Statistical Data

2019 – 2020

School of Education

Southern Nazarene University

Fall 2020

SOUTHERN NAZARENE UNIVERSITY

SCHOOL OF EDUCATION

ASSESSMENT DATA

2019-2020

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 2019-2020 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 2019-2020.

SPECIAL NOTE: Due to unforeseen circumstances the United States, Oklahoma and Southern Nazarene University experienced a wide spread pandemic, Covid 19. All public schools suspended in-person classes March 2020. The remainder of the 2019-20 academic year was completed by "virtual" instruction. This had a direct impact on Teacher Preparation candidates, EPP and data collection. Overall the data collected for this report reflects the Fall 2019 only. Adjustments are being developed and a p[lan 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

School of Education

Southern Nazarene University

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OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Admission Interview Data
Spring 2019 / Fall 2019 / Spring 2020

Criteria	Spring 2019 (n=21)	Fall 2019 (n=13)	Spring 2020 SUSPENDED	Composite (n=62)
Learner Development	2.48	2.71		2.31
Learner Development: Diversity	2.41	2.21		2.31
Learner Development: Readiness to Learn	2.45	2.21		2.30
Learner Development: Language and Culture	2.50	2.43		2.30
Learner Differences: Approaches to Learning	2.36	2.29		2.30
Learner Differences: Emotional Needs	2.41	2.21		2.37
Learner Differences: Language Acquisition	2.36	2.07		2.22
Learner Differences: Family and Community	2.48	2.36		2.37
Learner Differences: Diverse Values	2.50	2.21		2.34
Planning Instruction: Technology	2.59	2.50		2.50
Technology: Strategies	2.55	2.21		2.47
Demeanor	2.68	2.64		2.62
Reason for Teaching	2.43	2.43		2.66
Purpose for Public Education	2.45	2.79		2.57
Average Rating	2.48 SD = .087	2.36 SD = .216		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

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Admissions Interviews
Disaggregate by Program
Spring 2019 / Fall 2019 / Spring 2020

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

Criteria	Program	Spring 2019	Fall 2019	Spring 2020 Suspended
Reason for Teaching	Early Childhood	2.63	2.67	
	Elementary	2.60	3.00	
	HPER	2.00		
	Math			
	Music	2.00	3.00	
	Social Studies	2.00	2.80	
Purpose for Public Education	Early Childhood	2.44	2.33	
	Elementary	2.60	2.00	
	HPER	2.00		
	Math			
	Music	2.00	2.00	
	Social Studies	2.33	2.40	
Learner Development	Early Childhood	2.38	2.00	
	Elementary	2.60	2.00	
	HPER	2.00		
	Math			
	Music	2.00	2.50	
	Social Studies	2.67	2.40	
Learner Development: Diversity	Early Childhood	2.44	2.00	
	Elementary	2.40	2.50	
	HPER	2.00		
	Math			
	Music	2.00	3.00	
	Social Studies	2.33	2.60	

Criteria	Program	Spring 2019	Fall 2019	Spring 2020 Suspended
Learner Development: Readiness to Learn	Early Childhood	2.44	2.33	
	Elementary	2.60	2.00	
	HPER	2.00		
	Math	2.00		
	Music		2.50	
	Social Studies	2.67	2.40	
Learner Development: Language and Culture	Early Childhood	2.56	2.33	
	Elementary	2.60	2.00	
	HPER	2.00		
	Math	2.00		
	Music		2.00	
	Social Studies	2.67	2.40	
Learner Differences: Approaches to Learning	Early Childhood	2.33	2.33	
	Elementary	2.60	2.00	
	HPER	2.00		
	Math	2.00		
	Music		2.00	
	Social Studies	2.33	2.00	
Learner Differences: Emotional Needs	Early Childhood	2.56	2.33	
	Elementary	2.40	2.00	
	HPER	2.00		
	Math	2.00		
	Music		2.50	
	Social Studies	2.33	2.60	
Learner Differences: Language Acquisition	Early Childhood	2.33	2.00	
	Elementary	2.40	2.50	
	HPER	2.00		
	Math	2.00		
	Music		2.00	
	Social Studies	2.67	2.40	

Learner Differences: Family and Community	Early Childhood	2.50	2.00	
	Elementary	2.40	2.50	
	HPER	2.00		
	Math	2.00		
	Music		3.00	
	Social Studies	2.67	2.80	
Learner Differences: Diverse Values	Early Childhood	2.67	2.00	
	Elementary	2.40	2.00	
	HPER	2.00		
	Math	2.00		
	Music		2.50	
	Social Studies	2.67	2.40	
Planning Instruction: Technology	Early Childhood	2.56	2.67	
	Elementary	2.60	2.50	
	HPER	2.00		
	Math	2.00		
	Music		2.50	
	Social Studies	2.67	2.80	
Technology: Strategies	Early Childhood	2.56	2.33	
	Elementary	2.80	2.50	
	HPER	2.00		
	Math	2.00		
	Music		2.50	
	Social Studies	2.33	2.60	
Demeanor	Early Childhood	2.67	2.67	
	Elementary	2.80	3.00	
	HPER	2.00		
	Math	2.00		
	Music		3.00	
	Social Studies	2.67	2.80	

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

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Philosophy of Education - ED 2111

Criteria	2017-18	2018-19	2019-20
Purpose of education	5.00	2.81	2.66
Role of the teacher	4.75	2.92	2.71
Learning theories	4.75	2.85	2.57
Purpose of curriculum	4.75	2.77	2.57
Type of assessment	4.75	2.90	2.50
School and family relationships	4.75	2.90	2.57
SNU Educator Preparation Mission Statement	4.67	2.79	2.93
Mechanics	5.00	2.74	2.86
Overall	4.80	2.70	2.67

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Southern Nazarene University

Student Surveys of their First Year Teachers Impact on Student Learning
Student Surveys of their First Year Teachers
Pre-K, Kindergarten, Middle and High School

HOLD

The Teacher Work Sample (TWS) has been put on hold/inactive. In the Spring of 2020 all public schools in the immediate metro area moved to a virtual or home based curriculum and environment, due to the pandemic Covid 19.

INSTRUCTIONS:
Read the following statement and place an X in the box that best describes your rating of the item. If you strongly agree with the statement, put an X in the box under the #5; if you agree with the statement, put an X in the box under #4; if you have no opinion, put an X in the box under #3; if you disagree, put an X in the box under #2; and if you strongly disagree, put an X in the box under #1. Statistics were based on a five (5) point scale.

Statements / Questions	2018-19	2019-20	2020-21
1. My teacher knows the subject(s) that s/he teaches and relates it to our prior knowledge. (4j)	3.20	Hold	Hold
2. My teacher gives me extra help when I need it. (1f, 2a).	3.59	Hold	Hold
3. My teacher encourages me to ask questions when I want to know more information about a topic. (4b)	3.75	Hold	Hold
4. My teacher relates the daily concept to state standards. (4a)	3.26	Hold	Hold
5. My teacher uses many different strategies to teach new concepts; s/he makes learning new concepts easy and interesting. (7b)	3.74	Hold	Hold
6. My teacher uses many different resources and encourages me to use many different resources to help me learn new things. (8a)	3.74	Hold	Hold
7. If I am struggling with a long, hard assignment, my teacher changes the assignment so I can complete it. (8b)	2.57	Hold	Hold
8. If I already know something, my teacher lets me do a different assignment such as do research on a related topic. (8b)	2.33	Hold	Hold
9. My teacher gives assignments other than worksheets (e.g. experiments, projects, multimedia presentations, skits, or other creative projects); s/he understands there are many ways I can show that I know the material. (6k)	3.34	Hold	Hold
10. My teacher gives assignments other than worksheets (e.g. experiments, projects, multimedia presentations, skits, or other creative projects); s/he understands there are many ways I can show that I know the material. (6k)	3.19	Hold	Hold
11. My teacher is fluent with technology; s/he shows the class how to use different programs and find information on the Internet; and encourages me to use different forms of technology. (3m, 4g)	3.00	Hold	Hold
12. My teacher asks "Why" questions and expects me to explain my answers; s/he makes me think. (5d, 5m, 8f)	3.52	Hold	Hold
13. My teacher makes learning about other cultures interesting. (4m)	3.36	Hold	Hold

14. My teacher helps me learn and use academic words and other vocabulary words. (4j)	3.36		
15. My "teacher understands how current themes (e.g. civic literacy, health literacy, global awareness) connect to core subjects and knows how to weave those themes into meaningful experiences." (5j)	3.37	Hold	Hold
16. My teacher encourages me to collaborate with my classmates so we can learn from each other. (3j)	3.43	Hold	Hold
17. My teacher explains how to use what I learn in school outside of school. (5b)	3.40	Hold	Hold
18. My classroom is a safe place to learn. (3k)	3.32	Hold	Hold
19. My teacher knows when I have a misunderstanding about a concept, and s/he guides me to an accurate understanding. (4k)	3.62	Hold	Hold
20. My teacher helps me understand what I need to do to make better grades. (6m)	3.40	Hold	Hold
Average Total	**3.33** SD = .359	Hold	Hold

CONCEPTUAL FRAMEWORK - Foundations of Education
Aggregate Data
Disaggregated by Program

CRITERIA	Program	2017-2018	2018-2019	2019-2020
Christian Base	FOUNDATIONS OF EDUCATION	2.84		2.93
	STUDENT TEACHERS AGGREGATE DATA	2.90	2.96	
	Early Childhood		3.00	3.00
	Elementary	3.00	2.91	2.90
	HPER	3.00	3.00	
	Math	3.00		2.90
	Music	3.00	3.00	
	Social Studies	2.50	3.00	3.00
General Education	FOUNDATIONS OF EDUCATION	2.72		2.79
	STUDENT TEACHERS AGGREGATE DATA	2.90	2.65	
	Early Childhood		2.50	3.00
	Elementary	2.93	2.73	2.76
	HPER	3.00	3.00	
	Math	3.00		2.76
	Music	3.00	2.67	
	Social Studies	2.33	2.00	2.50
Specialization Courses	FOUNDATIONS OF EDUCATION	2.61		2.79
	STUDENT TEACHERS AGGREGATE DATA	2.90	2.70	
	Early Childhood		2.00	3.00
	Elementary	2.83	2.55	2.86
	HPER	3.00	3.00	
	Math	3.00		2.86
	Music	3.00	3.00	
	Social Studies	2.50	3.00	3.00

School of Education
Southern Nazarene University

Spring 2019 / Fall 2019 / Spring 2020
GPA / Gender / Ethnicity

| Candidate Major GPA | | | GENDER | | | | | | ETHNICITY | | | | | | | | | | | | | | |
| Cohort #9 | Cohort #10 | Cohort #11 | M | F | M | F | M | F | Hispanc | | | Am. Indian | | | Asian | | | African Am. | | | Caucasion | | |
Spr. 19	Fa. 19	Spr. 20	Spr. 19		Fall 19		Spr. 20		Spr. 19	Fa. 19	Spr. 20	Spr. 19	Fa. 19	Spr. 20	Spr. 19	Fa. 19	Spr. 20	Spr. 19	Fa. 19	Spr. 20	Spr. 19	Fa. 19	Spr. 20
EE 3.73	EE 2.79	EC 3.87		X	X			X	X													X	
EE 3.56	EE 3.81	EC 3.93	X		X			X													X	X	
EE 3.91	PE 3.96	EE 3.82		X	X			X		X											X		
M 3.26	MATH 3.84	EE 3.51	X		X			X		X											X		
M 3.32	M 3.97	EE 3.89		X	X			X													X	X	
SS 2.94		EE 3.22	X					X										X					
SS 3.67		EE 2.74	X					X													X		
		EE 3.98						X					X										
		PE 3.67						X															
		MA93						X															
		M 3.08					X																
		SS 2.89					X																
		SS 3.67					X																

TOTAL 3.48	TOTAL 3.67	TOTAL 3.55																				
Below 3.0 14%	Below 3.0 20%	Below 3.0 15%																				

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Electronic Portfolio #1
Spring 2019 / Fall 2019 / Spring 2020

Criteria	Spring 2019 (n = 21)	Fall 2019 (n= 13)	Spring 2020 NO Data: Covid 19
Conceptual Framework Essay (ED 2162) *Cognitive, linguistic, social, emotional, and physical development of students)*	2.67	2.46	
Observation Reflection Form I A (ED 2111) *(Modifications for ELL, gifted, and other special needs)*	2.90	3.00	
Observation Reflection Form I B (ED 2162) *(Modifications for ELL, gifted, and other special needs)*	2.90	3.00	
Observation Reflection Form I A (ED 2111) *(Reflection on diverse cultures and inclusive learning environment)*	2.95	3.00	
Observation Reflection Form I B (ED 2162) *(Reflection on diverse cultures and inclusive learning environment)*	3.00	3.00	
Observation Reflection Form I A (ED 2111) *(Reflection on diverse cultures and inclusive learning environment)*	2.95	3.00	
Observation Reflection Form I B (ED 2162) *(Reflection on diverse cultures and inclusive learning environment)*	2.95	3.00	
Philosophy of Ed (ED 2162) *(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)*	2.71	2.46	
Conceptual Essay (ED 2162) *(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)*	2.95	2.69	
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	
Evidence of volunteer project	3.00	2.92	
Overall Average Rating	**2.91** SD = .114	**2.87** SD =.220	

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

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

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

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Electronic Portfolio #1
Disaggregate by Program
Spring 2019 / Fall 2019 / Spring 2020

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

CRITERIA	Program	Spring 2019	Fall 2019	Spring 2020 NO Data
Conceptual Framework Essay (ED 2162) *Cognitive, linguistic, social, emotional, and physical development of students)*	Early Childhood	2.60	3.00	
	Elementary	2.89	2.33	
	HPER	2.00		
	Math	3.00		
	Music		2.50	
	Social Studies	2.33	2.33	
Observation Reflection Form I A (ED 2111) *(Modifications for ELL, gifted, and other special needs)*	Early Childhood	2.80	3.00	
	Elementary	3.00	3.00	
	HPER	2.00		
	Math	3.00		
	Music		3.00	
	Social Studies	3.00	3.00	
Observation Reflection Form I B (ED 2162) *(Modifications for ELL, gifted, and other special needs)*	Early Childhood	2.80	3.00	
	Elementary	3.00	3.00	
	HPER	2.00		
	Math	3.00		
	Music		3.00	
	Social Studies	3.00	3.00	

CRITERIA	Program	Spring 2019	Fall 2019	Spring 2020
Observation Reflection Form I A (ED 2111) *(Reflection on diverse cultures and inclusive learning environment)*	Early Childhood	3.00	3.00	
	Elementary	3.00	3.00	
	HPER	2.00		
	Math	3.00		
	Music		3.00	
	Social Studies	3.00	3.00	

Observation Reflection Form I B (ED 2162) *(Reflection on diverse cultures and inclusive learning environment)*	Early Childhood	3.00	3.00	
	Elementary	3.00	3.00	
	HPER	3.00		
	Math	3.00		
	Music		3.00	
	Social Studies	3.00	3.00	
Observation Reflection Form I A (ED 2111) *(Reflection on diverse cultures and inclusive learning environment)*	Early Childhood	2.80	3.00	
	Elementary	3.00	3.00	
	HPER	3.00		
	Math	3.00		
	Music		3.00	
	Social Studies	3.00	3.00	
Observation Reflection Form I B (ED 2162) *(Reflection on diverse cultures and inclusive learning environment)*	Early Childhood	2.80	3.00	
	Elementary	3.00	3.00	
	HPER	3.00		
	Math	3.00		
	Music		3.00	
	Social Studies	3.00	3.00	

Philosophy of Ed (ED 2162) *(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)*	Early Childhood	2.60	3.00	
	Elementary	3.00	2.33	
	HPER	3.00		
	Math	3.00		
	Music		2.50	
	Social Studies	3.00	2.33	
Conceptual Essay (ED 2162) *(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)*	Early Childhood	2.80	3.00	
	Elementary	2.89	2.33	
	HPER	3.00		
	Math	3.00		
	Music		3.00	
	Social Studies	2.33	2.67	

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	3.00		
	Math	3.00		
	Music		3.00	
	Social Studies	3.00	3.00	

Evidence of volunteer project	Early Childhood	3.00	3.00	
	Elementary	3.00	3.00	
	HPER	3.00		
	Math	3.00		
	Music		3.00	
	Social Studies	3.00	2.83	

Overall Average Rating	Early Childhood	2.84 SD =.150 (n=5)	3.00 SD = .000 (n=2)	
	Elementary	2.98 SD =.045 (n=9)	2.82 SD =.311 (n=3)	
	HPER	2.64 SD =.505 (n=1)		
	Math	3.00 SD =.000 (n=2)		
	Music		2.91 SD =.202 (n=2)	
	Social Studies	2.88 SD =.270 (n=3)	2.83 SD =.268 (n=6)	

OFFICE OF EDUCATOR PREPARATION

School of Education

Southern Nazarene University

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

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

Introduction To Education (1A) Criteria Students enrolled in this course are normally first semester Freshman.	2017-18 (n=30)	2018-19 (n=28)	2019-20 (n=10) No Data SP 2020
Dependability	2.37	2.82	2.80
Enthusiasm	2.83	2.64	2.30
Courtesy	2.53	2.96	2.80
Initiative	2.57	2.68	2.30
Grooming	2.87	2.75	2.40
Relationship to Students	2.70	2.79	2.90
Relationship to Cooperating Teacher	2.37	2.79	2.80

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

Foundations of Education (1B) Criteria Students enrolled in this course are required to have a minimum of 24 hours.	2016-17 (n=34)	2018-19 (n=21)	2019-20 (n=13) No Data SP 2020
Dependability	2.88	2.90	2.92
Enthusiasm	2.68	2.71	2.62
Courtesy	2.94	2.95	2.92
Initiative	2.65	2.64	2.46
Grooming	2.76	2.81	2.69
Relationship to Students	2.94	2.93	2.92
Relationship to Cooperating Teacher	2.88	2.88	2.77

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

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Electronic Portfolio #2
Spring 2019 / Fall 2019 / Spring 2020

*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 2019 (n=8)	Fall 2019 (n=16)	Spring 2020 No Data Covid 19
PDM TWS (ED 4273) (Modifications for EL, gifted, and other special needs)	3.00	2.69	
Integrated Unit from Major *(Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs))*	2.88	2.88	
Documentation of First Field Experience *(Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)*	3.00	2.88	
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	2.88	
Ed Psychology Case Study (ED 3223) (Reflect on cognitive, social, emotional, physical, linguistic growth inside and outside of school)	2.88	2.88	
Documentation of First Field Experience *(Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)*	3.00	2.88	
Documentation of Second Field Experience *(Evidence of meeting needs of diverse cultures)*	3.00	2.88	
Integrated Unit from Major *(Lesson plans with modifications)*	2.88	2.69	
PDM TWS (ED 4273) *(Lesson plans with modifications; Technology piece)*	2.88	2.88	
PDM TWS (ED 4273) *(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)*	2.50	2.75	
PDM TWS (ED 4273) *(Multi-modal presentation)*	2.88	2.88	
Integrated Unit from Major *(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)*	3.00	2.88	
PDM TWS (ED 4273) *((Assessment plan)*	3.00	2.69	

Integrated Unit from Major *(Documentation of integration and reflection on community context)*	3.00	2.69	
PDM TWS (ED 4273) *(Documentation of integration and reflection on community context)*	2.75	2.88	
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*	2.88	2.69	
Overall Average Rating	**2.91** SD = .133	**2.79** SD =.103	

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

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Electronic Portfolio #2
Disaggregate by Program
Spring 2019 / Fall 2019 / Spring 2020

CRITERIA	Program	Spring 2019	Fall 2019	Spring 2020 No Data: Covid 19
PDM TWS (ED 4273) (Modifications for ELL, gifted, and other special needs)	Early Childhood	3.00	2.00	
	Elementary	3.00	3.00	
	HPER		3.00	
	Math	3.00	3.00	
	Music		3.00	
	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		3.00	
	Math	3.00	3.00	
	Music		3.00	
	Social Studies	2.50	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		3.00	
	Math	3.00	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	

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Electronic Portfolio #3
Spring 2019 / Fall 2019 / Spring 2020

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 2019 (n=13)	Fall 2019 (n=8)	Spring 2020 (n=8)
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing social, cognitive, physical, linguistic, and emotional needs)*	2.92	2.63	2.88
Clinical Experience TWS (ED 4xx5) *(Age-appropriate tasks; Blooms tasks; Reference to Gardner's MI; Modifications for EL, gifted, and other special needs)*	2.62	3.00	2.00
Clinical Experience TWS (ED 4xx5) *(Evidence on meeting needs of diverse cultures)*	2.62	3.00	2.00
Diversity Awareness Essay (ED 4710) *(Reflection on meeting needs of diverse cultures)*	2.92	2.88	2.38
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing needs of diverse cultures)*	2.92	2.63	2.88
Clinical Experience TWS (ED 4xx5) *(Different grouping; Teaching strategies)*	2.77	2.88	2.00
Clinical Experience Part A Evaluation from University Supervisor (ED 4xx5) *(Different grouping; Teaching strategies)*	2.85	3.00	3.00
Clinical Experience Part A Evaluation from Cooperating Teacher (ED 4xx5) *(Different grouping; Teaching strategies)* Doc. of Colleague Interaction (ED 4700, Seminar 2)	2.69	2.50	3.00
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	2.85	2.88	3.00
Diversity Awareness Essay (ED 4710) *(Documentation of diverse learning needs)*	2.85	2.88	2.13
Clinical Experience TWS (ED 4xx5) *(Lesson plans with modifications for diverse learners)*	2.62	2.88	2.00
Clinical Experience TWS (ED 4xx5) (Diagram & Description of Classroom) (ED 4xx5)	2.62	2.88	2.00

Clinical Experience TWS (ED 4xx5) *(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student activities)*	2.62	2.88	2.00
Video from CE and Self-Evaluation (ED 4700) *(Documentation of use of Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)*	2.08	2.13	2.25
Clinical Experience Evaluation Part A from University Supervisor (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*	2.85	3.00	3.00
Clinical Experience Evaluation Part A from Cooperating Teacher (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*	2.69	2.50	3.00
Clinical Experience TWS (ED 4xx5) *(Assessment plan)*	2.62	2.75	2.00
Clinical Experience TWS (ED 4xx5) *(Documentation of integration of content areas and reflection on community context)*	2.69	2.75	2.00
Philosophy of Ed (ED 4700, Seminar 1) *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	2.54	2.63	3.00
Revised Conceptual Essay (ED 4700, Seminar 1) *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	2.54	2.25	3.00
Clinical Experience TWS (ED 4xx5) *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	2.62	2.75	2.00
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*	2.77	2.50	2.88
Overall Average Rating	**2.69** SD = .187	**2.73** SD =.242	**2.73** SD =.240

Rating Scale:

Target - 3 pts.	(On the Portfolio #3 rubric, there is a description of	Target = 59-66 pts.; 90-100%
Acceptable - 2 pts.	what is expected in order to receive a Target,	Acceptable = 46-58 pts.; 70-89%
Unacceptable - 1 pt.	Acceptable or Unacceptable rating.)	Unacceptable = 45 pts. and below

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Electronic Portfolio #3
Disaggregate by Program
Spring 2019 / Fall 2019 / Spring 2020

CRITERIA	Program	Spring 2019	Fall 2019	Spring 2020
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing needs of diverse cultures)*	Early Childhood	3.00	3.00	
	Elementary	3.00	3.00	2.80
	HPER			3.00
	Math		3.00	3.00
	Music	3.00		3.00
	Social Studies	3.00	1.50	
Clinical Experience #1 TWS (ED 4xx5) *(Age-appropriate tasks; Blooms tasks; Reference to Gardner's MI; Modifications for EL, gifted, and other special needs)*	Early Childhood	3.00	3.00	
	Elementary	2.00	3.00	2.00
	HPER			2.00
	Math		3.00	2.00
	Music	2.00		2.00
	Social Studies	3.00	3.00	
Clinical Experience #1 TWS (ED 4xx5) *(Evidence on meeting needs of diverse cultures)*	Early Childhood	3.00	3.00	
	Elementary	2.00	3.00	2.00
	HPER			2.00
	Math		3.00	2.00
	Music	2.00		2.00
	Social Studies	3.00	3.00	

Diversity Awareness Essay (ED 4710) *(Reflection on meeting needs of diverse cultures)*	Early Childhood	3.00	3.00	
	Elementary	3.00	3.00	2.60
	HPER			2.00
	Math		3.00	2.00
	Music	3.00		2.00
	Social Studies	3.00	2.50	
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing needs of diverse cultures)*	Early Childhood	3.00	3.00	
	Elementary	3.00	3.00	2.80
	HPER			3.00
	Math		3.00	3.00
	Music	3.00		3.00
	Social Studies	3.00	1.50	
Clinical Experience TWS (ED 4xx5) *(Different grouping; Teaching strategies)*	Early Childhood	3.00	3.00	
	Elementary	2.50	3.00	2.00
	HPER			2.00
	Math		3.00	2.00
	Music	2.50		2.00
	Social Studies	3.00	2.50	
Clinical Experience #1 Part A Evaluation from University Supervisor (ED 4xx5) *(Different grouping; Teaching strategies)*	Early Childhood	3.00	3.00	
	Elementary	2.50	3.00	3.00
	HPER			3.00
	Math		3.00	3.00
	Music	2.50		3.00
	Social Studies	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	3.00	
	Elementary	2.50	3.00	3.00
	HPER			3.00
	Math		3.00	3.00
	Music	2.50		3.00
	Social Studies	3.00	1.00	
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	Early Childhood	3.00	3.00	
	Elementary	2.50	3.00	3.00

Assessment	Subject			
	HPER			3.00
	Math		3.00	3.00
	Music	2.50		3.00
	Social Studies	3.00	2.50	
Diversity Awareness Essay (ED 4710) *(Documentation of diverse learning needs)*	Early Childhood	3.00	3.00	
	Elementary	2.50	3.00	2.20
	HPER			2.00
	Math		3.00	2.00
	Music	2.50		2.00
	Social Studies	3.00	2.50	
Clinical Experience #1 TWS (ED 4xx5) *(Lesson plans with modifications for diverse learners))*	Early Childhood	3.00	3.00	
	Elementary	2.00	3.00	2.00
	HPER			2.00
	Math		3.00	2.00
	Music	2.00		2.00
	Social Studies	3.00	2.50	

Assessment	Subject			
Clinical Experience #1 TWS (ED 4xx5) *(Diagram & Description of Classroom)* *(ED 4xx5)*	Early Childhood	3.00	3.00	
	Elementary	2.00	3.00	2.00
	HPER			2.00
	Math		3.00	2.00
	Music	2.00		2.00
	Social Studies	3.00	2.50	
Clinical Experience #1 TWS (ED 4xx5) *(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student activities)*	Early Childhood	3.00	3.00	
	Elementary	2.00	3.00	2.00
	HPER			2.00
	Math		3.00	2.00
	Music	2.00		2.00
	Social Studies	3.00	2.50	
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	2.00	
	Elementary	2.00	2.00	2.40
	HPER			2.00

Assignment	Subject			
	Math		2.00	2.00
	Music	2.00		2.00
	Social Studies	2.00	2.50	
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	3.00	
	Elementary	2.50	3.00	3.00
	HPER			3.00
	Math		3.00	3.00
	Music	2.50		3.00
	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	3.00	
	Elementary	2.50	3.00	3.00
	HPER			3.00
	Math		3.00	3.00
	Music	2.50		3.00
	Social Studies	3.00	1.00	
Clinical Experience #1 TWS (ED 4xx5) *(Assessment plan)*	Early Childhood	2.75	3.00	
	Elementary	2.50	3.00	2.00
	HPER			2.00
	Math		3.00	2.00
	Music	2.50		2.00
	Social Studies	3.00	2.00	
Clinical Experience #1 TWS (ED 4xx5) *(Documentation of integration of content areas and reflection on community context)*	Early Childhood	3.00	3.00	
	Elementary	2.50	3.00	2.00
	HPER			2.00
	Math		3.00	2.00
	Music	2.50		2.00
	Social Studies	3.00	2.00	
Philosophy of Ed (ED 4700, Seminar 1) *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	Early Childhood	2.50	2.00	
	Elementary	3.00	3.00	3.00
	HPER			3.00
	Math		3.00	3.00

Assessment	Program	Col1	Col2	Col3
	Music	3.00		3.00
	Social Studies	2.00	2.00	
Revised Conceptual Essay (ED 4700, Seminar 1) *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	Early Childhood	2.25	2.00	
	Elementary	3.00	2.25	2.00
	HPER			2.00
	Math		3.00	2.00
	Music	3.00		2.00
	Social Studies	3.00	2.00	
Clinical Experience #1 TWS (ED 4xx5) *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	Early Childhood	2.75	3.00	
	Elementary	2.50	3.00	2.00
	HPER			2.00
	Math		3.00	2.00
	Music	2.50		2.00
	Social Studies	3.00	2.00	
Clinical Experience #1 TWS (ED 4xx5) *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	Early Childhood	2.75	2.00	
	Elementary	2.50	3.00	2.80
	HPER			3.00
	Math		3.00	3.00
	Music	2.50		3.00
	Social Studies	3.00	1.50	
Overall Average Rating	Early Childhood	2.86 SD = .275 (n=4)	2.82 SD = .395 (n=1)	
	Elementary	2.61 SD = .188 (n=6)	2.92 SD = .260 (n=4)	2.48 SD = .456 (n=5)
	HPER			2.45 SD = .510 (n=1)
	Math		2.95 SD = .213 (n=1)	2.45 SD = .510 (n=1)
	Music	2.48 SD = .361 (n=2)		2.45 SD = .510 (n=1)
	Social Studies	2.91 SD = .294 (n=1)	2.20 SD = .611 (n=2)	

Scale: Target = 3 pts.   Target = 63-70 pts.; 90-100%
         Acceptable = 2 pts.   Acceptable = 49-64 pts.; 70-89%
         Unacceptable =1 pt.   Unacceptable = 48 pts. and below

School of Education
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Electronic Portfolio #4
Spring 2019 / Fall 2019 / Spring 2020

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 2019 (n=20)	Fall 2019 (n=)	Spring 2020 (n=)
Clinical Experience #2 (ED 4xx5) Two (2) lesson plans *(Modifications for special needs)*	2.86		
Diversity Awareness Essay (ED 4710) *(Reflection on meeting needs of diverse cultures)*	2.86		
Field Experience from Survey of Exceptional Child (ED 4141) *(Documentation of addressing needs of diverse cultures)*	2.93		
Clinical Experience #2 - Lesson Plans (ED 4xx5) *(Different grouping; Teaching strategies)*	2.86		
Clinical Experience #2 - Part A Evaluation from University Supervisor (ED 4xx5) *(Different grouping; Teaching strategies)*	2.93		
Clinical Experience #2 (ED 4xx5) -Part A Evaluation from Cooperating Teacher (ED 4xx5) *(Different grouping; Teaching strategies)*	2.86		
-Documentation of Colleague Interaction (ED 4700, Seminar 2)	2.86		
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	3.00		
Diversity Awareness Essay (ED 4710) *(Documentation of diverse learning needs)*	2.93		
Clinical Experience #2 *- (Lesson plans with modifications for diverse learners)*	2.93		
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)*	2.86		

Clinical Experience #2 - Evaluation Part A from University Supervisor (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*	2.81		
Clinical Experience #2 - Evaluation Part A from Cooperating Teacher (ED 4700) *(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)*	2.81		
Clinical Experience #2 -Assessments scored *(Assessment plan)*	2.81		
Clinical Experience #2 - Lesson Plans	2.81		
Clinical Experience #2 - Demographic of School Setting *(Documentation of integration of content areas and reflection on community context)*	2.90		
Clinical Experience #2 -Lesson Plans *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	3.00		
All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*	3.00		
Documentation of School/Community Interaction from Clinical Experience #2 *(IEP meetings and Parent-Teacher conferences)*	3.00		
Documentation of Colleague Interaction Clinical Experience #2 *(Team meetings, Faculty meetings, Grade or content-level meetings)*	3.00		
Clinical Experience #2 - Self Evaluation of Professional Form A (Seminar III). *(Meeting needs of diverse learners)*	3.00		
Clinical Experience #2 Evaluation Part A from University Supervisor *(Collaboration with families/communities)*	2.97		

Clinical Experience #2 Evaluation Part A from Cooperating Teacher *(Collaboration with families/communities)*	2.86		
Self-Evaluation Form of Videos from Clinical Experience #2 *(Changes from video 1 to video 2)*	2.86		
All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*	2.93		
Overall Average Rating	2.91 SD = .059		

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 2018 (n=20)	Fall 2018 (n = 8)	Spring 2019 (n = 14)
Clinical Experience #2(ED 4xx5) Two (2) lesson plans *(Modifications for special needs)*	Early Childhood	3.00 (n=3)	3.00 (n=1)	3.00 (n=4)
	Elementary	3.00 (n=4)	3.00 (n=2)	2.86 (n=7)
	HPER	2.67 (n=3)	2.00 (n=1)	
	Math	3.00 (n=2)		
	Music	2.25 (n=4)	2.33 (n=3)	2.50 (n=2)
	Social Studies	2.75 (n=4)	3.00 (n=1)	3.00 (n=1)
Diversity Awareness Essay (ED 4710) *(Reflection on meeting needs of diverse cultures)*	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.86
	HPER	3.00	3.00	
	Math	3.00		
	Music	3.00	3.00	2.50
	Social Studies	2.50	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	3.00
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00		
	Music	3.00	3.00	2.50
	Social Studies	3.00	2.00	3.00

CRITERIA	Program	Spring 2018	Fall 2018	Spring 2019
Clinical Experience #2 - Lesson Plans (ED 4xx5) *(Different grouping; Teaching strategies)*	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.86
	HPER	3.00	2.00	
	Math	3.00		
	Music	3.00	2.33	2.50
	Social Studies	3.00	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	3.00
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00		
	Music	3.00	3.00	2.50
	Social Studies	3.00	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	3.00
	Elementary	3.00	3.00	2.86
	HPER	3.00	3.00	
	Math	3.00		
	Music	3.00	2.33	2.50
	Social Studies	3.00	3.00	3.00
Documentation of Colleague Interaction (ED 4700, Seminar 2)	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.86
	HPER	2.67	3.00	
	Math	3.00		
	Music	2.75	3.00	2.50
	Social Studies	3.00	2.00	3.00

Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	3.00
	HPER	2.67	3.00	
	Math	3.00		
	Music	2.75	3.00	3.00
	Social Studies	3.00	3.00	3.00
Diversity Awareness Essay (ED 4710) *(Documentation of diverse learning needs)*	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	3.00
	HPER	2.67	3.00	
	Math	2.00		
	Music	2.75	3.00	2.50
	Social Studies	3.00	3.00	3.00

Clinical Experience #2 (Lesson plans with modifications for diverse learners)	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	3.00
	HPER	3.67	2.00	
	Math	2.00		
	Music	2.75	2.33	2.50
	Social Studies	3.00	3.00	3.00
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	3.00
	Elementary	3.00	3.00	2.71
	HPER	2.67	2.00	
	Math	2.00		
	Music	2.75	2.33	3.00
	Social Studies	3.00	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	3.00
	Elementary	3.00	3.00	2.71
	HPER	2.67	3.00	
	Math	2.00		
	Music	2.75	3.00	3.00
	Social Studies	3.00	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	3.00
	Elementary	2.88	3.00	3.00
	HPER	2.67	3.00	
	Math	2.00		
	Music	2.75	2.33	3.00
	Social Studies	3.00	3.00	3.00
Clinical Experience #2 Assessments scored (Assessment plan)	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	3.00
	HPER	2.00	2.00	
	Math	2.75		
	Music		2.33	3.00
	Social Studies	3.00	2.00	3.00

Clinical Experience #2 Lesson Plans	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	3.00
	HPER	2.67	2.00	
	Math	2.00		
	Music	2.75	2.00	3.00
	Social Studies	3.00	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	3.00	3.00
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	
	Math	2.50		
	Music	2.75	3.00	3.00
	Social Studies	3.00	3.00	3.00
Clinical Experience #2 Lesson Plans *(Instructional strategies; Higher level thinking skills; Application of knowledge)*	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.71
	HPER	3.00	2.00	
	Math	3.00		
	Music	3.00	2.00	3.00
	Social Studies	3.00	2.00	3.00
All SNU Reflection Forms in Portfolio *(Adaptations for communities; adaptations to meet needs of all learners)*	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	3.00
	HPER	3.00	2.00	
	Math	3.00		
	Music	3.00	2.67	2.50
	Social Studies	3.00	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	3.00
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00		
	Music	3.00	3.00	3.00
	Social Studies	3.00	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	3.00
	Elementary	3.00	3.00	3.00
	HPER	3.00	3.00	
	Math	3.00		
	Music	3.00	3.00	3.00
	Social Studies	3.00	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	3.00
	Elementary	3.00	3.00	3.00
	HPER	3.00	2.00	
	Math	3.00		
	Music	3.00	3.00	2.50
	Social Studies	3.00	3.00	3.00

Evaluation Part A from University Supervisor Clinical Experience #2 *(Collaboration with families/communities)*	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	271
	HPER	3.00	3.00	
	Math	3.00		
	Music	3.00	3.00	3.00
	Social Studies	3.00	3.00	3.00
Evaluation Part A from Cooperating Teacher Clinical Experience #2 *(Collaboration with families/communities)*	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.71
	HPER	3.00	3.00	
	Math	3.00		
	Music	3.00	3.00	3.00
	Social Studies	3.00	3.00	3.00

Self-Evaluation Form of Videos Clinical Experience #2 *(Changes from video 1 to video 2)*	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.86
	HPER	3.00	3.00	
	Math	3.00		
	Music	3.00	3.00	2.50
	Social Studies	3.00	2.00	3.00

All SNU Reflection Forms in Portfolio (Adaptations for communities; adaptations to meet needs of all learners)	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	2.50	3.00
	HPER	3.00	3.00	
	Math	3.00		
	Music	3.00	3.00	2.50
	Social Studies	3.00	2.00	3.00

Overall Average Rating	Early Childhood	3.00 SD = .000 (n=3)	3.00 SD = .000 (n=1)	3.00 SD = .000 (n=4)
	Elementary	3.00 SD = .000 (n=4)	2.98 SD=.100 (n=2)	2.90 SD=.115 (n=7)
	HPER	2.85 SD = .167 (n=3)	2.64 SD=.490 (n=1)	
	Math	2.66 SD = .473 (n=2)		
	Music	2.86 SD = .178 (n=4)	2.69 SD=.372 (n=3)	2.72 SD=.253 (n=2)
	Social Studies	2.97 SD = .089 (n=4)	2.68 SD=.476 (n=1)	3.00 SD = .000 (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%

OFFICE OF EDUCATOR PREPARATION
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EPP Transition Points
Disaggregate by Program
Spring 2019 / Fall 2019 / Spring 2020

Findings: **# Passed / # Evaluated**
Average Total Score

PROGRAM	Transition Point #1			Transition Point #2			Transition Point #3			Transition Point #4		
	Spring 2019	Fall 2019	Spring 2020	Spring 2019	Fall 2019	Spring 2020	Spring 2019	Fall 2019	Spring 2020	Spring 2019	Fall 2019	Spring 2020
Early Childhood	5/5 2.84	2/2 3.00	---	1/1 3.00	1/1 2.75	---	4/4 2.86	1/1 2.82		4/4 3.00	1/1 3.00	4/4 3.00
Elementary	9/9 2.98	3/3 2.82	---	4/4 2.94	10/10 2.89	---	6/6 2.61	4/4 2.92	5/5 2.48	7/7 2.90	2/2 2.98	7/7 2.90
HPER	1/1 2.64		---		1/1 3.00	---			1/1 2.45		1/1 2.64	
Math	2/2 3.00		---	1/1 3.00	1/1 3.00	---		1/1 2.95	1/1 2.45			
Music		2/2 2.91	---		1/1 3.00	---	2/2 2.48		1/1 2.45	2/2 2.72	3/3 2.69	2/2 2.72
Social Studies	3/3 2.88	6/6 2.83	---	2/2 2.75	2/2 2.88	---	1/1 2.91	2/2 2.20		1/1 3.00	1/1 2.68	1/1 3.00

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

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Student Teacher EPP Evaluation
Disaggregated by Program

Spring 2019 / Fall 2019 / Spring 2020

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

CRITERIA	Program	Spring 2019	Fall 2019	Spring 2020
Overall Average Rating By Program	Early Childhood	2.51 (n=7)	2.82 (n=3)	
	Elementary	2.56 (n=12)	2.86 (n=11)	2.95 (n=11)
	HPER			2.74 (n=2)
	Math		2.69 (n=3)	2.97 (n=2)
	Music	2.79 (n=6)		3.00 (n=1)
	Social Studies	2.52 (n=2)	2.77 (n=5)	2.71 (n=2)
Learner Development: Learning styles (INTASC 1)	Early Childhood	2.71	3.00	
	Elementary	2.67	3.00	3.00
	HPER			2.50
	Math		2.67	3.00
	Music	2.73		3.00
	Social Studies	2.50	2.80	3.00

Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	Early Childhood	2.57	2.67	
	Elementary	2.74	2.91	2.87
	HPER			2.50
	Math		2.67	3.00
	Music	2.72		3.00
	Social Studies	2.50	2.80	3.00
Learner Development: Collaboration (INTASC 1)	Early Childhood	2.29	2.67	
	Elementary	2.67	2.80	2.93
	HPER			3.00
	Math		2.67	3.00
	Music	2.67		3.00
	Social Studies	2.50	3.00	3.00
Learning Differences: Diversity of Community	Early Childhood	2.43	2.67	
	Elementary	2.64	2.82	2.93
	HPER			3.00
	Math		3.00	3.00
	Music	2.70		3.00
	Social Studies	3.00	3.00	2.50

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Student Teacher EPP Evaluation
University Supervisor and Cooperating Teacher
Spring 2019 / Fall 2019 / Spring 2020

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 2019		Fall 2019		Spring 2020 Only ½ data collected Covid 19	
	Univ. Supervisor (n=11)	Coop. Teacher (n=27)	Univ. Supervisor (n=8)	Coop. Teacher (n=14)	Univ. Supervisor (n=11)	Coop. Teacher (n=11)
Learner Development: Learning styles (INTASC 1)	2.82	2.67	3.00	2.86	3.00	2.91
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	2.82	2.67	3.00	2.71	3.00	2.73
Learner Development: Collaboration (INTASC 1)	2.82	2.56	3.00	2.67	3.00	2.91
Learner Development: Diverse Community (INTASC 2)	2.91	2.65	3.00	2.77	3.00	2.82
Learning Differences: Diverse cultures (INTASC 2)	2.91	2.54	3.00	2.71	2.91	2.91
Learning Differences: English learners (INTASC 2)	2.91	2.48	3.00	2.80	2.82	2.90
Learning Environment: Risk-free (INTASC 3)	2.73	2.85	3.00	2.93	3.00	2.91

Learning Environment: Fairly allocating time and space (INTASC 3)	2.64	2.56	3.00	2.79	3.00	2.91
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.82	2.81	3.00	2.86	3.00	3.00
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.73	2.50	3.00	2.85	2.82	2.73
Content Knowledge: Tools of inquiry (INTASC 4)	2.82	2.37	3.00	2.64	3.00	2.64
Content Knowledge: Prior Knowledge (INTASC 4)	2.82	2.74	3.00	2.86	3.00	2.91
Content Knowledge: Academic Language (INTASC 4)	2.82	2.56	2.88	2.71	3.00	2.91
Content Knowledge: Academic Language (INTASC 4)	2.82	2.48	3.00	2.71	3.00	2.73
Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	2.82	2.70	2.88	2.64	3.00	2.91
Content Knowledge: Uses resources (INTASC 4)	2.82	2.58	3.00	2.91	2.91	2.91
Application of Content: Real world problems (INTASC 5)	2.82	2.44	3.00	2.62	3.00	2.82
Application of Content: Various forms of communication for varied audiences (INTASC 5)	2.73	2.43	2.88	2.79	3.00	2.91
Assessment: Unbiased formative and summative assessment (INTASC 6)	2.73	2.56	2.88	2.64	3.00	2.91
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	2.82	2.50	3.00	2.92	3.00	3.00
Assessment: Use data to understand learners' progress (INTASC 6)	2.82	2.67	3.00	2.71	3.00	2.82
Planning for Instruction: Rigorous learning goals (INTASC 7)	2.82	2.50	3.00	2.71	3.00	2.73

Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	2.82	2.56	2.88	2.57	3.00	3.00
Instructional Strategies: Variety and modifications (INTASC 8)	2.73	2.40	2.88	2.62	3.00	2.91
Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	2.82	2.46	2.75	2.57	3.00	2.64
Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	2.82	2.46	2.75	2.50	3.00	2.73
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	2.82	2.38	3.00	2.57	3.00	2.82
Professional Learning and Ethical Practices: Technology (INTASC 9)	2.82	2.65	2.88	2.90	3.00	2.78
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	2.82	2.68	3.00	2.86	3.00	2.91
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	2.73	2.70	2.88	2.69	3.00	2.80
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	2.82	2.59	2.88	2.62	3.00	2.80
Overall Average Rating	**2.82** SD = .057	**2.58** SD = .121	**2.73**	**2.95**		

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.)

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School of Education
Southern Nazarene University

Student Teacher EPP Evaluation
University Supervisor and Cooperating Teacher
Spring 2019 / Fall 2019 / Spring 2020

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 2019		Fall 2019		Spring 2020 Only ½ data collected Covid 19	
	Univ. Supervisor (n=11)	Coop. Teacher (n=27)	Univ. Supervisor (n=8)	Coop. Teacher (n=14)	Univ. Supervisor (n=11)	Coop. Teacher (n=11)
Learner Development: Learning styles (INTASC 1)	2.82	2.67	3.00	2.86	3.00	2.91
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	2.82	2.67	3.00	2.71	3.00	2.73
Learner Development: Collaboration (INTASC 1)	2.82	2.56	3.00	2.67	3.00	2.91
Learner Development: Diverse Community (INTASC 2)	2.91	2.65	3.00	2.77	3.00	2.82
Learning Differences: Diverse cultures (INTASC 2)	2.91	2.54	3.00	2.71	2.91	2.91
Learning Differences: English learners (INTASC 2)	2.91	2.48	3.00	2.80	2.82	2.90
Learning Environment: Risk-free (INTASC 3)	2.73	2.85	3.00	2.93	3.00	2.91

Learning Environment: Fairly allocating time and space (INTASC 3)	2.64	2.56	3.00	2.79	3.00	2.91
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.82	2.81	3.00	2.86	3.00	3.00
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.73	2.50	3.00	2.85	2.82	2.73
Content Knowledge: Tools of inquiry (INTASC 4)	2.82	2.37	3.00	2.64	3.00	2.64
Content Knowledge: Prior Knowledge (INTASC 4)	2.82	2.74	3.00	2.86	3.00	2.91
Content Knowledge: Academic Language (INTASC 4)	2.82	2.56	2.88	2.71	3.00	2.91
Content Knowledge: Academic Language (INTASC 4)	2.82	2.48	3.00	2.71	3.00	2.73
Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	2.82	2.70	2.88	2.64	3.00	2.91
Content Knowledge: Uses resources (INTASC 4)	2.82	2.58	3.00	2.91	2.91	2.91
Application of Content: Real world problems (INTASC 5)	2.82	2.44	3.00	2.62	3.00	2.82
Application of Content: Various forms of communication for varied audiences (INTASC 5)	2.73	2.43	2.88	2.79	3.00	2.91
Assessment: Unbiased formative and summative assessment (INTASC 6)	2.73	2.56	2.88	2.64	3.00	2.91
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	2.82	2.50	3.00	2.92	3.00	3.00
Assessment: Use data to understand learners' progress (INTASC 6)	2.82	2.67	3.00	2.71	3.00	2.82
Planning for Instruction: Rigorous learning goals (INTASC 7)	2.82	2.50	3.00	2.71	3.00	2.73

Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	2.82	2.56	2.88	2.57	3.00	3.00
Instructional Strategies: Variety and modifications (INTASC 8)	2.73	2.40	2.88	2.62	3.00	2.91
Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	2.82	2.46	2.75	2.57	3.00	2.64
Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	2.82	2.46	2.75	2.50	3.00	2.73
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	2.82	2.38	3.00	2.57	3.00	2.82
Professional Learning and Ethical Practices: Technology (INTASC 9)	2.82	2.65	2.88	2.90	3.00	2.78
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	2.82	2.68	3.00	2.86	3.00	2.91
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	2.73	2.70	2.88	2.69	3.00	2.80
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	2.82	2.59	2.88	2.62	3.00	2.80
Overall Average Rating	**2.82** SD = .057	**2.58** SD = .121	**2.73**	**2.95**		

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.)

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School of Education
Southern Nazarene University

Student Teaching EPP (Part A) Evaluation
Student Teacher Self-Evaluation
Spring 2019 / Fall 2019 / Spring 2020

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 2019 (n=30)	Fall 2019 (n=11)	Spring 2020 (n=14) Data represents 1 of 2 ST Exp. Covid 19
Learner Development: Learning styles (INTASC 1)	2.77	2.91	2.86
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	2.86	2.64	2.79
Learner Development: Collaboration (INTASC 1)	2.70	2.73	2.71
Learner Development: Diverse Community (INTASC 2)	2.77	3.00	2.79
Learning Differences: Diverse cultures (INTASC 2)	2.79	2.82	2.57
Learning Differences: English learners (INTASC 2)	2.74	2.73	2.83
Learning Environment: Risk-free (INTASC 3)	2.80	3.00	3.00
Learning Environment: Fairly allocating time and space (INTASC 3)	2.63	2.82	2.79
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.97	3.00	2.79
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.70	2.91	2.85
Content Knowledge: Tools of inquiry (INTASC 4)	2.67	2.55	2.79
Content Knowledge: Prior Knowledge (INTASC 4)	2.79	2.73	3.00
Content Knowledge: Academic Language (INTASC 4)	2.80	2.73	2.64
Content Knowledge: Academic Language (INTASC 4)	2.83	3.00	2.79

Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	2.87	2.82	2.92
Content Knowledge: Uses resources (INTASC 4)	2.77	2.82	2.57
Application of Content: Real world problems (INTASC 5)	2.66	2.82	2.79
Application of Content: Various forms of communication for varied audiences (INTASC 5)	2.67	2.73	2.64
Assessment: Unbiased formative and summative assessment (INTASC 6)	2.63	2.73	2.50
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	2.79	2.73	2.79
Assessment: Use data to understand learners' progress (INTASC 6)	2.70	2.73	2.79
Planning for Instruction: Rigorous learning goals (INTASC 7)	2.63	2.73	2.77
Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	2.70	2.55	2.64
Instructional Strategies: Variety and modifications (INTASC 8)	2.79	2.64	2.71
Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	2.59	2.73	2.86
Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	2.73	2.64	2.71
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	2.60	3.00	2.79
Professional Learning and Ethical Practices: Technology (INTASC 9)	2.83	2.91	2.93
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	2.75	2.73	2.85
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	2.73	3.00	2.86
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	2.77	2.73	2.71
Overall Average Rating	**2.75** SD =.087	**2.79** SD =.133	**2.78** SD =.116

School of Education
Southern Nazarene University

Student Teacher EPP Evaluation
University Supervisor / Cooperating Teacher / Student Teacher Self-Evaluation
Spring 2019 / Fall 2019 / Spring 2020

Criteria / INTASC Standard	Spring 2019			Fall 2019			Spring 2020 Data NOT complete- Covid 19		
	(n=15)	(n=53)	(n=30)	(n=8)	(n=14)	(n=11)	(n=11)	(n=11)	(n=14)
	Univ. Supvr.	Coop. Teacher	Self	Univ. Supvr.	Coop. Teacher	Self	Univ. Supvr.	Coop. Teacher	Self
Learner Development: Learning styles (INTASC 1)	2.82	2.67	2.77	3.00	2.86	2.91	3.00	2.91	2.86
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	2.82	2.67	2.86	3.00	2.71	2.64	3.00	2.73	2.79
Learner Development: Collaboration (INTASC 1)	2.82	2.56	2.70	3.00	2.67	2.73	3.00	2.91	2.71
Learner Development: Diverse Community (INTASC 2)	2.91	2.65	2.77	3.00	2.77	3.00	3.00	2.82	2.79
Learning Differences: Diverse cultures (INTASC 2)	2.91	2.54	2.79	3.00	2.71	2.82	2.91	2.91	2.57
Learning Differences: English learners (INTASC 2)	2.91	2.48	2.74	3.00	2.80	2.73	2.82	2.90	2.83
Learning Environment: Risk-free (INTASC 3)	2.73	2.85	2.80	3.00	2.93	3.00	3.00	2.91	3.00
Learning Environment: Fairly allocating time and space (INTASC 3)	2.64	2.56	2.63	3.00	2.79	2.82	3.00	2.91	2.79
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.82	2.81	2.97	3.00	2.86	3.00	3.00	3.00	2.79
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.73	2.50	2.70	3.00	2.85	2.91	2.82	2.73	2.85
Content Knowledge: Tools of inquiry (INTASC 4)	2.82	2.37	2.67	3.00	2.64	2.55	3.00	2.64	2.79

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Southern Nazarene University

Student Teacher Disposition Evaluation
University Supervisor and Cooperating Teacher
Spring 2019 / Fall 2019/ Spring 2020

Criteria INTASC & SNU Standard	Spring 2019		Fall 2019		Spring 2020 1 of 2 ST Assign. Covid 19	
	(n=11)	(n= 26)	(n=19)	(n=26)	(n=14)	(n=11)
	Univ. Supvr.	Coop. Teacher	Univ. Supvr.	Coop. Teacher	Univ. Supvr.	Coop. Teacher
Learner Development (INTASC 1, SNU 1)	2.82	2.73	2.84	2.92	3.00	2.79
Learning Differences (INTASC 2, SNU 3)	2.82	2.88	2.89	2.92	2.91	2.86
Learning Environment (INTASC 3, SNU 2)	2.64	2.77	3.00	2.85	2.82	3.00
Content Knowledge (INTASC 4, SNU 6)	2.82	2.50	2.84	2.73	2.91	2.79
Application of Content (INTASC 5, SNU 4)	2.91	2.54	2.89	2.81	2.82	2.86
Assessment (INTASC 6, SNU 9)	2.82	2.27	2.89	2.73	2.82	2.86
Planning for Instruction (INTASC 7, SNU 5)	2.82	2.54	2.95	2.88	2.91	2.93
Instructional Strategies (INTASC 8, SNU 2)	2.91	2.58	3.00	2.77	2.73	3.00
Professional Learning and Ethical Practices (INTASC 9, SNU 10)	2.82	2.54	3.00	2.73	2.73	3.00
Leadership and Collaboration (INTASC 10, SNU 11)	2.73	2.54	3.00	2.85	2.82	3.00
Communication Skills (SNU 13)	2.55	2.62	3.00	2.81	2.91	3.00
Christian Principles (SNU 14)	2.82	2.88	3.00	2.96	3.00	3.00
Overall Ave. Rating	**2.79** SD =.105	**2.62** SD =.176	**2.94** SD = .065	**2.83** SD = .081	**2.92** SD = .091	**2.86** SD =..089

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

HOLD - COVID 19 / PPAT

Student Teachers: Teacher Work Sample (TWS)

The Teacher Work Sample (TWS) has been put on hold/inactive. In the Spring of 2020 all public schools in the immediate metro area moved to a virtual or home based curriculum and environment, due to the pandemic- Covid 19. In addition, the State of Oklahoma has eliminated the Oklahoma Professional Teachers Exam (OPTE) and adopted the Praxis Performance Assessment for Teachers (PPAT). The PPAT will be implemented fully by the Fall of 2021. In preparation for the PPAT the EPP has developed a transition period from Spring 2020 thru the 2020-2021 school year.

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

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

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

Criteria / INTASC Standard	Spring 2019 (n=9)	Fall 2019 (n=8)	Spring 2020 Covid 19
Context of School (InTASC 2)	2.90	2.88	Hold
Context of Classroom (InTASC 2)	2.94	2.88	Hold
Goals of Unit (InTASC 1)	2.69	2.75	Hold
Alignment of OAS with Unit Goals (InTASC 1)	2.67	2.88	Hold
Accommodations/Modifications (InTASC 1)	2.87	2.63	Hold
Content Knowledge (InTASC 4)	2.90	2.75	Hold
Lesson Plans (InTASC 7)	2.84	2.63	Hold
Pre-Test/Post-Test (InTASC 6)	2.73	2.50	Hold
Learning Gains (InTASC 6)	2.59	2.63	Hold
Analysis of Unit Goals (InTASC 6)	2.72	2.63	Hold
Use of Technology (InTASC 7, 9)	2.90	2.75	Hold
Analysis of Lesson Goals (InTASC 6)	2.63	2.25	Hold
SNU Reflection Form (InTASC 9)	2.86	2.63	Hold
Overall Ave. Rating	2.79 SD =.120	2.67 SD =.173	Hold

HOLD - PPAT

Student Teacher Teacher Work Sample Evaluation
Disaggregate by Program
Fall 2017 / Spring 2018 / Fall 2018

CRITERIA	Program	Fall 2017	Spring 2018	Fall 2018
RUBRIC SUMMARY	Early Childhood	2.92 (n=4)		2.31 (n=1)
	Elementary	2.82 (n=9)	3.00 (n=3)	3.00 (n=1)
	HPER	2.87 (n=3)		2.46 (n=1)
	Math	3.00 (n=2)		
	Music	2.92 (n=2)		2.59 (n=3)
	Social Studies	2.31 (n=1)	2.67 (n=4)	2.46 (n=1)
Context of School (InTASC 2)	Early Childhood	3.00		3.00
	Elementary	3.00	3.00	3.00
	HPER		3.00	2.00
	Math			
	Music			3.00
	Social Studies	3.00	3.00	3.00
Context of Classroom (InTASC 2)	Early Childhood	3.00		3.00
	Elementary	3.00	3.00	3.00
	HPER		3.00	3.00
	Math		3.00	
	Music		3.00	2.67
	Social Studies	3.00	3.00	3.00
Goals of Unit (InTASC 1)	Early Childhood	2.50		3.00
	Elementary	2.78	3.00	3.00
	HPER		3.00	3.00
	Math		3.00	
	Music		3.00	2.67
	Social Studies	2.00	3.00	3.00

Alignment of OAS with Unit Goals (InTASC 1)	Early Childhood	2.50		3.00
	Elementary	2.89	3.00	3.00
	HPER		3.00	3.00
	Math		3.00	
	Music		3.00	2.67
	Social Studies	3.00	3.00	1.00
Accommodations Modifications (InTASC 1)	Early Childhood	3.00		3.00
	Elementary	2.89	2.33	3.00
	HPER		3.00	2.00
	Math		3.00	
	Music		3.00	2.33
	Social Studies	2.00	3.00	3.00
Content Knowledge (InTASC 4)	Early Childhood	3.00		3.00
	Elementary	3.00	2.33	3.00
	HPER		3.00	2.00
	Math		3.00	
	Music		3.00	3.00
	Social Studies	2.00	2.50	2.00
Lesson Plans (InTASC 7)	Early Childhood	3.00		3.00
	Elementary	2.44	2.33	3.00
	HPER		3.00	2.00
	Math		3.00	
	Music		3.00	3.00
	Social Studies	2.00	2.50	2.00
Pre-Test / Post-Test (InTASC 6)	Early Childhood	3.00		1.00
	Elementary	2.78	3.00	3.00
	HPER		2.67	2.00
	Math		3.00	
	Music		3.00	2.67
	Social Studies	2.00	3.00	2.00

Learning Gains (InTASC 6)	Early Childhood	3.00		1.00
	Elementary	2.89	3.00	3.00
	HPER		2.67	2.00
	Math		3.00	
	Music		3.00	1.00
	Social Studies	2.00	2.50	2.00
Analysis of Unit Goals (InTASC 6)	Early Childhood	3.00		2.00
	Elementary	3.00	2.66	3.00
	HPER		2.33	3.00
	Math		3.00	
	Music		3.00	2.33
	Social Studies	2.00	2.23	3.00
Use of Technology (InTASC 7,9)	Early Childhood	3.00		3.00
	Elementary	3.00	3.00	3.00
	HPER		3.00	3.00
	Math		3.00	
	Music		3.00	2.33
	Social Studies	3.00	3.00	2.00
Analysis of Lesson Goals (InTASC 6)	Early Childhood	3.00		1.00
	Elementary	2.78	2.66	3.00
	HPER		2.67	3.00
	Math		3.00	
	Music		3.00	2.33
	Social Studies	2.00	2.00	3.00
SNU Reflection Form (InTASC 9)	Early Childhood	3.00		1.00
	Elementary	2.22	2.33	3.00
	HPER		3.00	3.00
	Math		3.00	
	Music		2.00	2.67
	Social Studies	2.00	2.00	3.00

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Student Teaching Video Analysis
2018-2019 & 2019-2020

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)
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
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
Presentation: Candidate used the Effective Teacher Model when presenting the new material. InTASC 8 CAEP 1, SNU 2, OK 14	2.58	2.81
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
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
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
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
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

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
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
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
Overall Average Rating	**2.57** SD =.111	**2.81** SD = .038

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

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Diversity Awareness Essay: Student Teaching
Spring 2019 / Fall 2019 / Spring 2020

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

Criteria	Spring 2019 (n=13)	Fall 2019	Spring 2020 NO DATA Covid 19
Nature & History of Disability	2.77		
Evaluation of IEP	2.77		
Teaching Strategies	2.69		
Suggested Discipline Changes	2.54		
Suggested Strategy Changes	2.69		
Racial Demographics	2.77		
Socioeconomic Diversity	2.69		
Religious Beliefs	2.08		
Special needs: learning disabilities, physical, emotional and any other needs	2.62		
Gender Representation	2.62		
Overall Average	**2.62** SD = .207		

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

OFFICE OF EDUCATOR PREPARATION
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Student Teacher Evaluation of Cooperating Teacher
Spring 2019 / Fall 2019 / Spring 2020

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 2019 (n=32)	Fall 2019 (n=16)	Spring 2020 (n=11) 1st Assignment Only Covid 19
Content Knowledge	2.88	2.94	2.82
Classroom Management / Routines	2.75	2.88	2.82
Teaching Strategies	2.78	2.81	2.73
Cultural Issues	2.78	2.88	2.82
Modifications for Diverse Learners	2.88	2.63	2.55
Mentor: gave support in your teaching	2.84	2.81	2.82
Scaffolding: good pacing for giving you additional teaching responsibilities	2.78	3.00	2.73
Technology (for assessing and teaching)	2.81	2.69	2.64
Overall Average Rating	**2.81** SD =.047	**2.83** SD =.124	**2.74** SD =.102

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 almost 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)
2017-18, 2018-19, 2019-20

Criteria	2017-18 (n= 16)	2018-19 (n= 13)	2019-20 (n=3)
Birth to Age 8 Development (NAEYC 1a)	2.81	2.54	3.00
Multiple Influences (NAEYC 1b)	2.75	2.69	3.00
Learning Environment (NAEYC 1c)	2.69	2.77	3.00
Classroom Behavior Management (NAEYC 1c)	2.50	2.62	2.67
Diverse Family/Community Characteristics (NAEYC 2a)	2.75	2.67	3.00
Supporting Families/Communities (NAEYC 2b)	2.69	2.62	2.67
Family/Community Involvement (NAEYC 2c)	2.67	2.55	2.67
Assessment Benefits/Uses (NAEYC 3a)	2.57	2.62	3.00
Appropriate Assessment Use (NAEYC 3b)	2.57	2.62	2.67
Assessment for Students with Disabilities (NAEYC 3c)	2.73	2.64	3.00
Assessment Partnerships (NAEYC 3d)	2.81	2.73	3.00
Positive Relationships (NAEYC 4a)	2.61	2.92	3.00
Effective Teaching Strategies (NAEYC 4b)	2.63	2.69	3.00
Use of Technology (NAEYC 4b)	2.87	2.77	2.67
Materials/Activities (NAEYC 4c)	2.75	2.77	3.00
Teaching Approaches for Students with Needs (NAEYC 4d)	2.73	2.73	3.00
Teacher Reflection (NAEYC 4d)	2.69	2.69	3.00

Content: Language & Literacy (NAEYC 5a)	2.80	2.62	3.00
Content: Mathematics (NAEYC 5a)	2.73	2.62	3.00
Content: Science (NAEYC 5a)	2.73	2.62	3.00
Content: Social Studies (NAEYC 5a)	2.80	2.70	2.67
Content: The Arts (NAEYC 5a)	2.60	2.80	3.00
Approaches to Developing Content (NAEYC 5b)	2.69	2.75	3.00
Learning Goals/OAS (NAEYC 5c)	2.67	2.69	3.00
Professionalism (NAEYC 6a)	2.87	2.80	2.67
Ethical Standards (NAEYC 6b)	2.69	2.83	3.00
Continuous and Collaborative Learning (NAEYC 6c)	2.75	2.67	3.00
Reflective (NAEYC 6d)	2.75	2.92	2.67
Early Childhood Advocate (NAEYC 6e)	2.60	2.70	2.67
Average Score	**2.71** SD =.091	**2.70** SD =.096	**2.90** SD =.157

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ST SPA - Elementary (ACEI)

Criteria	2017-18 (n=38)	2018-19 (n=21)	2019-20 (n=27) 1st Assign. Only COVID 19
Development, Learning, Motivation ACEI 1.0	2.64	2.64	2.80
English ACEI 2.1a	2.67	2.67	2.91
English ACEI 2.1b	2.78	2.78	2.86
Science ACEI 2.2	2.63	2.63	2.86
Math ACEI 2.3	2.69	2.69	2.96
Social Studies ACEI 2.4	2.58	2.58	2.85
Arts ACEI 2.5	2.60	2.60	2.93
Health Education ACEI 2.6	2.63	2.63	2.92
Physical Education ACEI 2.7	2.58	2.58	2.92
Connection Across Curriculum ACEI 3.1	2.64	2.64	2.85
Integrate and apply Knowledge for Instruction ACEI 3.1	2.62	2.62	2.89
Adapting to diverse students ACEI 3.2	2.75	2.75	2.92
Development of different skills ACEI 3.3	2.70	2.70	2.92
Active Engagement ACEI 3.4	2.70	2.70	2.92
Communication ACEI 3.5	2.70	2.70	2.88
Assessment ACEI 4.0	2.59	2.59	2.85
Reflection of Evaluation ACEI 5.1	2.53	2.53	2.85
Collaboration with families ACEI 5.2	2.45	2.45	2.76
Overall	**2.64** SD =.078	**2.69** SD =.082	**2.88** SD =.051

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ST SPA - Physical Education (SHAPE)

Criteria	2017-18 (n=3)	2018-19 (n=3)	2019-20 (n=2)
1.c	2.33	3.00	2.00
1.d	2.67	3.00	2.50
1.e	2.56	3.00	2.00
3.a	2.44	3.00	2.00
3.aa	2.89	3.00	2.00
3.b	2.67	2.67	3.00
3.c	2.67	3.00	3.00
3.f	2.56	2.67	3.00
3.e	2.67	2.33	3.00
4.a	2.22	2.33	2.50
4.b	2.33	3.00	2.50
4.e	2.44	3.00	2.50
4.c	2.33	2.67	2.50
4.d	2.22	3.00	2.00
5.a	2.33	3.00	1.50
5.b	2.44	3.00	2.00
5.c	2.44	2.67	2.00
6.b	2.67	2.67	3.00
6.a	2.56	3.00	3.00
Average	2.47 SD =.181	2.52 SD =.227	2.42 SD =.479

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ST SPA - Mathematics (NCTM)

Criteria	2017-18 (n= 4)	2018-19 No Candidates	2019-20 (n=3)
2a	2.75		2.67
2b	2.50		2.67
2c	2.75		3.00
2d	3.00		2.67
3a	2.75		2.67
3c.1	2.50		2.67
3c.2	2.75		3.00
3f	2.75		2.67
4b	3.00		3.00
4d	2.75		3.00
4e	3.00		3.00
5b	2.75		2.67
5c.1	2.75		2.67
5c.2	2.75		2.67
5c.3	2.50		3.00
6b	2.75		2.67
6c	2.75		2.67
7c.1	2.75		3.00
7c.2	2.50		3.00
7c.3	2.75		3.00
7c.4	3.00		3.00
Average	2.75 SD =.158		2.83 SD =.171

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:	2017-18 (n=9)	2018-19 (n=3)	2019-20 (n=4)
culture and culture diversity.	2.50	3.00	3.00
time, continuity and change.	2.44	2.33	2.25
people, places and environments.	2.56	2.33	2.75
individual human development and identity.	2.67	2.67	3.00
interactions among individuals, groups and institutions.	2.71	3.00	2.75
power, authority and governance.	2.60	2.33	2.75
how people organize for the production, distribution, and consumption of goods and services.	2.50	2.67	2.50
science and technology as they impact society.	2.57	3.00	2.50
global connections and interdependence	2.43	2.67	2.75
civic ideals and practices.	2.75	3.00	2.75
Average	2.57 SD =.110	2.70 SD =.292	2.70 SD =.230

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Southern Nazarene University

State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
2019 - 2020

Program / Academic Year	Number of Candidates	Qualifying Score	Mea	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Early Childhood							
2017-2018	5	240	232	258-218	40%	67.3%	54.2%
2018-2019	0	240	---	---	n/a		
2019-2020	0	240	---	---	n/a	67.6%	51.2%
Elementary							
2017-2018	6	240	257	246-269	100%	88.1%	81%
2018-2019	7	240	269	241-281	100%		
2019-2020	6	240	251	254-267	100%	86.9%	78.1%
Vocal Music							
2017-2018	0	240	---	---	n/a	82.9%	59.3%
2018-2019	1	240	253	253	100%		
2019-2020	0	240	---	---	n/a	63.6%	45%
Inst. Music							
2017-2018	0	240	---	---	n/a	90.2%	82.2%
2018-2019	0	240	---	---	n/a		
2019-2020	0	240	---	---	n/a	90.2%	78.5%
Mathematics							
2017-2018	2	240	249	257-241	100%	72.1%	61.2%
2018-2019	0	240	---	---	n/a		
2019-2020	2	240	---	---	100%	60%	58%
US History							
2017-2018	2	240	262	283-241	100%	78.1%	74.6%
2018-2019	1	240	259	259	100%		
2019-2020	1	240	247	247	100%	85.7%	69.8%
World History							
2017-2018	1	240	208	208	0%	57.1%	53.6%
2018-2019	1	240	208	208	0%		
2019-2020	0	240	---	---	n/a	78.1%	61%
Physical Education							
2017-2018	2	240	270	272	100%	71.3%	65.4%
2018-2019	1	240	267	267	100%		
2019-2020	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

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	---	---	---	---	---	---

State Licensure Exams
Oklahoma Subject Area Tests (OSAT)

ELEMENTARY EDUCATION (#1)

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Elementary Education							
2016-2017	1	240	247	247	100%	94.2 %	86.1 %
2017-2018	6	240	258	250-269	100%		
2018-2019	6	240	271	241-278	100%		
2019-2020	3	240	253	251-260	100%	93.1%	82.6%

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							
2016-2017	2	240	239	240	50.00%	87.5 %	82.1 %
2017-2018	6	240	255	246-269	100%		
2018-2019	7	240	267	244-281	100%		
2019-2020	3	240	251	254-257	100%	80.8%	73.7%

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

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

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							
2016-2017	---	240	---	---	---	82.1	67.7
2017-2018	---	240	---	---	---		
2018-2019	1	240	253	253	100%		
2019-2020	1	240	250	250	100%	63.6	46.0

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
2016-2017	---	---	---	---	---	---	---
2017-2018	---	---	---	---	---	---	---
2018-2019	1	253	286	249	273	210	238
2019-2020	1	250	229	249	273	255	238

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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							
2016-2017	---	240	---	---	---	87.1	82.2
2017-2018	---	240	---	---	---		
2018-2019	---	240	---	---	---		
2019-2020	---	240	---	---	---	90.2	78.5

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
2016-2017	---	---	---	---	---	---	---
2017-2018	---	---	---	---	---	---	---
2018-2019	---	---	---	---	---	---	---
2019-2020	---	---	---	---	---	---	---

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							
2016-2017	1	240	264	264	100 %	93.9 %	91.1 %
2017-2018	2	240	249	257/241	100%		
2018-2019	0	240	---	---	---		
2019-2020	2	240	287	274-300	100%	60%	58%

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
2016-2017	1	264	280	224	231	260	286	300
2017-2018	2	249	263	254	261	253	250	195
2018-2019	0	---	---	---	---	---	---	---
2019-2020	2	287	300	287	300	300	300	237

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

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

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Social Studies Education							
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

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

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							
2016-2017	---	240	---	---	---	68.9	58.9
2017-2018	---	240	---	---	---		
2018-2019	1	240	208	208	0.0%		
2019-2020	---	240	---	---	---	78.1	61.0

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
2016-2017	---	---	---	---	---
2017-2018	---	---	---	---	---
2018-2019	1	208	216	211	180
2019-2020	---	---	---	---	---

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							
2017-2018	1	240	272	272	100%		
2018-2019	1	240	267	267	100%		
2019-2020	1	240	232	232	0%	70.4	56.0

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
2017-2018	1	272	279	285	249	276	252	265	300
2018-2019	1	267	279	270	262	252	276	300	231
2019-2020	1	232	215	270	236	276	276	265	100

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State of Oklahoma OSAT Means and Subarea Scaled Scores
2019 - 2020

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
003 Vocal/General Music	0 33 71	--- 63.6% 45.1%	--- 241 232	--- 264 251	--- 241 247	--- 265 249	--- 206 194	--- 215 210		
012 Physical Education/Health/Safety	1 71 265	00% 74.1% 56.6%	232 245 239	215 253 249	270 255 252	236 241 237	276 262 259	276 251 255	265 252 247	100 217 191
017 US History/OK History/Gov./Economics	1 77 232	100% 85.7% 69.8%	247 253 249	270 260 257	234 257 254	247 244 243	199 236 224			
018 World History/Geography	0 32 105	--- 78.1% 61.0%	--- 252 243	—-- 257 471	—-- 252 247	—-- 236 219				
050 Elementary Education Subtest 1	3 391 874	100% 93.1% 82.6%	254 257 253	256 261 256	272 267 265	213 225 224				
051 Elementary Education Subtest 2	3 395 893	100% 80.8% 73.7%	267 254 251	256 240 244	276 261 253	261 248 246	260 259 260			
105 Early Childhood Education	0 219 685	--- 67.6% 51.2%	--- 244 237	--- 249 238	--- 242 233	--- 252 245	--- 249 247	--- 221 217		
111 Advanced Mathematics	2 25 69	100% 60.0% 58.0%	287 252 243	300 260 251	288 251 244	300 254 243	300 244 243	300 259 249	237 245 230	

	N	%								
074/174 Oklahoma General Education	5	100%	257	251	267	249	261			
	1109	79.8%	254	254	256	245	260			
	???	78.1%	254	258	253	258	261	255	238	
075 OPTE: PK - 8	6	100%	252	268	266	257	213	226	231	
	506	89.3%	253	265	261	256	227	239	237	
	1186	78.5%	249	259	257	253	223	237	236	
076 OPTE: 6 - 12	3	100%	272	282	279	278	250	248	260	
	294	94.9%	257	267	261	272	240	229	237	
	774	94.7%	257	266	261	273	238	230	239	
045 Elementary Principal Comp. Assessment	34	54.7%	243	246	233	241	266	236	234	
	174	69.0%	246	251	237	242	263	237	239	
	332	66.6%	245	250	236	243	261	235	237	
047 Secondary Principal Comp. Assessment	48	62.5%	242	245	252	250	261	207	225	
	185	62.7%	244	249	258	251	259	214	225	
	333	63.4%	244	249	256	251	259	215	225	
148 Superintendent	15	33.3%	236	253	252	195	258	261	181	
	36	33.3%	236	258	258	188	259	260	174	
	???	48.5%	237	260	259	188	261	259	182	

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						
2016-2017	4	240	251	No data	227-265	75 %
2017-2018	7	240	246	---	235-258	85.7%
2018-2019	7	240	252		227-265	57%
2019-2020	10	240	250	---	226-274	90%
6 - 12						
2016-2017	6	240	264	No data	252-273	100 %
2017-2018	6	240	265	---	243-280	100%
2018-2019	7	240	258		253-266	100%
2019-2020	3	240	268	---	241-287	!00%

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.
2016-17	4	251	259	256	250	256	217	242
2017-18	7	246	253	252	258	222	226	234
2018-19	7	252	263	248	258	250	226	254
2019-20	10	250	264	258	258	223	229	231

6 - 12	n=	Mean Score	Learners / Learning	Instruct. Practice	Professional Environment	Const. Resp. Critical Anal.	Const. Resp. Student Inquiry	Const. Resp. Teacher Assign.
2016-2017	6	264	274	271	272	244	235	253
2017-2018	6	265	271	267	273	250	258	250
2018-2019	7	258	263	270	267	247	223	243
2019-2020	3	268	280	269	265	263	248	260

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							
2016-2017	5	240	251	251	80.00 %	90.9 %	83.00
2017-2018	7	240	246	235/258	85.7%		
2018-2019	7	240	252	227-265	57%		
2019-2020	10	240	250	226-274	90%	89.3%	78.5%

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
2016-2017	5	251	257	254	250	260	226	245
2017-2018	6	246	253	252	258	222	226	234
2018-2019	7	252	263	248	258	250	226	254
2019-2020	10	250	264	258	258	223	229	231

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							
2015-2016	3	240	262	262	100 %	96.9 %	94.8 %
2017-2018	6	240	265	243/280	100%		
2018-2019	7	240	258	253-266	100%		
2019-2020	3	240	268	24-287	100%	94.9%	94.7

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
2016-2017	7	262	275	264	275	241	236	249
2017-2018	6	265	271	267	273	250	258	250
2018-2019	7	258	263	270	267	247	223	243
2019-2020	3	268	280	269	265	263	248	260

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Completers Satisfaction Survey

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 2019 (n= 12)	Fall 2019 (n=3)	SPRING 2020 NO DATA Covid 19	Aggregate (n=15)
1.) A conceptual understanding of the decision maker model.	2.58	2.67		2.63
2.) The development of education as a profession.	2.83	3.00		2.92
3.) The major contemporary problems in public education.	2.83	3.00		2.92
4.) The characteristics of effective teachers.	2.83	3.00		2.92
5.) The historical and philosophical development of education in the United States.	2.67	3.00		2.84
6.) The organization of public schools.	2.67	3.00		2.84
7.) Cultural pluralism as it relates to the public schools.	2.58	3.00		2.79
8.) Democratic principles, free public education, and equal education opportunity.	2.67	3.00		2.84
9.) Appropriate organization of instructional resources and materials for effective teaching.	2.92	3.00		2.96

10.) Sequencing learning activities and experiences both logically and psychologically.	2.75	3.00		2.88
11.) Student self-awareness and positive self-concepts.	2.75	3.00		2.88
12.) Strategies to utilize data in grouping students for learning activities.	2.67	2.67		2.67
13.) Objectives and purposes of education relating to pupils, parents, and other citizens.	2.83	2.67		2.75
14.) Administration and interpretation of assessment techniques (standardized test, sociometrics, etc.)	2.67	3.00		2.84
15.) Conceptualize and predict accurately the interaction of influencing variables on teaching and learning.	2.67	3.00		2.84
16. Design and use of teacher-made tests (diagnostic and achievement, etc.).	2.67	2.67		2.67
17.) The appropriate use of a variety of communication patterns within the classroom.	2.67	3.00		2.84
18.) Plan, implement, and evaluate appropriate educational goals and related experiences for students.	2.83	3.00		2.92
19.) The development of instructional goals and objectives appropriate to student needs and learning modes.	2.75	3.00		2.88
20.) School programs and the participatory role of the teacher in activities which contribute to student and faculty development.	2.67	3.00		2.84
21.) Interaction patterns and the ability to modify plans on the basis of feedback.	2.58	3.00		2.79

22.) Work effectively as a member of an educational team.	2.75	3.00		2.88
23.) Incorporation of reading techniques in content subjects.	2.75	3.00		2.88
24.) Effective interaction and communication with parents.	2.83	3.00		2.92
25.) The professional organizations in education.	2.67	2.67		2.67
26.) The requirements for accreditation, licensure, and certification.	2.58	3.00		2.79
27.) Differentiate among the appropriate roles and responsibilities of pupils, teachers, administrators, paraprofessionals, and parents.	2.67	3.00		2.84
28.) Individual differences among students such as interests, values, cultural, and socio-economic background.	2.67	3.00		2.84
29.) Legal and ethical considerations of school personnel (including the rights and responsibilities of teachers, students, administrators, and staff).	2.75	2.67		2.71
Average Rating	**2.72** SD = .087	**2.93** SD =.137		**2.82** SD =.086

Qualitative Comments (aggregated):

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

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

The program is lacking in helping those in secondary education learn how to create lesson plans and use reading techniques early on in the program. There are also not many subject area related courses to education (i.e. math courses incorporating education techniques). Many of the early childhood/elementary undergrads know much more about what is expected of them

in the classroom than those in secondary when everyone arrives in Professional Decision Making. Also, some of the professors do not know much about technology or know how to use it correctly. It was extremely frustrating at times to have to do assignments and projects in which we might know more than the professor about that type of technology; it is also frustrating that many of the education professors refuse to use Moodle or other types of technology while teaching, when technology is such an integrated tool in the classroom these days. Finally, I believe the program needs more professors who have been in the public school classroom recently. Improving on these things will help the program tremendously.
I would have loved to take a course specifically on classroom management. Tips and tricks could be shared from local teachers.

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

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

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

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

School of Education
Southern Nazarene University

Administrator Evaluation of First Year Teacher (OEQA)
2017-2018 / 2018-19 / 2019-2020

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. For the school years of 2015-16, 2016-17 a Likert scale was used as response criteria. The following criteria was represented by: Strongly Disagree, Disagree, Agree, Strongly Agree. The data recorded for 2017-18 is the percentage of responses that were **Agree or Strongly Agree.**

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

Assessment	2017-2018 (n=12)	2018-2019 (n=6)	2019-2020 (n=4)
1. The teacher understands how learners grow and develop	75%	66.6%	100%
2. The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	83.3%	66.6%	100%
3. The teacher designs and implements developmentally appropriate and challenging learning experiences.	75%	83.3%	100%
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.	66.6%	83.3%	100%
5. The teacher works with others to create environments that support individual and collaborative learning.	91.6%	66.6%	100%
6. The teacher encourages positive social interaction, active engagement in learning, and self motivation.	91%	66.6%	100%
7. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	83.3%	66.6%	100%
8. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	83.3%	66.6%	100%
9. The teacher understands how to connect concepts to each other and to authentic local and global issues.	83.3%	66.6%	100%
10. The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	83.3%	66.6%	100%
11. The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	83.3%	66.6%	100%

12. The teacher understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.	83.3%	66.6%	100%
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.	83.3%	66.6%	100%
14. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	83.3%	66.6%	100%
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.	75%	66.6%	100%
16. The teacher integrates technology effectively and appropriately into instruction.	100%	83.3%	100%
17. The teacher uses technology to manage student and assessment data.	91.6%	83.3%	100%
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).	91.6%	66.6%	100%
19. The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	83.3%	66.6%	100%
20. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.	83.3%	66.6%	100%
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.	83.3%	66.6%	100%
22. The teacher seeks appropriate leadership roles and opportunities to advance the profession.	83.3%	66.6%	100%
23. Overall, preparation/route to certification effectively prepared him/her To have a positive impact on P12 student learning and development.	91.6%	66.6%	100%
Overall Average Rating	**84%** SD = .070	**70%** SD =..064	**100%** SD = .000

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OEQA First Year Teacher Self-Evaluation (OEQA)

2017-2018 / 2018-2019 / 2019-2020

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

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

Questions My educator preparation program prepared me to:	2017 - 2018 (n=2) 4 pt. scale	2018 - 2019 (n=5) 4 pt. scale	2019 - 2020 (n=2) 4 pt. scale
1. understands how learners grow and develop.	3.50	3.40	3.50
2. recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	4.00	3.40	3.50
3. designs and implements developmentally appropriate and challenging learning experiences.	3.00	3.60	4.00
4. uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.00	4.00	4.00
5. works with others to create environments that support individual and collaborative learning.	4.00	3.80	3.50
6. encourages positive social interaction, active engagement in learning, and self motivation.	3.00	3.40	4.00
7. understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	3.50	3.20	3.50
8. creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	3.50	3.40	3.50
9. understands how to connect concepts to each other and to authentic local and global issues.	3.00	3.40	3.50
10. knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	3.00	3.60	4.00
11. understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	4.00	3.40	4.00
12. understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.	4.00	3.60	4.00

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.	4.00	3.80	4.00
14. plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	3.00	3.20	4.00
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.	3.50	3.20	4.00
16. integrates technology effectively and appropriately into instruction.	3.50	3.60	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).	3.00	3.60	4.00
18. engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	3.50	3.80	4.00
19. seeks appropriate leadership roles and opportunities to take responsibility for student learning.	3.50	3.80	3.00
20. seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	3.50	3.60	3.00
21. seeks appropriate leadership roles and opportunities to advance the profession.	3.50	3.80	3.00
Overall Average Rating:	**3.45** SD =.384	**3.55** SD =.227	**3.67** SD =.388

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.*2017 2017-18 (n=18) Response Rate 25.7%	Oct.*2018 2018-19 (n=20) Response Rate 28.6%	Oct.*2019 2019-20 (n=14) 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)	2.60	2.39	2.43
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)	2.70	2.39	2.50
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)	2.60	2.28	2.43
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)	2.60	2.39	2.36
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)	2.60	2.56	2.36
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)	2.60	2.61	2.14
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)	2.40	2.39	2.21

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

10 Year Alumni Survey
2019 - 2020

Names and addresses have been omitted from this data report.

Teaching Assignment	Honors
Putnam city all 4 years. 3rd grade at Windsor hills, 4th grade at Tulakes, 4th grade at Windsor hills (2nd year)	Team leader (this year and last), guiding coalition (leadership team for school), chosen to attend 2 out of state conferences and report back to staff, second place for site teacher of the year
Kindergarten, Will Rogers Elementary School, Putnam City School District	Superstar Teacher
Countryside elementary, kindergarten and 4th gr, Olathe school district.	N/A
1 year SLC (Sped) at Early Childhood school in Frisco ISD, 3 years teaching kinder at Miller Elementary in Frisco ISD, finishing 4 year at Miller but teaching 2nd grade.	Teacher of the year nominee 19-20, Team Lead 19-20, 3 years Co-Leader of PBIS committee, 1 year of Campus Improvement Team, 2 years of Math Vertical Team Co-Leader, 2 years member of Interview Committee, 3 years a leader of Sunshine Committee
Current:. Mid-del public schools, highland Park elementary first grade, past:. Oklahoma City public schools, first grade 9 years..	Top 9 teacher of the year for Oklahoma City public schools, teacher team leader 2017-18, leadership committee 2017/18. Currently I'm in the process of publishing a life coach/life skills curriculum for children that I will be taking in two different districts and schools for them to adopt for children in trauma.
2018-2020 6th grade math at Meadow Brook Intermediate, Mustang Public Schools 2010-2018 8th grade pre-algebra, algebra 1, and geometry at Kenneth Cooper Middle School, Putnam City Public Schools (2016-2017 Instructional Coach at same school)	Teacher of the Year 2016 Math Team Leader 2017, Current 2020 Grant Recipient from Mustang Public Schools Foundation
HS Physics, Athletic Director, Head FB Coach - Bethany Public Schools	Science Department Chair
None	None
Not applicable	Not applicable
1st Grade, Fairview Elementary, Moore Public Schools, Year 2 of teaching	None

University of Arkansas (Comp 1, Comp 2, Advanced Comp), King's High School (AP Literature, English 12, UWHS 131), Newport High School (AP Literature, Honors 9)	Martin Award for Innovation, Department Chair, Publication in Palgrave McMillian Children's Culture Anthology.
Algebra I. Putnam City HS '18-current	None
Putnam City Schools- Apollo Elementary: Library Media Assistant (2016-2017 school year), 5th-grade (2017-2018 school year), 1st-grade Interventionist (2018-2019 school year), Reading Specialist (2019 fall semester)	Lowe's Toolbox for Education grant winner, Spirit of the Eagle Award winner (3 times), RtI at Work attendee
Overholser Elementary, Putnam City Schools, Pre-k	Teaching Team Leader
Putnam Western Oaks- 4th grade OKCPS Columbus elementary (now Jackson) 3rd grade	Na
Will Rogers elementary school 1st grade teacher Putnam city	Super star teacher 2018-2019 in pc, I am one of 3 teachers on the 1st grade planning committee for ela for Putnam city school district
Hilldale Elementary- 2nd grade- Putnam City	N/A
Skyview Elementary in Yukon Public Schools District, 1st grade (2014-present) Greenvale Elementary in Western Heights District, Kindergarten (2011-2014)	Yukon Public School Foundation for Excellence grant recipient 2015 and 2018. Additional honorary award: Lendell Ellis Memorial Grant// leadership role on Math Curriculum Committee
2018-2020 Jenks East Elementary, 4th grade English teacher(all subjects) for the English/Spanish Dual Language Program. 2017-2018 3rd Grade at Broken Arrow Public Schools.	Nothing yet.
Mid-Del Schools - Tinker Elementary School / Kindergarten	NA
Mustang -Lakehoma Elementary, 3rd grade (2017-2018) & Blanchard -Blanchard Intermediate (2019-2020)	N/A
Central Elementary, PUTNAM City, 4th/every subject	None yet!
Earl Harris Elementary, Bethany Public Schools, Kindergarten	Team Leader
Taught 2nd grade for 1 year at Western Heights school Greenvale. Had my own tutoring business briefly.	n/a
2019/2020 7th Geography Mustang Public Schools	Team Leader / AP ELA Cert/ Department Head Mustang Public Schools
Sealy ISD, Sealy JH and HS, 6-12 band; Houston ISD, West Briar MS, 6-8 band; Cypress Fairbanks ISD, Campbell MS, 6-8 band	UIL Sweepstakes and Superior Ratings with concert bands, nominated for Teacher of the Year
Mustang Centennial Elementary, Mustang Public Schools, 2nd Grade	n/a
2009-2015 Western Heights Public Schools (3rd-6th grade), 2015-2020 Duncan Public Schools (3rd grade)	Teacher of the Month April 2019

Highland Park Elementary in Mid-Del school District Physical Education Pk-5th	NA
Tom Wilson Elementary, KatyISD, YCAP	N/A
n/a	n/a
1st year- Yukon Middle School, Yukon Public Schools, 7th grade math 2nd-5th year- West Middle School, Ponca City Public Schools, 6th grade math	2019-20 School site teacher of the year 2019-20 district teacher of the year top three finalist

OFFICE OF EDUCATOR PREPARATION
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Teacher and Leadership Effectiveness (TLE)
Teacher Evaluation
MARZANO 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 EPP that the teacher being evaluated graduated from. This evaluation instrument is NOT an EPP created assessment. The following data is comprised 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.

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	2017		2018		Revised DOMAINS	*2019		*Composite
	Elem. (n=11)	Sec. (n=11)	Elem. (n=15)	Sec. (n=20)		Elem. (n=25)	Sec. (n=12)	Ave. Score (n=37)
CLASSROOM STRATEGIES AND BEHAVIORS	4.09	3.88	3.90	3.81	Standard-Based Planning	3.82	3.64	**3.73**
PLANNING AND PREPARING	4.00	3.78	3.94	3.97	Standard-Based Instruction	3.88	4.30	**4.09**
REFLECTING ON TEACHING	4.00	4.09	4.03	3.93	Conditions for Learning	4.11	4.24	**4.17**
COLLEGIALITY AND PROFESSIONALISM	4.18	4.00	4.17	3.78	Professional Responsibilities	4.14	4.50	**4.32**

Total Marzano Evaluation Scores	3.88 SD= .414	3.78 SD= .320	4.01 SD= .120	3.87 SD=.092	Total Marzano Evaluation Scores	3.98	3.61	3.80
Indicators	Elem. (n=1-13)	Sec. (n=1-12)	Elem. (n=1-13)	Sec. (n=1-12)	**Indicators**	Elem. (n=1-24)	Sec. (n=1-12)	**Ave. Score (n=37)**
Providing Rigorous Learning Goals and Performance Scales (Rubrics)	3.50	3.48	No Data	No Data	Planning Standards-Based Lessons/Units	3.83	3.18	3.50
Tracking Student Progress	3.83	3.62	4.13	3.82	Aligning Resources to Standard(s)	4.00	3.67	3.83
Celebrating Success	4.00	4.00	No Data	No Data	Planning to Close the Achievement Gap Using Data	3.60	4.67	4.13
Establishing Classroom Routines	4.08	4.11	No Data	No Data	Identifying Critical Content from the Standards	3.83	3.18	3.51
Organizing Physical Layout of the Classroom	4.06	4.06	No Data	No Data	Previewing New Content	3.92	3.50	3.71
Identifying Critical Content	3.83	3.77	3.50	3.73	Helping Students Process New Content	4.07	4.25	4.16
Organizing Students to Interact with New Content	4.00	3.86	3.83	4.04	Using Questions to Help Students Elaborate on Content	3.80	3.33	3.57
Previewing New Content	4.00	4.00	3.50	3.73	Reviewing Content	4.00	4.00	4.00
Grouping Content into Usable "bites"	4.05	3.93	No Data	No Data	Helping Students Examine Similarities and Differences	4.00	4.14	4.07
Helping Students Process New Content	4.50	3.98	3.88	4.02	Helping Students Examine Their Reasoning	4.22	4.50	4.36
Helping Students Elaborate on New Content	4.00	3.75	3.50	3.75	Helping Students Revise Knowledge	4.00	4.33	4.17
Helping Students Record and	4.00	3.75	No Data	No Data	Helping Students	4.00	5.00	4.50

Represent Knowledge					Engage in Cognitively Complex Tasks			
Helping Students Reflect on Learning	4.00	3.80	No Data	No Data	Using Formative Assessment to Track Progress	4.00	4.50	4.25
Reviewing Content	4.17	3.88	3.88	3.73	Providing Feedback and Celebrating Progress	3.73	3.67	3.70
Organizing Students to Practice and Deepen Knowledge	4.00	3.75	3.91	3.86	Organizing Students to Interact with Content	3.75	4.00	3.88
Using Homework	No Data	3.60	No Data	No Data	Establishing and Acknowledging Adherence to Rules and Procedures	4.14	4.00	4.07
Helping Students Examine Similarities and Differences	4.00	3.86	4.20	3.90	Using Engagement Strategies	4.17	3.64	3.90
Helping Students Examine Their Reasoning	4.00	3.86	3.75	4.00	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	4.33	4.29	4.31
Helping Students Practice Skills, Strategies, and Processes	4.14	4.11	4.00	3.86	Communicating High Expectations for Each Student to Close the Achievement Gap	4.36	4.00	4.18
Helping Students Revise Knowledge	No Data	3.75	4.25	3.75	Promoting Teacher Leadership and Collaboration	3.85	4.33	4.09
Organizing Students for Cognitively Complex Tasks	No Data	4.00	3.67	3.86	Adhering to School/District Policies and Procedures	4.00	3.70	3.90
Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	4.00	3.83	4.50	3.75	Maintaining Expertise in Content and Pedagogy	3.67	2.00	2.83

Providing Resources and Guidance for Cognitively Complex Tasks	No Data	4.00	3.50	2.50	Promoting Teacher Leadership and Collaboration	3.67	2.50	3.08
Noticing When Students are Not Engaged	3.78	3.88	No Data	4.00	Noticing When Students are Not Engaged	No Data	4.00	4.00
Using Academic Games	4.50	4.25	No Data	4.00	Using Academic Games	No Data	4.00	4.00
Managing Response Rates	3.87	3.69	No Data	3.66	Managing Response Rates	No Data	2.00	2.00
Using Physical Movement	4.00	4.00	No Data	No Data	Using Physical Movement	No Data	5.00	5.00
Maintaining a Lively Pace	3.80	3.78	No Data	No Data	Maintaining a Lively Pace	No Data	4.00	4.00
Demonstrating Intensity and Enthusiasm	4.40	4.27	No Data	No Data	Demonstrating Intensity and Enthusiasm	No Data	3.00	3.00
Using Friendly Controversy	No Data	No Data	No Data	No Data	Using Friendly Controversy	No Data	No Data	No Data
Providing Opportunities for Students to Talk about Themselves	4.25	4.38	No Data	No Data	Providing Opportunities for Students to Talk about Themselves	No Data	5.00	5.00
Presenting Unusual or Intriguing Information	No Data	No Data	No Data	No Data	Presenting Unusual or Intriguing Information	No Data	No Data	No Data
Demonstrating Withitness	4.33	4.18	No Data	4.33	Demonstrating Withitness	No Data	3.00	3.00
Applying Consequences for Lack of Adherence to Rules and Procedures	3.50	3.64	No Data	No Data	Applying Consequences for Lack of Adherence to Rules and Procedures	No Data	3.00	3.00
Acknowledging Adherence to Rules and Procedures	4.00	4.20	4.10	3.86	Acknowledging Adherence to Rules and Procedures	No Data	No Data	No Data
Understanding Students? Interests and Backgrounds	4.00	4.00	No Data	4.00	Understanding Students? Interests and Backgrounds	No Data	4.50	4.50

Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	4.58	4.51	No Data	5.00	Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	No Data	4.00	4.00
Displaying Objectivity and Control	4.21	4.17	No Data	5.00	Displaying Objectivity and Control	No Data	5.00	5.00
Demonstrating Value and Respect for Low Expectancy Students	4.00	4.13	No Data	5.00	Demonstrating Value and Respect for Low Expectancy Students	No Data	4.50	4.50
Asking Questions of Low Expectancy Students	4.00	4.00	No Data	4.00	Asking Questions of Low Expectancy Students	No Data	No Data	No Data
Probing Incorrect Answers with Low Expectancy Students	4.00	4.00	No Data	No Data	Probing Incorrect Answers with Low Expectancy Students	No Data	No Data	No Data
Effective Scaffolding of Information within Lessons	4.00	4.00	No Data	4.00	Effective Scaffolding of Information within Lessons	No Data	No Data	No Data
Lessons within Units	4.00	3.85	3.80	3.77	Lessons within Units	No Data	No Data	No Data
Attention to Established Content Standards	3.89	3.97	No Data	5.00	Attention to Established Content Standards	No Data	No Data	No Data
Use of Available Traditional Resources	4.00	3.89	4.00	3.87	Use of Available Traditional Resources	No Data	No Data	No Data
Use of Available Technology	4.17	3.93	No Data	5.00	Use of Available Technology	No Data	5.00	5.00
Needs of English Language Learners	4.00	No Data	No Data	No Data	Needs of English Language Learners	No Data	No Data	No Data
Needs of Special Education Students	4.00	4.00	No Data	No Data	Needs of Special Education Students	No Data	No Data	No Data
Needs of Students Who Lack Support for	4.13	4.23	No Data	No Data	Needs of Students Who Lack Support for	No Data	No Data	No Data

Schooling					Schooling			
Identifying Areas of Pedagogical Strength and Weakness	4.00	3.92	No Data	No Data	Identifying Areas of Pedagogical Strength and Weakness	No Data	4.50	4.50
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	4.00	4.00	No Data	No Data	Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	No Data	No Data	No Data
Developing a Written Growth and Development Plan	4.00	No Data	No Data	No Data	Developing a Written Growth and Development Plan	No Data	4.50	4.50
Monitoring Progress Relative to the Professional Growth and Development Plan	4.00	No Data	No Data	No Data	Monitoring Progress Relative to the Professional Growth and Development Plan	No Data	No Data	No Data
Promoting Positive Interactions with Colleagues	4.40	4.24	No Data	No Data	Promoting Positive Interactions with Colleagues	No Data	No Data	No Data
Promoting Positive Interactions about Students and Parents	4.17	4.12	No Data	No Data	Promoting Positive Interactions about Students and Parents	No Data	No Data	No Data
Seeking Mentorship for Areas of Need or Interest	4.00	3.83	No Data	No Data	Seeking Mentorship for Areas of Need or Interest			
Mentoring Other Teachers and Sharing Ideas and Strategies	4.50	5.00	No Data	No Data	Mentoring Other Teachers and Sharing Ideas and Strategies			
Adhering to District and School Rules and Procedures	4.17	4.18	No Data	No Data	Adhering to District and School Rules and Procedures		5.00	5.00
Participating in District and School Initiatives	4.33	4.28	No Data	No Data	Participating in District and School Initiatives		5.00	5.00

Overall Evaluation Score	4.06 SD = .214	3.99 SD = .250	3.88 SD = .288	4.03 SD = .527				3.98 SD = .254

Teacher and Leadership Effectiveness (TLE)
Teacher Evaluation Period: 2019
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	2017		2018		2019		Ave. Score (n=196)
	Elementary (n=13)	Secondary (n=26)	Elementary (n=37)	Secondary (n=44)	Elementary (n=30)	Secondary (n=56)	
CLASSROOM MANAGEMENT	3.56	3.73	3.50	3.54	3.85	3.71	3.65 3.55 State Ave.
Preparation	3.55	3.70	3.43	3.48	3.72	3.69	3.60
Discipline	3.73	3.89	3.54	3.61	3.96	3.65	3.73
Climate	3.55	3.74	3.57	3.61	3.86	3.60	3.66
Lesson Plan	3.55	3.59	3.41	3.37	3.76	3.66	3.56
Assessment	3.27	3.49	3.35	3.32	3.75	3.48	3.44
Student Relations	3.73	3.96	3.68	3.84	4.24	3.74	3.87
INSTRUCTIONAL EFFECTIVENESS	3.53	3.65	3.37	3.54	3.69	3.59	3.56
Literacy	3.40	3.43	3.32	3.27	3.62	3.34	3.40
Standards	3.30	3.48	3.35	3.34	3.57	3.30	3.39
Involves Learners	3.50	3.74	3.43	3.44	3.69	3.78	3.60

Explains Content	3.60	3.78	3.46	3.37	3.76	3.74	3.62
Directions	3.70	3.76	3.43	3.56	3.69	3.64	3.63
Models	3.60	3.81	3.51	3.55	3.79	3.66	3.65
Monitors	3.50	3.71	3.38	3.34	3.62	3.58	3.52
Adjusts	3.30	3.54	3.24	3.27	3.90	3.46	3.45
Closure	3.30	3.39	3.24	3.28	3.41	3.40	3.34
Student Achievement	3.60	3.58	3.35	3.30	3.62	3.42	3.48
Professional Growth / Cont. Improvement	**3.70**	**3.78**	**3.57**	**3.63**	**3.93**	**3.70**	**3.72**
Professional Development	3.60	3.65	3.57	3.48	3.86	3.48	3.61
Professional Accountability	3.80	3.85	3.57	3.77	4.00	3.66	3.78
Effective Interpersonal Skills	**3.80**	**3.85**	**3.54**	**3.70**	**3.83**	**3.69**	**3.74** State Ave. 3.60
Professional Involvement & Leadership	**3.60**	**3.81**	**3.68**	**3.55**	**3.86**	**3.83**	**3.72** State Ave. 3.49
Overall Evaluation Score	**3.56** SD = .157	**3.69** SD = .152	**3.46** SD = .123	**3.49** SD = .164	**3.78** SD =.171	**3.60** SD =.144	**3.60** SD = .135

InTASC Standards alignment with EPP Rubrics

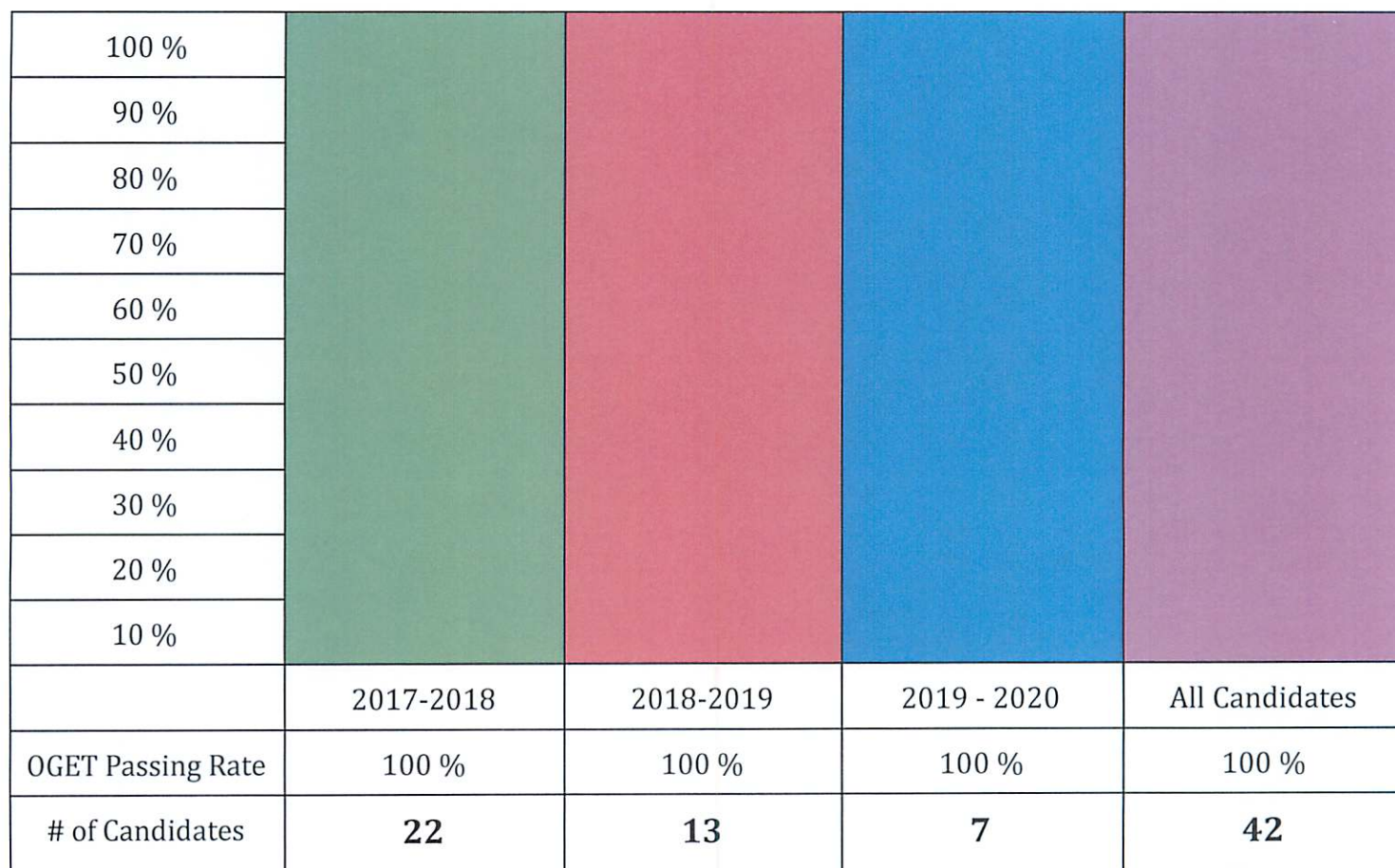| InTASC Standard	ST PPAT	ST PART A	ST Disposit.	Portfolio #1	#2	#3	#4	ST Video	1st yr. Teacher	ST Diversity	ST Part A Univ./ Coop./ ST	Survey 1 / 3 / 5	Part A ST Self	Interview	1st yr TWS
InTASC #1	X	X	X	X	X	X			X		X	X	X	X	X
InTASC #2	X	X	X	X	X	X		X	X	X	X	X	X	X	
InTASC #3		X	X	X		X	X	X	X	X	X	X	X		
InTASC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

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

State Licensure Exams Oklahoma General Education Exam (OGET)

Certificate Area	2017-18	2018-19	2019-20	Qualifying Score	Mean	Overall Passing%
Early Childhood	3		2	240	240 or <	100 %
Elementary	9	6	2	240	240 or <	100 %
Math		2	1	240	240 or <	100 %
Social Studies	3	2	1	240	240 or <	100 %
Physical Education	3		1	240	240 or <	100 %
Instrumental Music	1			240	240 or <	100 %
Vocal Music	3	3		240	240 or <	100 %
TOTAL	22	13	7	240	240 or <	100 %

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Oklahoma General Education Test (OGET)
Passing Rate

	2017-2018	2018-2019	2019 - 2020	All Candidates
OGET Passing Rate	100 %	100 %	100 %	100 %
# of Candidates	22	13	7	42

Y-axis: 100 %, 90 %, 80 %, 70 %, 60 %, 50 %, 40 %, 30 %, 20 %, 10 %

DISPOSITION - LEAP Day
Data Analysis
2020

LEAP Day is a campus wide activity for all Schools or Departments. All majors are required to attend LEAP Day activities, one day during morning class hours designated during the Spring semester. The data listed below has been collected from both Early Education and Elementary Education majors.

Year of LEAP Day Activities	Total Average Percent Correct	Standard Deviation
2018	72%	.171
2019	73%	.156
2020	**NO DATA - Covid 19**	----
Total Average	72.5%	.163

There were 16 students that took the same questionnaire two (2) years consecutively, 2017-2018. Eleven (11) of these students improved their disposition score. Three (3) students declined and two (2) students remained the same.

Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
2017	29	54	86	61	82	82	79	71	68	75	54	86	82	68	82	57
+/o/-	+	+	o	+	+	-	+	+	-	+	-	+	+	+	o	+
2018	32	86	86	86	86	79	86	86	54	89	43	89	86	75	82	79

There were five (5) students that took consecutive questionnaires in 2018 - 2019. All five (5) showed a decrease in their Disposition score from 2018 to 2019.

Year	1	2	3	4	5
2018	46	71	54	89	89
+/o/-	-	-	-	-	-
2019	32	39	43	68	82

There were ten (10) students that took the same questionnaire three (3) consecutive years, 2017, 2018 and 2019. Seven (7) of the students increased their score from 2017 to 2018. The following year, seven (7) students scores increased from the previous year. Two (2) students decreased their score and one (1) remained the same.

Year	1	2	3	4	5	6	7	8	9	10
2017	61	57	79	75	79	71	68	61	61	68
+/o/-	-	+	+	-	+	+	-	+	+	+
2018	57	82	82	64	93	82	64	82	68	79
+/o/-	+	-	+	+	-	+	+	+	+	o
2019	82	68	93	75	82	89	89	86	75	79

DIVERSITY - LEAP Day
Data Analysis
2020

LEAP Day is a campus wide activity for all Schools or Departments. All majors are required to attend LEAP Day activities, one day during morning class hours designated during the Spring semester. The data listed below has been collected from both Early Education and Elementary Education majors.

Year of LEAP Day Activities	Total Average Percent Correct	Standard Deviation among percentages
2018	42%	.154
2019	43%	.223
2020	**NO DATA - Covid 19**	----
Total Average	42.5%	.188

DIVERSITY QUESTIONS	2018 % Correct N = 45	2019 % Correct N = 39	2020 No Data Covid 19	Total Average % Correct
1. According to the Children's Defense Fund (CDF;2010), how often is a child born into poverty in the U.S. ?	66%	54%	---	---
2. According to the Center for American Progress, what proportion of U.S. citizens will live at least one year of their lives in poverty ?	66%	77%	---	---
3. Most poor people in the U.S. live (Sherman,2006):	22%	13%	---	---
4. Which sorts of areas in the U.S. are seeing the greatest increase in poverty rates (Freeman,2010) ?	18%	28%	---	---
5. One of ten white children in the U.S. is poor according to CDF (2008). What proportion of Latino children in the U.S. is poor ?	80%	69%	---	---
6. According to a study sponsored by the Pew Research Center (Taylor, et al.,2010), the median wealth of white households in the U.S. is how many times larger than that of African American households ?	.09%	15%	---	---
7. According to the National Coalition for the Homeless (NCH, 2009), what proportion of homeless men in U.S. are military veterans ?	55%	54%	---	---

8. According to wealth analysis group WealthInsight (as referenced by Rushe, 2012), during President Barack Obama's first term in office, the number of millionaires in the United States.	.02%	10%	---	---
9. Identify the source of this quote: "We have deluded ourselves into believing the myth that capitalism grew and prospered out of the Protestant ethic of hard work and sacrifices. Capitalism was built on the exploitation of black slaves and continues to thrive on the exploitation of the poor, both black and white, both here and abroad."	44%	61%	---	---
10. In low-poverty U.S. schools, one out of every nine courses is taught by a teacher who is not certified to teach it. In high-poverty schools the proportion is (Almy & Theokas, 2010):	51%	41%	---	---

There were 16 students that took the same questionnaire two (2) years consecutively, 2017-2018. Ten (10) of these students improved their diversity awareness. Four (4)students declined and two (2) students remained the same. There were only two (2) students that took consecutive questionnaires in 2018 - 2019. One (1) student identified as taking Diversity questionnaire in 2017 & 2019.

Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
2017	30	40	30	40	30	40	30	30	40	30	40	30	50	10	50	50
+/o/-	o	+	+	-	+	+	+	+	+	+	-	o	-	+	-	+
2018	30	50	60	20	40	60	40	40	90	50	30	30	40	20	20	60

There were nine (9) students that took the same questionnaire three (3) consecutive years, 2017, 2018 and 2019. All nine (9) students ether increased their score or duplicated their score from 2017 to 2018. The following year, seven (7) students scores decreased from the previous year. One (1) student increased their score and one (1) remained the same.

Year	1	2	3	4	5	6	7	8	9
2017	20	40	50	30	50	50	10	10	50
+/o/-	+	+	o	+	+	o	+	+	o
2018	40	50	50	50	70	50	60	40	50
+/o/-	o	-	-	+	-	-	-	-	-
2019	40	40	40	100	60	40	40	20	40

Southern Nazarene University
Educator Preparation Program
2019 - 2020

Survey for Kindergarten and Primary First-Year Teachers to Use with Students
(Based on InTASC Standards)

HOLD

The Survey for Kindergarten and Primary First-Year Teachers to Use with Students has been put on hold/inactive.
In the Spring of 2020 all public schools in the immediate metro area moved to a
virtual or home based curriculum and environment, due to the pandemic Covid 19.

Survey for Elementary First-Year Teachers to Use with Students
(Based on InTASC Standards)

HOLD

The Survey for Elementary First-Year Teachers to Use with Students has been put on hold/inactive.
In the Spring of 2020 all public schools in the immediate metro area moved to a
virtual or home based curriculum and environment, due to the pandemic Covid 19.

Survey for Middle and High School First-Year Teachers to Use with Students
(Based on InTASC Standards)

HOLD

The Survey for Middle and High School First-Year Teachers to Use with Students has been put on hold/inactive.
In the Spring of 2020 all public schools in the immediate metro area moved to a
virtual or home based curriculum and environment, due to the pandemic Covid 19.

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Evaluation of First-Year Teachers by University Faculty

HOLD

The Evaluation of First Year Teachers by University Faculty has been put on hold/inactive. In the Spring of 2020 all public schools in the immediate metro area moved to a virtual or home based curriculum and environment, due to the pandemic Covid 19.

New Assessment: 2016-2017 was the first year to formalize criteria to evaluate graduates in their first year of teaching.

Criteria	2016-17 (n=9)	2017-18 (n= 9)	2018-19 (n=8)	2019-20
Teacher regularly assesses individual and groups of students to design and modify instruction to meet learners' needs. **(INTASC 1)**	2.44	2.44	2.44	HOLD
Teacher understands that learners vary in their cognitive, linguistic, social, emotional, and physical needs and meets the needs of all learners. **(INTASC 1)**	2.56	2.56	2.56	HOLD
Teacher creates developmentally appropriate instruction based on learners' individual strengths, interests, and needs. **(INTASC 1)**	2.70	2.67	2.69	HOLD
Teacher collaborates with families, colleagues, and other professionals to promote learner growth and development. **(INTASC 1)**	2.40	2.33	2.37	HOLD
Teacher uses understanding of diverse cultures and communities to ensure inclusive learning environments that enables each learner to meet high standards. **(INTASC 2)**	2.67	2.63	2.65	HOLD
Teacher creates learning environments and lessons that ensure that learners feel valued and learn to value each other. **(INTASC 2)**	2.60	2.56	2.58	HOLD
Teacher collaborates with others to build safe, positive learning environment that encourages positive social interaction. **(INTASC 3)**	2.50	2.44	2.47	HOLD

Teacher scaffolds self-directed and collaborative learning for all learners. **(INTASC 3)**	2.50	2.44	2.47	HOLD
Teacher promotes responsible appropriate learner use of interactive technologies to extend the possibilities for learning locally and globally. **(INTASC 3)**	2.33	2.25	2.29	HOLD
Teacher motivates learners by using strategies that assist learners to take ownership of his/her learning. **(INTASC 3)**	2.70	2.67	2.69	HOLD
Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches. **(INTASC 4)**	2.60	2.56	2.58	HOLD
Teacher engages learners in experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. **(INTASC 4)**	2.50	2.43	2.47	HOLD
Teacher develops and implements projects that guide learners in analyzing the complexities for an issue. **(INTASC 5)**	2.60	2.56	2.58	HOLD
Teacher engages learners in evaluating novel approaches, seeking inventive solutions to authentic local and global problems, and developing original work. **(INTASC 5)**	2.38	2.29	2.34	HOLD
Teacher engages all learners in appropriate use of technologies for research of content areas for sharing information locally and globally. **(INTASC 5)**	2.56	2.50	2.53	HOLD
Teacher balances use of formative and summative assessments as appropriate to support, verify, and document learning. **(INTASC 6)**	2.50	2.44	2.47	HOLD
Teacher designs assessments that match learning objectives and minimizes sources of bias that can distort results. **(INTASC 6)**	2.56	2.50	2.53	HOLD
Teacher works independently and collaboratively to examine test and performance data. **(INTASC 6)**	2.40	2.33	2.37	HOLD
Teacher continually seeks appropriate ways to employ technology to support assessment practice. **(INTASC 6)**	2.56	2.55	2.56	HOLD

Teacher individually and collaboratively selects and creates appropriate learning experiences for all learners. (INTASC 7)	2.60	2.56	2.58	HOLD
Teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skills. (INTASC 7)	2.60	2.56	2.58	HOLD
Teacher plans for instruction based on formative and summative assessment data. (INTASC 7)	2.56	2.50	2.53	HOLD
Teacher plans with professionals who have specialized expertise to design and jointly deliver learning experiences for all learners. (INTASC 7)	2.50	2.44	2.47	HOLD
Teacher plans in relation to short- and long-range goals, and systematically adjusts plans when necessary. (INTASC 7)	2.40	2.33	2.37	HOLD
Teacher uses appropriate strategies and resources to adapt instruction to meet the needs of all learners, including English learners. (INTACS 8)	2.44	2.38	2.41	HOLD
Teacher engages learners in assessing their progress and adjusts instruction in response to learner's needs. (INTASC 8)	2.60	2.56	2.58	HOLD
Teacher varies his/her roles (instructor, facilitator, coach, audience) in purpose of instruction and learners' needs. (INTASC 8)	2.50	2.44	2.47	HOLD
Teacher asks questions to stimulate discussion for the purpose of stimulating curiosity, seeking different perspective, and helping students to question ideas and perspectives. (INTASC 8)	2.60	2.56	2.58	HOLD
Teacher engages in ongoing professional learning to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences. (INTASC 9)	2.60	2.56	2.58	HOLD
Teacher collaborates with colleagues for systemic observations, sharing information about learners, and to share research. (INTASC 9)	2.56	2.50	2.53	HOLD

Teacher seeks professional, community, and technological resources for the purpose of providing engaging learning experiences for all learners. **(INTASC 9)**	2.56	2.50	2.53	HOLD
Teacher advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media. **(INTASC 9)**	2.33	2.25	2.29	HOLD
Teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning. **(INTASC 10)**	2.67	2.63	2.65	HOLD
Teacher engages collaboratively in school-wide effort to build a shared vision and supportive culture. **(INTASC 10)**	2.56	2.50	2.53	HOLD
Teacher uses technology and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. **(INTASC 10)**	2.50	2.43	2.47	HOLD
Overall Ave. Rating	**2.46** SD =.097	**2.48** SD = .109	**2.51** SD =.100	HOLD

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

Student Surveys of their First Year Teachers Impact on Student Learning
Student Surveys of their First Year Teachers
Pre-K, Kindergarten, Middle and High School

HOLD

The Student Survey of First Year Teachers was put on hold/inactive for the 2019-2020 school year. In the Spring of 2020 all public schools in the immediate metro area moved to a virtual or home based curriculum and environment, due to the pandemic Covid 19.

INSTRUCTIONS:
Read the following statement and place an X in the box that best describes your rating of the item. If you strongly agree with the statement, put an X in the box under the #5; if you agree with the statement, put an X in the box under #4; if you have no opinion, put an X in the box under #3; if you disagree, put an X in the box under #2; and if you strongly disagree, put an X in the box under #1. Statistics were based on a five (5) point scale.

Statements / Questions	2018-19	2019-20
1. My teacher knows the subject(s) that s/he teaches and relates it to our prior knowledge. (4j)	3.20	Hold
2. My teacher gives me extra help when I need it. (1f, 2a).	3.59	Hold
3. My teacher encourages me to ask questions when I want to know more information about a topic. (4b)	3.75	Hold
4. My teacher relates the daily concept to state standards. (4a)	3.26	Hold
5. My teacher uses many different strategies to teach new concepts; s/he makes learning new concepts easy and interesting. (7b)	3.74	Hold
6. My teacher uses many different resources and encourages me to use many different resources to help me learn new things. (8a)	3.74	Hold
7. If I am struggling with a long, hard assignment, my teacher changes the assignment so I can complete it. (8b)	2.57	Hold
8. If I already know something, my teacher lets me do a different assignment such as do research on a related topic. (8b)	2.33	Hold
9. My teacher gives assignments other than worksheets (e.g. experiments, projects, multimedia presentations, skits, or other creative projects); s/he understands there are many ways I can show that I know the material. (6k)	3.34	Hold
10. My teacher gives assignments other than worksheets (e.g. experiments, projects, multimedia presentations, skits, or other creative projects); s/he understands there are many ways I can show that I know the material. (6k)	3.19	Hold
11. My teacher is fluent with technology; s/he shows the class how to use different programs and find information on the Internet; and encourages me to use different forms of technology. (3m, 4g)	3.00	Hold
12. My teacher asks "Why" questions and expects me to explain my answers; s/he makes me think. (5d, 5m, 8f)	3.52	Hold
13. My teacher makes learning about other cultures interesting.	3.36	Hold

(4m)		
14. My teacher helps me learn and use academic words and other vocabulary words. (4j)	3.36	Hold
15. My "teacher understands how current themes (e.g. civic literacy, health literacy, global awareness) connect to core subjects and knows how to weave those themes into meaningful experiences." (5j)	3.37	Hold
16. My teacher encourages me to collaborate with my classmates so we can learn from each other. (3j)	3.43	Hold
17. My teacher explains how to use what I learn in school outside of school. (5b)	3.40	Hold
18. My classroom is a safe place to learn. (3k)	3.32	Hold
19. My teacher knows when I have a misunderstanding about a concept, and s/he guides me to an accurate understanding. (4k)	3.62	Hold
20. My teacher helps me understand what I need to do to make better grades. (6m)	3.40	Hold
Average Total	**3.33** SD = .359	Hold