Statistical Data

2020-2021

School of Education

Southern Nazarene University

Fall 2021

SOUTHERN NAZARENE UNIVERSITY

SCHOOL OF EDUCATION

ASSESSMENT DATA

2020-2021

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 period or a three (3) semester period, focusing on the 2020-2021 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 2020-2021.

SPECIAL NOTE: The Covid 19 pandemic that impacted the United States, Oklahoma and Southern Nazarene University during the school year of 2019-2020 continues to impact schools in 2020-2021. The School's adjusted schedules, attempted to establish "social distancing", and in most cases mandated the wearing official masks in an attempt to limit the impact of Covid 19. This had a direct impact on Teacher Preparation candidates, EPP and data collection. Adjustments are being developed and a plan has been put in place for the 2020-21 school year.

The School of Education 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, Data

School of Education

Southern Nazarene University

Table of Contents

Admission Interview Data
Spring 2019 / Fall 2019 / Spring 2020

Criteria	Spring 2020 **SUSPENDED**	Fall 2020 **SUSPENDED**	Spring 2021	Composite (n=62)
Learner Development			2.31	2.31
Learner Development: Diversity			2.44	2.31
Learner Development: Readiness to Learn			2.44	2.30
Learner Development: Language and Culture			2.38	2.30
Learner Differences: Approaches to Learning			2.56	2.30
Learner Differences: Emotional Needs			2.50	2.37
Learner Differences: Language Acquisition			2.31	2.22
Learner Differences: Family and Community			2.63	2.37
Learner Differences: Diverse Values			2.56	2.34
Planning Instruction: Technology			2.38	2.50
Technology: Strategies			2.31	2.47
Demeanor			2.69	2.62
Reason for Teaching			2.53	2.66
Purpose for Public Education			2.44	2.57
Average Rating			2.46 SD = .120	2.40 SD = .132

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

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Admissions Interviews
Disaggregate by Program
Spring 2020 / Fall 2020 / Spring 2021

Scale: Target = 3, Acceptable = 2, Unacceptable = 1

Criteria	Program	Spring 2020 Suspended	Fall 2020 Suspended	Spring 2021
Reason for Teaching	Early Childhood			2.50
	Elementary			2.38
	HPER			
	Math			
	Music			3.00
	Social Studies			2.00
Purpose for Public Education	Early Childhood			2.50
	Elementary			2.25
	HPER			
	Math			
	Music			3.00
	Social Studies			2.00
Learner Development	Early Childhood			2.25
	Elementary			2.25
	HPER			2.38
	Math			
	Music			2.67
	Social Studies			2.00
Learner Development: Diversity	Early Childhood			2.50
	Elementary			
	HPER			
	Math			
	Music			2.67
	Social Studies			2.00

Criteria	Program	Spring 2020 Suspended	Fall 2020 Suspended	Spring 2021
Learner Development: Readiness to Learn	Early Childhood			2.50
	Elementary			2.25
	HPER			
	Math			
	Music			3.00
	Social Studies			2.00
Learner Development: Language and Culture	Early Childhood			2.50
	Elementary			2.13
	HPER			
	Math			
	Music			3.00
	Social Studies			2.00
Learner Differences: Approaches to Learning	Early Childhood			2.75
	Elementary			2.38
	HPER			
	Math			
	Music			3.00
	Social Studies			2.00
Learner Differences: Emotional Needs	Early Childhood			2.50
	Elementary			2.38
	HPER			
	Math			
	Music			3.00
	Social Studies			2.00
Learner Differences: Language Acquisition	Early Childhood			2.50
	Elementary			2.00
	HPER			
	Math			
	Music			3.00
	Social Studies			2.00

Learner Differences: Family and Community	Early Childhood			2.75
	Elementary			2.50
	HPER			
	Math			
	Music			3.00
	Social Studies			2.00
Learner Differences: Diverse Values	Early Childhood			2.75
	Elementary			2.38
	HPER			
	Math			
	Music			3.00
	Social Studies			2.00
Planning Instruction: Technology	Early Childhood			2.25
	Elementary			2.38
	HPER			
	Math			
	Music			2.67
	Social Studies			2.00
Technology: Strategies	Early Childhood			2.25
	Elementary			2.25
	HPER			
	Math			
	Music			2.67
	Social Studies			2.00
Demeanor	Early Childhood			2.75
	Elementary			2.63
	HPER			
	Math			
	Music			3.002.55
	Social Studies			2.00

Overall Average Rating	Early Childhood	**2.50** SD =.112 (n=9)	**2.25** SD =.257 (n=3)	**2.55** SD = .183 (n= 4)
	Elementary	**2.55** SD =.140 (n=5)	**2.29** SD =.242 (n=2)	**2.33** SD = .153 (n= 8)
	HPER	**2.00** SD =.000 (n=1)		
	Math	**2.00** SD -.000 (n=1)		
	Music		**2.50** SD =.251 (n=2)	**2.91** SD = .156 (n=3)
	Social Studies	**2.56** SD =.217 (n=3)	**2.52** SD =.250 (n=5)	**2.00** SD = .000 (n=1)

School of Education
Southern Nazarene University

Spring 2020 / Fall 2020 / Spring 2021
GPA / Gender / Ethnicity

Candidate Major GPA			GENDER						ETHNICITY														
Cohort #11	Cohort #12	Cohort #13	M	F	M	F	M	F	Hispanc			Am. Indian			Asian			African Am.			Caucasion		
Spr. 20	Fa. 20	Spr. 21	Spr. 20		Fall 20		Spr. 21		Spr. 20	Fa. 20	Spr. 21	Spr. 20	Fa. 20	Spr. 21	Spr. 20	Fa. 20	Spr. 21	Spr. 20	Fa. 20	Spr. 21	Spr. 20	Fa. 20	Spr. 21
EC 3.87	EC 3.40	EC 3.63		X		X		X													X	X	X
EC 3.93	EC 4.00	EC 3.51		X		X		X													X	X	X
EE 3.82	EE 2.71	EC 3.69		X		X		X													X	X	X
EE 3.51	MATH 3.46	EE 3.98		X		X		X													X	X	X
EE 3.89	SS 3.73	EE 3.57		X		X		X													X	X	X
EE 3.22		EE 3.98		X				X													X		X
EE 2.74		EE 3.83		X				X													X		X
EE 3.98		Math 3.95		X			X		X														X
PE 3.67		M 3.83		X			X														X		X
MA93		SS 3.71		X				X													X		X
M 3.08		SS 3.94	X				X														X		X
SS 2.89		SS 3.67	X				X														X		X
SS 3.67		SS 3.86	X				X		X														X

TOTAL 3.55	TOTAL 3.46	TOTAL 3.78																			
Below 3.0 15%	Below 3.0 20%	Below 3.0 00%																			

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Electronic Portfolio #1
Spring 2020 / Fall 2020 / Spring 2021

Criteria	Spring 2020 NO Data: Covid 19	Fall 2020 NO Data: Covid 19	Spring 2021 NO Data: Covid 19
Conceptual Framework Essay (ED 2162) *Cognitive, linguistic, social, emotional, and physical development of students)*			
Observation Reflection Form I A (ED 2111) *(Modifications for ELL, gifted, and other special needs)*			
Observation Reflection Form I B (ED 2162) *(Modifications for ELL, gifted, and other special needs)*			
Observation Reflection Form I A (ED 2111) *(Reflection on diverse cultures and inclusive learning environment)*			
Observation Reflection Form I B (ED 2162) *(Reflection on diverse cultures and inclusive learning environment)*			
Observation Reflection Form I A (ED 2111) *(Reflection on diverse cultures and inclusive learning environment)*			
Observation Reflection Form I B (ED 2162) *(Reflection on diverse cultures and inclusive learning environment)*			
Philosophy of Ed (ED 2162) *(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)*			
Conceptual Essay (ED 2162) *(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)*			
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*			
Evidence of volunteer project			
Overall Average Rating			

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,
   Inacceptable - 1 pt.   Acceptable or Unacceptable rating.)

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

Validity was established through content validity. Reliability was internal reliability.

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Electronic Portfolio #1
Disaggregate by Program
Spring 2020 / Fall 2020 / Spring 2021

Scale: Target = 3, Acceptable = 2, Unacceptable = 1

CRITERIA	Program	Spring 2020 NO Data	Fall 2020 NO Data	Spring 2021 NO Data
Conceptual Framework Essay (ED 2162) *Cognitive, linguistic, social, emotional, and physical development of students)*	Early Childhood			
	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			
Observation Reflection Form I A (ED 2111) *(Modifications for ELL, gifted, and other special needs)*	Early Childhood			
	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			
Observation Reflection Form I B (ED 2162) *(Modifications for ELL, gifted, and other special needs)*	Early Childhood			
	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			

CRITERIA	Program	Spring 2020	Fall 2020	Spring 2021
Observation Reflection Form I A (ED 2111) *(Reflection on diverse cultures and inclusive learning environment)*	Early Childhood			
	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			

Observation Reflection Form I B (ED 2162) *(Reflection on diverse cultures and inclusive learning environment)*	Early Childhood			
	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			
Observation Reflection Form I A (ED 2111) *(Reflection on diverse cultures and inclusive learning environment)*	Early Childhood			
	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			
Observation Reflection Form I B (ED 2162) *(Reflection on diverse cultures and inclusive learning environment)*	Early Childhood			
	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			

Philosophy of Ed (ED 2162) *(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)*	Early Childhood			
	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			
Conceptual Essay (ED 2162) *(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)*	Early Childhood			
	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			

All SNU Reflection Forms in Portfolio	Early Childhood			
All SNU Reflection Forms in Portfolio *All SNU Reflection Forms in Portfolio (Adaptations for communities; adaptations to meet needs of all learners)*	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			

	Early Childhood			
Evidence of volunteer project	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			

	Early Childhood			
Overall Average Rating	Elementary			
	HPER			
	Math			
	Music			
	Social Studies			

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Electronic Portfolio #2
Spring 2020 / Fall 2020 / Spring 2021

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

Criteria	Spring 2020 No Data Covid 19	Fall 2020 (n=7)	Spring 2021 (n= 12)
PDM TWS (ED 4273) (Modifications for EL, gifted, and other special needs)		2.86	3.00
Integrated Unit from Major (*Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)*)		2.86	3.00
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	3.00
Documentation of Second Field Experience (*Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs*)		3.00	3.00
Ed Psychology Case Study (ED 3223) (Reflect on cognitive, social, emotional, physical, linguistic growth inside and outside of school)		3.00	3.00
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	3.00
Documentation of Second Field Experience (*Evidence of meeting needs of diverse cultures*)		3.00	3.00
Integrated Unit from Major (*Lesson plans with modifications*)		3.00	2.92
PDM TWS (ED 4273) (*Lesson plans with modifications; Technology piece*)		3.00	2.92
PDM TWS (ED 4273) (*Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons*)		2.86	3.00
PDM TWS (ED 4273) (*Multi-modal presentation*)		2.86	3.00
Integrated Unit from Major (*Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons*)		2.86	3.00
PDM TWS (ED 4273) (*(Assessment plan*)		3.00	3.00

Integrated Unit from Major *(Documentation of integration and reflection on community context)*		3.00	2.92
PDM TWS (ED 4273) *(Documentation of integration and reflection on community context)*		3.00	2.92
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*		3.00	3.00
Overall Average Rating		**2.96** SD = .068	**2.98** SD = .037

Rating Scale:

Target - 3 pts.   (On the Portfolio #2 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 = 43-48 pts.; 90-100%
Acceptable = 33-42 pts.; 70-89%
Unacceptable = 32 pts. and below

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Electronic Portfolio #2
Disaggregate by Program
Spring 2020 / Fall 2020 / Spring 2021

CRITERIA	Program	Spring 2020 NO DATA - COVID 19	Fall 2020 (n=7)	Spring 2021 n=12)
PDM TWS (ED 4273) (Modifications for ELL, gifted, and other special needs)	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		2.50	
	Social Studies		3.00	3.00
Integrated Unit from Major (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		2.50	
	Social Studies		3.00	3.00
Documentation of First Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		3.00	
	Social Studies		3.00	3.00
Documentation of Second Field Experience	Early Childhood		3.00	3.00
	Elementary		3.00	3.00

(*Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs*)	HPER			
	Math			3.00
	Music		3.00	
	Social Studies		3.00	3.00
Ed Psychology Case Study (ED 3223) (Reflect on cognitive, social, emotional, physical, linguistic growth inside and outside of school)	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		3.00	
	Social Studies		3.00	3.00
Documentation of First Field Experience (*Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs*)	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		3.00	
	Social Studies		3.00	3.00
Documentation of Second Field Experience (*Evidence of meeting needs of diverse cultures*)	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		3.00	
	Social Studies		3.00	3.00

Integrated Unit from Major (*Lesson plans with modifications*)	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			2.50
	Music		3.00	
	Social Studies		3.00	3.00
PDM TWS (ED 4273) (*Lesson plans with modifications; Technology piece*)	Early Childhood		3.00	3.00
	Elementary		3.00	3.00

	HPER			
	Math			2.50
	Music		3.00	
	Social Studies		3.00	3.00
PDM TWS (ED 4273) *(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons*	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		3.00	
	Social Studies		3.00	3.00
Technology from PDM (ED 4273) *(Multi-modal presentation)*	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		2.50	
	Social Studies		3.00	3.00

Integrated Unit from Major *(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons))*	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		2.50	
	Social Studies		3.00	3.00
PDM TWS (ED 4273) *((Assessment plan)*	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		2.50	
	Social Studies		3.00	3.00
Integrated Unit from Major *(Documentation of integration and reflection on community context)*	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			

	Math			2.50
	Music		3.00	
	Social Studies		3.00	3.00

PDM TWS (ED 4273) *(Documentation of integration and reflection on community context)*	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			2.50
	Music		3.00	
	Social Studies		3.00	3.00

All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	HPER			
	Math			3.00
	Music		3.00	
	Social Studies		3.00	3.00

Overall Average Rating **Standard Deviation by Program** **Number of Participants**	Early Childhood		3.00 SD =.000 (n=1)	3.00 SD =.000 (n=3)
	Elementary		3.00 SD =.000 (n=3)	3.00 SD = .000 (n=3)
	HPER			
	Math			2.88 SD = .224 (n=2)
	Music		2.84 SD =.239 (n=2)	
	Social Studies		3.00 SD =.000 (n=1)	3.00 SD =.000 (n=4)

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

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

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Electronic Portfolio #3
Spring 2020 / Fall 2020 / Spring 2021

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

Criteria	Spring 2020 (n=8)	Fall 2020 (n=7)	Spring 2021 (n=9) With PPAT
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing social, cognitive, physical, linguistic, and emotional needs)*	2.88	2.86	2.67
Clinical Experience PPAT (ED 4xx5) *(Age-appropriate tasks; Blooms tasks; Reference to Gardner's MI; Modifications for EL, gifted, and other special needs)*	2.00	2.43	2.67
Clinical Experience PPAT (ED 4xx5) *(Evidence on meeting needs of diverse cultures)*	2.00	2.43	2.67
Diversity Awareness Essay (ED 4710) *(Reflection on meeting needs of diverse cultures)*	2.38	2.29	2.89
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing needs of diverse cultures)*	2.88	2.86	2.67
Clinical Experience PPAT (ED 4xx5) *(Different grouping; Teaching strategies)*	2.00	2.43	2.67
Clinical Experience Part A Evaluation from University Supervisor (ED 4xx5) *(Different grouping; Teaching strategies)*	3.00	2.86	2.78
Clinical Experience Part A Evaluation from Cooperating Teacher (ED 4xx5) *(Different grouping; Teaching strategies)* Doc. of Colleague Interaction (ED 4700, Seminar 2)	3.00	3.00	2.78
Documentation of Colleague/School Interaction (ED 4700, Seminar 2)			3.00
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	3.00	3.00	3.00
Diversity Awareness Essay (ED 4710) *(Documentation of diverse learning needs)*	2.13	2.43	2.67
Clinical Experience PPAT Part III (ED 4xx5) *(Lesson plans with modifications for diverse learners)*	2.00	2.43	2.67

Clinical Experience PPAT (ED 4xx5)(Diagram & Description of Classroom) (ED 4xx5)	2.00	2.43	2.67
Clinical Experience PPAT Part III(ED 4xx5) *(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student activities)*	2.00	2.43	2.67
Video from CE and Self-Evaluation (ED 4700) *(Documentation of use of Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)*	2.25	2.29	2.89
Clinical Experience Evaluation Part A from University Supervisor (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*	3.00	2.86	2.78
Clinical Experience Evaluation Part A from Cooperating Teacher (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*	3.00	3.00	2.78
Clinical Experience PPAT Part II(ED 4xx5) *(Assessment plan)*	2.00	2.43	2.67
Clinical Experience PPAT Part III (ED 4xx5) *(Documentation of integration of content areas and reflection on community context)*	2.00	2.43	2.67
Clinical Experience PPAT Part III (ED 4xx5) *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	3.00	3.00	2.67
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*	3.00	3.00	2.89
Documentation of Colleague/School Interaction (ED 4700, Seminar 2)	2.00	2.43	3.00
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	2.88	3.00	3.00
Overall Average Rating	**2.73** SD =.240	**2.65** SD =.242	**2.77** SD = .132

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

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Electronic Portfolio #3
Disaggregate by Program
Spring 2020 / Fall 2020 / Spring 2021

CRITERIA	Program	Spring 2020	Fall 2020	Spring 2021 With PPAT
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing needs of diverse cultures)*	Early Childhood		3.00	
	Elementary	2.80	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00	3.00	2.00
	Music	3.00	2.00	2.00
	Social Studies		3.00	2.00
Clinical Experience #1 PPAT (ED 4xx5) *(Age-appropriate tasks; Blooms tasks; Reference to Gardner's MI; Modifications for EL, gifted, and other special needs)*	Early Childhood		2.00	
	Elementary	2.00	3.00	2.80
	HPER	2.00	2.00	
	Math	2.00	3.00	2.00
	Music	2.00	2.00	3.00
	Social Studies		3.00	3.00
Clinical Experience #1 PPAT (ED 4xx5) *(Evidence on meeting needs of diverse cultures)*	Early Childhood		2.00	
	Elementary	2.00	3.00	2.60
	HPER	2.00	2.00	
	Math	2.00	3.00	3.00
	Music	2.00	2.00	3.00
	Social Studies		3.00	3.00

Diversity Awareness Essay (ED 4710) *(Reflection on meeting needs of diverse cultures)*	Early Childhood	2.60	2.00	
	Elementary	2.00	2.00	3.00
	HPER	2.00	2.00	
	Math	2.00	3.00	2.00
	Music		2.00	3.00
	Social Studies		3.00	3.00
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing needs of diverse cultures)*	Early Childhood	2.80	3.00	
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00	3.00	2.00
	Music		2.00	2.00
	Social Studies		3.00	2.00
Clinical Experience PPAT (ED 4xx5) *(Different grouping; Teaching strategies)*	Early Childhood	2.00	2.00	
	Elementary	2.00	3.00	2.60
	HPER	2.00	2.00	
	Math	2.00	3.00	3.00
	Music		2.00	3.00
	Social Studies		3.00	3.00
Clinical Experience #1 Part A Evaluation from University Supervisor (ED 4xx5) *(Different grouping; Teaching strategies)*	Early Childhood	3.00	3.00	
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00	3.00	3.00
	Music		2.00	1.00
	Social Studies	2.60	3.00	3.00

Clinical Experience #1 Part A Evaluation from Cooperating Teacher (ED 4xx5) *(Different grouping; Teaching strategies)* Documentation of Colleague Interaction (ED 4700, Seminar 2)	Early Childhood		3.00	
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	1.00
	Social Studies		3.00	3.00
Documentation of Colleague/School Interaction (ED 4700, Seminar 2)	Early Childhood			
	Elementary			3.00

Assessment	Subject			
	HPER			3.00
	Math			3.00
	Music			3.00
	Social Studies			3.00
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	Early Childhood		3.00	
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	3.00
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies		3.00	3.00
Diversity Awareness Essay (ED 4710) *(Documentation of diverse learning needs)*	Early Childhood		2.50	
	Elementary	2.20	2.00	3.00
	HPER	2.00	2.00	
	Math	2.00	3.00	2.00
	Music	2.00	2.00	2.00
	Social Studies		3.00	2.00
Clinical Experience #1 PPAT (ED 4xx5) *(Lesson plans with modifications for diverse learners))*	Early Childhood		2.00	
	Elementary	2.00	3.00	2.60
	HPER	2.00	2.00	
	Math	2.00	3.00	3.00
	Music	2.00	2.00	3.00
	Social Studies		3.00	3.00

Assessment	Subject			
Clinical Experience #1 PPAT (ED 4xx5) *(Diagram & Description of Classroom) (ED 4xx5)*	Early Childhood		2.00	
	Elementary	2.00	3.00	2.60
	HPER	2.00	2.00	
	Math	2.00	3.00	3.00
	Music	2.00	2.00	3.00
	Social Studies		3.00	3.00
Clinical Experience #1 PPAT (ED 4xx5) *(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student activities)*	Early Childhood		2.00	
	Elementary	2.00	3.00	2.60
	HPER	2.00	2.00	

	Math	2.00	3.00	3.00
	Music	2.00	2.00	3.00
	Social Studies		3.00	3.00
Video from CE #1 and Self-Evaluation (ED 4700) *(Documentation of use of Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)*	Early Childhood		2.00	
	Elementary	2.40	3.00	3.00
	HPER	2.00	2.00	
	Math	2.00	3.00	3.00
	Music	2.00	2.00	3.00
	Social Studies		3.00	2.00

Clinical Experience #1 Evaluation Part A from University Supervisor (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*	Early Childhood		3.00	
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00	3.00	3.00
	Music	3.00	2.00	1.00
	Social Studies		3.00	3.00
Clinical Experience #1 Evaluation Part A from Cooperating Teacher (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*	Early Childhood		3.00	
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	1.00
	Social Studies		3.00	3.00
Clinical Experience #1 PPAT (ED 4xx5) *(Assessment plan)*	Early Childhood		2.00	
	Elementary	2.00	3.00	2.60
	HPER	2.00	2.00	
	Math	2.00	3.00	3.00
	Music	2.00	2.00	3.00
	Social Studies		3.00	3.00

Clinical Experience #1 PPAT (ED 4xx5) *(Documentation of integration of content areas and reflection on community context)*	Early Childhood		2.00	
	Elementary	2.00	3.00	2.60
	HPER	2.00	2.00	
	Math	2.00	3.00	3.00

	Music	2.00	2.00	3.00
	Social Studies		3.00	3.00
Clinical Experience #1 PPAT (ED 4xx5) *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	Early Childhood		2.00	
	Elementary	3.00	2.00	
	HPER	3.00	2.00	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies		3.00	3.00
All SNU Reflection forms in Portfolio #3: Standard 9	Early Childhood		2.00	
	Elementary	2.00	2.00	3.00
	HPER	2.00	2.00	
	Math	2.00	3.00	3.00
	Music	2.00	3.00	3.00
	Social Studies		3.00	3.00

Documentation of Colleague/School Interaction (ED 4700, Seminar 2)	Early Childhood		2.00	
	Elementary	2.00	3.00	3.00
	HPER	2.00	2.00	
	Math	2.00	3.00	3.00
	Music	2.00	2.00	3.00
	Social Studies		3.00	3.00
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	Early Childhood		3.00	
	Elementary	2.80	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies		3.00	3.00

Overall Average Rating	Early Childhood		2.39 SD =.486 (n=2)	
	Elementary	2.48 SD =.456 (n=5)	2.82 SD =.395 (n=1)	2.85 SD =.193 (n=5)
	HPER	2.45 SD =.510 (n=1)	2.36 SD =.492 (n=1)	
	Math	2.45 SD =.510 (n=1)	3.00 SD =.000 (n=1)	2.78 SD =.422 (n=1)
	Music	2.45 SD =.510 (n=1)	2.27 SD =.456 (n=1)	2.48 SD =.790 (n=1)
	Social Studies		2.95 SD =.213 (n=1)	2.83 SD =.422 (n=1)

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

Target = 63-70 pts.; 90-100%
Acceptable = 49-64 pts.; 70-89%
Unacceptable = 48 pts. and below

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Electronic Portfolio #4
Spring 2020 / Fall 2020 / Spring 2021

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

Criteria	Spring 2020 NO DATA Covid 19	Fall 2020 (n=14)	Spring 2021 (n= 8)
Clinical Experience #2(ED 4xx5) Two (2) lesson plans *(Modifications for special needs)*		2.83	2.50
Diversity Awareness Essay (ED 4710) *(Reflection on meeting needs of diverse cultures)*		2.50	3.00
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing needs of diverse cultures)*		2.50	2.75
Clinical Experience #2 - Lesson Plans (ED 4xx5) *(Different grouping; Teaching strategies)*		2.83	2.50
Clinical Experience #2 - Part A Evaluation from University Supervisor (ED 4xx5) *(Different grouping; Teaching strategies)*		2.67	3.00
Clinical Experience #2(ED 4xx5) -Part A Evaluation from Cooperating Teacher (ED 4xx5) *(Different grouping; Teaching strategies)*		3.00	3.00
Clinical Experience #2-Documentation of Colleague Interaction (ED 4700)		3.00	2.88
Clinical Experience #2-Documentation of Parent/Community Interaction (ED 4700)		3.00	2.88
Diversity Awareness Essay (ED 4710) *(Documentation of diverse learning needs)*		2.50	3.00
Clinical Experience #2 - Two Lesson Plans *(Lesson plans with modifications for diverse learners)*		2.83	2.50
Clinical Experience #2 - Lesson Plans *(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student lessons and activities)*		2.83	2.57

Clinical Experience #2 - Evaluation Part A from University Supervisor (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*		2.67	2.88
Clinical Experience #2 - Evaluation Part A from Cooperating Teacher (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*		3.00	3.00
Clinical Experience #2 -Two (2) Assessments scored *(Assessment plan)*		2.17	2.63
Clinical Experience #2 - Two (2) Lesson Plans		2.83	2.50
Clinical Experience #2 - Demographic of School Setting *(Documentation of integration of content areas and reflection on community context)*		2.67	3.00
Clinical Experience #2 -Lesson Plans *(Instructional strategies; Higher level thinking skills; Application of knowledge)*		2.83	2.50
All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*		2.67	2.50
Documentation of School/Community Interaction from Clinical Experience #2 *(IEP meetings and Parent-Teacher conferences)*		3.00	2.88
Documentation of Colleague Interaction Clinical Experience #2 *(Team meetings, Faculty meetings, Grade or content-level meetings)*		3.00	2.88
Clinical Experience #2 - Self Evaluation of Professional Form A (Seminar III). *(Meeting needs of diverse learners)*		3.00	3.00
Clinical Experience #2 Evaluation Part A from University Supervisor *(Collaboration with families/communities)*		2.67	3.00

Clinical Experience #2 Evaluation Part A from Cooperating Teacher *(Collaboration with families/communities)*		2.83	3.00
Self-Evaluation Form of Videos from Clinical Experience #2 *(Changes from video 1 to video 2)*		2.83	3.00
All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*		2.67	2.50
Overall Average Rating		**2.77** SD =.209	**2.79** SD =.218

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; below 70%

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Electronic Portfolio #4
Disaggregate by Program
Spring 2018 / Fall 2018 / Spring 2019

CRITERIA	Program	Spring 2020 NO DATA Covid 19	Fall 2020 (n = 6)	Spring 2021 (n = 8)
Clinical Experience #2(ED 4xx5) Two (2) lesson plans *(Modifications for special needs)*	Early Childhood		3.00	2.80
	Elementary			
	HPER		2.00	
	Math		3.00	
	Music		3.00	2.00
	Social Studies		3.00	2.00
Diversity Awareness Essay (ED 4710) *(Reflection on meeting needs of diverse cultures)*	Early Childhood		2.00	3.00
	Elementary			
	HPER		3.00	
	Math		2.00	
	Music		3.00	3.00
	Social Studies		3.00	3.00
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing needs of diverse cultures)*	Early Childhood		3.00	3.00
	Elementary			
	HPER		2.00	
	Math		3.00	
	Music		1.00	2.50
	Social Studies		3.00	2.00

Clinical Experience #2 - Lesson Plans (ED 4xx5) *(Different grouping; Teaching strategies)*	Early Childhood		3.00	2.80
	Elementary			
	HPER		2.00	
	Math		3.00	
	Music		3.00	2.00
	Social Studies		3.00	2.00
Clinical Experience #2 - Part A Evaluation from University	Early Childhood		3.00	3.00
	Elementary			

Supervisor (ED 4xx5) *(Different grouping; Teaching strategies)*	HPER		3.00	
	Math		3.00	
	Music		1.00	3.00
	Social Studies		3.00	3.00
Clinical Experience #2(ED 4xx5) -Part A Evaluation from Cooperating Teacher (ED 4xx5) *(Different grouping; Teaching strategies)*	Early Childhood		3.00	3.00
	Elementary			
	HPER		3.00	
	Math		3.00	
	Music		3.00	3.00
	Social Studies		3.00	3.00
Documentation of Colleague Interaction (ED 4700, Seminar 2)	Early Childhood		3.00	3.00
	Elementary			
	HPER		3.00	
	Math		3.00	
	Music		3.00	2.50
	Social Studies		3.00	3.00
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	Early Childhood		3.00	3.00
	Elementary			
	HPER		3.00	
	Math		3.00	
	Music		3.00	2.50
	Social Studies		3.00	3.00
Diversity Awareness Essay (ED 4710) *(Documentation of diverse learning needs)*	Early Childhood		2.00	3.00
	Elementary			
	HPER		3.00	
	Math		2.00	
	Music		3.00	3.00
	Social Studies		3.00	3.00
Clinical Experience #2 *(Lesson plans with modifications for diverse learners)*	Early Childhood		3.00	2.80
	Elementary			
	HPER		2.00	

	Math		3.00	
	Music		3.00	2.00
	Social Studies		3.00	2.00
Clinical Experience #2 Lesson Plans *(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student lessons and activities)*	Early Childhood		3.00	3.00
	Elementary			
	HPER		2.00	
	Math		3.00	
	Music		3.00	2.50
	Social Studies		3.00	3.00
Clinical Experience #2 - Part A Evaluation from University Supervisor (ED 4xx5) *(Different grouping; Teaching strategies)*	Early Childhood		3.00	3.00
	Elementary			
	HPER		3.00	
	Math		3.00	
	Music		1.00	3.00
	Social Studies		3.00	3.00

Clinical Experience #2 Evaluation Part A from Cooperating Teacher (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*	Early Childhood		3.00	3.00
	Elementary			
	HPER		3.00	
	Math		3.00	
	Music		3.00	2.50
	Social Studies		3.00	2.00
Clinical Experience #2 Assessments scored *(Assessment plan)*	Early Childhood		2.00	2.80
	Elementary			
	HPER		2.00	
	Math		2.00	
	Music		2.00	2.00
	Social Studies		3.00	2.00
Clinical Experience #2 Lesson Plans	Early Childhood		3.00	3.00
	Elementary			
	HPER		2.00	
	Math		3.00	

	Music		3.00	3.00
	Social Studies		3.00	3.00

Clinical Experience #2 Demographic of School Setting *(Documentation of integration of content areas and reflection on community context)*	Early Childhood		3.00	2.80
	Elementary			
	HPER		2.00	
	Math		3.00	
	Music		2.00	2.00
	Social Studies		3.00	2.00
Clinical Experience #2 Lesson Plans *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	Early Childhood		3.00	3.00
	Elementary			
	HPER		2.00	
	Math			
	Music		3.00	1.50
	Social Studies		3.00	2.00
All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*	Early Childhood		3.00	3.00
	Elementary			
	HPER		2.00	
	Math		3.00	
	Music		2.00	2.50
	Social Studies		3.00	3.00

Documentation of School/Community Interaction from Clinical Experience #2 *(IEP meetings and Parent-Teacher conferences)*	Early Childhood		3.00	3.00
	Elementary			
	HPER		3.00	
	Math		3.00	
	Music		3.00	2.50
	Social Studies		3.00	3.00
Documentation of Colleague Interaction Clinical Experience #2 *(Team meetings, Faculty meetings, Grade or content-level meetings)*	Early Childhood		3.00	3.00
	Elementary		3.00	
	HPER		3.00	
	Math		3.00	
	Music		3.00	3.00

Form	Program			
	Social Studies		3.00	3.00
Self Evaluation of Professional Form A (Seminar III). Clinical Experience #2 *(Meeting needs of diverse learners)*	Early Childhood		3.00	3.00
	Elementary			
	HPER		3.00	
	Math		3.00	
	Music		3.00	3.00
	Social Studies		3.00	3.00
Evaluation Part A from University Supervisor Clinical Experience #2 *(Collaboration with families/communities)*	Early Childhood		3.00	3.00
	Elementary			
	HPER		3.00	
	Math		3.00	
	Music		1.00	3.00
	Social Studies		3.00	3.00
Evaluation Part A from Cooperating Teacher Clinical Experience #2 *(Collaboration with families/communities)*	Early Childhood		2.50	3.00
	Elementary			
	HPER		3.00	
	Math		3.00	
	Music		3.00	3.00
	Social Studies		3.00	3.00
Self-Evaluation Form of Videos Clinical Experience #2 *(Changes from video 1 to video 2)*	Early Childhood		2.50	3.00
	Elementary			
	HPER		3.00	
	Math		3.00	
	Music		3.00	3.00
	Social Studies		3.00	3.00
All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners*	Early Childhood		3.00	3.00
	Elementary			
	HPER		2.00	
	Math		3.00	
	Music		2.00	1.50

	Social Studies		3.00	2.00
Overall Average Rating	Early Childhood		2.84 SD = .345 (n=2)	2.95 SD=.087 (n=5)
	Elementary			
	HPER		2.56 SD=.507 (n=1)	
	Math		2.88 SD=.332 (n=1)	
	Music		2.52 SD=.770 (n=1)	2.50 SD=.500 (n=2)
	Social Studies		3.00 SD=.000 (n=1)	2.60 SD = .500 (n=1)

Rating Scale:

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

Target = 54-60 pts.; 90-100%
Acceptable = 42-53 pts.; 70-89%
Unacceptable = 41 pts. and below; below 70%

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EPP Transition Points
Disaggregate by Program
Spring 2020 / Fall 2020 / Spring 2021

Findings: <u># Passed / # Evaluated</u>
   Average Total Score

PROGRAM	Transition Point #1			Transition Point #2			Transition Point #3			Transition Point #4		
	Spring 2020	Fall 2020	Spring 2021	Spring 2020	Fall 2020	Spring 2021	Spring 2020	Fall 2020	Spring 2021	Spring 2020	Fall 2020	Spring 2021
Early Childhood	---	2/2 3.00		---	1/1 3.00	3/3 3.00	---	2/2 2.39		---	2/2 2.84	
Elementary	---	3/3 2.82		---	3/3 3.00	3/3 3.00	---	1/1 2.82	5/5 2.85	---		5/5 2.95
HPER	---			---			---	1/1 2.36		---	1/1 2.56	
Math	---			---		2/2 2.88	---	1/1 3.00	1/1 2.78	---	1/1 2.88	
Music	---	2/2 2.91		---	2/2 2.84		---	1/1 2.27	1/1 2.48	---	1/1 2.52	2/2 2.50
Social Studies	---	6/6 2.83		---	1/1 3.00	4/4 3.00	---	1/1	1/1 2.83	---	1/1 3.00	1/1 2.60

No Data collected Spring 2020, EPP was only in session on a virtual basis.

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Student Teacher EPP Evaluation
Disaggregated by Program

Spring 2020 / Fall 2020 / Spring 2021

Spring 2020 data is collected on only the first (1st)

ST assignment

CRITERIA	Program	Spring 2020	Fall 2020	Spring 2021
Learner Development: Learning styles (INTASC 1)	Early Childhood		2.50	3.00
	Elementary	3.00	2.50	2.63
	HPER	2.50	2.50	
	Math	3.00	2.50	3.00
	Music	3.00	3.00	3.00
	Social Studies	3.00	2.50	2.50
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	Early Childhood		2.75	3.00
	Elementary	2.87	2.50	2.88
	HPER	2.50	2.00	
	Math	3.00	2.50	3.00
	Music	3.00	3.00	2.50
	Social Studies	3.00	2.50	3.00
Learner Development: Collaboration (INTASC 1)	Early Childhood		2.25	3.00
	Elementary	2.93	2.50	2.63
	HPER	3.00	2.50	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	2.50
	Social Studies	3.00	3.00	2.50

Learning Differences: Diversity of Community	Early Childhood		2.50	3.00
	Elementary	2.93	2.50	2.75
	HPER	3.00	2.50	
	Math	3.00	2.50	3.00
	Music	3.00	3.00	3.00
	Social Studies	2.50	2.50	2.50
Learning Differences: Diverse Cultures	Early Childhood		2.50	3.00
	Elementary	3.00	2.50	2.63
	HPER	3.00	2.50	3.00
	Math	2.50	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	2.50	2.50	3.00
Learning Differences: English learners	Early Childhood		2.50	3.00
	Elementary	2.93	2.50	2.38
	HPER	2.50	3.00	
	Math	3.00	3.00	3.00
	Music	3.00	2.50	2.50
	Social Studies	2.00	2.50	2.50
Learning Environment: Risk-free (INTASC 3)	Early Childhood		2.75	3.00
	Elementary	3.00	2.50	2.88
	HPER	3.00	3.00	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	2.50	2.50	3.00
Learning Environment: Fairly allocating time and space (INTASC 3)	Early Childhood		2.50	3.00
	Elementary	2.93	3.00	2.63
	HPER	3.00	2.50	3.00
	Math	3.00	3.00	2.50
	Music	3.00	3.00	3.00

	Social Studies	3.00	3.00	3.00
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	Early Childhood		2.50	3.00
	Elementary	3.00	3,00	2.88
	HPER	3.00	2.50	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	3.00	3.00	2.50
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	Early Childhood		2.67	3.00
	Elementary	2.87	2.50	2.50
	HPER	2.00	2.50	
	Math	3.00	2.50	3.00
	Music	3.00	3.00	3.00
	Social Studies	2.50	3.00	2.50
Content Knowledge: Tools of inquiry (INTASC 3)	Early Childhood		2.50	3.00
	Elementary	2.87	2.50	2.50
	HPER	2.50	2.50	
	Math	3.00	2.50	3.00
	Music	3.00	3.00	3.00
	Social Studies	3.00	3.00	2.50
Content Knowledge: Prior Knowledge	Early Childhood		2.25	3.00
	Elementary	3.00	3.00	2.75
	HPER	2.50	3.00	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	3.00	2.50	2.50
Content Knowledge: Academic Language	Early Childhood		2.25	3.00
	Elementary	3.00	2.50	2.75
	HPER	2.50	3.00	
	Math	3.00	2.50	3.00
	Music	3.00	3.00	3.00
	Social Studies	3.00	2.50	2.50
Content Knowledge: Correcting misconceptions	Early Childhood		2.50	3.00
	Elementary	2.93	2.50	2.50

	HPER	2.50	3.00	
	Math	3.00	2.50	3.00
	Music	3.00	3.00	2.50
	Social Studies	2.50	2.50	3.00
Content Knowledge: Resources, technologies, And hands on experiences	Early Childhood		2.50	3.00
	Elementary	2.93	2.50	2.75
	HPER	3.00	2.50	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	3.00	2.50	3.00
Content Knowledge: Uses resources	Early Childhood		2.50	3.00
	Elementary	3.00	2.50	2.63
	HPER	2.50	2.50	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	3.00	3.00	3.00
Application of Content: Real world problems	Early Childhood		2.25	3.00
	Elementary	2.93	2.50	2.50
	HPER	3.00	2.00	2.00
	Math		3.00	2.50
	Music	3.00	3.00	2.50
	Social Studies	2.50	2.50	
Application of Content: Various forms of Communication for varied audiences	Early Childhood		2.50	3.00
	Elementary	2.93	2.50	2.63
	HPER	3.00	2.50	
	Math	2.50	3.00	2.00
	Music	3.00	3.00	3.00
	Social Studies	3.00	3.00	3.00
Application of Content: Novel approaches And incentive solutions to problems	Early Childhood		2.50	3.00
	Elementary	3.00	2.50	2.63
	HPER	2.50	2.50	3.00
	Math	3.00	2.50	3.00
	Music	3.00	3.00	2.50

	Social Studies	2.50	2.50	2.50
Assessment: Unbiased formative and summative assessment (INTASC 6)	Early Childhood		2.50	3.00
	Elementary	2.93	2.50	2.63
	HPER	3.00	2.50	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	3.00	2.50	3.00
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	Early Childhood		2.75	3.00
	Elementary	3.00	2.50	2.71
	HPER	3.00	3.00	
	Math	3.00	3.00	3.00
	Music	3.00	2.50	3.00
	Social Studies	3.00	2.50	3.00
Assessment: Uses data to understand learners' progress	Early Childhood		2.50	3.00
	Elementary	3.00	3.00	2.50
	HPER	2.50	2.00	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	2.50	2.50	2.50
Planning for Instruction: Rigorous learning goals	Early Childhood		2.50	3.00
	Elementary	2.93	2.50	2.38
	HPER	2.00	2.50	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	2.00	2.50	2.50
Planning for Instruction: Diverse cultural and diverse learning needs	Early Childhood		2.50	3.00
	Elementary	3.00	2.50	2.75
	HPER	3.00	2.50	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	2.50
	Social Studies	3.00	2.50	3.00
Instructional Strategies:	Early Childhood		2.25	3.00

Variety and modifications	Elementary	2.93	2.50	2.50
	HPER	3.00	3.00	
	Math	3.00	2.50	3.00
	Music	3.00	3.00	3.00
	Social Studies	3.00	2.50	3.00
Instructional Strategies: Higher order questioning and metacognition	Early Childhood		2.25	3.00
	Elementary	2.80	2.50	2.25
	HPER	3.00	3.00	
	Math	3.00	2.50	2.00
	Music	3.00	3.00	2.50
	Social Studies	2.50	2.50	2.50
Professional Learning and Ethical Practices: Collaboration to Evaluate teaching	Early Childhood		2.50	3.00
	Elementary	2.93	2.50	2.50
	HPER	2.50	2.50	
	Math	3.00	2.50	3.00
	Music	3.00	2.50	3.00
	Social Studies	2.00	2.50	2.50
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	Early Childhood		2.67	3.00
	Elementary	2.93	3.00	2.63
	HPER	3.00	2.50	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	2.50	2.50	2.50
Professional Learning and Ethical Practices: Technology (INTASC 9)	Early Childhood		2.67	3.00
	Elementary	2.93	2.50	2.63
	HPER	3.00	2.50	
	Math	3.00	3.00	3.00
	Music	3.00	3.00	3.00
	Social Studies	2.50	2.50	2.50
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	Early Childhood		3.00	3.00
	Elementary	2.93	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00	3.00	3.00

	Music	3.00	3.00	2.50
	Social Studies	3.00	3.00	3.00
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	Early Childhood		2.50	3.00
	Elementary	2.93	2.50	2.63
	HPER	3.00	2.50	
	Math	3.00	2.50	3.00
	Music	3.00	2.50	3.00
	Social Studies	2.50	2.50	2.50
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	Early Childhood		2.75	3.00
	Elementary	3.00	2.50	2.63
	HPER	2.50	2.50	
	Math	3.00	3.00	2.00
	Music	3.00	3.00	2.50
	Social Studies	2.50	3.00	2.50
Overall Average Rating By Program	Early Childhood		2.52 SD = .168	3.00 SD =.000 (n=1)
	Elementary	2.95 (n=11)	2.59 SD =.198 (n=4)	2.63 SD =.160 (n=8)
	HPER	2.74 (n=2)	2.58 SD =.287 (n=2)	
	Math	2.97 (n=2)	2.83 SD =.241 (n=2)	2.88 SD =.336 (n=1)
	Music	3.00 (n=1)	2.94 SD =.168 (n=2)	2.86 SD =.228 (n=2)
	Social Studies	2.71 (n=2)	2.64 SD =.228 (n=2)	2.69 SD =.246 (n=2)

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Student Teacher EPP Evaluation
University Supervisor and Cooperating Teacher
Spring 2020 / Fall 2020 / Spring 2021

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	Spring 2020 Only ½ data collected Covid 19		Fall 2020		Spring 2021	
	Univ. Supervisor (n=11)	Coop. Teacher (n=11)	Univ. Supervisor (n)	Coop. Teacher (n=)	Univ. Supervisor (n=8)	Coop. Teacher (n=13)
Learner Development: Learning styles (INTASC 1)	3.00	2.91	2.33	2.57	2.88	2.69
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	3.00	2.73	2.17	2.57	2.88	2.85
Learner Development: Collaboration (INTASC 1)	3.00	2.91	2.67	2.64	2.63	2.62
Learner Development: Diverse Community (INTASC 2)	3.00	2.82	2.33	2.57	2.88	2.77
Learning Differences: Diverse cultures (INTASC 2)	2.91	2.91	2.33	2.64	2.88	2.75
Learning Differences: English learners (INTASC 2)	2.82	2.90	2.33	2.64	2.63	2.42
Learning Environment: Risk-free (INTASC 3)	3.00	2.91	2.67	2.79	3.00	2.92

Learning Environment: Fairly allocating time and space (INTASC 3)	3.00	2.91	2.67	2.79	3.00	2.69
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	3.00	3.00	2.33	2.79	2.88	2.85
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.82	2.73	2.33	2.69	2.88	2.64
Content Knowledge: Tools of inquiry (INTASC 4)	3.00	2.64	2.50	2.64	2.88	2.62
Content Knowledge: Prior Knowledge (INTASC 4)	3.00	2.91	2.33	2.71	2.75	2.77
Content Knowledge: Academic Language (INTASC 4)	3.00	2.91	2.33	2.54	3.00	2.77
Content Knowledge: Academic Language (INTASC 4)	3.00	2.73	2.33	2.64	2.88	2.62
Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	3.00	2.91	2.50	2.64	3.00	2.85
Content Knowledge: Uses resources (INTASC 4)	2.91	2.91	2.50	2.71	3.00	2.77
Application of Content: Real world problems (INTASC 5)	3.00	2.82	2.00	2.54	2.63	2.46
Application of Content: Various forms of communication for varied audiences (INTASC 5)	3.00	2.91	2.33	2.69	2.88	2.75
Assessment: Unbiased formative and summative assessment (INTASC 6)	3.00	2.91	2.17	2.57	3.00	2.69
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	3.00	3.00	2.67	2.64	2.88	2.77
Assessment: Use data to understand learners' progress (INTASC 6)	3.00	2.82	2.33	2.71	2.63	2.83
Planning for Instruction: Rigorous learning goals (INTASC 7)	3.00	2.73	2.50	2.69	2.88	2.62

Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	3.00	3.00	2.50	2.64	2.50	2.62
Instructional Strategies: Variety and modifications (INTASC 8)	3.00	2.91	2.00	2.64	2.88	2.77
Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	3.00	2.64	2.33	2.57	2.88	2.69
Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	3.00	2.73	2.17	2.50	2.75	2.38
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	3.00	2.82	2.67	2.64	2.75	2.69
Professional Learning and Ethical Practices: Technology (INTASC 9)	3.00	2.78	2.33	2.75	2.88	2.69
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	3.00	2.91	2.67	2.69	3.00	2.67
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	3.00	2.80	2.50	3.00	3.00	2.92
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	3.00	2.80	2.67	2.50	2.63	2.69
Overall Average Rating	2.98 SD = .049	2.85 SD = .098	2.33 SD =.191 (n=6)	2.57 SD =.101 (n=14)	2.75 SD =.139 (n=8)	2.54 SD =.129 (n=13)

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

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Student Teaching EPP (Part A) Evaluation
Student Teacher Self-Evaluation
Spring 2020 / Fall 2020 / Spring 2021

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	Spring 2020 (n=14) Data represents 1 of 2 ST Exp. Covid 19	Fall 2020 (n=8)	Spring 2021 (n=9)
Learner Development: Learning styles (INTASC 1)	2.86	3.00	2.68
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	2.79	2.25	2.64
Learner Development: Collaboration (INTASC 1)	2.71	2.50	2.54
Learner Development: Diverse Community (INTASC 2)	2.79	2.25	2.49
Learning Differences: Diverse cultures (INTASC 2)	2.57	2.43	2.62
Learning Differences: English learners (INTASC 2)	2.83	2.40	2.51
Learning Environment: Risk-free (INTASC 3)	3.00	2.88	2.84
Learning Environment: Fairly allocating time and space (INTASC 3)	2.79	2.75	2.72
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.79	2.75	2.78
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.85	2.29	2.60
Content Knowledge: Tools of inquiry (INTASC 4)	2.79	2.75	2.64
Content Knowledge: Prior Knowledge (INTASC 4)	3.00	2.88	2.76
Content Knowledge: Academic Language (INTASC 4)	2.64	2.63	2.71
Content Knowledge: Correcting Misconceptions (INTASC 4)	2.79	2.38	2.67

Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	2.92	2.88	2.75
Content Knowledge: Uses resources (INTASC 4)	2.57	2.57	2.68
Application of Content: Real world problems (INTASC 5)	2.79	2.71	2.61
Application of Content: Various forms of communication for varied audiences (INTASC 5)	2.64	2.43	2.59
Application of Content: Novel approaches and incentive solutions to problems, (INTASC 5)	2.78	2.38	2.57
Assessment: Unbiased formative and summative assessment (INTASC 6)	2.50	2.63	2.69
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	2.79	2.75	2.71
Assessment: Use data to understand learners' progress (INTASC 6)	2.79	2.71	2.63
Planning for Instruction: Rigorous learning goals (INTASC 7)	2.77	2.38	2.56
Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	2.64	2.38	2.58
Instructional Strategies: Variety and modifications (INTASC 8)	2.71	2.75	2.66
Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	2.86	2.75	2.63
Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	2.71	2.75	2.62
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	2.79	2.75	2.76
Professional Learning and Ethical Practices: Technology (INTASC 9)	2.93	2.75	2.71
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	2.85	3.00	2.83
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	2.86	2.40	2.62
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	2.71	2.43	2.67
Overall Average Rating	**2.78** SD =.116	**2.61** SD =.220	**2.66** SD =.085

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School of Education
Southern Nazarene University

Student Teacher EPP Evaluation
University Supervisor / Cooperating Teacher / Student Teacher Self-Evaluation
Spring 2020 / Fall 2020 / Spring 2021

Criteria / INTASC Standard	Spring 2020 **Data NOT complete- Covid 19**			Fall 2020			Spring 2021		
	(n=11)	(n=11)	(n=14)	(n=6)	(n=14)	(n=8)	(n=8)	(n=13)	(n=9)
	Univ. Supvr.	Coop. Teacher	Self	Univ. Supervisor	Coop. Teacher	Self	Univ. Supervisor	Coop. Teacher	Self
Learner Development: Learning styles (INTASC 1)	3.00	2.91	2.86	2.33	2.57	3.00	2.88	2.69	2.68
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	3.00	2.73	2.79	2.17	2.57	2.25	2.88	2.85	2.64
Learner Development: Collaboration (INTASC 1)	3.00	2.91	2.71	2.67	2.64	2.50	2.63	2.62	2.54
Learner Development: Diverse Community (INTASC 2)	3.00	2.82	2.79	2.33	2.57	2.25	2.88	2.77	2.49
Learning Differences: Diverse cultures (INTASC 2)	2.91	2.91	2.57	2.33	2.64	2.43	2.88	2.75	2.62
Learning Differences: English learners (INTASC 2)	2.82	2.90	2.83	2.33	2.64	2.40	2.63	2.42	2.51
Learning Environment: Risk-free (INTASC 3)	3.00	2.91	3.00	2.67	2.79	2.88	3.00	2.92	2.84
Learning Environment: Fairly allocating time space (INTASC 3)	3.00	2.91	2.79	2.67	2.79	2.75	3.00	2.69	2.72
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	3.00	3.00	2.79	2.33	2.79	2.75	2.88	2.85	2.78
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.82	2.73	2.85	2.33	2.69	2.29	2.88	2.64	2.60
Content Knowledge: Tools of inquiry	3.00	2.64	2.79	2.50	2.64	2.75	2.88	2.62	2.64

(INTASC 4)									
Content Knowledge: Prior Knowledge (INTASC 4)	3.00	2.91	3.00	2.33	2.71	2.88	2.75	2.77	2.76
...ntent Knowledge: Academic Language (INTASC 4)	3.00	2.91	2.64	2.33	2.54	2.63	3.00	2.77	2.71
Content Knowledge: Academic Language (INTASC 4)	3.00	2.73	2.79	2.33	2.64	2.38	2.88	2.62	2.67
Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	3.00	2.91	2.92	2.50	2.64	2.88	3.00	2.85	2.75
Content Knowledge: Uses resources (INTASC 4)	2.91	2.91	2.57	2.50	2.71	2.57	3.00	2.77	2.68
Application of Content: Real world problems (INTASC 5)	3.00	2.82	2.79	2.00	2.54	2.71	2.63	2.46	2.61
Application of Content: Various forms of communication for varied audiences (INTASC 5)	3.00	2.91	2.64	2.33	2.69	2.43	2.88	2.75	2.59
Assessment: Unbiased formative and summative assessment (INTASC 6)	3.00	2.91	2.50	2.17	2.57	2.38	3.00	2.69	2.57
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	3.00	3.00	2.79	2.67	2.64	2.63	2.88	2.77	2.69
Assessment: Use data to understand learners' progress (INTASC 6)	3.00	2.82	2.79	2.33	2.71	2.75	2.63	2.83	2.71
Planning for Instruction: Rigorous learning goals (INTASC 7)	3.00	2.73	2.77	2.50	2.69	2.71	2.88	2.62	2.63
Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	3.00	3.00	2.64	2.50	2.64	2.38	2.50	2.62	2.56
Instructional Strategies: Variety and modifications (INTASC 8)	3.00	2.91	2.71	2.00	2.64	2.38	2.88	2.77	2.58

Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	3.00	2.64	2.86	2.33	2.57	2.75	2.88	2.69	2.66
Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	3.00	2.73	2.71	2.17	2.50	2.75	2.75	2.38	2.63
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	3.00	2.82	2.79	2.67	2.64	2.75	2.75	2.69	2.62
Professional Learning and Ethical Practices: Technology (INTASC 9)	3.00	2.78	2.93	2.33	2.75	2.75	2.88	2.69	2.76
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	3.00	2.91	2.85	2.67	2.69	2.75	3.00	2.67	2.71
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	3.00	2.80	2.86	2.50	3.00	3.00	3.00	2.92	2.83
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	3.00	2.80	2.71	2.67	2.50	2.40	2.63	2.69	2.62
Overall Average Rating	**2.98** SD =.049	**2.85** SD =.098	**2.78** SD =.116	**2.33** SD =.191	**2.57** SD =.101	**2.61** SD =.220	**2.75** SD =.139	**2.54** SD =.129	**2.66** SD =.085

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

OFFICE OF EDUCATOR PREPARATION
Southern Nazarene University

Student Teacher Disposition Evaluation
University Supervisor and Cooperating Teacher
Spring 2020 / Fall 2020/ Spring 2021

Criteria INTASC & SNU Standard	Spring 2020 1 of 2 ST Assign. Covid 19		Fall 2020		Spring 2021	
	(n=14)	(n=11)	(n=6)	(n=15)	(n=7)	(n=21)
	Univ. Supvr.	Coop. Teacher	Univ. Supvr.	Coop. Teacher	Univ. Supvr.	Coop. Teacher
Learner Development (INTASC 1, SNU 1)	3.00	2.79	2.50	2.87	2.86	2.93
Learning Differences (INTASC 2, SNU 3)	2.91	2.86	2.50	2.87	3.00	2.93
Learning Environment (INTASC 3, SNU 2)	2.82	3.00	2.50	2.93	3.00	2.86
Content Knowledge (INTASC 4, SNU 6)	2.91	2.79	2.50	2.87	3.00	2.71
Application of Content (INTASC 5, SNU 4)	2.82	2.86	2.50	2.60	2.86	2.64
Assessment (INTASC 6, SNU 9)	2.82	2.86	2.50	2.53	3.00	2.57
Planning for Instruction (INTASC 7, SNU 5)	2.91	2.93	2.33	2.80	3.00	2.79
Instructional Strategies (INTASC 8, SNU 2)	2.73	3.00	2.33	2.73	3.00	2.79
Professional Learning and Ethical Practices (INTASC 9, SNU 10)	2.73	3.00	2.50	2.73	3.00	2.93
Leadership and Collaboration (INTASC 10, SNU 11)	2.82	3.00	2.50	2.73	3.00	2.86
Communication Skills (SNU 13)	2.91	3.00	2.50	2.87	3.00	2.79
Christian Principles (SNU 14)	3.00	3.00	2.83	3.00	3.00	3.00
Overall Ave. Rating	**2.92** SD = .091	**2.86** SD =..089	**2.50** SD =.123	**2.79** SD =.135	**2.98** SD =.056	**2.82** SD =.127

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".

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Student Teaching Video Analysis
2018-2019 / 2019-2020 / 2020-2021

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.

SCALE: Video MET   Target =   3pts.   29 -33 pts. 90-100%
            MET but not shown on video   Acceptable =   2pts.   21-28pts. 70-89%
            Video NOT Met   Unacceptable =1pt.   20 and below

Criteria	2018-2019 (n= 20)	2019-2020 (n= 11)	2020-2021 (n=16)
Stating Objectives: Candidate clearly articulated the lesson objective immediately, had it connected to **OAS Standard(s)**: and had it written on the board. InTASC 8, CAEP 1, SNU 2, OK 14	2.58	2.81	2.13
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	2.50	2.76	2.38
Presentation: Candidate used the Effective Teacher Model when presenting the new material. InTASC 8 CAEP 1, SNU 2, OK 14	2.58	2.81	2.50
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	2.42	2.81	2.75
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	2.67	2.76	2.56
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	2.75	2.85	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	2.67	2.86	2.53
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	2.33	2.86	2.19

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	2.33	2.86	2.44
Eye Contact: Candidate clearly was teaching the students through eye contact, appropriate gestures, and body language. InTASC 8, CAEP 1, SNU 2, OK 14	2.83	2.86	2.63
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	2.67	2.81	2.69
Overall Average Rating	**2.57** SD =.111	**2.81** SD = .038	**2.48** SD =.193

Scale:

Video MET	Target =	3pts.	29 -33 pts. 90-100%
MET but not shown on video	Acceptable =	2pts.	21-28pts. 70-89%
Video NOT Met	Unacceptable =	1pt.	20 and below

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School of Education
Southern Nazarene University

Diversity Awareness Essay: Student Teaching
Spring 2020 / Fall 2020 / Spring 2021

Validity was established through content validity. Reliability was internal reliability.

Criteria	Spring 2020 NO DATA Covid 19	Fall 2019 (n=9)	Spring 2021 (n=7)
Nature & History of Disability		2.78	2.29
Evaluation of IEP		2.78	2.29
Teaching Strategies		2.78	2.43
Suggested Discipline Changes		2.78	2.57
Suggested Strategy Changes		2.78	2.57
Racial Demographics		2.11	2.29
Socioeconomic Diversity		2.11	2.29
Religious Beliefs		2.00	2.00
Special needs: learning disabilities, physical, emotional and any other needs		2.00	2.29
Gender Representation		2.22	2.43
Overall Average		2.43 SD =.368	2.34 SD =.168

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

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Student Teacher Evaluation of Cooperating Teacher
Spring 2020 / Fall 2020 / Spring 2021

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	Spring 2020 (n=11) 1st Assignment Only- Covid 19	Fall 2020 (n=14)	Spring 2021 (n=18)
Content Knowledge	2.82	2.86	2.83
Classroom Management / Routines	2.82	2.93	2.72
Teaching Strategies	2.73	2.93	2.67
Cultural Issues	2.82	2.93	2.67
Modifications for Diverse Learners	2.55	2.64	2.56
Mentor: gave support in your teaching	2.82	3.00	2.89
Scaffolding: good pacing for giving you additional teaching responsibilities	2.73	2.86	2.78
Technology (for assessing and teaching)	2.64	2.86	2.56
Overall Average Rating	**2.74** SD =.102	**2.88** SD =.106	**2.71** SD =.122

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

Qualitative Comments:

She is a six-year teacher and knows the content very well. Her classroom management style is one that is laid back, so it can seem like the class is getting out of control at some points. However, she knows exactly when to step in and how to bring attention back to the lesson.

He is was always prepared and knew what he was talking about. Switches seating assignments up. Allows people to line up first if they are listening. Keeps it fresh and new. Very flexible and knows many strategies that allow him to adapt to different learners.

He knew all the standards and was very good at communicating it.

She has been teaching for twenty years and U.S. History for six, so she has a ==deep grasp of the content knowledge==. As mentioned before, she has had years of practice and ==understands the nuances of classroom management.==

==Great management.== She keeps it new and ==exciting.== ==Very good at dealing with diverse classrooms.==

The amount of knowledge gained from experience, collaboration, and study is shown and represented throughout his teaching.

(Teachers name) was ==very knowledgable== in her content area. (Teachers name) ==management and routines were amazing==! She disciplined in a ==positive== nature that helped all students react positively and want to behave in her classroom.

I loved how (Teachers name) ==engages with her students!== It was so much fun watching her ==interact with the students==, they were so drawn with how ==she explained== certain things and introduced the material that they were learning for that specific day. Mrs. Bell had excellent classroom management skills. At times, it would get a little out of hand but she brought them back by saying, "Class Class!" They would repeat, "Yes Yes!" Then follow with "6 inch voices, please." I asked her what tips would be helpful for a starting out first year teacher and she said, "You have to be consistent and what works for me may not work well with you, it just depends on your personality." One thing she pointed out is that you have to speak to your students with assertiveness, follow through with your word, and never raise your voice.

This man is a ==genius==. He has content knowledge on content that literally no one else knows. He also knew the geography content as a ==mastery level==. It is partially because he is a male teacher, but he had ==phenomenal classroom management==.

Whole Brain Teaching classroom management has been a success. (Teachers name) takes the time to make sure each ==student is learning effectively.== (Teachers name) is sure to be ==culturally inclusive== for each student in her classroom. (Teachers name) ==modifies lessons== and classwork effectively for each student so that she ensures they are understanding the most important part of each lesson.

Keeping a ==positive attitude== and fostering relationships with the children. Many different strategies were used. She had a great understanding of how to accommodate her lessons and different strategies to use. She is very ware of diversity in the classroom. She engages all of the students. She is ==great at modifying her lessons to accommodate for diverse learners==. She is a ==wonderful mentor==! I learned so much from her and she was ==very patient== and really good at letting me have the reigns in her classroom.

A very firm and ==positive instructor.== We sang songs in other languages and from different countries which ==promotes cultural awareness.== For those who were hearing impaired there was a microphone that amplified sound from any point in the room. Gave positive feedback and suggestions throughout my time student teaching. A ==clear direction== for each grade level in progressing with music knowledge.

She is so ==great with every student== and is able to engage through ==creative== work in order to earn their respect and learning ability! The modification would suggest is to ==integrate more cultural== based aspects. BUT due to the new rules and regulations about Cultural Issues within the student educational system. Therefore, it is so tricky today to teach according to accuracy and to be aware to not teach according to preference or bias. (Teachers name) was so amazing to work with and learn from!! She is an encourager and treats all of her students the same in every aspect. She collaborates GREAT with others (teachers) and she shows that she loves what she does for a living!! She collaborated and allowed her other K teachers ((Teachers name)) to speak, ==encourage==, teach, instruct, her students as well. So, the Kindergarten Team worked together as a team and it was ==AMAZING== to see that! I not only had a great teaching experience but developed such wonderful and positive relationships that will last for a lifetime.

He was ==very understanding== and tried almost always to understand student perspective. He was very understanding and tried lmost always to understand student perspective. We ==used technology== literally every day.

All of the students by the end of the weeks really understood the content. Classroom Management was a big thing in (Teachers name) classroom and I ==really enjoyed== it very much.

(Teachers name) planned out her lesson in advance. She was always prepared to teach.

My teacher is consistently checking standards and aligning her lessons to them. She meets with the other first grade teachers and talks about their lessons and assignments. They fill out papers that show what the EO's and standards are they are using. My teacher was awesome and had a set of unspoken rules. The teacher set routines for her classroom that the students followed. She also did a lot of positive reinforcement to manage her classroom. She never yelled of punished kids in bad ways. My teacher used so many different strategies. She used hands on, technology, worksheets, whole group, small group, individually, at their desks, on the rug, manipulatives, and so much more!

(Teachers name) has taught the current curriculum for years now, and has taught the lessons I did with the class, many times before. She was always prepared and knew key strategies to teach the concept in the best way for the children to understand. (Teachers name) set clear classroom rules. She treated every student the exact same and the children knew she expected them to always do their best. She provides positive encouragement during lessons and sets an organized atmosphere for learning. (Teachers name) changes teaching strategies based off each student. Her instruction fits the students, the students don't fit the instruction. She observes students when they first start working to see if they understand and changes things up until every student understands. She's very dedicated to the learning of the students in her classroom.

(Teachers name) was able to use experiences and references that she applied when teaching new and old material. Before each lesson, every material is already set out in order of which should be taught. If electronics are being used, it is already up and running when the teacher wishes to proceed with the lesson. (Teachers name) is a very organized and timely person. If she is given a schedule, she will make the most of the time she is given. However, she also the type that is not afraid of change if something affects the schedule. She is the most ideal person when it comes to flexibility and prioritizing; when doing so, she makes her final decisions with the students' best interest in mind. Her students give her the upmost respect because that is what she gives each of them in return. (Teachers name) sees and treats each student like an individual, a part of the group, a learner, and a student.

My cooperating teacher knew the material she was teaching very well to where she could answer any of the students questions without hesitation. She had a variety of classroom management strategies that worked very well for her classroom, including the clip chart system. She incorporated many different teaching styles to insure all students had a inclusive learning environment.

(Teachers name) was great at answering student questions. He was able to step in and help me answer questions I couldn't answer. There were no rules posted around the classroom but there was a laminated social contract students signed at the beginning of the year. There were rarely any behavioral issues. In the moments that there were, (Teachers name) gave students warnings before giving them a mark.

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ST SPA - Early Childhood (NAEYC)
2018-19, 2019-20, 2020-21

Criteria	2018-19 (n= 13)	2019-20 (n=3)	2020-21 (n=8)
Birth to Age 8 Development (NAEYC 1a)	2.54	3.00	2.38
Multiple Influences (NAEYC 1b)	2.69	3.00	2.50
Learning Environment (NAEYC 1c)	2.77	3.00	2.63
Classroom Behavior Management (NAEYC 1c)	2.62	2.67	2.50
Diverse Family/Community Characteristics (NAEYC 2a)	2.67	3.00	2.63
Supporting Families/Communities (NAEYC 2b)	2.62	2.67	2.29
Family/Community Involvement (NAEYC 2c)	2.55	2.67	2.40
Assessment Benefits/Uses (NAEYC 3a)	2.62	3.00	2.63
Appropriate Assessment Use (NAEYC 3b)	2.62	2.67	2.43
Assessment for Students with Disabilities (NAEYC 3c)	2.64	3.00	2.43
Assessment Partnerships (NAEYC 3d)	2.73	3.00	2.63
Positive Relationships (NAEYC 4a)	2.92	3.00	2.63
Effective Teaching Strategies (NAEYC 4b)	2.69	3.00	2.63
Use of Technology (NAEYC 4b)	2.77	2.67	2.50
Materials/Activities (NAEYC 4c)	2.77	3.00	2.75
Teaching Approaches for Students with Needs (NAEYC 4d)	2.73	3.00	2.43
Teacher Reflection (NAEYC 4d)	2.69	3.00	2.63

Content: Language & Literacy (NAEYC 5a)	2.62	3.00	2.75
Content: Mathematics (NAEYC 5a)	2.62	3.00	2.63
Content: Science (NAEYC 5a)	2.62	3.00	2.57
Content: Social Studies (NAEYC 5a)	2.70	2.67	2.50
Content: The Arts (NAEYC 5a)	2.80	3.00	2.71
Approaches to Developing Content (NAEYC 5b)	2.75	3.00	2.50
Learning Goals/OAS (NAEYC 5c)	2.69	3.00	2.75
Professionalism (NAEYC 6a)	2.80	2.67	2.50
Ethical Standards (NAEYC 6b)	2.83	3.00	2.63
Continuous and Collaborative Learning (NAEYC 6c)	2.67	3.00	2.25
Reflective (NAEYC 6d)	2.92	2.67	2.38
Early Childhood Advocate (NAEYC 6e)	2.70	2.67	2.50
Average Score	**2.70** SD =.096	**2.90** SD =.157	**2.54** SD =.134

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ST SPA - Elementary (ACEI)

Criteria	2018-19 (n= 21)	2019-20 (n=27) 1st Assign. Only COVID 19	2020-21 (n=13)
Development, Learning, Motivation ACEI 1.0	2.67	2.80	2.77
English ACEI 2.1a	2.70	2.91	2.69
English ACEI 2.1b	2.60	2.86	2.62
Science ACEI 2.2	2.71	2.86	2.62
Math ACEI 2.3	2.69	2.96	2.69
Social Studies ACEI 2.4	2.72	2.85	2.69
Arts ACEI 2.5	2.82	2.93	2.69
Health Education ACEI 2.6	2.80	2.92	2.69
Physical Education ACEI 2.7	2.73	2.92	2.62
Connection Across Curriculum ACEI 3.1	2.62	2.85	2.54
Integrate and apply Knowledge for Instruction ACEI 3.1	2.71	2.89	2.54
Adapting to diverse students ACEI 3.2	2.81	2.92	2.85
Development of different skills ACEI 3.3	2.57	2.92	2.77
Active Engagement ACEI 3.4	2.71	2.92	2.92
Communication ACEI 3.5	2.52	2.88	2.77
Assessment ACEI 4.0	2.71	2.85	2.62
Reflection of Evaluation ACEI 5.1	2.67	2.85	2.62
Collaboration with families ACEI 5.2	2.58	2.76	2.46
Overall	**2.69** SD =.082	**2.88** SD =.051	**2.68** SD =.114

ST SPA - Physical Education (SHAPE)

Criteria	2018-19 (n=3)	2019-20 (n=2)	2020-21 (n=3)
1.c	3.00	2.00	2.67
1.d	3.00	2.50	2.67
1.e	3.00	2.00	2.67
3.a	3.00	2.00	2.67
3.aa	3.00	2.00	2.67
3.b	2.67	3.00	2.67
3.c	3.00	3.00	2.67
3.f	2.67	3.00	2.67
3.e	2.33	3.00	2.67
4.a	2.33	2.50	2.33
4.b	3.00	2.50	2.33
4.e	3.00	2.50	2.33
4.c	2.67	2.50	2.33
4.d	3.00	2.00	2.50
5.a	3.00	1.50	2.67
5.b	3.00	2.00	2.33
5.c	2.67	2.00	2.67
6.b	2.67	3.00	3.00
6.a	3.00	3.00	3.00
Average	2.52 SD =.227	2.42 SD =.479	2.61 SD =.202

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ST SPA - Mathematics (NCTM)

Criteria	2018-19 No Candidates	2019-20 (n=3)	2020-21 (n=3)
2a		2.67	3.00
2b		2.67	3.00
2c		3.00	2.67
2d		2.67	3.00
3a		2.67	2.67
3c.1		2.67	3.00
3c.2		3.00	2.67
3f		2.67	2.67
4b		3.00	2.67
4d		3.00	3.00
4e		3.00	3.00
5b		2.67	3.00
5c.1		2.67	2.67
5c.2		2.67	2.67
5c.3		3.00	3.00
6b		2.67	3.00
6c		2.67	3.00
7c.1		3.00	3.00
7c.2		3.00	3.00
7c.3		3.00	3.00
7c.4		3.00	3.00
Average		2.83 SD =.171	2.89 SD =.156

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ST SPA - Social Studies (NCSS)

Criteria Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of:	2018-19 (n=3)	2019-20 (n=4)	2020-21 (n=4)
culture and culture diversity.	3.00	3.00	2.75
time, continuity and change.	2.33	2.25	3.00
people, places and environments.	2.33	2.75	3.00
individual human development and identity.	2.67	3.00	3.00
interactions among individuals, groups and institutions.	3.00	2.75	3.00
power, authority and governance.	2.33	2.75	3.00
how people organize for the production, distribution, and consumption of goods and services.	2.67	2.50	3.00
science and technology as they impact society.	3.00	2.50	2.75
global connections and interdependence	2.67	2.75	3.00
civic ideals and practices.	3.00	2.75	2.75
Average	2.70 SD =.292	2.70 SD =.230	2.93 SD =.121

State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
2020 - 2021

Program (Test #) / Academic Year	# Test Taken	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Early Childhood (105)							
2017-2018	5	240	232	258-218	40%	67.3%	54.2%
2018-2019	0	240	---	---	n/a	76.3%	54.2%
2019-2020	2	240	230	246-214	50%	67.6%	51.2%
2020-2021	1	240	252	252	100%	67.6%	51.2%
Elementary (50/51)							
2017-2018	6	240	257	246-269	100%	88.1%	81%
2018-2019	7	240	269	241-281	100%	88.1%	81%
2019-2020	9	240	251	227-275	66.6%	86.9%	78.1%
2020-2021	4	240	257	222-281	75%	86.9%	78%
Vocal Music (3)							
2017-2018	0	240	---	---	n/a	82.9%	59.3%
2018-2019	1	240	253	253	100%	82.9%	59%
2019-2020	1	240	250	250	100%	63.6%	45%
2020-2021	0	240	---	---	n/a	63.6%	45%
Inst. Music (1)							
2017-2018	0	240	---	---	n/a	90.2%	82.2%
2018-2019	0	240	---	---	n/a	90.2%	82%
2019-2020	0	240	---	---	n/a	90.2%	78.5%
2020-2021	1	240	286	286	100%	90.2%	78%
Mathematics (111)							
2017-2018	2	240	249	257-241	100%	72.1%	61.2%
2018-2019	0	240	---	---	n/a	72.1%	61%
2019-2020	2	240	287	274-300	n/a	60.1%	58%
2020-2021	3	240	260	231-292	66%	60.1%	58%
US History (17)							
2017-2018	2	240	262	283-241	100%	78.1%	74.6%
2018-2019	1	240	259	259	100%	78.1%	74%
2019-2020	1	240	247	247	100%	85.7%	69.8%
2020-2021	2	240	259	255-262	100%	85.7%	70%
World History (18)							
2017-2018	1	240	208	208	0%	57.1%	53.6%
2018-2019	1	240	208	208	0%	57.1%	54%
2019-2020	0	240	---	---	n/a	78.1%	61%
2020-2021	1	240	254	254	100%	78.1%	61%
Physical Education (12)							
2017-2018	2	240	270	272	100%	71.3%	65.4%
2018-2019	1	240	267	267	100%	71.3%	65%
2019-2020	1	240	232	232	100%	70.4%	56%
2020-2021	0	240	---	---	n/a	70.4%	56%

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							
2016-2017	1	240	240	240	100%	69.3	56.5
2017-2018	5	240	232	258/218	40%		
2018-2019	0	240	---	---	---	82.8	76.1
2019-2020	0	240	---	---	---	67.6	51.2
2020-2021	1	240	252	252	100%	68%	51%

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

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas				

Early Childhood	n=	Cum. Score	Child Dev. Learning & Environ.	Lang./ Literacy Dev.	Learning across Curr.	Prof. Knowledge Responsibilities	Constructive Response
2016-2017	1	240	271	249	252	210	187
2017-2018	5	232	253	213	252	232	209
2018-2019	0	---	---	---	---	---	---
2019-2020	0	---	---	---	---	---	---
2020-2021	1	252	228	239	280	233	243

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							
2018-2019	6	240	271	241-278	100%		
2019-2020	3	240	253	251-260	100%	93.1%	82.6%
2020-2021	4	240	257	222-281	100%	86.9%	78%

ELEMENTARY EDUCATION (#2)

Program / Academic Year	Number of Candidates	Qualifying Score	Mea	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Elementary Education							
2018-2019	7	240	267	244-281	100%		
2019-2020	3	240	251	254-257	100%	80.8%	73.7%
2020-2021	4	240	257	222-281	75%	86.9%	78%

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cumulative Score	Sub areas (#1)		

Elementary Educ.	n=	Cumulative Score	Reading	Language Arts	Constructive Resp.
2017-2018	6	258	259	268	235
2018-2019	6	271	276	279	234.5
2019-2020	3	254	256	272	213
2020-2021	2	263	269	290	191

Academic Year	# of Candidates	Cum. Score	Sub areas (#2)		

Elementary Education	n=	Cumulative Score	Social Studies	Math	Science	Health / Fitness / Arts
2017-2018	6	255	238	264	251	260
2018-2019	7	267	259	257	293.5	260
2019-2020	3	267	256	276	261	260
2020-2021	2	252	260	261	222	260

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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: Non-Program % Passing
Vocal / General Music							
2018-2019	1	240	253	253	100%		
2019-2020	1	240	250	250	100%	63.6%	46%
2020-2021	0	240	---	---	---	64%	46%

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
2018-2019	1	253	286	249	273	210	238
2019-2020	1	250	229	249	273	255	238
2020-2021	0	---	---	---	---	---	---

OFFICE OF EDUCATOR PREPARATION
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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: Non-Program % Passing
Instrumental Music							
2018-2019	---	240	---	---	---		
2019-2020	---	240	---	---	---	90.2	78.5
2020-2021	1	240	286	286	100%	90%	78%

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
2018-2019	---	---	---	---	---	---	---
2019-2020	---	---	---	---	---	---	---
2020-2021	1	286	300	266	278	284	300

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							
2018-2019	0	240	---	---	---		
2019-2020	2	240	287	274-300	100%	60%	58%
2020=2021	3	240	260	231-292	66.6%	60%	585

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas					

Advanced Math	n=	Cum. Score	Math Sys. Num. Theory	Alg. Funct. Anal. Geometry	Geometry Measure.	Trig. / Calculus	Probability Stat. Discrete Math	Const. Response
2018-2019	0	---	---	---	---	---	---	---
2019-2020	2	287	300	287	300	300	300	237
2020-2021	3	260	275	261	259	267	244	251

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							
2017-2018	2	240	262	283/241	100%		
2018-2019	1	240	259	259	100%		
2019-2020	1	240	247	247	100%	85.7	69.8
2020-2021	2	240	259	255-262	100%	86%	70%

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas				
Social Studies Education	n=	Cum. Score	U.S. / OK History	Govern. Political Sci.	Economics	Constructive Response	
2017-2018	2	262	263	264	269	249	
2018-2019	1	259	250	247	263	300	
2019-2020	1	247	270	234	247	199	
2020-2021	2	259	265	263	236	262	

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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							
2018-2019	1	240	208	208	0.0%		
2019-2020	---	240	---	---	---	78.1	61.0
2020-2021	1	240	254	251	100%	78%	61%

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas		
Social Studies Education	**n=**	**Cum. Score**	**World History**	**Geography**	**Constructive Response**
2018-2019	1	208	216	211	180
2019-2020	---	---	---	---	---
2020-2021	1	254	249	265	240

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							
2018-2019	1	240	267	267	100%		
2019-2020	1	240	232	232	0%	70.4	56.0
2020-2021	0	240	---	---	---	70%	56%

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
2018-2019	1	267	279	270	262	252	276	300	231
2019-2020	1	232	215	270	236	276	276	265	100
2020-2021	0	---	---	---	---	---	---	---	---

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State of Oklahoma OSAT Means and Subarea Scaled Scores
2020 - 2021

SNU Verified Examinees Only   **Statewide Verified Examinees**   **Statewide ALL Examinees**

Test		n=	% Pass	Total Mean	Subarea 1	Subarea 2	Subarea 3	Subarea 4	Subarea 5	Subarea 6	Subarea 7
001	Instrumental Music	1	100%	286	300	266	278	284	300		
		97	90.7%	258	260	260	267	241	259		
		135	88.1%	256	260	257	264	241	254		
003	Vocal/General Music	0	---	---	---	---	---	---	---		
		49	61.2%	241	259	254	263	195	228		
		97	48.5%	234	249	247	251	190	230		
012	Physical Education/Health/Safety	0	---	---	---	---	---	---	---	---	---
		83	73.5%	247	248	257	240	263	259	254	221
		380	62.6%	242	249	253	238	261	257	251	198
017	US History/OK History/Gov./Economics	3	66.7%	250	258	246	243	241			
		99	87.9%	257	266	260	247	240			
		350	76.6%	251	258	256	247	225			
018	World History/Geography	1	100%	254	249	265	240				
		46	73.9%	247	253	249	223				
		142	54.9%	238	245	243	206				
050	Elementary Education Subtest 1	2	100%	263	269	290	191				
		566	89.4%	256	259	265	224				
		1218	83.3%	253	255	263	223				
051	Elementary Education Subtest 2	1	100%	281	284	292	261	280			
		595	80.8%	255	245	261	247	259			
		1318	74.5%	251	245	253	245	259			
105	Early Childhood Education	1	100%	252	228	239	290	233	243		
		336	69.3%	246	253	248	251	246	225		
		910	57.1%	239	244	239	245	244	222		

Subject	N	%	S1	S2	S3	S4	S5	S6	S7
111 Advanced Mathematics	3	66.7%	260	275	261	259	267	244	251
	51	74.5%	252	261	251	258	242	254	249
	69	60.4%	243	251	242	238	237	245	249
074/174 Oklahoma General Education	9	100%	257	248	271	250	259		
	1109	79.8%	254	254	256	245	260		
	3986	75.4%	253	255	251	243	258		
075 OPTE: PK - 8	8	100%	259	272	267	256	232	254	245
	556	84.4%	250	261	259	250	231	234	236
	1722	77.1%	248	257	256	251	229	235	236
076 OPTE: 6 - 12	4	100%	264	272	276	285	244	233	230
	3.2	95.7%	259	267	262	273	247	235	239
	1487	96.6%	259	266	263	274	246	235	240
045 Elementary Principal Comp. Assessment	19	57.9%	242	247	236	244	255	232	232
	193	68.4%	246	246	242	249	261	233	235
	400	64.5%	244	244	241	247	258	233	233
047 Secondary Principal Comp. Assessment	27	51.9%	238	242	249	245	263	202	222
	214	64.5%	243	248	260	251	261	210	223
	438	61.6%	242	247	259	250	261	208	223
148 Superintendent	20	55%	236	255	255	180	261	264	183
	59	45.8%	237	258	257	181	265	263	181
	194	37.1%	237	259	257	243	258		

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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 Passing
Pre K - 8						
2018-2019	7	240	252		227-265	57%
2019-2020	10	240	250	---	226-274	90%
2020-2021	9	240	259		240-275	100%
6 - 12						
2018-2019	7	240	258		253-266	100%
2019-2020	3	240	268	---	241-287	!00%
2020-2021	4	240	264		252-272	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.
2018-19	7	252	263	248	258	250	226	254
019-20	10	250	264	258	258	223	229	231
2020-21	9	259	272	267	256	232	254	245

6 - 12	n=	Mean Score	Learners / Learning	Instruct. Practice	Professional Environment	Const. Resp. Critical Anal.	Const. Resp. Student Inquiry	Const. Resp. Teacher Assign.
2018-2019	7	258	263	270	267	247	223	243
2019-2020	3	268	280	269	265	263	248	260
2020-2021	4	264	272	276	285	244	233	230

OFFICE OF EDUCATOR PREPARATION
Southern Nazarene University

State Licensure Exams
Oklahoma Professional Teachers Exam (OPTE)

Pre K - 8

Program / Academic Year	Number of Candidates	Qualifying Score	Mea	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Pre K-8							
2018-2019	7	240	252	227-265	57%		
2019-2020	10	240	250	226-274	90%	89.3%	78.5%
2020-2021	8	240	259	241-267	100%	89%	78%

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
2018-2019	7	252	263	248	258	250	226	254
2019-2020	10	250	264	258	258	223	229	231
2020-2021	8	259	272	267	256	232	254	245

OFFICE OF EDUCATOR PREPARATION
Southern Nazarene University

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							
2018-2019	7	240	258	253-266	100%		
2019-2020	3	240	268	240-287	100%	94.9%	94.7
2020-2021	4	240	264	252-277	100%	95%	94%

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**
2018-2019	7	258	263	270	267	247	223	243
2019-2020	3	268	280	269	265	263	248	260
2020-2021	4	264	272	276	285	244	233	230

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Completers Satisfaction Survey
2020 - 2021

NOTE: All surveys return rate was 100%, all student teachers were required to complete surveys before they were dismissed from Seminar III. Data could not be disaggregated due to the survey being anonymous.

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

Survey Question	SPRING 2020 NO DATA Covid 19	Fall 2020 (n=7)	SPRING 2021 (n=11)
1.) A conceptual understanding of the decision maker model.		2.57	2.45
2.) The development of education as a profession.		3.00	2.73
3.) The major contemporary problems in public education.		2.71	2.55
4.) The characteristics of effective teachers.		3.00	2.73
5.) The historical and philosophical development of education in the United States.		2.67	2.09
6.) The organization of public schools.		2.57	2.27
7.) Cultural pluralism as it relates to the public schools.		2.57	1.91
8.) Democratic principles, free public education, and equal education opportunity.		2.57	2.27
9.) Appropriate organization of instructional resources and materials for effective teaching.		2.71	2.09

10.) Sequencing learning activities and experiences both logically and psychologically.		2.86	2.09
11.) Student self-awareness and positive self-concepts.		2.86	2.55
12.) Strategies to utilize data in grouping students for learning activities.		2.86	2.09
13.) Objectives and purposes of education relating to pupils, parents, and other citizens.		2.86	2.18
14.) Administration and interpretation of assessment techniques (standardized test, sociometrics, etc.)		2.57	1.73
15.) Conceptualize and predict accurately the interaction of influencing variables on teaching and learning.		2.71	2.18
16. Design and use of teacher-made tests (diagnostic and achievement, etc.).		2.86	1.73
17.) The appropriate use of a variety of communication patterns within the classroom.		2.86	2.73
18.) Plan, implement, and evaluate appropriate educational goals and related experiences for students.		2.86	2.55
19.) The development of instructional goals and objectives appropriate to student needs and learning modes.		3.00	2.27
20.) School programs and the participatory role of the teacher in activities which contribute to student and faculty development.		2.57	2.64
21.) Interaction patterns and the ability to modify plans on the basis of feedback.		2.43	2.55

22.) Work effectively as a member of an educational team.		2.71	2.64
23.) Incorporation of reading techniques in content subjects.		2.57	2.27
24.) Effective interaction and communication with parents.		2.86	2.36
25.) The professional organizations in education.		2.86	2.64
26.) The requirements for accreditation, licensure, and certification.		3.00	2.09
27.) Differentiate among the appropriate roles and responsibilities of pupils, teachers, administrators, paraprofessionals, and parents.		2.71	2.55
28.) Individual differences among students such as interests, values, cultural, and socio-economic background.		3.00	2.09
29.) Legal and ethical considerations of school personnel (including the rights and responsibilities of teachers, students, administrators, and staff).		3.00	2.09
Average Rating		**2.77** SD = .169	**2.31** SD = .290

Qualitative Comments (aggregated):

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.

Despite having educational technology, I feel like the educational department can improve on strengthening that area especially considering that schools are transitioning to be online.

Create a schedule for when students should take osat and ppat better. (Before student teaching)

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Administrator Evaluation of First Year Teacher (OEQA)
2018-19 / 2019-2020 / 2020-2021

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. The 2018-19 and the 2019-20 criteria was represented by: Strongly Disagree, Disagree, Agree, Strongly Agree. The data recorded is the percentage of responses that were **Agree or Strongly Agree.** The 2020-21 criteria was represented by: Strongly Disagree, Disagree, Agree, Strongly Agree. The data recorded is the **mean/average** of all the scores for that particular question.

NOTE: This survey instrument was NOT created, administered or collected by the EPP.

Assessment	2018-2019 (n=6)	2019-2020 (n=4)	2020-2021 (n=9)
1. The teacher understands how learners grow and develop	66.6%	100%	3.44
2. The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	66.6%	100%	3.44
3. The teacher designs and implements developmentally appropriate and challenging learning experiences.	83.3%	100%	3.44
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.	83.3%	100%	3.44
5. The teacher works with others to create environments that support individual and collaborative learning.	66.6%	100%	3.56
6. The teacher encourages positive social interaction, active engagement in learning, and self motivation.	66.6%	100%	3.33
7. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	66.6%	100%	3.44
8. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	66.6%	100%	3.44
9. The teacher understands how to connect concepts to each other and to authentic local and global issues.	66.6%	100%	3.44
10. The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	66.6%	100%	3.44
11. The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	66.6%	100%	3.44

12. The teacher understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.	66.6%	100%	3.44
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.	66.6%	100%	3.44
14. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	66.6%	100%	3.44
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.	66.6%	100%	3.44
16. The teacher integrates technology effectively and appropriately into instruction.	83.3%	100%	3.44
17. The teacher uses technology to manage student and assessment data.	83.3%	100%	3.44
18. 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).	66.6%	100%	3.44
19. The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	66.6%	100%	3.56
20. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.	66.6%	100%	3.44
21. The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	66.6%	100%	3.56
22. The teacher seeks appropriate leadership roles and opportunities to advance the profession.	66.6%	100%	3.56
23. Overall, preparation/route to certification effectively prepared him/her To have a positive impact on P12 student learning and development.	66.6%	100%	3.44
Overall Average Rating	**70%** SD =..064	**100%** SD = .000	**3.46** SD = .058

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University
OEQA First Year Teacher Self-Evaluation (OEQA)
2018-2019 / 2019-2020 / 2020-2021

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.

All surveys collected data based on a four (4) point scale - Strongly agree, agree, disagree, strongly disagree.
The sample size (n) was too small to calculate any statistical significance.

Questions: My educator preparation program prepared me to: Questions A - E were added for the 2020-2021 survey	2018 - 2019 (n=5) 4 pt. scale	2019 - 2020 (n=2) 4 pt. scale	2020-2021 (n=7) 4 pt. scale
A. Integrate technology effectively and appropriately for classroom instruction, student assessment and record keeping.			3.17
A. Understand my own personal diversity and cultural biases and seek opportunities to learn more about my students' cultures			4.00
A. Demonstrate effective oral and written communication skills with students, colleagues, and families/caregivers.			4.00
A. Demonstrate positive dispositions and utilize effective instructional strategies toward positively impacting P-12 student learning by demonstrating a commitment to the belief that ALL students in my classroom can learn.			3.50
A. Make professional, ethical and moral decisions based on Christian principles			4.00
1. understands how learners grow and develop.	3.40	3.50	3.67
2. recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	3.40	3.50	3.33
3. designs and implements developmentally appropriate and challenging learning experiences.	3.60	4.00	3.67
4. uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	4.00	4.00	3.00
5. works with others to create environments that support individual and collaborative learning.	3.80	3.50	3.50
6. encourages positive social interaction, active engagement in learning, and self motivation.	3.40	4.00	3.33

7. understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	3.20	3.50	3.50
8. creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	3.40	3.50	3.50
9. understands how to connect concepts to each other and to authentic local and global issues.	3.40	3.50	3.00
10. knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	3.60	4.00	3.17
11. understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	3.40	4.00	3.33
12. understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.	3.60	4.00	3.17
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.	3.80	4.00	3.33
14. plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	3.20	4.00	3.33
15. understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	3.20	4.00	3.33
16. integrates technology effectively and appropriately into instruction.	3.60	3.00	3.00
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).	3.60	4.00	2.83
18. engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	3.80	4.00	3.33
19. seeks appropriate leadership roles and opportunities to take responsibility for student learning.	3.80	3.00	3.33
20. seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	3.60	3.00	3.33
21. seeks appropriate leadership roles and opportunities to advance the profession.	3.80	3.00	3.17
Overall Average Rating:	**3.55** SD =.227	**3.67** SD =.388	**3.29** SD = .217

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)

SURVEY QUESTIONS	Oct.*2018 2018-19 (n=20) Response Rate 28.6%	Oct.*2019 2019-20 (n=14) Response Rate 20.0%	Oct.*2019 2020-21 (n=12) Response Rate 20.0%
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)	2.39	2.43	2.50
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)	2.39	2.50	2.58
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)	2.28	2.43	2.58
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)	2.39	2.36	2.75
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)	2.56	2.36	2.50
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)	2.61	2.14	2.67
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)	2.39	2.21	2.33

Item			
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)	2.28	2.29	2.42
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)	2.50	2.29	2.58
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)	2.72	2.71	2.67
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)	2.61	2.36	2.58
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)	2.83	2.36	2.83
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).	2.56	2.50	2.58
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).	2.67	2.64	2.83
Overall Average Rating	**2.51** SD =.168	**2.40** SD =.155	**2.60** SD =.143

Rating Scale: First/Third/Fifth year alumni survey used a three (3) point scale:

    1 = Unacceptable

    2 = Acceptable

    3 = Target

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School of Education
Southern Nazarene University

10 Year Alumni Survey
2020 - 2021

Names and addresses have been omitted from this data report.

Teaching Assignment(s)	Honors
Technology Teacher Carbon Valley Academy St Vrain Valley School District, CO	STEAM team coordinator, golden apple award for September, testing coordinator
Will Rogers Elementary Putnam City Schools- Kindergarten (2.5 years), Virtual 3rd grade (.5 years)	SuperStar teacher (recognizes 1st and 2nd year teachers who are outstanding in their school)
Western Heights Elementary & Middle School, PE and 7th Grade Math	None
El Reno Public School (2018 - present) Rose Witcher Elementary 1st &2nd grade music	2019-2020 McTeacher of the Year/3 time Foundation Grant recipient (2018-2020) / Specials Faculty Advisory Committee Member (2019 - present)
4th Grade Teacher, Countryside Elementary in Olathe School District (formerly Kdg in same school/district)	N/A
2018-Current: Meadow Brook Intermediate, Mustang, 6th grade math 2010-2018: Cooper Middle School, Putnam City, 8th grade math	2016 Teacher of the year, math team leader
3rd grade - Mustang Public Schools (1 year) and Blanchard Public Schools (2 years)	District leader in grant writing awards for 2020
None	None
Apollo Elementary, Putnam City Schools: 20/21, Library Media Specialist 19/20, Reading Resource Instructor 18/19, 1st grade teacher 17/18, 5th grade teacher 16/17, Library Media Assistant	MLIS from OU, May 2020
El Reno Public School (2018 - present) Rose Witcher Elementary 1st &2nd grade music	2019-2020 McTeacher of the Year/3 time Foundation Grant recipient (2018-2020) / Specials Faculty Advisory Committee Member (2019 - present)
Apollo Elementary, Putnam City, Kindergarten Copper Creek Elementary, Amphitheater Public Schools in Oro Valley, AZ, Kindergarten Skyview Elementary, Yukon, Kindergarten	Kindergarten Experience Research (connected to Montessori) in Arizona
4th grade at Prairie View Elementary in Mustang (current) 3rd grade at Central Elementary in Putnam City (past) 7th grade science at Kenneth Cooper Middle School in Putnam City (past)	Team Leader (18-19, 19-20) Guiding Coalition Member (2018-2020) - researching and testing new teaching strategies and presenting/teaching them to other teachers
Past: Educare HeadStart (Pre-K), Johnson Elementary (OKCPS, Pre-K) Current: Wilson Elementary (OKCPS, 1st Grade)	Teacher Advisory Committee to the Superintendent
Fourth Grade Teacher at Overholser Elementary School in the Putnam City School District	-
Paraprofessional in a CAP class, ICS and resource teacher	Staff of the week

Ralph Downs Elementary ; Putnam City ; 4th grade	Nothing yet!
First grade: Oakridge Elementary School, Southern Hills Elementary School, Highland Park Elementary School, currently working Red Rock BHS as a behavioral health aide in the schools. This means I get to help kids through trauma. A different kind of teaching assignment!	Teacher of the year top 9, team leader, leadership team.
Putnam city, Capps middle school, 7th grade math; Polk county in Florida, lake Gibson middle school, 8th grade math; Orange County, Hunters creek middle school 7th math. Valencia community college - math to adults; Florida virtual school 7th grade math and resource teacher	2021 Florida Virtual School District Teacher of the Year, United States Distance Learning Association Teaching in Excellence Award, Team Leader, Math Department Lead, PLC Lead
Hilldale Elementary-Putnam City-2nd	Site Teacher of the Year 2019, Team Leader, Mentor Teacher
Current: Mustang Valley Elementary, Mustang Public Schools, all subjects 3rd grade.	I had the honor of getting to receive a full scholarship to complete the Eight Great Expectations course. My school is a Great Expectations Model School therefore, they receive scholarship money to get their teachers certified in the Great Expectations program! My principal picks who gets the scholarships! I have the honor of attending the second strenuous course for Great Expectations on a full scholarship this summer as well! I have been nominated twice for our Mindset Matters monthly recognition! I was nominated by fellow staff members in October for the Passion First Mindset, and in February for the We Are Connected Mindset!
Band in Bethany Public Schools, and Choir at Heritage Hall Private School	The Bethany Braggin' Broncho award for excellence in teaching
James Bowie MS/HS - 6th grade world Geography, 7th Grade Texas History 9th-12th Business, Robotics, Present - 8th-12th Asst. Principal	None
Highland Park Elementary, Mid-Del Public Schools, PK-5	NA
Windsor Hills Elementary, Putnam City, 3rd grade / McClure Elementary, Tulsa Public, 3rd math, 6th math & science	Team lead for 3 years at McClure,
Choctaw High School, Choctaw-Nicoma Park Public Schools, Algebra 2 and Computer Science 1	Invited to join the High Schools that Work Committee at the HS
Mayfield Midele School, Putnam City, Orchestra Director	Superstar Teacher (1st- or 2nd- year teacher nominated by principal)
N/a	N/a
N/A	N/A
Past: Putnam City High School - Algebra 1 & Coach, Francis Tuttle Technology Center - Project Hope (Upper Level Math). Current: Shawnee Public Schools, Shawnee High School - Assistant Principal	State and National Certification Process for Administrators (NISL), District Employee of the Month (Shawnee), WorkReady Conference Presenter, Freshman Class Sponsor, Master's Level Class Guest Speaker, Oklahoma Secondary Consortium, Early Leadership Institute (NEA)
Past: Educare HeadStart (Pre-K), Johnson Elementary (OKCPS, Pre-K) Current: Wilson Elementary (OKCPS, 1st Grade)	Teacher Advisory Committee to the Superintendent
1st grade teacher, Fairview Elementary (Moore Public Schools), 3 years total	N/A
Western Oaks Elementary School for Putnam City Schools, first grade	I got to go to Ron Clark's school for my professional development
Tinker Elementary School, Mid-Del Schools, Kindergarten	NA
Kindergarten, Monroe Elementary, Enid Public Schools	District Emerging E Award recipient (May 2019), Monroe Elementary Teacher of the Year (2019-2020)

N/A	N/A
Piedmont Middle School- 8 ELA Putnam City, Kenneth Cooper Middle School- 7+8 ELA KIPP Austin College Prep - 8 ELA	Previous content liaison for Putnam City, previous content team lead for my current school, current co-grade level chair in my current school
Little Light Christian School 2nd OKCPS sped ed, 5th, 2nd Mcloud 3rd Putnam City KDG	NA
I started out in 2nd grade teacher at Will Rogers Elementary in Putnam City Schools (3 years) and currently a 2nd grade teacher at Mustang Centennial Elementary in Mustang Public Schools (3 years).	Super Star Teacher in Putnam City, Team Leader in Mustang (3 years)
Tulsa Honor Academy 9/10 Student Support Teacher	N/A
Central Elementary, Putnam City Schools, 4th grade teacher, year 2	None yet.
Council Grove Elementary- Music, John Marshall Middle School- band, Cesar Chavez Elementary- music	NA

Teacher and Leadership Effectiveness (TLE)
Teacher Evaluation
MARZANO MODEL 2021

The State of Oklahoma has chosen two models to evaluate teachers, the Tulsa Model and the Marzano Model. Each school district has the choice between the two models. The data gathered has been made available to the EPP that the teacher being evaluated graduated from. This evaluation instrument is NOT an EPP created assessment. The following data is composed of graduates from Southern Nazarene University.

The Marzano Model uses a **5 point scale** (5=Superior, 4=Highly Effective, 3=Effective, 2=Needs Improvement, 1=Ineffective). Oklahoma was using the four (4) Domains and sixty (60) Indicators version of Marzano Teacher. Oklahoma has recently adopted a revised version of *Marzano Focused Teacher Evaluation Model* which uses four (4) Domains and twenty-three (23) Indicators.

Validity and reliability were established by the OSDE/Company representing the sponsoring model.

* In 2019 the State of Oklahoma administered a revised *Marzano Focused Teacher Evaluation Model.* Therefore a composite score of the three (3) years is not possible. The EPP plans to analyze composite data as data becomes available in future years.

In 2020 and 2021 the OSDE suspended TLE reporting based on Covid 19 and Virtual Learning.

The "n" indicates the number of evaluations within the report NOT the number of completers/teachers. The percentage of teachers evaluated versus the number of EPP total graduates is affected by a number of factors ie: name changes, alternative certification, emergency certification, etc.

DOMAINS	Revised DOMAINS	*2019		2020		2021	
		Elem. (n=25)	Sec. (n=12)	OSDE suspended TLE evaluations due to Covid 19		OSDE suspended TLE evaluations due to Covid 19	
CLASSROOM STRATEGIES AND BEHAVIORS	Standard-Based Planning	3.82	3.64				
PLANNING AND PREPARING	Standard-Based Instruction	3.88	4.30				
REFLECTING ON TEACHING	Conditions for Learning	4.11	4.24				
COLLEGIALITY AND PROFESSIONALISM	Professional Responsibilities	4.14	4.50				
Total Marzano Evaluation Scores	Total Marzano Evaluation Scores	3.98	3.61				
Indicators	Indicators	Elem. (n=1-24)	Sec. (n=1-12)				

Providing Rigorous Learning Goals and Performance Scales (Rubrics)	Planning Standards-Based Lessons/Units	3.83	3.18				
Tracking Student Progress	Aligning Resources to Standard(s)	4.00	3.67				
Celebrating Success	Planning to Close the Achievement Gap Using Data	3.60	4.67				
Establishing Classroom Routines	Identifying Critical Content from the Standards	3.83	3.18				
Organizing Physical Layout of the Classroom	Previewing New Content	3.92	3.50				
Identifying Critical Content	Helping Students Process New Content	4.07	4.25				
Organizing Students to Interact with New Content	Using Questions to Help Students Elaborate on Content	3.80	3.33				
Previewing New Content	Reviewing Content	4.00	4.00				
Grouping Content into Usable "bites"	Helping Students Examine Similarities and Differences	4.00	4.14				
Helping Students Process New Content	Helping Students Examine Their Reasoning	4.22	4.50				
Helping Students Elaborate on New Content	Helping Students Revise Knowledge	4.00	4.33				
Helping Students Record and Represent Knowledge	Helping Students Engage in Cognitively Complex Tasks	4.00	5.00				
Helping Students Reflect on Learning	Using Formative Assessment to Track Progress	4.00	4.50				
Reviewing Content	Providing Feedback and Celebrating Progress	3.73	3.67				
Organizing Students to Practice and Deepen Knowledge	Organizing Students to Interact with Content	3.75	4.00				

Using Homework	Establishing and Acknowledging Adherence to Rules and Procedures	4.14	4.00				
Helping Students Examine Similarities and Differences	Using Engagement Strategies	4.17	3.64				
Helping Students Examine Their Reasoning	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	4.33	4.29				
Helping Students Practice Skills, Strategies, and Processes	Communicating High Expectations for Each Student to Close the Achievement Gap	4.36	4.00				
Helping Students Revise Knowledge	Promoting Teacher Leadership and Collaboration	3.85	4.33				
Organizing Students for Cognitively Complex Tasks	Adhering to School/District Policies and Procedures	4.00	3.70				
Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	Maintaining Expertise in Content and Pedagogy	3.67	2.00				
Providing Resources and Guidance for Cognitively Complex Tasks	Promoting Teacher Leadership and Collaboration	3.67	2.50				
Noticing When Students are Not Engaged	Noticing When Students are Not Engaged	No Data	4.00				
Using Academic Games	Using Academic Games	No Data	4.00				
Managing Response Rates	Managing Response Rates	No Data	2.00				
Using Physical Movement	Using Physical Movement	No Data	5.00				
Maintaining a Lively Pace	Maintaining a Lively Pace	No Data	4.00				
Demonstrating Intensity and Enthusiasm	Demonstrating Intensity and Enthusiasm	No Data	3.00				

Using Friendly Controversy	Using Friendly Controversy	No Data	No Data				
Providing Opportunities for Students to Talk about Themselves	Providing Opportunities for Students to Talk about Themselves	No Data	5.00				
Presenting Unusual or Intriguing Information	Presenting Unusual or Intriguing Information	No Data	No Data				
Demonstrating Withitness	Demonstrating Withitness	No Data	3.00				
Applying Consequences for Lack of Adherence to Rules and Procedures	Applying Consequences for Lack of Adherence to Rules and Procedures	No Data	3.00				
Acknowledging Adherence to Rules and Procedures	Acknowledging Adherence to Rules and Procedures	No Data	No Data				
Understanding Students? Interests and Backgrounds	Understanding Students? Interests and Backgrounds	No Data	4.50				
Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	No Data	4.00				
Displaying Objectivity and Control	Displaying Objectivity and Control	No Data	5.00				
Demonstrating Value and Respect for Low Expectancy Students	Demonstrating Value and Respect for Low Expectancy Students	No Data	4.50				
Asking Questions of Low Expectancy Students	Asking Questions of Low Expectancy Students	No Data	No Data				
Probing Incorrect Answers with Low Expectancy Students	Probing Incorrect Answers with Low Expectancy Students	No Data	No Data				
Effective Scaffolding of Information within Lessons	Effective Scaffolding of Information within Lessons	No Data	No Data				

Lessons within Units	Lessons within Units	No Data	No Data				
Attention to Established Content Standards	Attention to Established Content Standards	No Data	No Data				
Use of Available Traditional Resources	Use of Available Traditional Resources	No Data	No Data				
Use of Available Technology	Use of Available Technology	No Data	5.00				
Needs of English Language Learners	Needs of English Language Learners	No Data	No Data				
Needs of Special Education Students	Needs of Special Education Students	No Data	No Data				
Needs of Students Who Lack Support for Schooling	Needs of Students Who Lack Support for Schooling	No Data	No Data				
Identifying Areas of Pedagogical Strength and Weakness	Identifying Areas of Pedagogical Strength and Weakness	No Data	4.50				
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	No Data	No Data				
Developing a Written Growth and Development Plan	Developing a Written Growth and Development Plan	No Data	4.50				
Monitoring Progress Relative to the Professional Growth and Development Plan	Monitoring Progress Relative to the Professional Growth and Development Plan	No Data	No Data				
Promoting Positive Interactions with Colleagues	Promoting Positive Interactions with Colleagues	No Data	No Data				
Promoting Positive Interactions about Students and Parents	Promoting Positive Interactions about Students and Parents	No Data	No Data				
Seeking Mentorship for Areas of Need or	Seeking Mentorship for Areas of Need or Interest						

Interest							
Mentoring Other Teachers and Sharing Ideas and Strategies	Mentoring Other Teachers and Sharing Ideas and Strategies						
Adhering to District and School Rules and Procedures	Adhering to District and School Rules and Procedures		5.00				
Participating in District and School Initiatives	Participating in District and School Initiatives		5.00				
Overall Evaluation Score							

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Teacher and Leadership Effectiveness (TLE)
Teacher Evaluation Period: 2021
TULSA MODEL

The State of Oklahoma has chosen two models to evaluate teachers, the Tulsa Model and the Marzano Model. Each school district has the choice between the two models. The data gathered has been made available to the Teacher Preparation offices that the teacher being evaluated graduated from. The following data is comprised of graduates from Southern Nazarene University. There are five (5) areas that the EPP has identified as focus areas for 2016-17: Preparation, Lesson Plans, Assessment, Literacy and Closure.

The Tulsa Model uses a **5 point scale** (5=Superior, 4=Highly Effective, 3=Effective, 2=Needs Improvement, 1=Ineffective). There are five (5) Domains and twenty (20) Indicators.

Validity and reliability was established by the OSDE / Company representing the sponsoring model.

The criteria that is highlighted have been identified by the EPP as areas to improve.

The "n" indicates the number of evaluations within the report NOT the number of completers/teachers. The percentage of teachers evaluated versus the number of EPP total graduates is affected by a number of factors ie: name changes, alternative certification, emergency certification, etc.

DOMAIN / Indicator	2019		2020		2021	
	Elementary (n=30)	Secondary (n=56)	Suspended due to Covid 19 / Virtual Learning		Suspended due to Covid 19 / Virtual Learning	
CLASSROOM MANAGEMENT	3.85	3.71				
Preparation	3.72	3.69				
Discipline	3.96	3.65				
Climate	3.86	3.60				
Lesson Plan	3.76	3.66				
Assessment	3.75	3.48				
Student Relations	4.24	3.74				
INSTRUCTIONAL EFFECTIVENESS	3.69	3.59				
Literacy	3.62	3.34				
Standards	3.57	3.30				
Involves Learners	3.69	3.78				
Explains Content	3.76	3.74				

Directions	3.69	3.64				
Models	3.79	3.66				
Monitors	3.62	3.58				
Adjusts	3.90	3.46				
Closure	3.41	3.40				
Student Achievement	3.62	3.42				
Professional Growth / Cont. Improvement	**3.93**	**3.70**				
Professional Development	3.86	3.48				
Professional Accountability	4.00	3.66				
Effective Interpersonal Skills	**3.83**	**3.69**				
Professional Involvement & Leadership	**3.86**	**3.83**				
Overall Evaluation Score	**3.78** SD =.171	**3.60** SD =.144				

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InTASC Standards alignment with EPP Rubrics

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

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State Licensure Exams Oklahoma General Education Exam (OGET)

Certificate Area	2018-19	2019-20	2020-21	Qualifying Score	Mean	Overall Passing%
Early Childhood		2	2	240	240 or <	100 %
Elementary	6	2	5	240	240 or <	100 %
Math	2	1	1	240	240 or <	100 %
Social Studies	2	1	1	240	240 or <	100 %
Physical Education		1		240	240 or <	100 %
Instrumental Music				240	240 or <	100 %
Vocal Music	3			240	240 or <	100 %
TOTAL	13	7	9	240	240 or <	100 %