

MID-AMERICA CHRISTIAN UNIVERSITY PASS RATE FOR CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS	2017-2018	2018-2019	2019-2020	2019-2020 STATE PASS RATE
OGET	100%	75%	50%	75.4%
OSAT	76.5%	82.6%	73.3%	67.7%
OPTE	90%	93.3%	66.7%	78.5%
PPAT		100%	100%	
Secondary Principal Comp. Assessment	N/A	N/A	100%	63.4%
MACU OVERALL PASS RATE FOR ALL TESTS	88.8%	87.7%	78%	81.7%

ANNUAL REPORTING MEASURES FOR CAEP/STATE ACCREDITATION:

IMPACT ON P-12 STUDENT LEARNING AND DEVELOPMENT (COMPONENT 4.1)

Teacher Work Sample

This capstone project completed during the student teaching semester is a reflective look at how a future teacher can impact P-12 students. Each student teacher develops a unit plan, assesses students before and after the unit, and teaches lessons between assessments and evaluation data collected from students during the process. Student teachers also reflect on their impact on the learning of the P-12 students and set goals for future professional development.

Component 1: Analysis of Learners: Candidates use demographics of the community, school district, school and classroom to describe students in terms of who they are culturally, personally, exceptionalities and classroom interaction to give them information about how to choose assessments, instructional strategies and activities to engage in differentiating instruction.

Component 2: Instructional Design: Candidates create a unit plan and lesson plans including lesson objectives aligned to state standards and competencies. Candidates use multiple levels of learning incorporating critical thinking, problem solving and authentic performance tasks. Candidates also include provisions for collaborative or instruction groups that are appropriate to the instructional goals. Technology use is both an appropriate avenue to achieve learning but meets various learning styles and student abilities.

Component 3: Assessment: Candidates choose appropriate assessments, aligned to goals and objectives, to assess students’ prior knowledge, adjust instruction throughout the lesson and post assess to provide information regarding student learning. Data is collected, analyzed and interpreted throughout the unit and candidates reflect on how these results impacted their teaching and their student learning.

Component 4: Evaluation of Learning: Candidates evaluate student learning both individually and as a group against each goal and objective using technology to create charts and graphs to show outcomes relating to the analysis of learners in their classroom. Candidates use evidence from the data to support conclusions about student learning, evaluating their impact on the student learning based on educational theory and research. Candidates reflect on their teaching discussing what was effective and what modifications would be made to improve student learning. Candidate also identifies professional learning goals and creates an action plan to meet those future goals.

Two of our graduates in their first year of teaching volunteered to complete a Teacher Work Sample. The average pretest score was 32.7 and the average post-test score was 84.6. This was a 159% increase in scores. There was a statistically significant difference of means ($P < .01$) in scores on the pre-test/post-test data of the two Teacher Work Samples. Due to the small sample size and limited range of specialty license areas represented, the findings cannot be generalized to all graduates of the EPP. However, the statistical significance provides compelling evidence of this sample's positive impact on student learning. Our EPP has set a new goal of collecting student assessment data to determine our first year teachers impact on student learning.

MACU Student Teacher Teacher Work Sample Scores	2017-2018	2018-2019	2019-2020
Overall Mean Scores	3.36	3.42	159% ($P < .01$)

INDICATORS OF TEACHING EFFECTIVENESS (CAEP COMPONENT 4.2)

MACU RESIDENT TEACHER SURVEY

INTERSTATE TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (InTASC)

OKLAHOMA SCHOOL DISTRICT EVALUATIONS OF TEACHER LEADER EFFECTIVENESS EVALUATION/MARZANO FOCUSED TEACHER EVALUATION

Resident Teachers are evaluated during their first year of teaching by the Tulsa Leader Effectiveness Teacher Evaluation or the Marzano Focused Teacher Evaluation. Subsequently Resident First Year Teachers are evaluated in the following domains to reflect the effectiveness of our school of teacher education.

TEACHER LEADERSHIP AND EFFECTIVENESS MODEL DOMAINS

Classroom Management

Instructional Effectiveness

Professional Growth and Continuous Improvement

Interpersonal Skills

Leadership

MARZANO FOCUSED TEACHER EVALUATION MODEL

Classroom Based Strategies

Planning and Preparing

Assessment

Reflecting on Teaching

Collegiality and Professionalism

Teacher Leadership and Effectiveness Model Domains Score of 1.00-5.00	2017/2018	2018/2019	2019/2020
Overall Evaluation Score	3.36	3.48	3.53
Classroom Management	3.44	3.55	3.67
Instructional Effectiveness	3.27	3.35	3.42
Professional Growth and Continuous Improvement	3.47	3.57	3.58
Interpersonal Skills	3.44	3.61	3.60
Leadership	3.20	3.30	3.56
Marzano Focused Teacher Evaluation Model			
Overall Evaluation Score	3.19	3.74	3.55
Classroom Based Strategies	3.00	3.47	3.58
Planning and Preparing	3.38	3.67	3.66
Assessment	NA	NA	3.41
Classroom Management	3.50	NA	3.74
Collegiality and Professionalism	2.89	3.89	NA

*NA=Not Assessed

SATISFACTION OF EMPLOYERS (CAEP COMPONENTS 4.2/A.4.1)

Administrator/Mentor Teacher Survey

Administrators and mentor teachers measure how well educator preparation programs are preparing teachers for the classrooms. Surveys are administered by the Oklahoma Office of Educational Quality and Accountability (OEQA). The survey responses are for teachers prepared by Mid-America Christian University's Teacher Education Program. Their administrators and mentor teacher rated the teachers using this scale:

- 1: Strongly Disagree
- 2: Disagree
- 3: Agree
- 4: Strongly Agree

STATE FIRST YEAR TEACHER SURVEY ADMINISTRATOR/MENTOR	Fall 2018-Spring 2019 N=3 5.5 points possible	Fall 2019-Spring 2020 N=8 5.5 points possible
Overall Mean Satisfaction Score	3.3	3.6

SATISFACTION OF COMPLETERS (CAEP COMPONENT 4.1/A. 4.2)

OEQA RESIDENT FIRST YEAR TEACHER SURVEYS

Resident first year teachers are surveyed by the Office of Educational Quality and Accountability (OEQA). The resident teacher reflects on the effectiveness of their preparation in their teacher education program. This feedback informs faculty and stakeholders helping them to improve the quality and consistency of their programs. Teachers respond to the following elements.

- 1: Strongly Disagree
- 2: Disagree
- 3: Agree
- 4: Strongly Agree

STATE FIRST YEAR TEACHER SURVEY/GRADUATE	Fall 2017-Spring 2018 N=5 4 points possible	Fall 2019-Spring 2020 N=3 4 points possible
Overall Mean Satisfaction Score	3.2	3.2

MACU RESIDENT FIRST YEAR TEACHER SURVEYS

Resident first year teachers are surveyed by the School of Teacher Education at MidAmerica Christian University. The resident teacher reflects on the effectiveness of their preparation in their teacher education program. This feedback informs faculty and stakeholders helping them to improve the quality and consistency of their programs. Teachers respond to the following elements.

- 1: Strongly Disagree
- 2: Disagree
- 3: Agree
- 4: Strongly Agree

STATE FIRST YEAR TEACHER SURVEY/GRADUATE	Fall 2018-Spring 2019 N=5 4 points possible	Fall 2019-Spring 2020 N=4 4 points possible
Overall Mean Satisfaction Score	3.2	3.5

MACU ADMINISTRATOR SURVEYS

Resident first year teachers are surveyed by the Office of Educational Quality and Accountability (OEQA). The resident teacher reflects on the effectiveness of their preparation in their teacher education program. This feedback informs faculty and stakeholders helping them to improve the quality and consistency of their programs. Teachers respond to the following elements.

- 1: Strongly Disagree
- 2: Disagree
- 3: Agree
- 4: Strongly Agree

MACU FIRST YEAR TEACHER SURVEY ADMINISTRATOR/MENTOR	Fall 2018-Spring 2019 N=3 5.5 points possible	Fall 2019-Spring 2020 N=4 5.5 points possible
Overall Mean Satisfaction Score	3.3	3.5

OUTCOME MEASURES

GRADUATION RATES PROGRAM COMPLETERS	
2016-2017	100%
2017-2018	100%
2018-2019	100%
2019-2020	100%

PROGRAM COMPLETER PASS RATES	
2016-2017	100%
2017-2018	100%
2018-2019	100%
2019-2020	100%

RATE OF EMPLOYMENT OF COMPLETERS SEEKING TEACHING POSITIONS	
2016-2017	100%
2017-2018	100%
2018-2019	100%
2019-2020	100%

STUDENT LOAN DEFAULT RATE - 2017 CDR Draft Rate of 13.1.