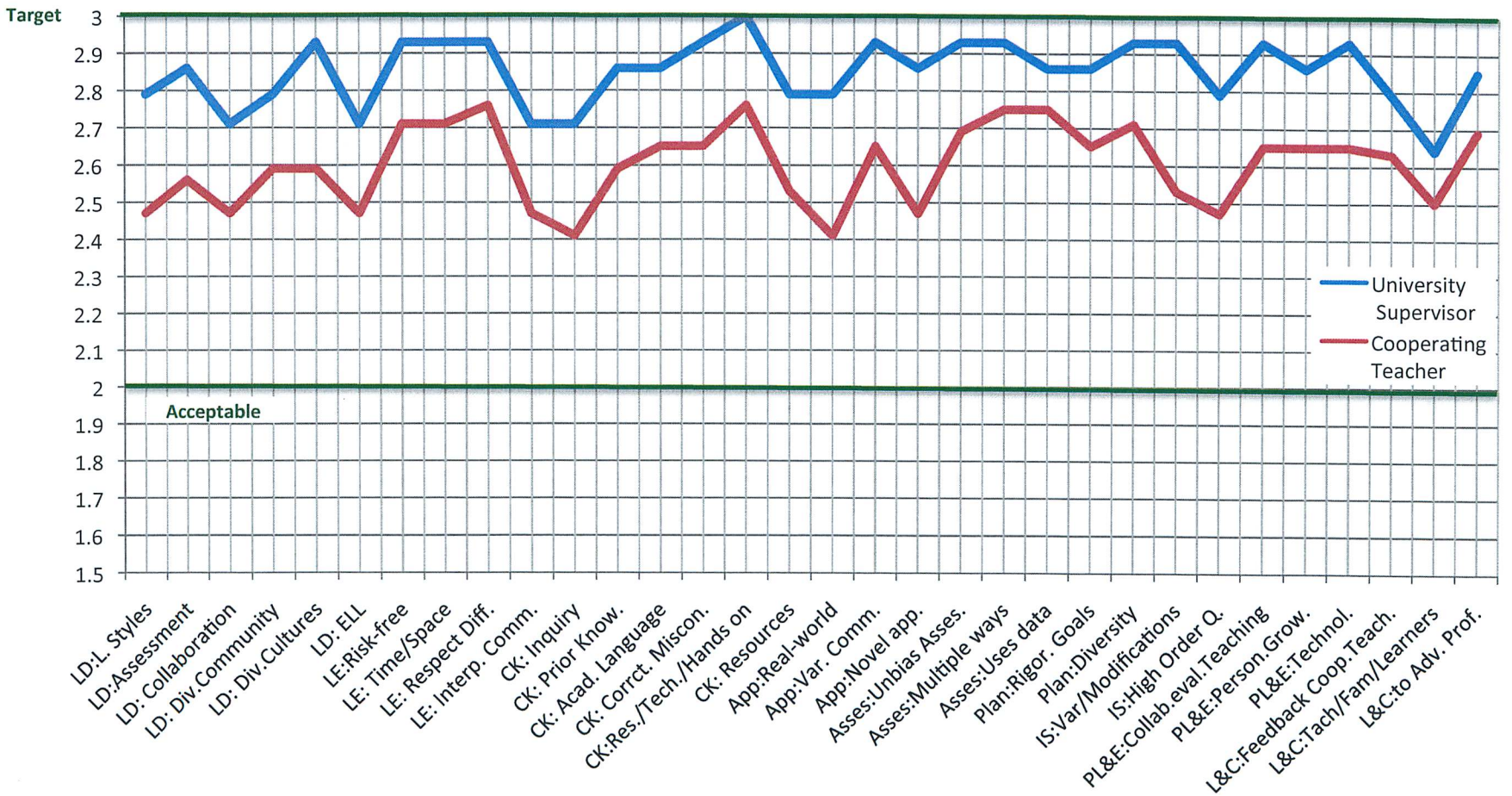


	2013-14	2014-15	Spring 2016
Cooperating Teachers	2.75	2.65	2.60
University Supervisors	2.68	2.95	2.85

STUDENT TEACHING

Comparative Analysis by Sub-categories

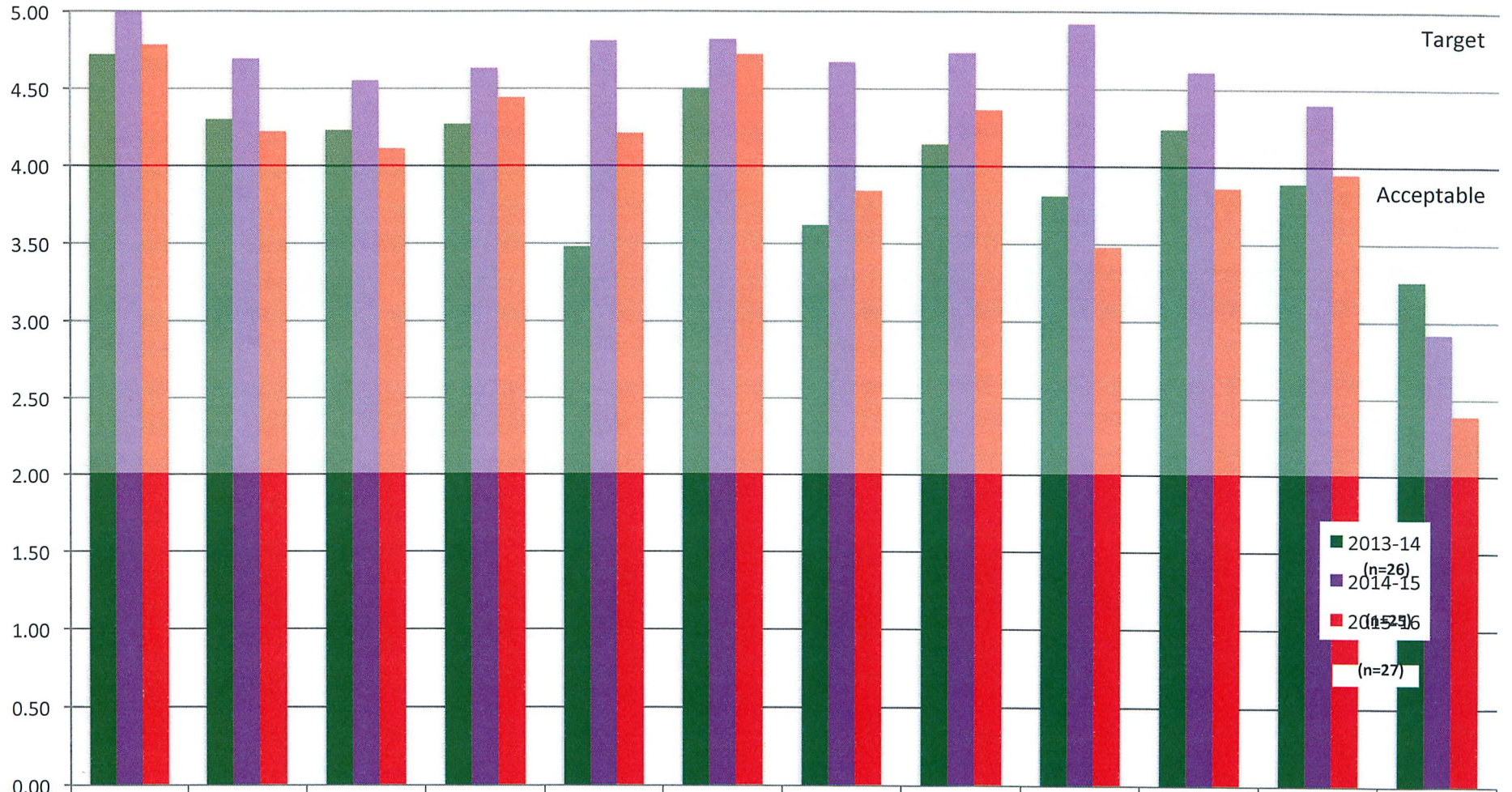
University Supervisors and Cooperating Teachers



NEW STANDARDS - Spring 2016

CONCEPTUAL FRAMEWORK

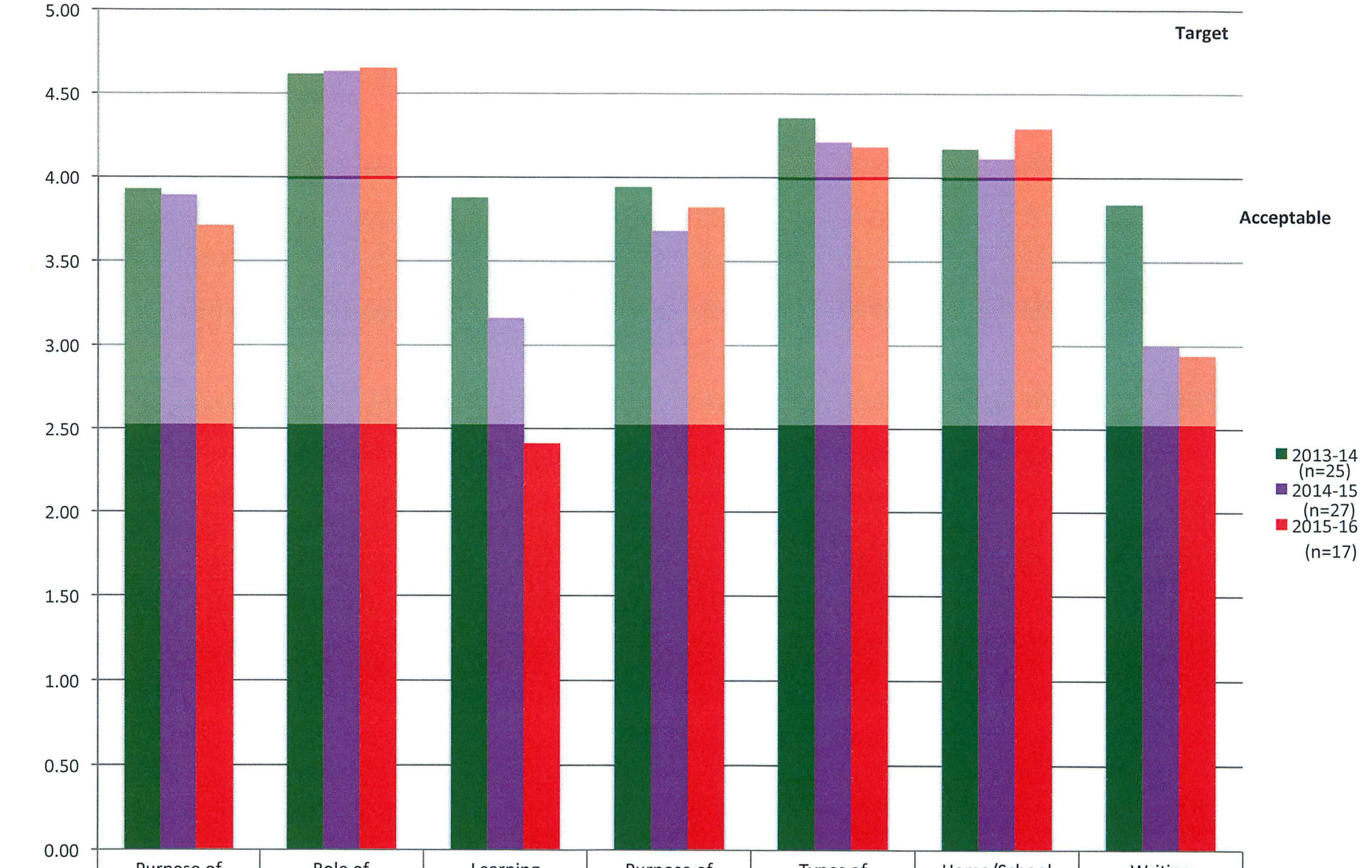
Student Teaching



	Christian Base	General Ed.	Specialization	Professional Ed.	Foundations	Technology	Growth / Dev.	Assess. / Eval.	Teaching / Learning	Family/Sch./ Community	Practicum/ clinical	Mechanics
2013-14	4.72	4.30	4.23	4.27	3.48	4.50	3.62	4.14	3.81	4.24	3.89	3.26
2014-15	5.00	4.69	4.55	4.63	4.81	4.82	4.67	4.73	4.92	4.61	4.40	2.92
2015-16	4.78	4.22	4.11	4.44	4.21	4.72	3.84	4.36	3.48	3.86	3.95	2.39

PHILOSOPHY EDUCATION

Student Teaching

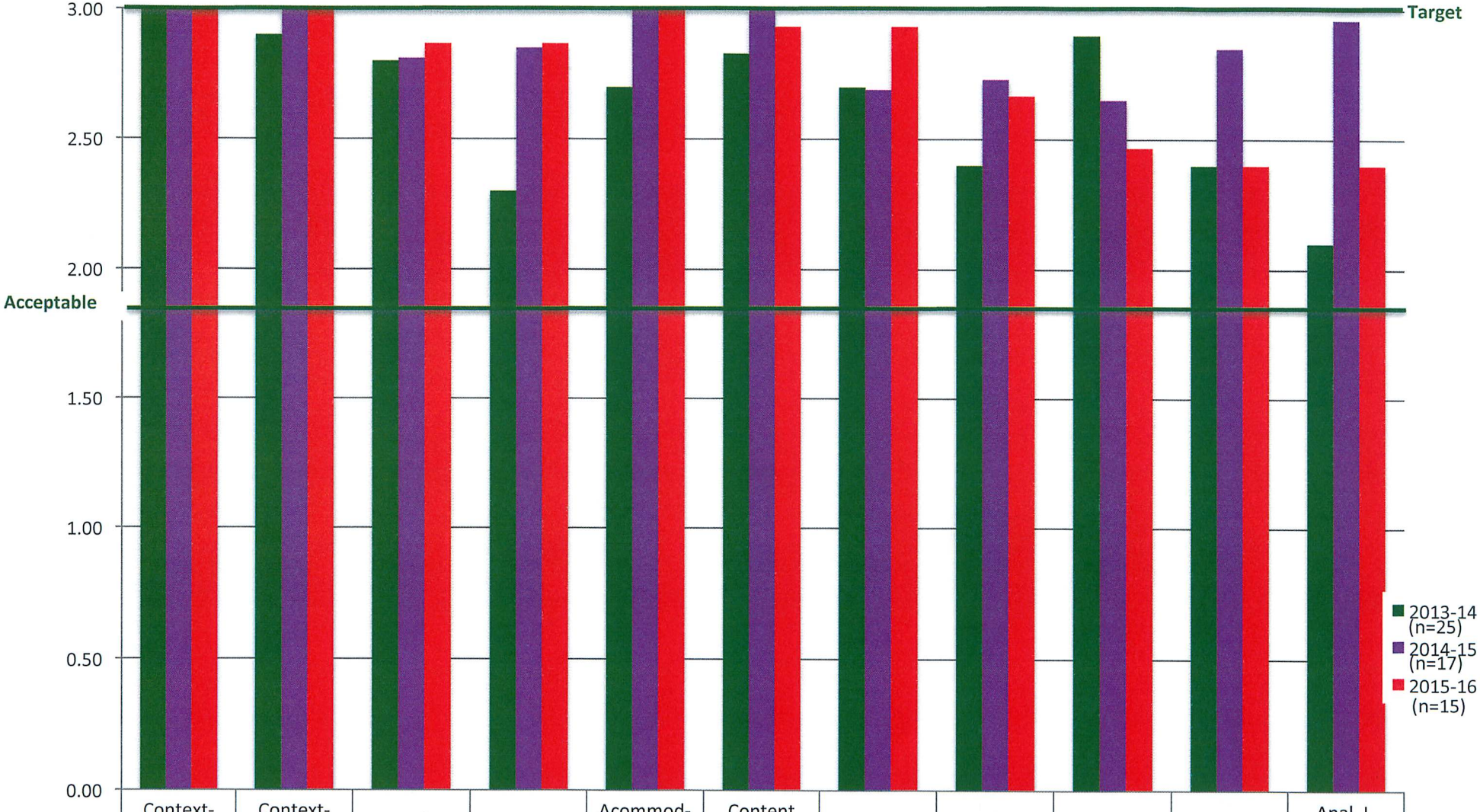


	Purpose of Education	Role of Teacher	Learning Theories	Purpose of Curriculum	Types of Assesment	Home/School Connection	Writing Mechanics
2013-14	3.93	4.62	3.88	3.94	4.36	4.17	3.84
2014-15	3.89	4.63	3.16	3.68	4.21	4.11	3.00
2015-16	3.71	4.65	2.41	3.82	4.18	4.29	2.94

TEACHER WORK SAMPLE

Student Teaching

Sub-categories

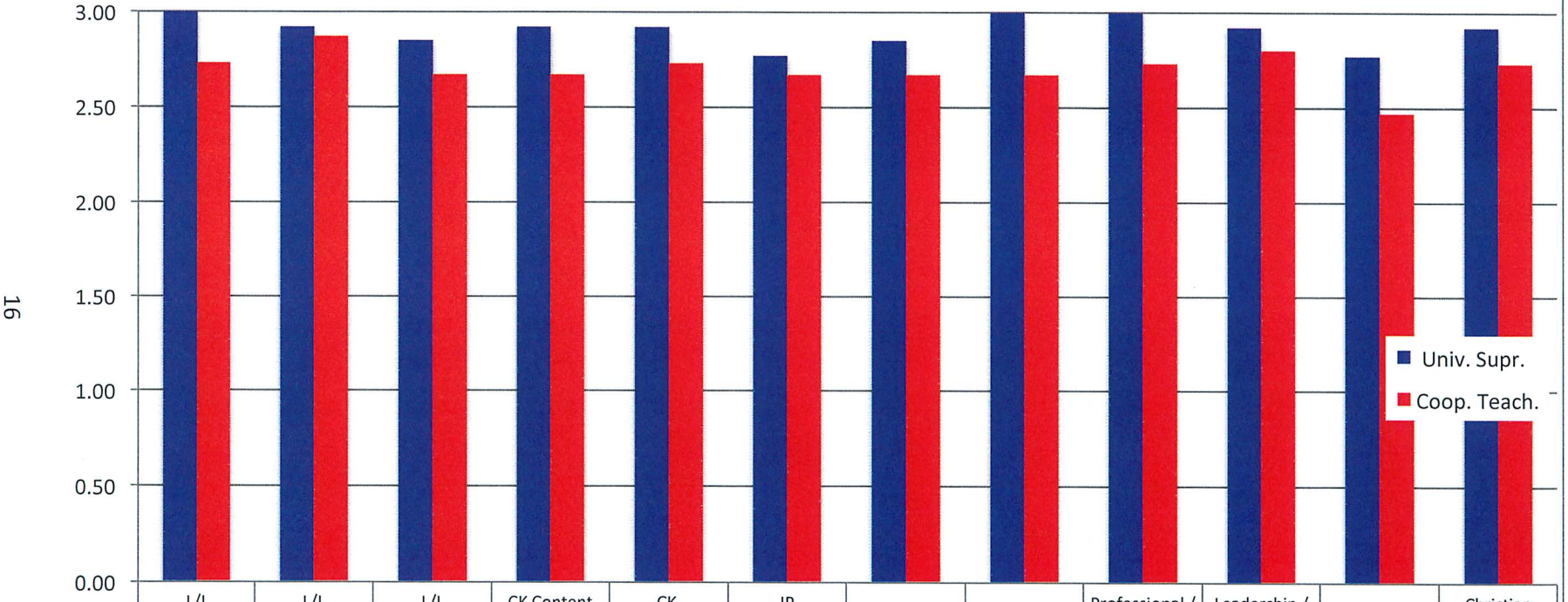


	Context-School	Context-Classroom	Goals	P.A.S.S.	Acommod-ations	Content Knowledge	Lesson Plans	Pre/Post	L. Gains	Anal. Goals	Anal. L. Plans
2013-14	3.00	2.90	2.80	2.30	2.70	2.83	2.70	2.40	2.90	2.40	2.10
2014-15	3.00	3.00	2.81	2.85	3.00	3.00	2.69	2.73	2.65	2.85	2.96
2015-16	3.00	3.00	2.87	2.87	3.00	2.93	2.93	2.67	2.47	2.40	2.40

Educator Preparation

Student Teacher Disposition

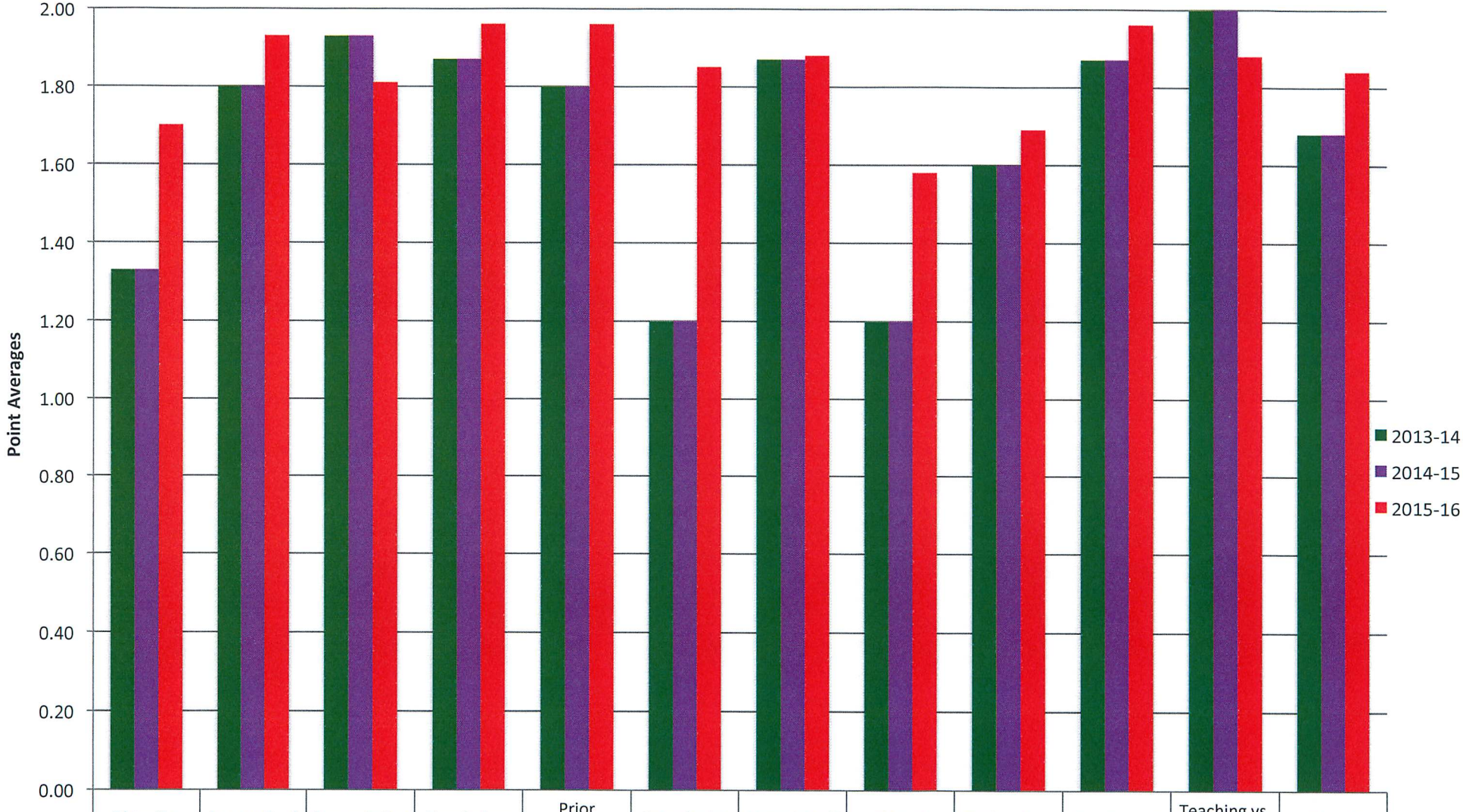
Spring 2016



	L/L Development	L/L Differences	L/L Environment	CK Content Knowledge	CK Application	IP Assessment	IP Planning	IP Strategies	Professional / Ethics	Leadership / Collaboration	Comm. Skills	Christian Princ.
Univ. Supr.	3.00	2.92	2.85	2.92	2.92	2.77	2.85	3.00	3.00	2.92	2.77	2.92
Coop. Teach.	2.73	2.87	2.67	2.67	2.73	2.67	2.67	2.67	2.73	2.80	2.47	2.73

Disposition Data - Established Spring 2016

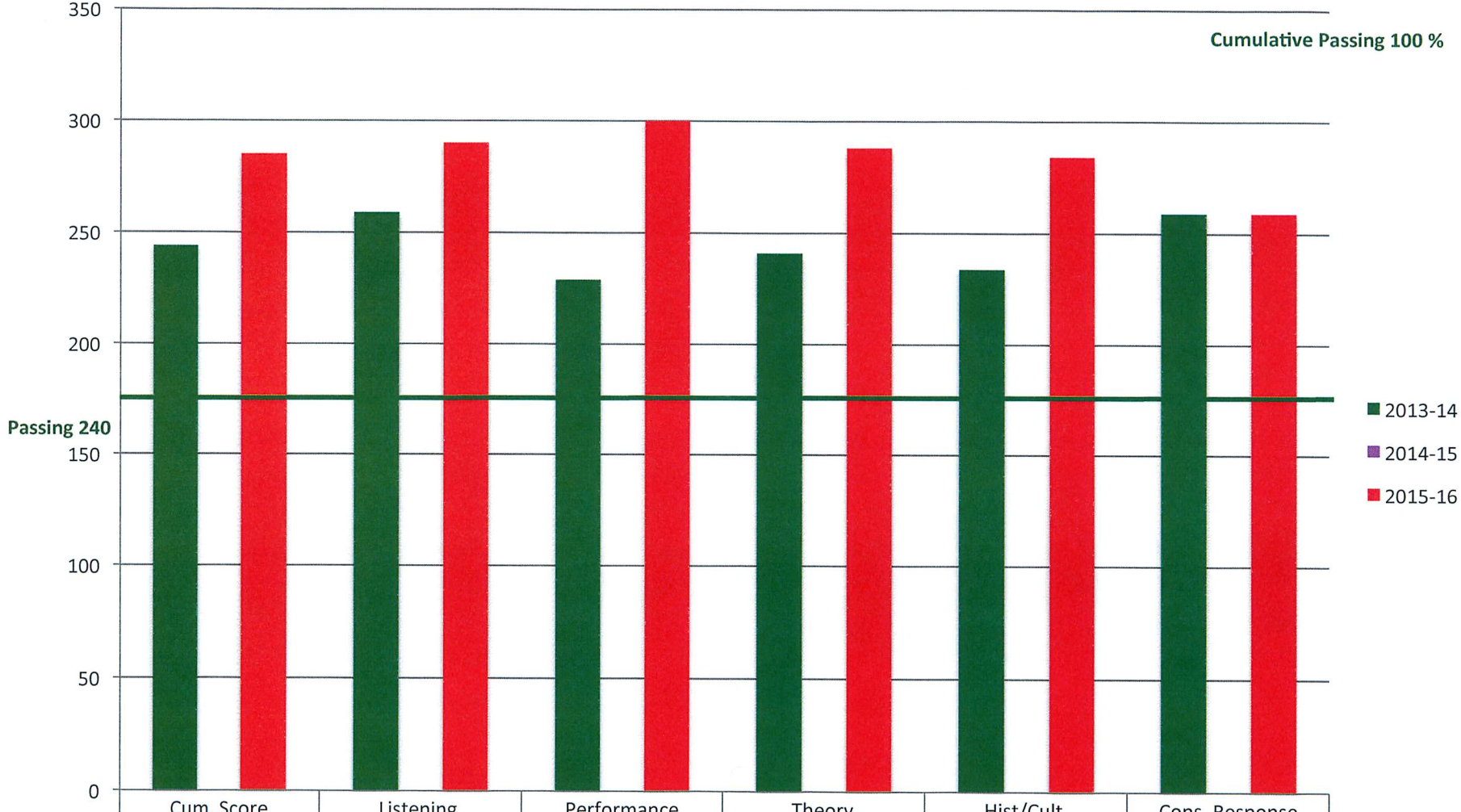
Student Teache[illegible]ideo Analysis



	Objective	Lesson Goal	Presentation	Vocabulary	Prior Knowledge	Questioning	Engaging All	Closure	Technology	Eye Contact	Teaching vs. Presenting	Overall
2013-14	1.33	1.80	1.93	1.87	1.80	1.20	1.87	1.20	1.60	1.87	2.00	1.68
2014-15	1.33	1.80	1.93	1.87	1.80	1.20	1.87	1.20	1.60	1.87	2.00	1.68
2015-16	1.7	1.93	1.81	1.96	1.96	1.85	1.88	1.58	1.69	1.96	1.88	1.84

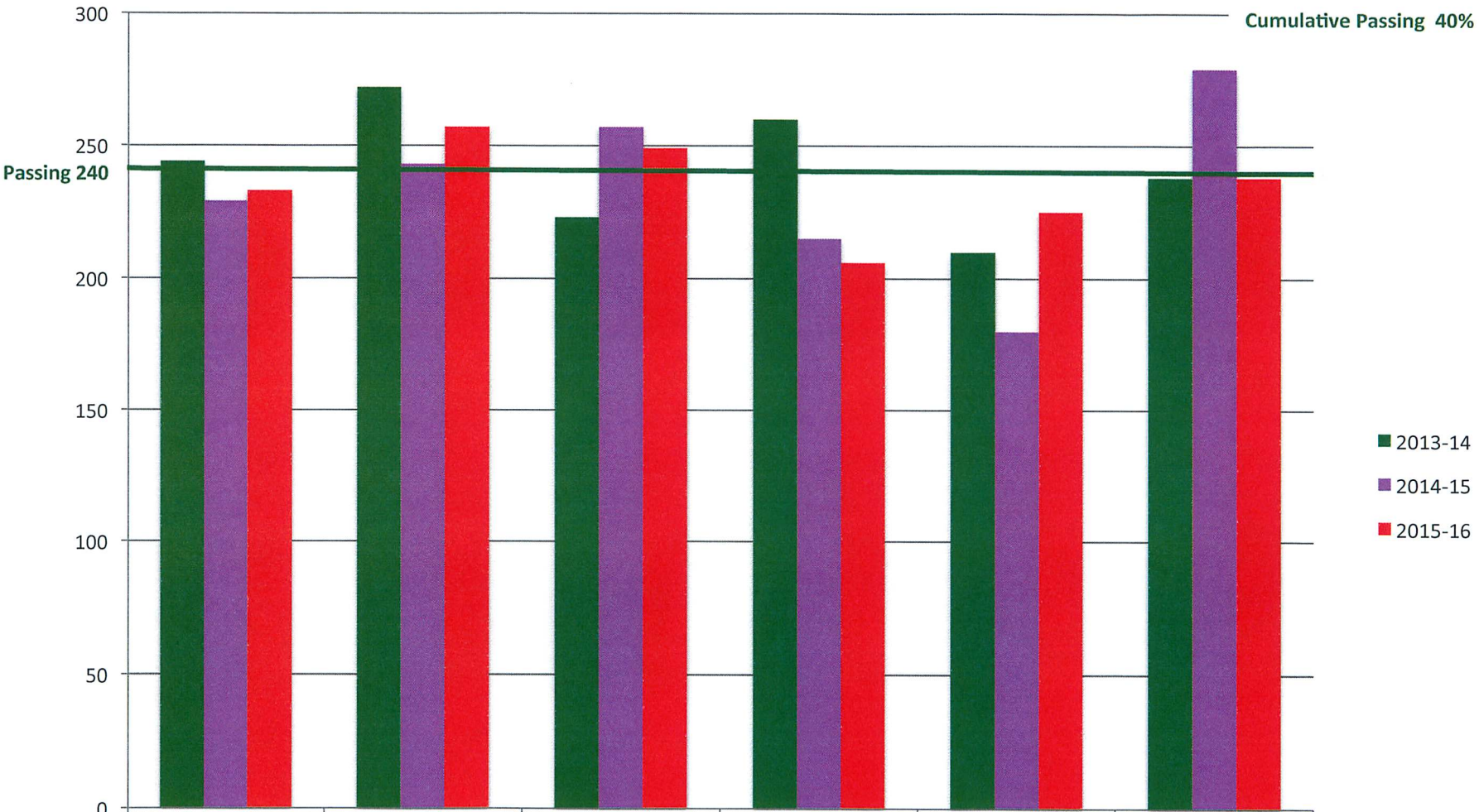
NOTE: Data collected as Met / Not Met. For statistical purposes data was analized using Met = 2 pts., Met/Not Met = 1 pt., Not Met = 0 pt

OSAT: Instrumental Music



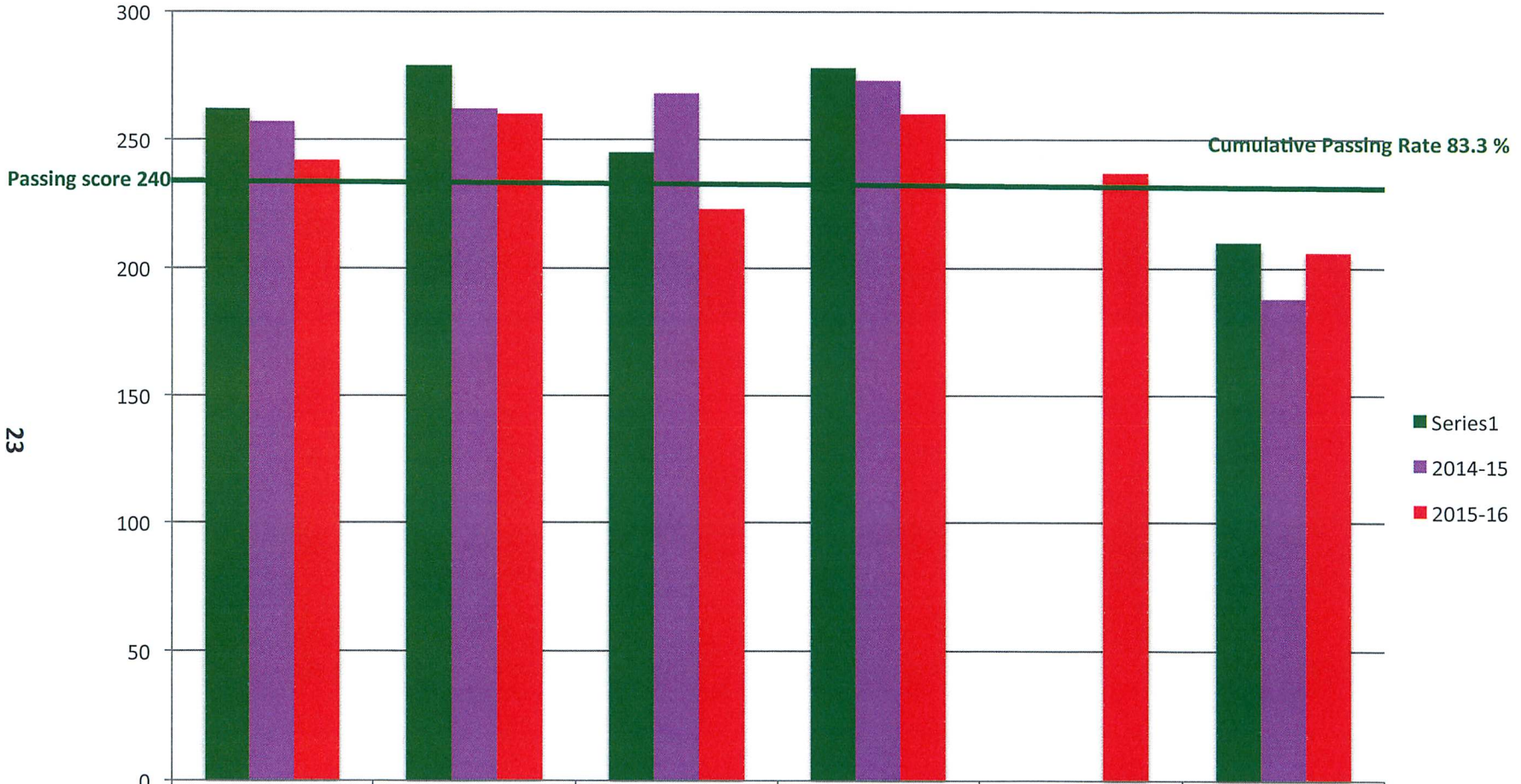
	Cum. Score	Listening	Performance	Theory	Hist/Cult.	Cons. Response	
2013-14	244	259	229	241	234	259	(n=2)
2014-15	No Tests Taken						
2015-16	285	290	300	288	284	259	(n=1)

OSAT: Vocal Music



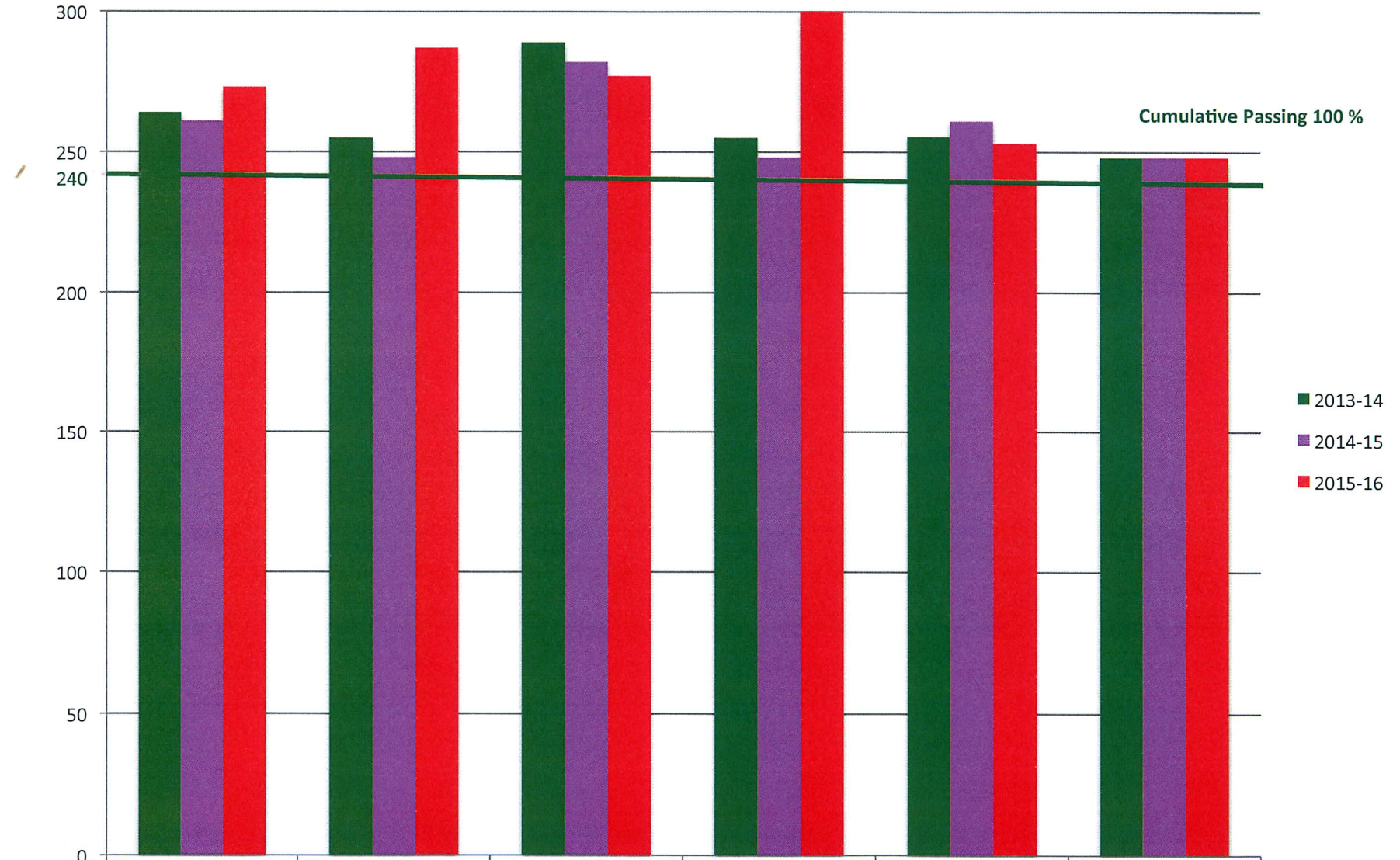
	Cum. Score	Listening	Performance-Methodology	Theory Composition	Hist/Cult.	Cons. Response	
2013-14	244	272	223	260	210	238	(n=1/1)
2014-15	229	243	257	215	180	279	(n=1/3)
2015-16	233	257	249	206	225	238	(n=0/1)

OSAT: Early Childhood



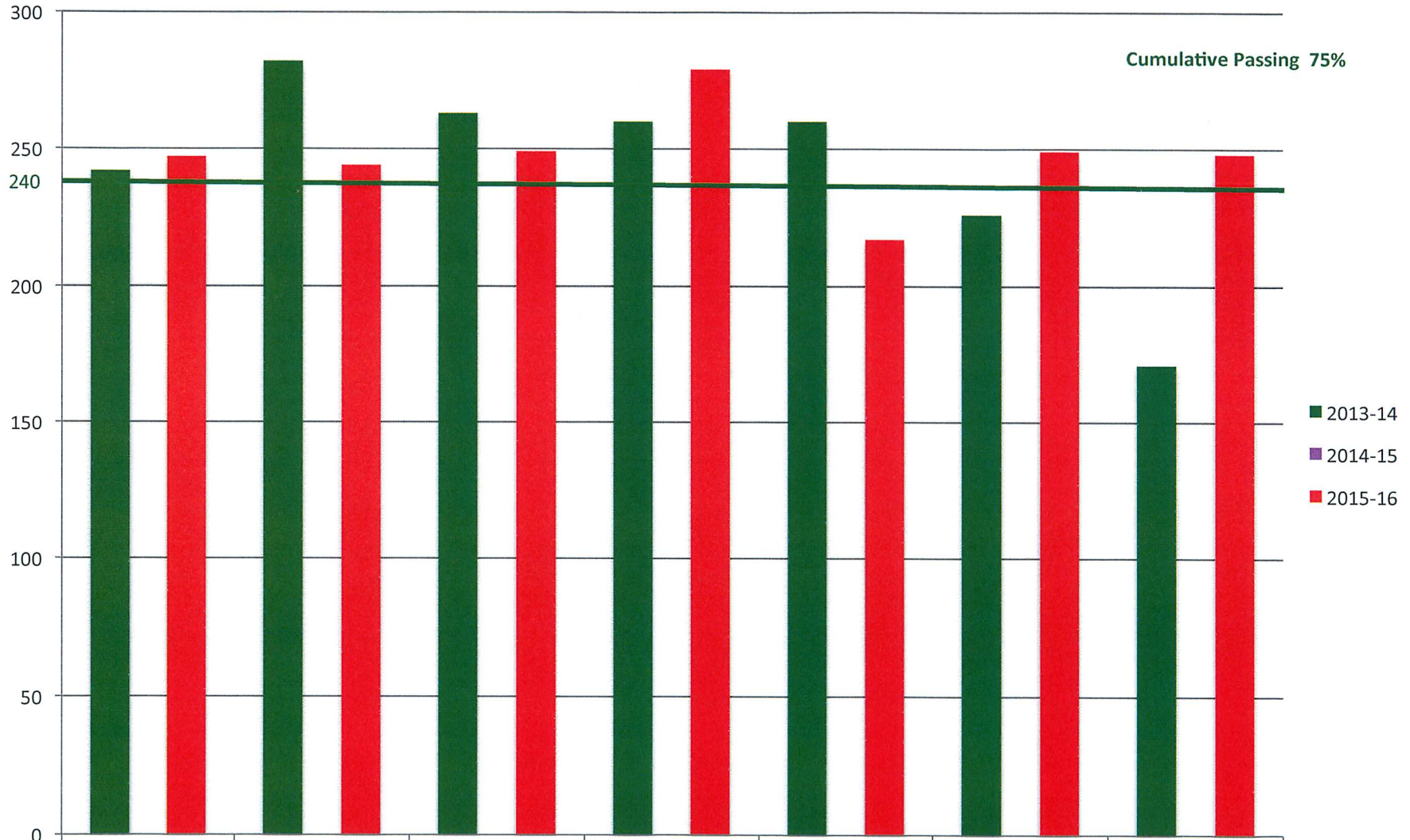
	Cumulative Score	Child Dev. Learning & Environ.	Lang./Literacy Dev.	Learning across Curr.	Prof. Knowledge Responsibilities	Constructive Response	
Series1	262	279	245	278		210	(n=3/3)
2014-15	257	262	268	273		188	(n=3/4)
2015-16	242	260	223	260	237	206	(n=4/5)

OSAT: English



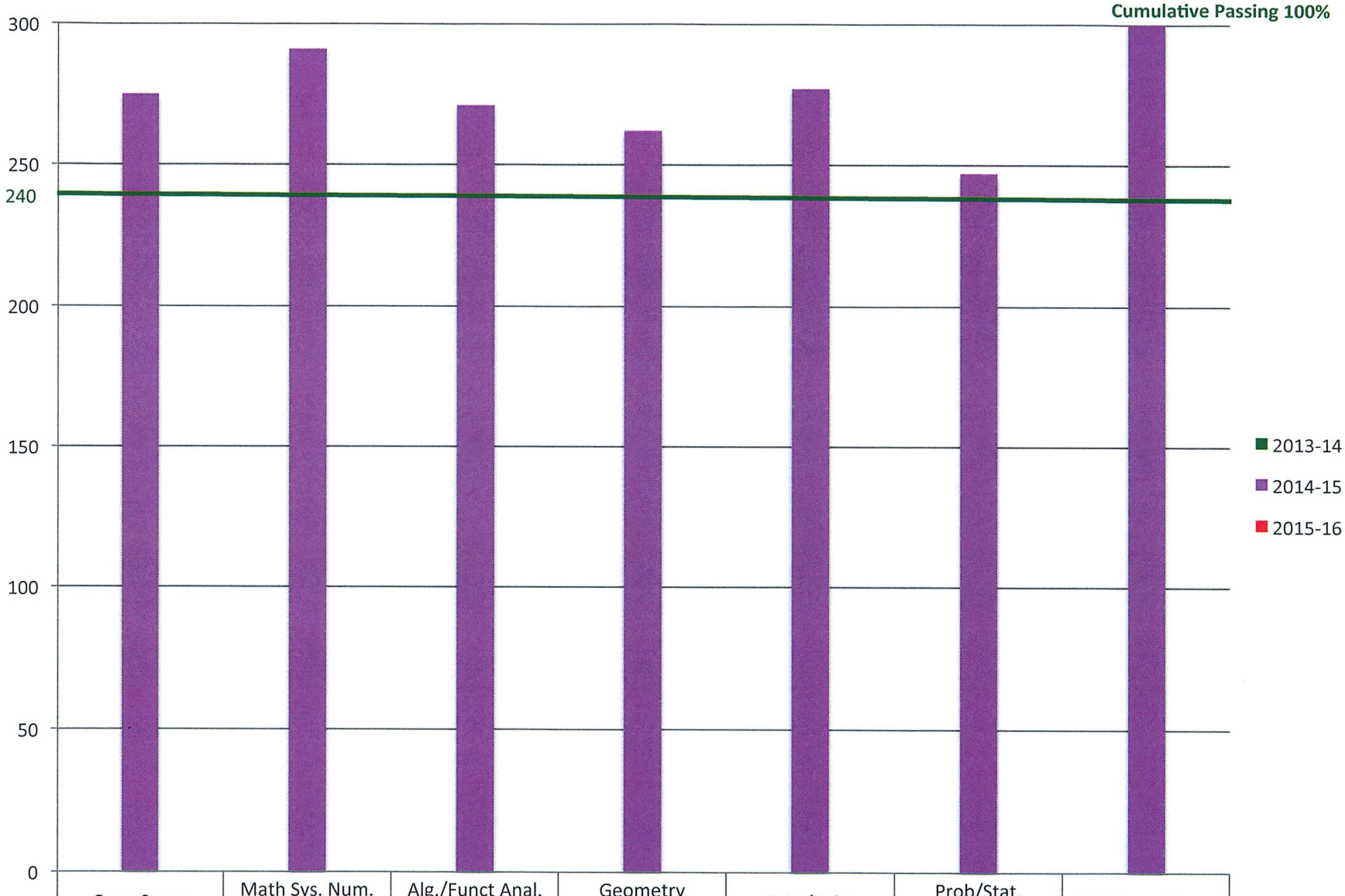
	Cumulative Score	Listening / Speaking	Writing	Reading	Lang. / Literature	Construc. Resp.	
2013-14	264	255	289	255	255.5	248	(n=2/2)
2014-15	261	248	282	248	261	248	(n=2/2)
2015-16	273	287	277	300	253	248	(n=1/1)

OSAT: Biology



	Cumulative Score	Foundations	Cell Bio / Biochem	Heredity / Bio. Adaptation	Matter / Energy Organiz. In Organisms	Interdep. Of Organisms	Construc. Resp.	
2013-14	242	282	263	260	260	226	171	(n=2/3)
2014-15	No Test Taken							
2015-16	247	244	249	279	217	249	248	(n=1/1)

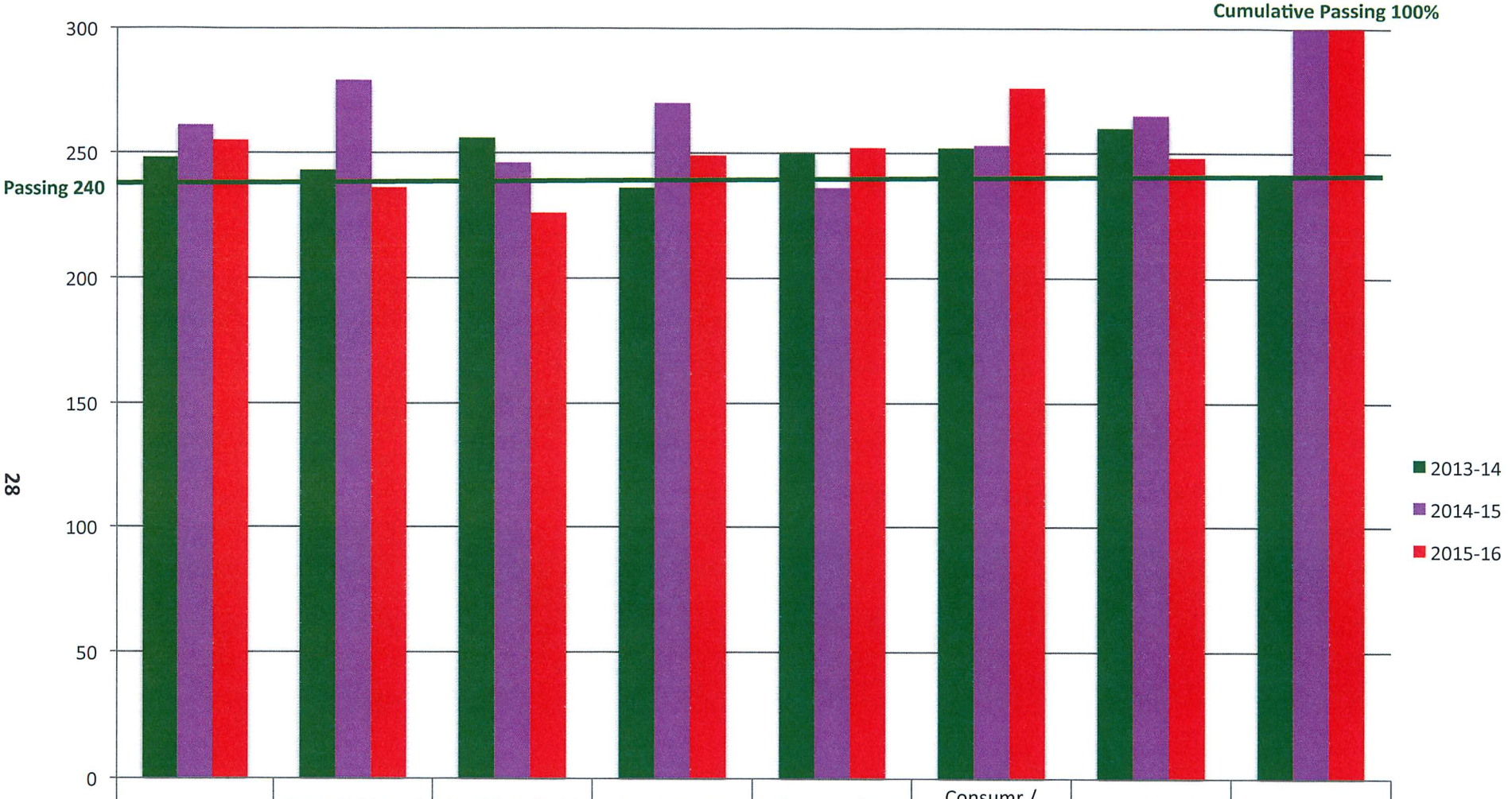
OSAT: Advanced Math



	Cum. Score	Math Sys. Num. Theory	Alg./Funct Anal. Geom.	Geometry Measure- ment	Trig./Calc.	Prob/Stat. Discrete	Construc. Resp.
2013-14	**NO TEST TAKEN**						
2014-15	275	291	271	262	277	247	300
2015-16	**NO TEST TAKEN**						

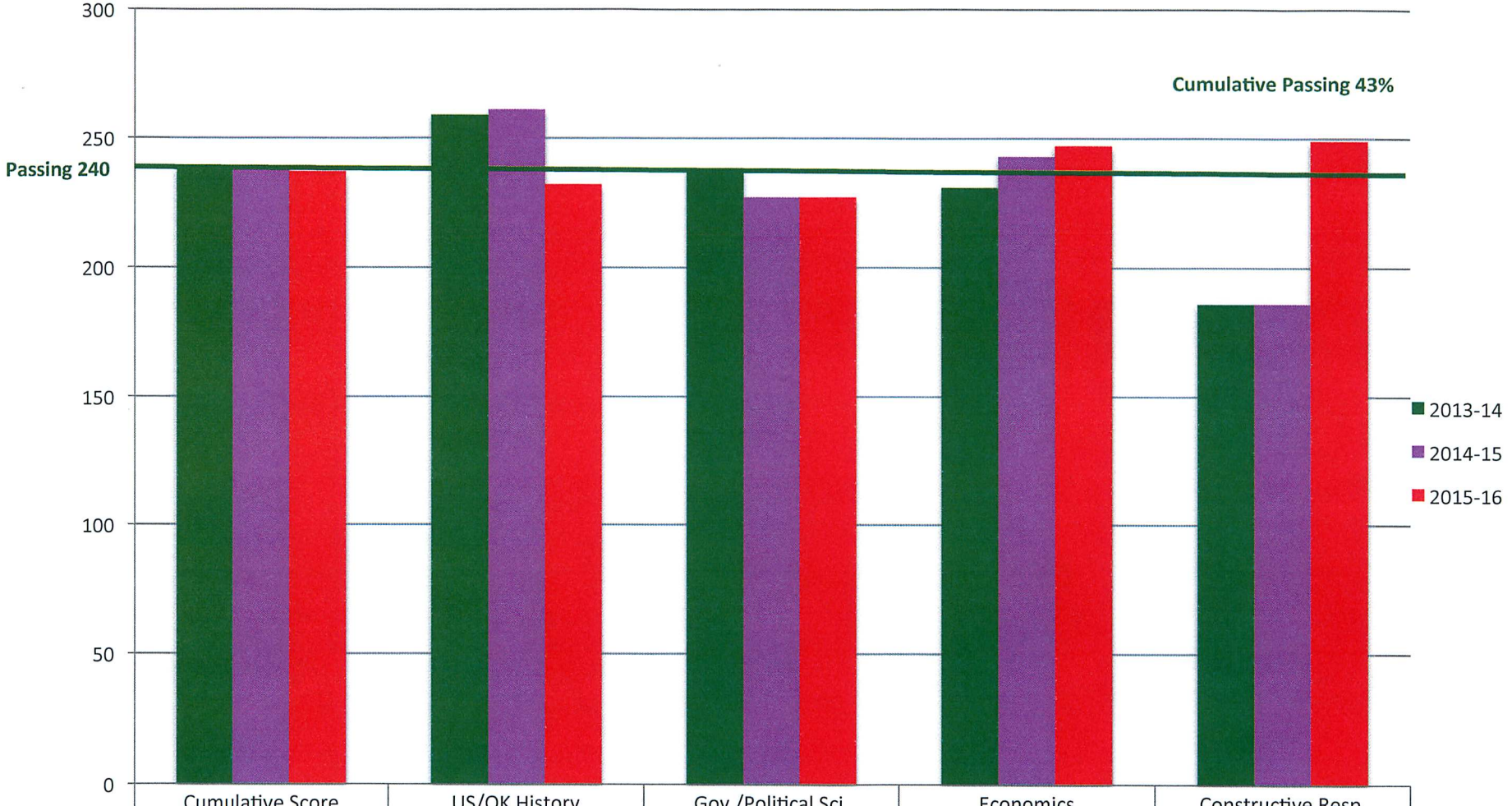
(n= 1/1)

OSAT: Physical Education / Health / Safety



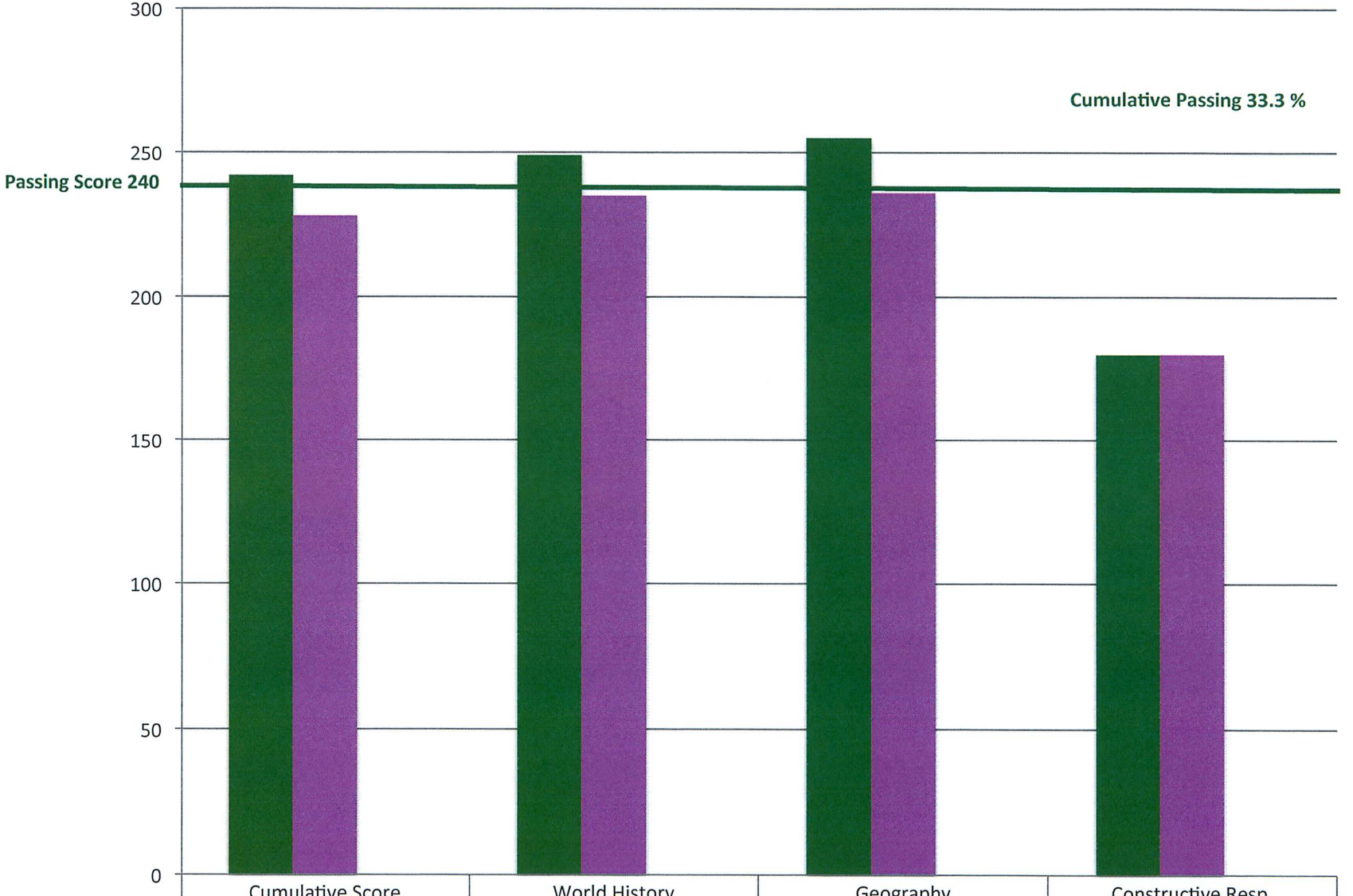
	Cum. Score	Growth / Dev. / Relationships	Health-Related PE	Movement-Sports Activities	Safe Living / Risk Reduction	Consumr / Community / Envir. Health	Health & PE Program	Construc. Resp.	
2013-14	248	243	256	236	250	252	260	240	n=3/3
2014-15	261	279	246	270	236	253	265	300	n=3/3
2015-16	255	236	226	249	252	276	248	300	n=1/1

OSAT: U.S. History / Government / Economics



	Cumulative Score	US/OK History	Gov./Political Sci.	Economics	Constructive Resp.	
2013-14	238	259	238	231	186	(n= 2/4)
2014-15	239	261	227	243	186	(n=1/2)
2015-16	237	232	227	247	249	(n= 0/1)

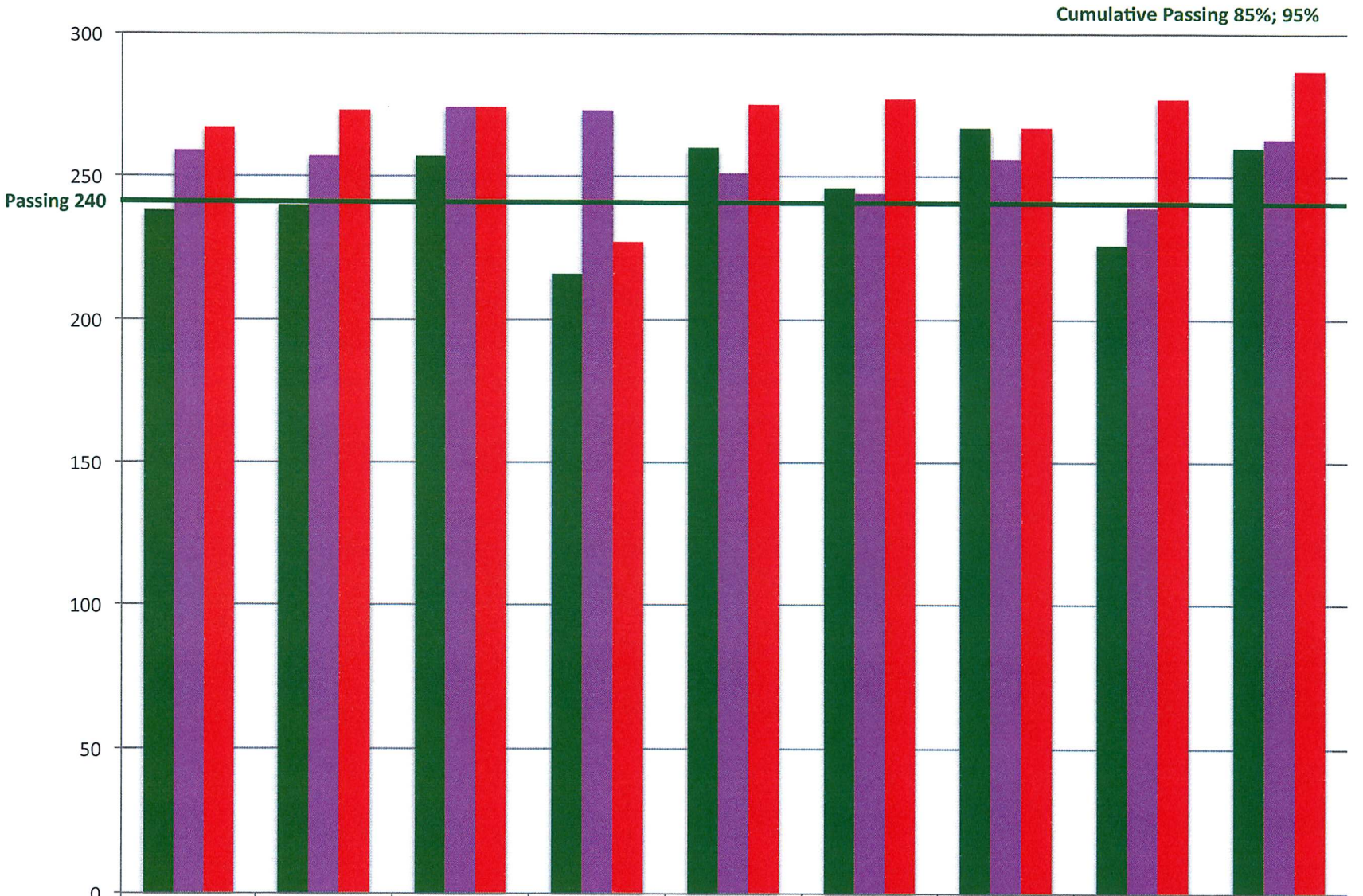
OSAT: World History / Geography



	Cumulative Score	World History	Geography	Constructive Resp.
2013-14	242	249	255	180
2014-15	228	235	236	180
2015-16	(No Tests Taken)			

(n= 1/2)
(n=0/1)

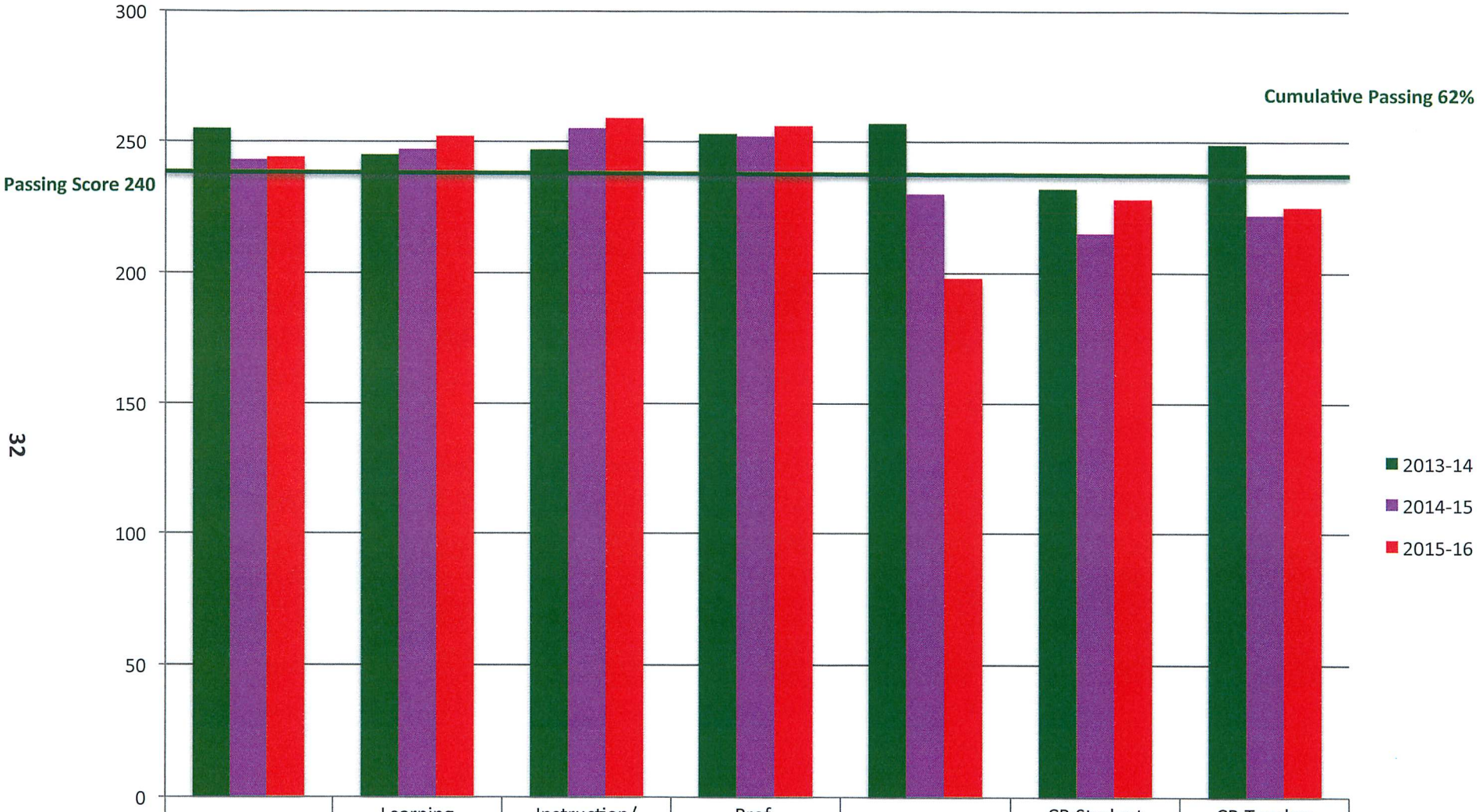
OSAT: Elementary



	Cum. Score #50	Reading	Lang. Arts	Const. Resp.	Cum. Score #51	Social Studies	Math	Science	Health/ Fitness/Arts	
2013-14	238	240	257	216	260	246	267	226	260	(n= 5; 2/5, 5/5)
2014-15	259	257	274	273	251	244	256	239	263	(n=6; 6/6, 6/6)
2015-16	267	273	274	227	275	277	267	277	287	(n= 9; 9/9,8/9)

OKLAHOMA PROFESSIONAL TEACHING EXAM

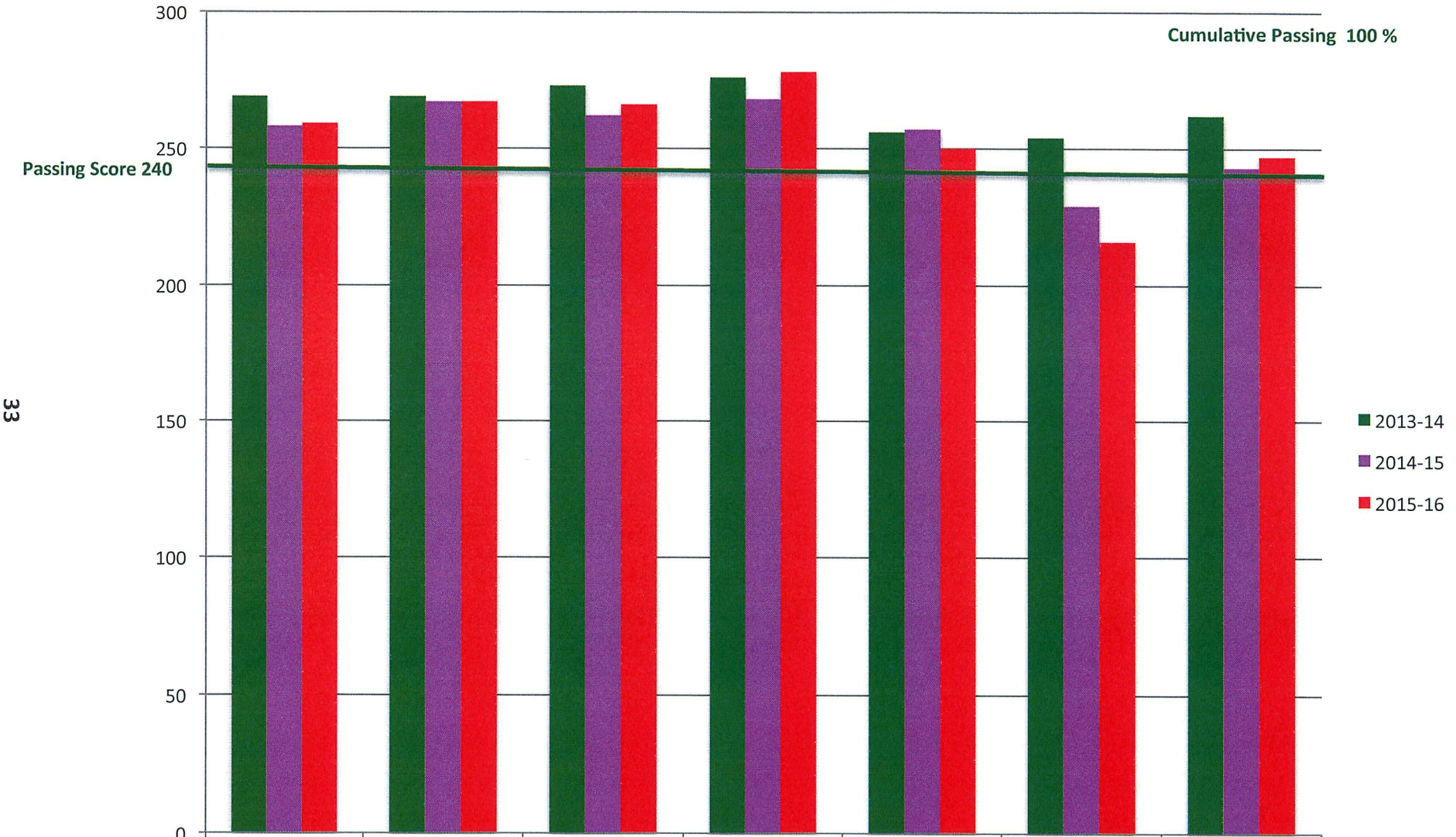
Pre-Kindergarden - Eighth Grade (PK - 8)



	Scaled Score	Learning Environment	Instruction/ Assessment	Prof. Environment	CR:Critical Anal.	CR:Student Inquiry	CR:Teacher Assign.	
2013-14	255	245	247	253	257	232	249	(n=4/5)
2014-15	243	247	255	252	230	215	222	(n=4/8)
2015-16	244	252	259	256	198	228	225	(n= 5/8)

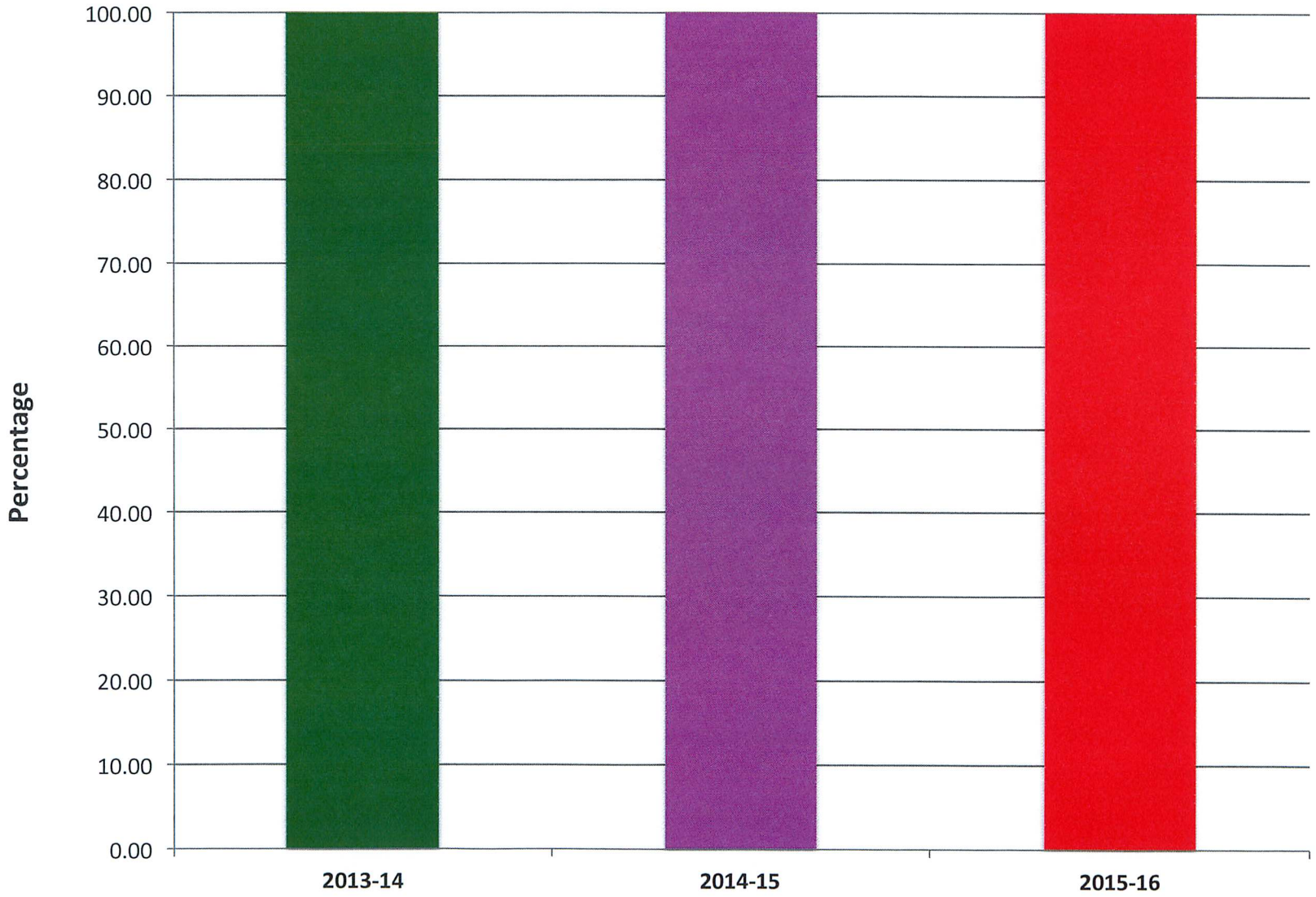
OKLAHOMA PROFESSIONAL TEACHING EXAM

Sixth Grade thru Twelfth Grade (6-12)



	Scaled Score	Learning Environment	Instruction/ Assessment	Prof. Environment	CR:Critical Anal.	CR:Student Inquiry	CR:Teacher Assign.	
2013-14	269	269	273	276	256	254	262	(n=12/12)
2014-15	258	267	262	268	257	229	243	(n=8/8)
2015-16	259	267	266	278	250	216	247	(n=3/3)

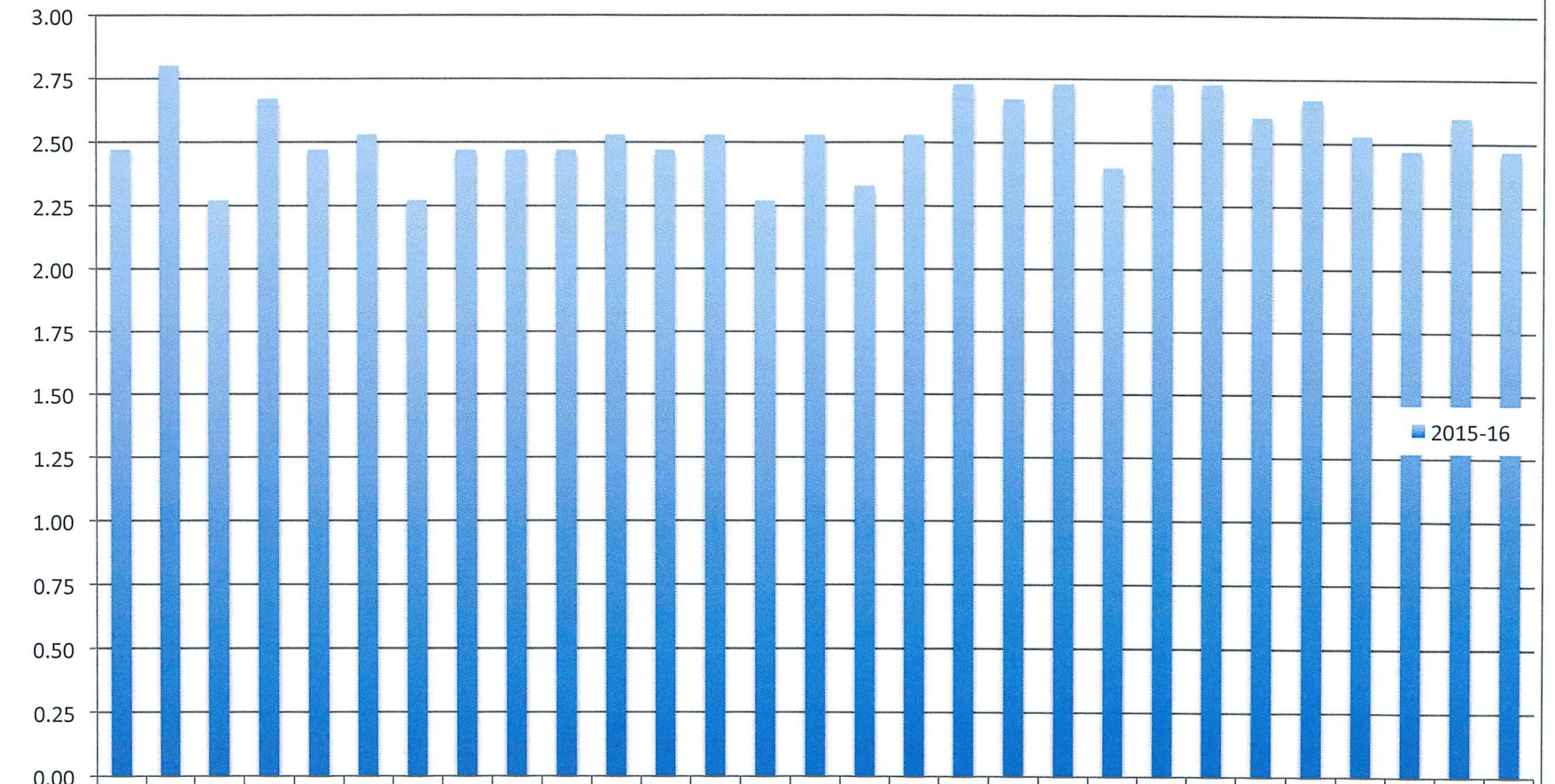
SOUTHERN NAZARENE UNIVERSITY
STUDENT TEACHER COMPLETION RATE
2013-14 / 2014-15 / 2015-16



TEACHER PREPARATION

End-of-Program Survey

2015-16



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
2015-16	2.47	2.80	2.27	2.67	2.47	2.53	2.27	2.47	2.47	2.47	2.53	2.47	2.53	2.27	2.53	2.33	2.53	2.73	2.67	2.73	2.40	2.73	2.73	2.60	2.67	2.53	2.47	2.60	2.47

TEACHER PREPARATION END-OF-PROGRAM SURVEY

Survey Questions

1. A conceptual understanding of the decision maker model.
2. The development of education as a profession.
3. The major contemporary problems in public education.
4. The characteristics of effective teachers.
5. The historical and philosophical development of education in the United States.
6. The organization of public schools.
7. Cultural pluralism as it relates to the public schools.
8. Democratic principles, free public education, and equal education opportunity.
9. Appropriate organization of instructional resources and materials for effective teaching.
10. Sequencing learning activities and experiences both logically and psychologically.
11. Student self-awareness and positive self-concepts.
12. Strategies to utilize data in grouping students for learning activities.
13. Objectives and purposes of education relating to pupils, parents, and other citizens.
14. Administration and interpretation of assessment techniques (standardized test, sociometrics, etc.)
15. Conceptualize and predict accurately the interaction of influencing variables on teaching and learning.
16. Design and use of teacher-made tests (diagnostic and achievement, etc.).
17. The appropriate use of a variety of communication patterns within the classroom.
18. Plan, implement, and evaluate appropriate educational goals and related experiences for students.
19. The development of instructional goals and objectives appropriate to student needs and learning modes.
20. School programs and the participatory role of the teacher in activities which contribute to student and faculty development.
21. Interaction patterns and the ability to modify plans on the basis of feedback.
22. Work effectively as a member of an educational team.
23. Incorporation of reading techniques in content subjects.
24. Effective interaction and communication with parents.
25. The professional organizations in education.
26. The requirements for accreditation, licensure, and certification.
27. Differentiate among the appropriate roles and responsibilities of pupils, teachers, administrators, para-professionals, and parents.
28. Individual differences among students such as interests, values, cultural, and socio-economic background.
29. Legal and ethical considerations of school personnel (including the rights and responsibilities of teachers, students, administrators, and staff).

TEACHER PREPARATION

Exit Survey – Qualitative Comments

2015-16

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.
This program has been more than beneficial to me. I have learned so much about why I am passionate about teaching, and I am also taking away strategies, ideas, etc. from this experience, and so much more.
I'm concerned with the lack of knowledge of what secondary or extracurricular teachers' classrooms look like or how to properly prepare them.
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.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

ADMINISTRATOR SURVEY

Southern Nazarene University

2016

Questions	Agree	#	Strong Agree	#
1. understand how learners grow and develop.	0	0	100%	1
2. recognize that patterns of learning and development vary individually wi...	100%	1	0	0
3. design and implement developmentally appropriate and challenging learnin...	0	0	100%	1
4. use understanding of individual differences and diverse cultures and com...	0	1	100%	1
5. work with others to create environments that support individual and coll...	0	1	100%	1
6. encourage positive social interaction, active engagement in learning, an...	0	1	100%	1
7. understand the central concepts, tools of inquiry, and structures of the...	100%	1	0.00%	0
8. create learning experiences that make the discipline accessible and mean...	100%	1	0.00%	0
9. understand how to connect concepts to each other and to authentic local...	100%	1	50.00%	1
11. understand and use multiple methods of assessment to engage learners in...	0	0	100%	1
12. understand and use multiple methods of assessment to monitor learner pr...			100%	1
13. plan instruction that supports every student in meeting rigorous learni...	100%	1	0	0
14. plan instruction that supports every student in meeting rigorous learni...	100%	1	0	0
15. understand and use a variety of instructional strategies to encourage l...	100%	1	0	0
16. integrate technology effectively and appropriately into instruction.	100%	1	0	0
17. engage in ongoing professional learning and use evidence to continually...	100%	1	0	0
18. engage in ongoing professional learning and use evidence to continually...	0	0	100%	1
19. seek appropriate leadership roles and opportunities	0	0	100%	1
20. seek appropriate leadership roles and opportunities to collaborate ...	0	0	100%	1
21. seek appropriate leadership roles and opportunities to advance ...	0	0	100%	1

* There were no responses in the Strongly Disagree, Disagree, Somewhat Disagree or Somewhat Agree categories

** Only one (1) Mentor/Administrator responded to the survey

*** Survey questions changed from previous years so that there is not any comparative data.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

FIRST YEAR TEACHER SURVEY

Southern Nazarene University

2016

Questions	Agree	#	Strong Agree	#
1. understand how learners grow and develop.	50.00%	1	50.00%	1
2. recognize that patterns of learning and development vary individually wi...	50.00%	1	50.00%	1
3. design and implement developmentally appropriate and challenging learnin...	100.00%	2	0.00%	0
4. use understanding of individual differences and diverse cultures and com...	50.00%	1	50.00%	1
5. work with others to create environments that support individual and coll...	50.00%	1	50.00%	1
6. encourage positive social interaction, active engagement in learning, an...	50.00%	1	50.00%	1
7. understand the central concepts, tools of inquiry, and structures of the...	100.00%	2	0.00%	0
8. create learning experiences that make the discipline accessible and mean...	100.00%	2	0.00%	0
9. understand how to connect concepts to each other and to authentic local...	50.00%	1	50.00%	1
11. understand and use multiple methods of assessment to engage learners in...	50.00%	1	50.00%	1
12. understand and use multiple methods of assessment to monitor learner pr...	50.00%	1	50.00%	1
13. plan instruction that supports every student in meeting rigorous learni...	50.00%	1	50.00%	1
14. plan instruction that supports every student in meeting rigorous learni...	50.00%	1	50.00%	1
15. understand and use a variety of instructional strategies to encourage l...	50.00%	1	50.00%	1
16. integrate technology effectively and appropriately into instruction.	50.00%	1	50.00%	1
17. engage in ongoing professional learning and use evidence to continually...	50.00%	1	50.00%	1
18. engage in ongoing professional learning and use evidence to continually...	50.00%	1	50.00%	1
19. seek appropriate leadership roles and opportunities	50.00%	1	50.00%	1
20. seek appropriate leadership roles and opportunities to collaborate ...	50.00%	1	50.00%	1

* There were no responses in the Strongly Disagree, Disagree, Somewhat Disagree or Somewhat Agree categories

** Only two (2) first year teachers responded to the survey

*** Survey questions changed from previous years so that there is not any comparative data.

TEACHER PREPARATION

Southern Nazarene University

2015-16 – First / Third / Fifth Year Alumni Survey

The following questions were sent out by e-mail to eighty (80) Teacher Preparation alumni. Of the original eighty e-mails ten (10) were returned due to incorrect addresses. The survey questionnaire was e-mailed twice, October 2015 and January 2016. Twenty-four (24) surveys were returned (34.2%).

The Mean scores on the left of each question were based upon a Five (5) point Likert type scale, 1=Strongly disagree with the statement and 5=Strongly agree with the statement.

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)	4.21
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)	4.1
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
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
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
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
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) 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)	3.73
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)	4.26
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
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
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)	4.47

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).	4.42
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).	4.47
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	4.63