

| Table of Contents Elementary Education Program Review | Tab No. | Page |
|--|--------------------|-------------|
| Summary Statement - State of the Program | 1 | 1 |
| Program Sheet from Catalog | 2 | 4 |
| Strategic Plans and Budgets Related to Program (most recent SPUN) | 3 | 5 |
| Wildly Important Goals (WIGs) D3 Forms | 4 | 8 |
| Program Curriculum Map with PO and SLO explanations | 5 | 12 |
| Student Learning Outcome Measurements | 6 | 18 |
| Program Outcome D3 Forms | 7 | 21 |
| End of Course Assessment Results | 8 | 32 |
| End of Course D3 Forms | 9 | 39 |
| Instructor/Faculty Evaluations | 10 | 43 |
| Professional Development of Faculty | 11 | 62 |
| Retention D3 Forms | 12 | 69 |
| Program Graduates (Numbers, Graduate Feedback, and other data) | 13 | 74 |
| Recruitment Efforts for Future Students | 14 | 87 |
| Curriculum Reviews | 15 | 90 |
| University Senate Documents Related to Program | 16 | 99 |
| External Review Documents or Other Substantive Evidence | 17 | 104 |

Elementary Education, Program Review, Section 1

Chair's Summary Statement about the State of the Program

Elementary Education Program

Mid-America Christian University (MACU) is a faith-based institution of approximately 350 traditional undergraduate students which embraces the Church of God of Indiana tradition of scholarship and service. A primary goal of MACU is the delivery of a strong liberal arts curriculum with an emphasis on quality teaching. MACU awards the Bachelor of Arts degree for the following programs: Secondary English Education, Secondary Mathematics Education, Secondary Social Studies Education, Elementary/Secondary Vocal Music Education, Elementary Education, and Early Childhood Education. The university is accredited by The Higher Learning Commission. The School of Teacher Education teacher certification program was most recently reviewed by the Office of Educational Quality and Accountability (OEQA) in 2015 and received full recognition.

The Elementary Education program was initially recognized in 2005 and was reviewed again in 2012 and 2017. The program aligns with the standards of its specialized professional association, previously the Association for Childhood Educators International (ACEI) 2008 Standards. As of 2013 the Council for Accreditation of Educator Preparation (CAEP) is the new governing body for Elementary Education program recognition.

Elementary teacher candidates participate in 115 hours of field experience over the course of their program followed by 490 hours of student teaching. Grades of C or higher are required in all subject area and professional education courses, and a passing score of 240 out of 300 must be met in three external state examinations: the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE). As of fall 2019 the School of Teacher Education piloted the Praxis Performance Assessment for Teaching. This assessment will be required and take the place of the OPTE and the Teacher Work Sample as of spring 2021. Elementary Education candidates also receive a Bachelor's of Arts degree with the added foreign language requirement of 8-10 hours.

Attendance in the program has been fairly consistent over the last three academic years:

| Elementary Education | Enrolled | Completers |
|----------------------|----------|------------|
| 2017-2018 | 32 | 3 |
| 2018-2019 | 24 | 6 |
| 2019-2020 | 20 | 9 |

The Interstate Teacher Assessment and Support consortium (InTASC) standards are used to align with the MACU Assessment System to form program and student learning outcomes.

Program Outcome 1: Learner and Learning, with three student learning outcomes, and, Program Outcome 3: Instructional Practice, with three student learning outcomes, are assessed each spring semester. Program Outcome 2: Content Knowledge, with two student learning outcomes and Program Outcome 4: Professional Responsibility, with four student learning outcomes, are assessed each fall semester. Rubric scores that have been aligned with specific program and student learning outcomes are collected and analyzed, as well as, external test scores which align to Program Outcome 2 and survey responses which align to Program Outcome 4.

This program remains consistent in its function and delivery with a few changes to part-time faculty. These part-time faculty, who are currently in the field, teach the same courses each semester and go through training with the School of Teacher Education to ensure that the rigor and expectations of the program are being met. End-of-Course evaluations reveal that the candidates feel that they are being supported and are receiving the content and pedagogy necessary to be highly qualified teachers in their future classrooms.

Elementary Education, Program Review, Section 2

Program Sheet from Catalog

Elementary Education, B.A. Degree
Mid-America Christian University
8/1/2020

MACU University Core Requirements: (46 Hrs.)

Bible/Theology (12 Hrs.)

| | | | | |
|-----|---|------|------|--------------------------|
| ___ | 3 | THEO | 1103 | Biblical Life/Witness |
| ___ | 3 | BINT | 1223 | Intro to Bible |
| ___ | 3 | BINT | 3733 | Life & Ministry of Jesus |
| ___ | 3 | BINT | 3303 | Romans |

Communication: (9 Hrs.)

| | | | | |
|-----|---|------|------|------------------------|
| ___ | 3 | ENGL | 1103 | English Composition I |
| ___ | 3 | ENGL | 1203 | English Composition II |
| ___ | 3 | COMM | 1103 | Fund of Public Speak. |

U.S. History and Government: (6 Hrs.)

| | | | | |
|-----|---|------|---------------------|----------------------|
| ___ | 3 | POLS | 1103 | Amer. Federal Govmt. |
| ___ | 3 | HIST | 2103 <u>or</u> 2203 | American History |

Science: (6 Hrs. plus 1 Hr. Lab)

| | | | | |
|-----|---|------|------|-----------------------|
| ___ | 3 | NATS | 2103 | Environmental Science |
| ___ | 4 | NATS | 1014 | Gen. Biology and Lab |

Math: (3 Hrs.)

| | | | | |
|-----|---|------|------|--------------|
| ___ | 3 | MATH | 1103 | College Math |
|-----|---|------|------|--------------|

Social Sciences: (3 Hrs.)

| | | | | |
|-----|---|------|------|----------------------|
| ___ | 3 | PSYC | 1103 | Intro. to Psychology |
|-----|---|------|------|----------------------|

Humanities: (6 Hrs.)

| | | | | |
|-----|---|------|------|-------------------|
| ___ | 3 | ENGL | 2303 | World Lit. Survey |
| ___ | 3 | GEOG | 2603 | Human World Geo. |

Orientation Requirement: (1 Hr.)

| | | | | |
|-----|---|------|------|--------------------|
| ___ | 1 | UNIV | 1121 | First Year Evangel |
|-----|---|------|------|--------------------|

Elementary Education Subject Area (48 Hrs.)

| | | | | |
|-----|---|------|---------------------|---------------------------|
| ___ | 3 | ENGL | 2403 | World Lit. Survey |
| ___ | 3 | HIST | 1103 <u>or</u> 1203 | World Civilization |
| ___ | 3 | MATH | 2103 | Algebra for Teachers |
| ___ | 3 | MATH | 2203 | Math for Teachers I |
| ___ | 3 | MATH | 2303 | Math for Teachers II |
| ___ | 1 | NATS | 2101 | Environ. Science Lab |
| ___ | 4 | BIOL | 3404 | Ecology w/lab |
| ___ | 3 | ECED | 3223 | Literacy Meth. for ECE |
| ___ | 3 | EDEL | 3203 | Meth. of Rdg. – Interm. |
| ___ | 3 | EDEL | 3303 | Meth. of Elem. Science |
| ___ | 3 | EDEL | 3403 | Children's Literature |
| ___ | 3 | EDEL | 3503 | Meth. of El. Music/Art |
| ___ | 4 | EDEL | 4304 | Diagnostic/Prescr. Rdg. |
| ___ | 3 | EDEL | 4503 | Meth. of El. Lang. Arts |
| ___ | 3 | EDEL | 4603 | Meth. of El. Soc. Studies |
| ___ | 3 | EDEL | 4803 | Meth. of El. Math |

Professional Education (30 Hrs.)

| | | | | |
|-----|---|------|------|-----------------------------|
| ___ | 1 | EDUC | 2101 | Teacher Ed Orient |
| ___ | 2 | EDUC | 2102 | Educational Foundations |
| ___ | 3 | EDUC | 3303 | Dev. Across Life Span |
| ___ | 3 | EDUC | 3103 | Educational Psychology |
| ___ | 3 | EDUC | 3233 | Prob. & Stats for Tchrs. |
| ___ | 3 | EDUC | 4223 | Students w/Exceptional. |
| ___ | 3 | EDUC | 4203 | Instructional Strategies I |
| ___ | 3 | EDUC | 4213 | Instructional Strategies II |
| ___ | 9 | EDUC | 4909 | Student Teaching |

Total Bible/Theology Hrs. 12

Total University Core Hrs. 34

Total Orientation Requirement 1

Total El. Ed. Subject Area Hrs. 48

Total Professional Ed Hrs. 30

Total Required Hrs. 125

Community Service (List semester dates)

***Foreign Language Competency – scored at the Novice High Level in one of the following methods:**

___ CLEP Exam credit (B.A. awarded), or
___ Approved foreign language test, or
___ College credit in Foreign Language (B.A. awarded)

___ 4 SPAN 1104 Spanish I
___ 4 SPAN 1204 Spanish II

Completion of Checkpoint Requirements

ACT Scores:

Cumulative: _____
English: _____
Math: _____
Reading: _____
Science: _____

Elementary Education, Program Review, Section 3
Strategic Plans and Budgets Related to Program (most recent SPUN)

| SPU GOAL: 2019-20 | | | | | | | | | | |
|---|-------------------|--|---|---|---------------------------------------|----------------------------------|--|-------------------|---------------|-------------|
| (S.M.A.R.T. Goals) | | | | | | | | | | |
| S = Specific, M = Measurable, A = Assignable, R = Realistic, T = Time-bound | | | | | | | | | | |
| Specific | | | Measurable | | Assignable | [----- Resources Required -----] | | | Time-bound | |
| Obj. No. | HLC Criterion No. | Brief Statement of Goal | Description (How do we measure our progress? Level of performance expected? What type of data do you have and where is it?) | Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration) | Person | Estimated Budget | Personnel | Capital Resources | Start | End |
| 1 | 4.C | 1.1 | | | | | | | | |
| | | The STE will recruit teacher candidates by engaging Oklahoma junior colleges in articulation agreements to transfer students with Associates | Increase number of teacher candidates coming in with Associates degrees from junior colleges. | Contact Advisors from Oklahoma junior colleges regarding implementing articulation agreement. | Vickie Hinkle | | | | Aug-19 | May-20 |
| | | | | Gather information from the junior college regarding what is included in their AA and align courses that we require in our programs to those in their AA degree. Come to an agreement on Junior college advisors will offer their students the options we have agreed upon in our articulation so students can transfer to our Associate's education program. | Vickie Hinkle | | | | Aug-19 | May-20 |
| | | | | Communicate with MACU admissions | Vickie Hinkle | | | | Aug-19 | May-20 |
| | | | | | | | Admissions | | | |
| 1 | 4.A | 1.2 | | | | | | | | |
| | | The STE will recruit student teachers for the Urban Teacher Preparation Academy. | Candidate placement in the UTPA for their student teaching internship. | 1.3.1 Promote UTPA in all Teacher Candidate (TC) meetings | Vickie Hinkle | | Vickie Hinkle | | Sep-19 | May-20 |
| | | | | 1.3.2 Interested candidates will apply. | Candidates | | Candidates | | Oct-19 | Mar-20 |
| | | | | 1.3.3. Send applications to the executive board for UTPA | Vickie Hinkle | | Vickie Hinkle | | Oct-19 | Mar-20 |
| | | | | 1.3.4 Attend monthly UTPA executive board meetings | Vickie Hinkle | | Vickie Hinkle | | Jun-19 | Jun-20 |
| | | | | 1.3.5 Participate in professional development opportunities through | Vickie Hinkle | | Vickie Hinkle | | Jun-19 | May-20 |
| 3 | 3.A | 1.3 | | | | | | | | |
| | | The STE will recruit teacher candidates by creating and implementing a Secondary Science Program | Launch of Secondary Science Program | 3.2.13 Write a proposal to create the Secondary Science Program | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.14 Present proposal for approval to the TEC | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.15 Present proposal for approval by the faculty | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.16 Present proposal to the University Senate for approval | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.17 Research Specialized Professional Association Standards | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.18 Research Secondary Science programs in other institutions | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.19 Create course descriptions, courses, and course objectives | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.20 Align coursework to standards | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.21 Create assignments and rubrics for assignments | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.22 Write a program review report to be submitted to OEQA | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.23 Submit program review report to OEQA | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.24 Offer program at MACU | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein | | Aug-21 | Aug-22 |
| | | | | 3.2.25 Hire necessary adjunct to teach additional courses | Vickie Hinkle, Esther Rehbein, Harold | | Vickie Hinkle, Esther Rehbein Adjuncts | | Aug-21 | Aug-22 |
| 1 | 4.C | 1.4 | | | | | | | | |
| | | Set up an advocacy group to recruit students into our education programs. | An advocacy group is created with stakeholders from PK12, University Faculty and the community. | Talk to Teacher Education Committee about volunteering to form an advocacy group for MACU | Vickie Hinkle, Esther Rehbein | | Stakeholders | | Oct-19 | May-20 |
| | | | | Stakeholders volunteer for advocacy group | Vickie Hinkle, Esther Rehbein | | Stakeholders | | Oct-19 | May-20 |
| | | | | Have an initial meeting to outline the group's purpose and goals. | Vickie Hinkle, Esther Rehbein | | Stakeholders | | Oct-19 | May-20 |
| 2 | 3.D | 2.1 | | | | | | | | |
| | | The STE will provide a residency mentoring system for teacher candidates in their first year of teaching | Teacher education graduates will express the benefits and necessity of having a university mentor in their first year of teaching. Assessed in graduate survey. | 2.1.1 Assign subject area faculty member to a teacher candidate in their first year of teaching | Esther Rehbein | | | | Sep-19 | May-20 |
| | | | | 2.1.2 Faculty member will visit the teacher candidate at least six times during the school year giving feedback, encouragement, and support | Subject Area Faculty | \$2,000.00 | | | Sep-19 | May-20 |
| 5 | 3.D | 5.1 | | | | | | | | |
| | | The STE will provide necessary technology training for teacher candidates | STE Candidates use technology in their lesson plans and unit plans and field experience. | 5.1.1 STE Faculty and Part-Time Faculty will teach in their courses using current technology and technology practices. | Vickie Hinkle | | | | Sep-19 | Sep-19 |
| | | | | 5.1.2 Attend ISTE conference to stay current in technology practices for teacher every other year. | | \$5,000.00 | | | June 22, 2020 | Summer 2020 |
| 5 | 3.D | 5.2 | | | | | | | | |
| | | The STE will provide necessary technology training to teacher education faculty | STE full-time and part-time faculty will be trained in developing current technology in their education courses. | 5.2.2 Gather information on technology currently in use in our teacher education courses. | Vickie Hinkle | | | | Fall 2019 | Spring 2020 |

| | | | | | | | | | | |
|---|-----|-----|--|---|--|--|-------------|--|-----------------|-----------------|
| | | | | 5.2.2 Create a forum to share education technology ideas | Vickie Hinkle | | | | Spring Semester | Spring Semester |
| 7 | 4.C | 7.1 | The STE will assist in the recruitment, enrollment, and retention of a diverse STE student body. | The STE as a part of the MACU Diversity Committee, will continue to implement and assess a plan based on current best practices to recruit, enroll, and retain a diverse STE student body. | 7.1.1 Revise and update current plan for the recruitment, admission, and retainment of diverse students. | University Diversity Committee | | | Nov-19 | May-20 |
| | | | | | 7.1.3 Track the progress of the plan | University Diversity Committee | | | Nov-19 | May-20 |
| | | | | | 7.1.4 Track the diversity of students in the STE and MACU student body | University Diversity Committee | | | Nov-19 | May-20 |
| | | | | | 7.1.5 Evaluate the efficacy of the plan for diverse students. | University Diversity Committee | | | Nov-19 | May-20 |
| | | | | | 7.1.6 Revise the plan if necessary | University Diversity Committee | | | Nov-19 | May-20 |
| 8 | 4.C | 8.1 | Track MACU alumni for up to 5 years | | 8.1.1 Create a current alumni address list | Vickie Hinkle, Shannon Kowals | | | Jan-17 | May-18 |
| | | | | | 8.1.2 Send alumni survey with incentive to return survey | Vickie Hinkle, Shannon Kowals | \$500.00 | | Jan-17 | May-18 |
| | | | | | 8.1.3 Input alumni information into the STE alumni database | Vickie Hinkle, Shannon Kowals | | | Jan-17 | May-18 |
| | | | | | 8.1.4 Use appropriate information in the Mid-American/local newspapers, etc. | Vickie Hinkle, Shannon Kowals | | | Jan-17 | May-18 |
| | | | | | 8.1.5 Utilize appropriate alumni speakers at STE student meetings, professional development, etc. | Vickie Hinkle, Shannon Kowals | | | Jan-17 | May-18 |
| | | | | | 8.1.6 Determine any services that the STE can provide to the alumni | Vickie Hinkle, Shannon Kowals | | | Jan-17 | May-18 |
| 7 | 4.A | 7.1 | STE will work on state/CAEP accreditation | The STE will write and submit the self study report for the EPP CAEP/State Accreditation | 7.1.1 Align INTASC standards to CAEP standards | Esther Rehbein, Vickie Hinkle | | | Sep-19 | May-20 |
| 6 | | | | | 6.1.1 Meet with subcommittees to review standards in SSR and artifacts | Esther Rehbein, Vickie Hinkle | | | Sep-19 | May-20 |
| | | | | | 7.1.3 Review weekly CAEP updates implementing new processes as needed. | Esther Rehbein, Vickie Hinkle | | | Sep-19 | May-20 |
| | | | | | 7.1.4 Align all programs with not only the new CAEP standards but new program standards as well. (SPA) | Esther Rehbein, Vickie Hinkle | | | Sep-19 | May-20 |
| | | | | | 7.1.5 Write to the CAEP Standards | Esther Rehbein, Vickie Hinkle | | | Sep-19 | May-20 |
| | | | | | 7.1.6 Collect documents to substantiate standards | Esther Rehbein, Vickie Hinkle | | | Sep-19 | May-20 |
| | | | | | 7.1.7 Attend CAEP conferences to learn CAEP expectations | Esther Rehbein, Vickie Hinkle | \$16,000.00 | | Sep-19 | May-20 |
| | | | | | 7.1.8 All program coordinators attend specialized professional association conferences and review for program. | Esther Rehbein, Vickie Hinkle | | | Sep-19 | May-20 |
| 8 | 1.A | 8.1 | The STE will provide candidates the opportunity to travel to Roatan Honduras each summer to teach in the Samuel Raymond Elementary School. | New opportunities will be provided for teacher candidates and faculty through teacher opportunities, student exchanges, and faculty interaction with global partners. Teacher candidates will gain the appropriate knowledge, skills, and dispositions to teach students from a different culture by learning about the traditions, expectations, and the ways that different cultures learn. Candidates who participate will share their experience with teacher candidates in a TC meeting. | 8.1.1 Advertise the opportunity to teacher candidates in a TC meeting. | Vickie Hinkle, Esther Rehbein and candidates who went on previous trip | | | Nov-19 | May-21 |
| | | | | | 8.1.2 Interested candidates inform STE office of interest | Shannon Kowals | | | Nov-19 | Dec-20 |
| | | | | | 8.1.3 Candidates will draft fund raising letters and apply for pass ports. | Esther Rehbein, Vickie Hinkle | | | Jan-19 | Nov-20 |
| | | | | | 8.1.4 Contact director of Samuel Raymond Elementary School, Deborah Hunnicutt. | Esther Rehbein, Vickie Hinkle | | | Apr-20 | Apr-21 |
| | | | | | 8.1.5 Solidify dates, determine when to purchase plane tickets, and sign necessary forms from MACU. | Esther Rehbein, Vickie Hinkle | | | Apr-20 | Apr-21 |
| | | | | | 8.1.6 Purchase plane tickets | Shannon Kowals | \$900.00 | | May-20 | May-21 |
| | | | | | 8.1.7 Meet to discuss trip expectations and preparation. | Esther Rehbein, Vickie Hinkle Participants | | | May-21 | May-21 |
| | | | | | 8.1.8 Upon arrival candidates will be placed with students to teach various subjects over the two week period. | Esther Rehbein, Vickie Hinkle Participants | | | May-21 | May-21 |
| | | | | | 8.1.9 Return home. | Esther Rehbein, Vickie Hinkle Participants | | | May-21 | May-21 |

Program Review, Section 4


Wildly Important Goals (WIGs) Data-driven Decision (D3) Forms



WILDLY IMPORTANT GOALS

| MACU WIG Statements | LEAD Measure 1 | LEAD Measure 2 | LEAD Measure 3 | Type of Scoreboard | | | | | | |
|--|---|------------------------------------|---|--------------------|--|--|--|--|--|--|
| 1. MACU will "put F.E.A.T." to its student-centered services by achieving an annual 5% increase in the overall student satisfaction survey beginning 6/1/15 and ending 5/31/18. (F.E.A.T. = Friendly, Excellent, Accurate, and Timely) | | | | | | | | | | |
| 2. MACU will take a "GIANT step" in developing a "Liberator" work environment by starting five core groups each year over the next three years beginning 6/1/15 and ending 5/31/18. | | | | | | | | | | |
| Unit WIG Statements | LEAD Measure 1 | LEAD Measure 2 | LEAD Measure 3 | Type of Scoreboard | | | | | | |
| The School of Teacher Education will increase the percentage of the turn-around time for feedback on graded assignments in a timely manner from 82% to 87% by May 31, 2018. | Schedule specific times each week solely for grading papers and /or providing feedback to students. | Return all papers within one week. | Communicate goal to adjuncts, encouraging them to take the initiative to join the effort. | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st) | | | | | | | | | | |
| The School of Teacher Education's WIG was to increase the percentage of the turn-around time for feedback on graded assignments in a timely manner from 82% to 87% by May 31, 2018. This was based on the results of responses to Question 14 of our End of Course Evaluations. Each month Vickie Hinkle emailed all faculty and adjunct professors to gather WIG data. We had a 90% response rate monthly. As a result, our EOC data for Question 14 increased 4.3% from 82% to 86.3%. Even though we were just shy of our goal of 87%, we feel that the focus on return rate was effective in supporting student satisfaction. | | | | | | | | | | |

June 22, 2020

|  WILDLY IMPORTANT GOALS | | | | |
|--|---|--|----------------|--|
| MACU WIG Statements | LEAD Measure 1 | LEAD Measure 2 | LEAD Measure 3 | Type of Scoreboard |
| 1. We will align our daily actions with the Five Operational Values and assess departmental impact by May 31, 2020. | | | | |
| 2. By May 31, 2024, the university will annually increase it's unduplicated student headcount by 5% (2,129 to 2,718) by developing new degree and certificate programs, increasing retention, and expanding into new student markets. | | | | |
| 3. By May 31, 2020, the University will exceed its 2019-2020 projected net revenue by \$170,000 to provide additional cost-of-living bonuses totaling 2% of our base salary. | | | | |
| Unit WIG Statements | LEAD Measure 1 | LEAD Measure 2 | LEAD Measure 3 | Type of Scoreboard |
| Using the five operational values of URX, the MACU School of Teacher Education will collaborate with all stakeholders (students, faculty PK-12 partners, and school district partners) to co-construct mutually beneficial shared responsibility for continuous improvement of candidate preparation by May 31, 2020. | (Communication, People, Integrity): Communicate candidate preparation information with stakeholders in the TC and TEC monthly meetings. | (Accountability, People, Integrity, Adaptability): Collaborate with stakeholders to share and receive feedback on mutual ideas and improvements to strengthen our shared responsibilities. | | Communication and Collaboration with TEC and TC stakeholders will be measured through minutes. |
| | | | | |
| | | | | |
| Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st) | | | | |
| <p>The Teacher Education Committee is made up of P12 superintendents, principals, classroom teachers, School of Teacher Ed program coordinators, MACU faculty and staff. At each TEC meeting the committee made decisions regarding candidates progress through their programs by voting for acceptance into each checkpoint. Rubrics that are used to assess candidates knowledge, pedagogy skills and dispositions were assessed for content validity by the members and changes were brought to the committee for approval. These types of communication and decision making provided our EPP with a means for continuous improvement. As a result, the Self-Study Report and artifacts were submitted to the OEQA onsite committee who will be reviewing the documentation and visiting our school in November 2020.</p> | | | | |

Program Review, Section 5

Program Curriculum Map with
Program Outcome (PO) and Student Learning Outcome (SLO) explanations

| Mid-America Christian University - College of Arts and Sciences - School of Teacher Education | | | | | | | | | | | | | | | | | | |
|---|--|---------------------------------------|---|-------------------------------|--|---|-------------------------------------|--------------------------------------|----------------------------|--------------------------|------------------------------------|--------------------------|--------------------------|----------------------------|--|----------------------------|-----------------------------|--------------------------|
| Elementary Education / BA Program Curriculum Map | | Methods of Reading for Primary Grades | Methods of Reading in Intermediate Grades | Methods of Elementary Science | Methods of Elementary Music/Art Integ. | Diagnostic and Prescriptive Reading /Pract. | Methods of Elementary Language Arts | Methods of Elementary Social Studies | Methods of Elementary Math | Children's Literature | MACU Teacher Education Orientation | Education Foundations | Education Psychology | Probability and Statistics | The Exceptional Child/Students with Exceptionalities | Instructional Strategies I | Instructional Strategies II | Student Teaching |
| Program Outcomes | | EDEL 3103 | EDEL 3203 | EDEL 3303 | EDEL 3503 | EDEL 4304 | EDEL 4503 | EDEL 4603 | EDEL 4803 | EDEL 3403 | EDUC 2101 | EDUC 2102 | EDUC 3103 | EDUC 3203 | EDUC 4223 | EDUC 4203 | EDUC 4213 | EDUC 4909 |
| 1 | Learner Development- The candidate is a professional educator who understands the stages and ways learners develop and can provide developmentally appropriate and challenging learning opportunities that support their cognitive, linguistic, social, emotional, and physical areas. | 1.1 1.2 1.3 | 1.1 1.2 1.3 | 1.1 1.2 1.3 | 1.1 1.2 1.3 | 1.1 1.2 1.3 | 1.1 1.2 1.3 | 1.1 1.2 1.3 | 1.1 1.2 1.3 | | | | | | | 1.1 1.2 1.3 | 1.1 1.2 1.3 | 1.1 1.2 1.3 |
| 2 | Content Knowledge- Candidates are professional educators who understand the subject matter and the application of content in the discipline he/she teaches. | 2.1 2.2 | 2.1 2.2 | 2.1 2.2 | 2.1 2.2 | 2.1 2.2 | 2.1 2.2 | 2.1 2.2 | 2.1 2.2 | | | | | | | 2.1 2.2 | 2.1 2.2 | 2.1 2.2 |
| 3 | Instructional Practice- Candidates are professional educators who understand assessment, planning for instruction, and instructional strategies. | 3.1 3.2 3.3 | 3.1 3.2 3.3 | 3.1 3.2 3.3 | 3.1 3.2 3.3 | 3.1 3.2 3.3 | 3.1 3.2 3.3 | 3.1 3.2 3.3 | 3.1 3.2 3.3 | | | | | | | 3.1 3.2 3.3 | 3.1 3.2 3.3 | 3.1 3.2 3.3 |
| 4 | Professional Responsibility- Candidates are professional educators who understand and engage in professional practices. Excellence- Candidates are professional educators who commit to the excellence of the Master Teacher, Jesus learning and ethical practice, leadership and collaboration, and legal issues and democratic ideals. | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 | 4.1 4.2 4.3 4.4 |

Student Learning Outcome 1.1. Learner Development– The candidate is a professional educator who understands the stages and ways learners develop and can provide developmentally appropriate and challenging learning opportunities that support their cognitive, linguistic, social, emotional, and physical areas.

Student Learning Outcome 1.3. *Learning Environments* - The candidate is a professional educator who works with others to create environments that support individual and collaborative learning and encourages self-motivation, positive social interaction, and active engagement in learning.

Student Learning Outcome 2.1. *Content Knowledge*- The candidate is a professional educator who understands the central concepts, inquiry methods, and structures of the discipline(s) he or she teaches and creates learning experiences that make the subject matter more meaningful for learners to assure content mastery.

Student Learning Outcome 2.2. *Application of Content* - The candidate is a professional educator who understands how to connect concepts and use differing perspectives to engage students in performance skills, life-long learning habits of critical thinking, and solving local and global issues.

Student Learning Outcome 3.1. **Assessment** - The candidate is a professional educator who uses multiple assessment strategies and adapts instruction based upon assessment and reflection to ensure the learner's own growth, monitor learner progress and guide decision making.

Student Learning Outcome 3.2. *Planning for Instruction* - The candidate is a professional educator that supports students' rigorous learning goals by mastery of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Student Learning Outcome 3.3. *Instructional Strategies* - The candidate is a professional educator who uses a variety of instructional strategies to integrate curriculum that encourages learners to develop deep understandings of content areas, making meaningful connections.

Student Learning Outcome 4.1. *Professional Learning and Ethical Practice* - The candidate is a professional educator who engages in current researched best practices and continued professional growth, using evidence to continually evaluate the effects of his/her choices and actions on learners, families, other professionals, and the community, adapting practice to meet the needs of each learner.

Student Learning Outcome 4.2. *Leadership and Collaboration* - The candidate is a professional educator who serves the community, seeks appropriate leadership roles and opportunities, and fosters positive collaboration with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession by engaging them in support of student learning and well-being.

Student Learning Outcome 4.3. *Legal Issues and Democratic Ideals* - The candidate is a professional educator who understands and abides by the legalities of teaching, including the rights and responsibilities of students, parents/families, and teachers, valuing justice and democratic ideals for all people.

Student Learning Outcome 4.4 Christ-like Leadership and Professionalism – The candidate is a professional educator who exhibits effective Christ-like leadership through dispositions and professionalism.

| School of Teacher Education | | |
|--|--|---|
| <i>Elementary Childhood Program and Student Learning Outcomes</i> | | |
| Program Outcome 1 | The Learner and Learning – Candidates are professional educators who understand learner development, learning differences, and learning environments. | Student Learning Outcome 1.1. <i>Learner Development</i> - The candidate is a professional educator who understands the stages and ways learners develop and can provide developmentally appropriate and challenging learning opportunities that support their cognitive, linguistic, social, emotional, and physical areas. |
| | | Student Learning Outcome 1.2. <i>Learning Differences</i> The candidate is a professional educator who understands and demonstrates a respect for individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards. |
| | | Student Learning Outcome 1.3. <i>Learning Environments</i> - The candidate is a professional educator who works with others to create environments that support individual and collaborative learning and encourages self-motivation, positive social interaction, and active engagement in learning. |
| Program Outcome 2 | Content Knowledge – Candidates are professional educators who understand the subject matter and the application of content in the discipline he/she teaches. | Student Learning Outcome 2.1. <i>Content Knowledge</i> - The candidate is a professional educator who understands the central concepts, inquiry methods, and structures of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for learners to assure content mastery. |
| | | Student Learning Outcome 2.12. <i>Application of Content</i> - The candidate is a professional educator who understands how to connect concepts and use differing perspectives to engage students in performance skills, life-long learning habits of critical thinking, and solving local and global issues. |
| Program Outcome 3 | Instructional Practice – Candidates are professional educators who understand the assessment, planning for instruction, and instructional strategies.. | Student Learning Outcome 3.1. <i>Assessment</i> - The candidate is a professional educator who uses multiple assessment strategies and adapts instruction based upon assessment and reflection to ensure the learners own growth, monitor learner progress and guide decision making. |
| | | Student Learning Outcome 3.2. <i>Planning for Instruction</i> - The candidate is a professional educator who plans instruction that supports students rigorous learning goals by mastery of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context |
| | | Student Learning Outcome 3.3. <i>Instructional Strategies</i> - The candidate is a professional educator who uses a variety of instructional strategies to integrate curriculum that encourages learners to develop deep understandings of content areas making meaningful connections. |

| | | |
|--------------------------|--|--|
| Program Outcome 4 | Professionalism and Christlike Leadership – Candidates are professional educators who understand and engage in professional learning and ethical practice, leadership and collaboration, and legal issues and democratic ideals. | Student Learning Outcome 4.1. <i>Professional Learning and Ethical Practice</i> – The candidate is a professional educator who engages in current research best practices and continued professional growth, using evidence to continually evaluate the effects of his/her choices and actions on learners, families, other professionals, and the community, adapting practice to meet the needs of each learner.. |
| | | Student Learning Outcome 4.2. <i>Leadership and Collaboration</i> – The candidate is a professional educator who serves the community, seeks appropriate leadership roles and opportunities, and fosters positive collaboration with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession by engaging them in support of student learning and well-being. |
| | | Student Learning Outcome 4.3 <i>Legal Issues and Democratic Ideals</i> – The candidate is a professional educator who understands and abides by the legalities of teaching including the rights and responsibilities of students, parents/families, and teachers, valuing justice and democratic ideals for all people. |
| | | Student Learning Outcome 4.4 <i>Christ-Like Leadership and Professionalism</i> – The candidate is a professional educator who exhibits effective Christ-like leadership through dispositions and professionalism. |

Program Review, Section 6

Student Learning Outcome Measurements

Student Learning Outcome Measurements

| Leadership and School of Teacher Education | | |
|--|--|---|
| <i>Elementary Childhood Program and Student Learning Outcomes</i> | | |
| Program Outcome 1 | The Learner and Learning – Candidates are professional educators who understand learner development, learning differences, and learning environments. | Student Learning Outcome 1.1. <i>Learner Development</i> - The candidate is a professional educator who understands the stages and ways learners develop and can provide developmentally appropriate and challenging learning opportunities that support their cognitive, linguistic, social, emotional, and physical areas. |
| Assessments/Measurements | Lesson Plans, Unit Plans and Teacher Work Sample/Praxis Performance Assessment for Teaching (PPAT) | Student Learning Outcome 1.2. <i>Learning Differences</i> The candidate is a professional educator who understands and demonstrates a respect for individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards. |
| | | Student Learning Outcome 1.3. <i>Learning Environments</i> - The candidate is a professional educator who works with others to create environments that support individual and collaborative learning and encourages self-motivation, positive social interaction, and active engagement in learning. |
| Program Outcome 2 | Content Knowledge – Candidates are professional educators who understand the subject matter and the application of content in the discipline he/she teaches. | Student Learning Outcome 2.1. <i>Content Knowledge</i> - The candidate is a professional educator who understands the central concepts, inquiry methods, and structures of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for learners to assure content mastery. |
| Assessments/Measurements | Oklahoma General Education Test (OSAT)/Oklahoma Subject Area Tests (OSAT) | Student Learning Outcome 2.12. <i>Application of Content</i> - The candidate is a professional educator who understands how to connect concepts and use differing perspectives to engage students in performance skills, life-long learning habits of critical thinking, and solving local and global issues. |
| | | Student Learning Outcome 3.1. <i>Assessment</i> - The candidate is a professional educator who uses multiple assessment strategies and adapts instruction based upon assessment and reflection to ensure the learners own growth, monitor learner progress and guide decision making. |
| Program Outcome 3 | Instructional Practice – Candidates are professional educators who understand the assessment, planning for instruction, and instructional strategies. | Student Learning Outcome 3.2. <i>Planning for Instruction</i> - The candidate is a professional educator who plans instruction that supports students rigorous learning goals by mastery of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context |
| Assessments/Measurements | | |

| | | |
|---|--|--|
| | Lesson Plans, Unit Plans and Teacher Work Sample/Praxis Performance Assessment for Teaching (PPAT) | Student Learning Outcome 3.3. <i>Instructional Strategies</i> - The candidate is a professional educator who uses a variety of instructional strategies to integrate curriculum that encourages learners to develop deep understandings of content areas making meaningful connections. |
| Program Outcome 4 Assessments/Measurements | Professionalism and Christlike Leadership – Candidates are professional educators who understand and engage in professional learning and ethical practice, leadership and collaboration, and legal issues and democratic ideals. | Student Learning Outcome 4.1. <i>Professional Learning and Ethical Practice</i> - The candidate is a professional educator who engages in current research best practices and continued professional growth, using evidence to continually evaluate the effects of his/her choices and actions on learners, families, other professionals, and the community, adapting practice to meet the needs of each learner.. |
| | Student Teaching Evaluations and Dispositions | Student Learning Outcome 4.2. <i>Leadership and Collaboration</i> - The candidate is a professional educator who serves the community, seeks appropriate leadership roles and opportunities, and fosters positive collaboration with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession by engaging them in support of student learning and well-being. |
| | | Student Learning Outcome 4.3 <i>Legal Issues and Democratic Ideals</i> – The candidate is a professional educator who understands and abides by the legalities of teaching including the rights and responsibilities of students, parents/families, and teachers, valuing justice and democratic ideals for all people. |
| | | Student Learning Outcome 4.4 <i>Christ-Like Leadership and Professionalism</i> – The candidate is a professional educator who exhibits effective Christ-like leadership through dispositions and professionalism. |

Program Review, Section 7

Program Outcome Data-driven Decision (D3) Forms

CAS-School of Teacher Education (Elementary Education):

Chair's **Vickie**
Name: **Hinkle**

Program Outcome/Student Learning Outcome D3 Form

| Semester | Report Date | Areas of Focus | Action Plan | Timeline | Anticipated Results | Actual Results | Evidence Files |
|----------|-------------|-------------------------------------|---|----------|--|--------------------------------------|--|
| SP 17 | 31-May-18 | PO2: Content Knowledge | | SP 18 | | | |
| SP 17 | 31-May-18 | SLO 2.1 Content Knowledge | Candidates are meeting Expectations by passing OSAT with a score of 240 or higher | SP 18 | Candidates will continue to meet or exceed expectations (240 or higher) on OGET and OSAT | Candidate scores ranged from 206-279 | Compilation 1 Pivot Tables PO2-SLO 2.1 Sp 17-S 18 EE in Aair Drive |
| SP 17 | 31-May-18 | SLO 2.2: Application of Knowledge | Candidates are meeting Expectations by passing OSAT with a score of 240 or higher | SP 18 | Candidates will continue to meet or exceed expectations (240 or better) on OSAT | Candidate scores ranged from 231-262 | Compilation 1 Pivot Tables PO2-SLO 2.2 EE in Aair Drive |
| SP 17 | 31-May-18 | PO 4: Professional Responsibilities | | SP 18 | | | |

| | | | | | | | |
|-------|-----------|---|--|-------|--|---|---|
| SP 17 | 31-May-18 | SLO 4.1: Professional Responsibilities | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 18 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Student Teacher Evaluations | Candidates exceeded expectations but scores decreased from 3.32-3.96 On Student Teacher Evaluations | Compilation 6 Pivot Tables PO1-SLO 4.1 EE in Aair Drive |
| Sp 17 | 31-May-18 | SLO 4.2: Leadership and Collaboration | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 18 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Student Teacher Evaluations | Candidates exceeded expectations but scores decreased from 3.32-3.96 on Student Teacher Evaluations | Compilation 6 Pivot Tables PO1-SLO 4.2 EE in Aair Drive |
| Sp 17 | 31-May-18 | SLO 4.3: Legal Issues and Democratic Ideals | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 18 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Dispositions | Candidates exceeded expectations but scores decreased from 3.54-3.34 On Dispositions | Compilation 6 Pivot Tables PO1-SLO 4.3 EE in Aair Drive |

| SP17 | | SLO 4.4 Christ-Like Leadership and Professionalism | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 18 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Dispositions | Candidates exceeded expectations but scores decreased from 3.54-3.34 On Dispositions | Compilation 6 Pivot Tables PO1-SLO 4.4 EE in Aair Drive |
|----------|-------------|--|---|----------|---|--|---|
| Semester | Report Date | Areas of Focus | Action Plan | Timeline | Anticipated Results | Actual Results | Evidence Files |
| FA 17 | 20-Dec-18 | PO1: Learner and Learning | | FA 18 | | | |
| FA 17 | 20-Dec-18 | SLO 1.1: Learner Development | Candidates are continuing to exceed expectations. Continue to monitor candidate progress. | FA 18 | Candidates will continue to meet expectations (3.0-4.0) on Lesson Plans | Candidate scores improved from 3.10-3.45 on Lesson Plans | Pivot Tables PO1-SLO 1.1 FA17 and FA18 EE in Aair Drive |
| FA 17 | 20-Dec-18 | SLO 1.2: Learning Differences | Provide more concrete examples of expectations for adaptations of diverse learners | FA 18 | Scores raised from 2.5 to at least 3.0 on Lesson Plans | Candidate scores improved from 2.5-3.0 Lesson Plans | Pivot Tables PO1-SLO 1.2 SP 16 EE in Aair Drive |

| | | | | | | | |
|-------|-----------|-----------------------------------|---|-------|--|---|--|
| FA 17 | 20-Dec-18 | SLO 1.3: Learning Environment | Candidates are meeting expectations. Continue to monitor candidate progress. | FA 18 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Lesson Plans | Candidates scores decreased from 3.38-3.10 but all exceeded expectations on Lesson Plans | Pivot Tables PO1-SLO 1.3 SP 16 EE in Aair Drive |
| FA 17 | 20-Dec-18 | PO3: Instructional Practice | | FA 18 | | | |
| FA 17 | 20-Dec-18 | SLO 3.1 Assessment | Candidates are meeting Expectations by passing the Teacher Work Sample with a 3.0 or higher | FA 18 | Candidates will continue to meet or exceed expectations 3.0 or higher on the Teacher Work Sample or PPAT | Candidates increased their average of 3.27-3.39 on Teacher Work Sample or PPAT | Compilation 1 Pivot Tables PO3-SLO 3.1 EE in Aair Drive |
| FA 17 | 20-Dec-18 | SLO 3.2: Planning for Instruction | Candidates are meeting expectations. Continue to monitor candidate progress. | FA 18 | Candidates will continue to meet or exceed expectations of 3.0 or higher on the lesson plan | Candidates decreased their average from 3.60 to 3.48, however, all still exceeded expectations on Lesson Plan | Compilation 1 Pivot Tables PO1-SLO 4-5 FA 16.17 EC in Aair Drive |

| FA 17 | 20-Dec-18 | SLO 3.3: Instructional Strategies | Candidates are meeting expectations. Continue to monitor candidate progress. | FA 18 | Candidates will continue to meet or exceed expectations of 3.0 or higher on the Unit plan | Candidates increased their average from 3.54-3.55 on Unit Plan | Compilation PO1-SLO 3.3 FA 16.17 in Air Drive |
|----------|-------------|-------------------------------------|--|----------|---|---|---|
| Semester | Report Date | Areas of Focus | Action Plan | Timeline | Anticipated Results | Actual Results | Evidence Files |
| Sp 18 | 31-May-18 | PO2: Content Knowledge | | SP 19 | | | |
| Sp 18 | 31-May-18 | SLO 2.1 Content Knowledge | Candidates are meeting Expectations by passing OGET and OSAT with a score of 240 or higher | SP 19 | on Candidates will continue to meet or exceed expectations (240 or higher) on OGET and OSAT | Candidates overall scores increased from 245-253 on OGET and OSAT | Compilation 1 Pivot Tables PO2-SLO 2.1 EE SP 18-19 in Air Drive |
| Sp 18 | 31-May-18 | SLO 2.2: Application of Knowledge | Candidates are meeting Expectations by passing OSAT with a score of 240 or higher | SP 19 | Candidates will continue to meet or exceed expectations (240 or better) on OSAT | Candidates overall scores increased from 241-253 on OSAT | Compilation 1 Pivot Tables PO2-SLO 2.2 EE in Air Drive |
| Sp 18 | 31-May-18 | PO 4: Professional Responsibilities | | SP 19 | | | |

| | | | | | | | |
|-------|-----------|---|--|-------|--|---|---|
| Sp 18 | 31-May-18 | SLO 4.1: Professional Learning and Ethical Practice | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 19 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Student Teacher Evaluations | Candidates exceeded expectations but scores decreased from 3.96-3.83 on Student Teacher Evaluations | Compilation 6 Pivot Tables PO1-SLO 4.1 EE in Aair Drive |
| Sp 18 | 31-May-18 | SLO 4.2: Leadership and Collaboration | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 19 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Student Teacher Evaluations | Candidates exceeded expectations but scores decreased from 3.96-3.83 on Student Teacher Evaluations | Compilation 6 Pivot Tables PO1-SLO 4.2 EE in Aair Drive |
| Sp 18 | 31-May-18 | SLO 4.3: Legal Issues and Democratic Ideals | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 19 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Dispositions | Candidates exceeded expectations but scores decreased from 3.54-3.34 on Student Teacher Evaluations | Compilation 6 Pivot Tables PO1-SLO 4.3 EE in Aair Drive |

| Sp 18 | | SLO 4.4 Christ-Like Leadership and Professionalism | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 19 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Dispositions | Candidates exceeded expectations but scores decreased from 3.54-3.34 | Compilation 6 Pivot Tables PO1-SLO 4.4 EE in Aair Drive |
|----------|-------------|--|---|----------|---|--|---|
| Semester | Report Date | Areas of Focus | Action Plan | Timeline | Anticipated Results | Actual Results | Evidence Files |
| FA 18 | 20-Dec-18 | SLO 1.2: Learning Differences | Candidates will research more information about adapting for diverse learners | FA 19 | Candidates will continue to meet or exceed expectations (3.0-4.0) Lesson Plans | Candidates' scores decreased from 3.47-3.00 but all exceeded expectations. | Pivot Tables PO1-SLO 1 and 3 EE in Aair Drive |
| FA 18 | 20-Dec-18 | SLO 1.3: Learning Environment | Candidates are meeting expectations. Continue to monitor candidate progress. | FA 19 | Candidates will continue to meet or exceed expectations (3.0-4.0) Lesson Plans | Candidates' scores decreased from 3.38-3.10 but all exceeded expectations. | Pivot Tables PO1-SLO 1.3 SP 16 EE in Aair Drive |
| FA 18 | 20-Dec-18 | PO3: Instructional Practice | | FA 19 | | | |

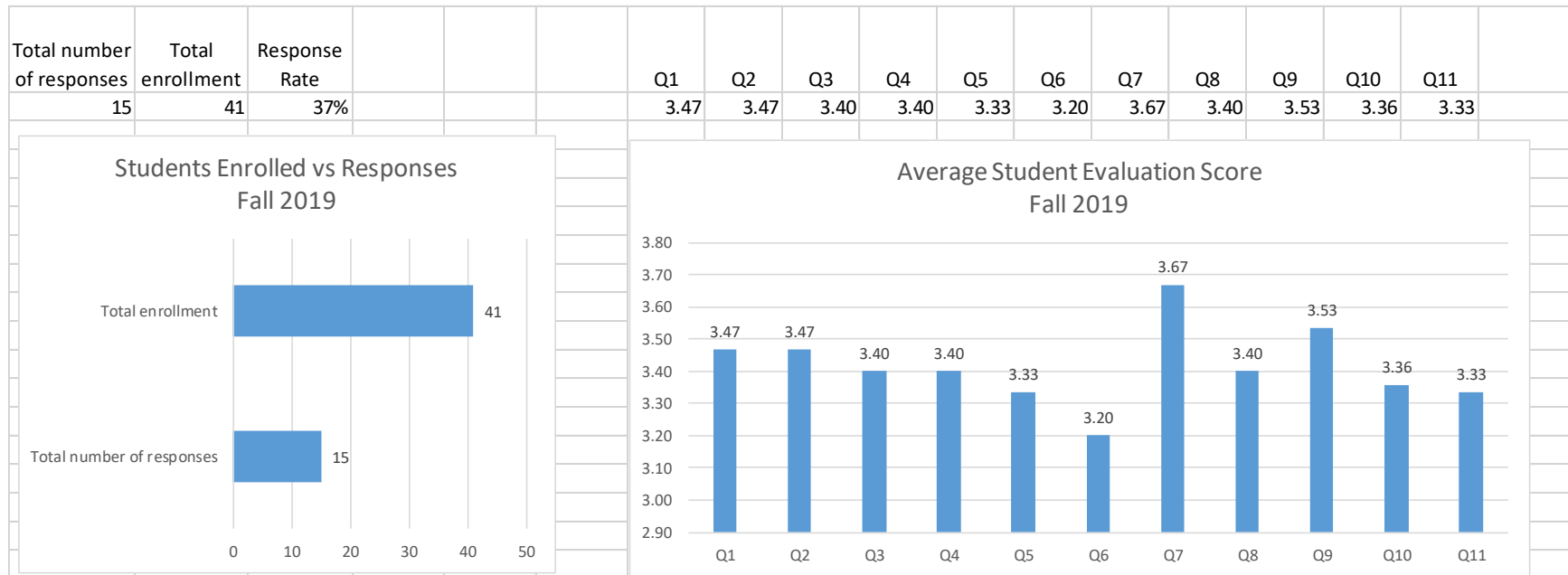
| FA 18 | 20-Dec-18 | SLO 3.1 Assessment | Candidates are meeting Expectations by passing the Teacher Work Sample with a 3.0 or higher | FA 19 | Candidates will continue to meet or exceed expectations 3.0 or higher on the Teacher Work Sample or PPAT | Candidates increased their average of 3.27-3.39 on Teacher Work Sample or PPAT | Compilation 1 Pivot Tables PO3-SLO 3.1 EE in Aair Drive |
|----------|-------------|-----------------------------------|---|----------|--|--|--|
| FA 18 | 20-Dec-18 | SLO 3.2: Planning for Instruction | Candidates are meeting expectations. Continue to monitor candidate progress. | FA 19 | Candidates will continue to meet or exceed expectations of 3.0 or higher on the Lesson plan | Candidates decreased their average from 3.60 to 3.48, however, all still exceeded expectations Lesson Plan | Compilation 1 Pivot Tables PO1-SLO 4-5 FA 16.17 EC in Aair Drive |
| FA 18 | 20-Dec-18 | SLO 3.3: Instructional Strategies | Candidates are meeting expectations. Continue to monitor candidate progress. | FA 19 | Candidates will continue to meet or exceed expectations of 3.0 or higher on the Unit plan | Candidates increased their average from 3.54-3.55 on the Unit Plan | Compilation PO1-SLO 3.3 FA 16.17 in Aair Drive |
| Semester | Report Date | Areas of Focus | Action Plan | Timeline | Anticipated Results | Actual Results | Evidence Files |
| SP 19 | 31-May-19 | PO2: Content Knowledge | | SP 20 | | | |

| | | | | | | | |
|-------|-----------|---|--|-------|--|---|---|
| SP 19 | 31-May-19 | SLO 2.1 Content Knowledge | Candidates are meeting Expectations by passing OGET and OSAT with a score of 240 or higher | SP 20 | Candidates will continue to meet or exceed expectations (240 or higher) on OGET and OSAT | Candidates overall scores decreased from 253-246 on OSAT and OGET | Compilation 1 Pivot Tables PO2-SLO 2.1 EE SP 19-20 in Air Drive |
| SP 19 | 31-May-19 | SLO 2.2: Application of Knowledge | Candidates are meeting Expectations by passing OSAT with a score of 240 or higher | SP 20 | Candidates will continue to meet or exceed expectations (240 or better) on OSAT | Candidates overall scores decreased from 253-246 on OSAT | Compilation 1 Pivot Tables PO2-SLO 2.1 EE SP 19-20 in Air Drive |
| SP 19 | 31-May-19 | PO 4: Professional Responsibilities | | SP 20 | | | |
| SP 19 | 31-May-19 | SLO 4.1: Professional Learning and Ethical Practice | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 20 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Student Teacher Evaluations | Candidates overall scores decreased from 3.83-3.60 in Student Teacher Evaluations | Compilation 6 Pivot Tables PO1-SLO 4.1 EE in Air Drive |

| | | | | | | | |
|-------|-----------|--|--|-------|--|---|---|
| SP 19 | 31-May-19 | SLO 4.2: Leadership and Collaboration | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 20 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Student Teacher Evaluations | Candidates overall scores decreased from 3.83-3.60 in Student Teacher Evaluations | Compilation 6 Pivot Tables PO1-SLO 4.2 EE in Aair Drive |
| SP 19 | 31-May-19 | SLO 4.3: Legal Issues and Democratic Ideals | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 20 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Dispositions | Candidates overall scores decreased from 3.61-3.42 in Dispositions | Compilation 6 Pivot Tables PO1-SLO 4.2 EE in Aair Drive |
| SP 19 | 31-May-19 | SLO 4.4 Christ-Like Leadership and Professionalism | Candidates are meeting expectations. Continue to monitor candidate progress. | SP 20 | Candidates will continue to meet or exceed expectations (3.0-4.0) on Dispositions | Candidates overall scores decreased from 3.61-3.42 Dispositions | Compilation 6 Pivot Tables PO1-SLO 4.4 EE in Aair Drive |

Program Review, Section 8

End of Course Assessment Results



| | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | |
| Questions | | | | | | | | | | | | | |
| 1. My instructor responded to questions within 48 hours. | | | | | | | | | | | | | |
| 2. My instructor encouraged my participation in the course through discussions. | | | | | | | | | | | | | |
| 3. My instructor provided regular updates about our class through the News section, discussion boards, class announcements, or other means. | | | | | | | | | | | | | |
| 4. My instructor provided feedback on assignments within 5 class days of the due date for CAGS courses / 2 weeks of the due date for CAS courses. | | | | | | | | | | | | | |
| 5. The feedback received on assignments and discussions helped me learn the material for the course. | | | | | | | | | | | | | |
| 6. The feedback received on assignments and discussions helped me know how to improve on future work in the course. | | | | | | | | | | | | | |
| 7. The instructor enhanced our course through supplemental relevant content. | | | | | | | | | | | | | |
| 8. Instructions on assignments, discussions, and other course expectations were clear. | | | | | | | | | | | | | |
| 9. The concepts, materials, and activities of this course are useful outside of the classroom. | | | | | | | | | | | | | |
| 10. The workload for this course was what should be expected for a course at this level. | | | | | | | | | | | | | |
| 11. The resources provided in the course helped me achieve course objectives. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Open-ended questions | | | | | | | | | | | | | |
| 12. What are the strengths of the instructor? | | | | | | | | | | | | | |
| 13. How might the instructor be more effective? | | | | | | | | | | | | | |
| 14. What do you like best about this course? | | | | | | | | | | | | | |
| 15. What do you suggest to improve this course? | | | | | | | | | | | | | |

| Number Of Responses | Enrollment | Instructor | Course Title | Course Code | School Name | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
|---------------------|------------|--------------|---|-------------------|-----------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|--|--|--|
| 1 | 4 | Fischer, Lau | The Exceptional Child | EDUC 4223 II 19FA | School of Teacher Education | | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 4 | 4 | | | |
| 1 | 3 | Hinkle, Vick | Literacy Methods for Early Childhood | ECED 3223 1 19FA | School of Teacher Education | | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| 2 | 2 | Hinkle, Vick | Methods of Reading in the Intermediate Grades | EDEL 3203 1 19FA | School of Teacher Education | | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Nice and sweet. Was understandable and flexible. Worked with schedules. Helped go over things when we asked for other classes. | | More field experience during class. Taking one time a month to go and do FE during class time would make things 10x easier |
| 2 | 2 | Hinkle, Vick | Methods of Reading in the Intermediate Grades | EDEL 3203 1 19FA | School of Teacher Education | | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | |
| 1 | 6 | Hinkle, Vick | Student Teaching | EDUC 4909 1 19FA | School of Teacher Education | | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | It pulls everything together that I have been learning for the past two years. | |
| 1 | 7 | Long, Cheri | Methods of Elementary Science | EDEL 3303 1 19FA | School of Teacher Education | | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | knowledgeable of content and understanding of life | relevant content/resources made available/known | have health and science separate. I also think early childhood majors would benefit from this course |
| 1 | 8 | Menefee, E | Methods of Elementary Music and Art Integration | EDEL 3503 1 19FA | School of Teacher Education | | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | personable and knowledgeable | | have art mini lessons or some kind of assignment where we teach an art skill |

| Number Of Responses | Enrollment | Instructor | Course Title | Course Code | School Name | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
|---------------------|------------|--------------|---|-------------------|-----------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|--|--|--|
| 1 | 4 | Fischer, Lau | The Exceptional Child | EDUC 4223 II 19FA | School of Teacher Education | | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 4 | 4 | | | |
| 1 | 3 | Hinkle, Vick | Literacy Methods for Early Childhood | ECED 3223 1 19FA | School of Teacher Education | | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| 2 | 2 | Hinkle, Vick | Methods of Reading in the Intermediate Grades | EDEL 3203 1 19FA | School of Teacher Education | | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Nice and sweet. Was understandable and flexible. Worked with schedules. Helped go over things when we asked for other classes. | | More field experience during class. Taking one time a month to go and do FE during class time would make things 10x easier |
| 2 | 2 | Hinkle, Vick | Methods of Reading in the Intermediate Grades | EDEL 3203 1 19FA | School of Teacher Education | | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | |
| 1 | 6 | Hinkle, Vick | Student Teaching | EDUC 4909 1 19FA | School of Teacher Education | | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | It pulls everything together that I have been learning for the past two years. | |
| 1 | 7 | Long, Cheri | Methods of Elementary Science | EDEL 3303 1 19FA | School of Teacher Education | | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | knowledgeable of content and understanding of life | relevant content/resources made available/known | have health and science separate. I also think early childhood majors would benefit from this course |

| | | | | | | | | | | | | | | | | | | | | |
|---|--|---|----------------------------|----------------------------|-----------------------------|-----------------------------|--|--|--|--|--|--|--|--|--|--|--|---|---|---|
| | | | Educational Foundations | EDUC 2102 19FA | School of Teacher Education | | | | | | | | | | | | Esther is knowledgeable in her field. Esther offers help to her students and pours into them. | The instructor is already extremely effective. | The instructor | Lessen the material. Too much material for this course and students do not have time to complete all of the material. 30 hour of observation cannot be completed with a full load class schedule, coursework should be limited such as online, essays, etc. Out of all the courses i have taken, this is the most material that is covered in a short amount of time. |
| 2 | | 4 | Rehbein, Es | Educational Foundations | EDUC 2102 19FA | School of Teacher Education | | | | | | | | | | | She/E's good at making connections. | Be more understanding, and not put as much pressure on students. This class is honestly why I/Em questioning | | Don't put as much pressure on everything. |
| 6 | | 7 | Stinson, Ha | Methods of Elementary Math | EDEL 4803 19FA | School of Teacher Education | | | | | | | | | | | She seems to really know what is talking about. If we went to observe her in her classroom she would be doing the things she was teaching us. | I think she just needs more experience the more she teachers the more comfortable she will get with teaching college students | The instructor worked with me and helped me with my crazy schedule. | More opportunities to teach strategies in class |
| | | | Methods of Elementary Math | EDEL 4803 19FA | School of Teacher Education | | | | | | | | | | | | She was knowledgeable about the content and brought in great straggles and way to make your future classes interactive, engaging, and full of institutional strategies . | A little more feed out of work on homework. | I enjoyed the international straggles she gave to us. It has been helpful when making my unit plan and lesson plan. | |

Page | 37

June 22, 2020

| | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------|----------------------------------|--------------------|-----------------------------------|---|---|---|---|---|---|---|---|---|---|---|--|---|---|--|
| 6 | 7 | Stinson, Ha | Methods of Elementary Math | EDEL 4803 119FA | School of Teacher Education | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | She is great about providing many manipulative that are actually useful for the classroom. | With time and experience. | I really like the application assignments. | The flow of the class seemed a little off course. Maybe sticking to a procedure. I never knew what to expect. |
| 6 | 7 | Stinson, Ha | Methods of Elementary Math | EDEL 4803 119FA | School of Teacher Education | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | Very knowledgeable in content area. 3 And passionate | get to know us individually more | learning new technology and interactive activities | more applications, i felt those were beneficial more so than the chapter activities |
| 6 | 7 | Stinson, Ha | Methods of Elementary Math | EDEL 4803 119FA | School of Teacher Education | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | The instructor is passionate about education and communicates 3 that with us. | The instructor might be more effective by walking through math lesson planning with us. | I love the professor and the content she brought to class each week. | It would be extremely helpful to see how Ms. Stinson plans math lessons and adapts her instruction. |
| 6 | 7 | Stinson, Ha | Methods of Elementary Math | EDEL 4803 119FA | School of Teacher Education | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | More classroom time |

Program Review, Section 9

End of Course Data-driven Decision (D3) Forms

| Department: School of Teacher Education | | | | | | | | | |
|--|--------------------|---------------------------------|--|--|-----------------------------|--|--------------------|---|-------------------------|
| Name: Vickie Hinkle | | | | | | | | | |
| End of Course Survey (EoC) D3 Form | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Semester | Report Date | Data Drove this Decision | Areas of Focus | Action Plan | Timeline | Anticipated Results | Report Date | Actual Results | Evidence Files |
| Fall 2020 | 6/1/2020 | EoC Survey Results | Survey item #6, The feedback received on assignments and discussions helped me know how to improve on future work in the course. | Faculty and part-time faculty will discuss ways to improve in this area at part-time faculty training in the fall. | Fall 2020-December 15, 2020 | Will raise score on item #6 by 25% by December 15, 2020. | | | |
| Fall 2019 | 12/19/2019 | EoC Survey Results | Question #6 Giving feedback to help students in future classes. | Review expectations for major assignments that are repeated throughout courses. | May 2020 | Increased score on question #6 of EOC Survey | 6/1/2020 | Survey results for #6, the feedback received on assignments and discussions helped me know how to | Aair Drive. EOC Results |

| | | | | | | | | | |
|---------------------|------------|--------------------|--|---|-----------------------|--|------------|--|---|
| | | | | | | | | improve on future work in the course, decreased 20% to 2.58 | |
| AY 2018-2019 | | | | | | | | | |
| Spring 2018 | 12/20/2018 | EoC Survey Results | Question 10 on EoC - course workload | Build a rationale for the workload in each course and communicate to students | Spring 2019 | Student scores will increase on question 10 (from 3.15) | 5/15/2019 | Scores on question 10 of the EofC survey increased by .5 by explaining the rationale for workload in each course | air drive EOC surveys spring 2019 |
| AY 2017-2018 | | | | | | | | | |
| Spring 2018 | 5/29/2018 | | Instruction and expectations for assignments | Spend intentional time going through the instructions and expectations for assignments and providing samples of excellent work. | Implement Spring 2019 | Increased student satisfaction rate on instructions and expectations | 12/20/2018 | All scores were above 3.0. However, scores on question 8, which was our focus area, dropped by .4 this semester | Based on EoC report for Office of Institutional Effectiveness |
| Spring 2017 | 5/29/2018 | | Organization of course material | Review rubrics at the beginning of the semester, and when each assignment is | Implement Spring 2018 | Increased student satisfaction rate on | | Satisfaction rate increased from 3.07 to 3.44 | See EoC Spreadsheet Spring 2018 |

| | | | | | | | | | |
|--|--|--|--|---|--|---------------------|--|--|--|
| | | | | given. Include additional information on D2L as needed for clarification. | | course organization | | | |
| | | | | | | | | | |

Program Review, Section 10

Instructor/Faculty Evaluations

Instructor/Faculty Evaluation

The Elementary Education Program currently has four part-time faculty teaching on a consistent basis, along with full-time faculty teaching the professional education courses and literacy methods courses. Some part-time faculty have been teaching for a number of years while other positions have seen several changes. More consistency with part-time faculty will help in assessing the quality of teaching in these courses.

At this time, the End-of-Course evaluations and Exit Interviews by candidates are used to evaluate instructor effectiveness. Informal conversations with candidates and part-time faculty have also given me more information regarding the effectiveness of the instruction.

Verbal Exit Interview:**Name of Candidate:** [REDACTED] **Program:** *Elementary Education***Date :** *5-24-17*

What was positive about your MACU teacher education experience?

- *Learned a lot in Strategies I and II – really important anchor courses*
- *Enjoyed methods courses, especially those with current adjuncts*
- *Learned the most in student teaching—really liked the two different placements*

What changes would you suggest?

- *Need to learn more in Exceptional Child*
- *Better communication in student teaching with CT and TC*
- *Need more classroom management techniques – didn't feel ready*

What advice would you give to candidates or professors?

- *Candidates: Pay close attention to any advice you get on classroom management and assessments—you definitely need it!*
- *Professors: Give as many resources as you can that will help us in the classroom as well as actual scenarios*

Verbal Exit Interview:**Name of Candidate:** [REDACTED] **Program:** *Elementary Education***Date:** *5-15-17***W**

What was positive about your MACU teacher education experience?

- *Field experience was valuable. Liked being in the different type of schools and in a variety of classes was beneficial.*
- *I like have two student teaching placements at the various levels.*
- *Lesson plan preparation in methods courses helped me be prepared for the real world.*
- *Really enjoyed Language Arts methods course, and enjoyed Vickie's courses.*

What changes would you suggest?

- *Make online forms available. It's too easy to lose track of hard copies.*
- *Emphasize requirements outlined in the Teacher Handbook—PD, etc.*

What advice would you give to candidates or professors?

- *Candidates: Don't be shy to ask an older TC how to do projects, lesson plans, etc.*
- *Professors: Recommend collaboration with older TCs.*

Verbal Exit Interview:**Name of Candidate:** [REDACTED]**Program:** *El. Ed.***Date :** *12-14-17***W****What was positive about your MACU teacher education experience?**

- *Liked the observations – helped get a feel of what to do/not to do and who to do further work with, i.e. Ed. Psych. or student teaching*
- *Liked small class size*
- *Methods of Intermediate Reading had a field experience that helped with classroom preparation*
- *Methods courses – Science and Math are great!*
- *Learned a lot in my DeCarlo courses*

What changes would you suggest?

- *Methods of Social Studies did not help prepare me for OSAT or to teach*
- *Methods of Music and Art – didn't get anything accomplished*
- *Instructional Tech – students knew more than the professor*
- *Primary Reading – need practice using different assessments – Dibbles, etc.*
- *If students are missing something or having trouble, etc. don't wait until the end of the semester to address it.*

What advice would you give to candidates and professors?

- *Candidates: All the tears now are worth the love you'll get when you have your own classroom.*
- *Professors: Keep being accessible!*

Verbal Exit Interview:**Name of Candidate:** [REDACTED]**Program:** *Elementary Education***Date:** *11-16-17***W****What was positive about your MACU teacher education experience?**

- *Liked the adjunct professors, especially Cecilia Pittman and Cheri Long for their high expectations and expertise.*
- *Liked the Classroom Action Plan assignment. Found it useful in the classroom so effort needs to be given.*

What changes would you suggest?

- *Get a balance with adjuncts, making sure that expectations are followed. We should have more expectations because we are in college.*
- *Separate the syllabi for UTPA and traditional student teaching*
- *Either have a workshop to create CAP, or, give periodic class time*
- *Karen Mock – love her as a person and assignments are meaningful, but assessment is weak—just gives “As.”*

What advice would you give to candidates or professors?

- *Candidates: Do UTPA!*
- *Professors: Don't let the students walk all over you!*

Verbal Exit Interview:

Name of Candidate: [REDACTED] **Program:** Elementary
Date : 11-26-18

What was positive about your MACU teacher education experience?

- *Professors were definitely a positive thing!*
- *Components of a lesson, how important prior knowledge is, and learning the components of an effective lesson, closure. How to incorporate two subjects at the same time.*
- *Student Teaching is the most important thing. Learning new things that you can't learn in the classroom.*

What changes would you suggest?

- *If we had a class over just classroom management would be very beneficial.*
- *Better preparation for the certification process. Take us through the steps.*
- *More SmartBoard training. Help us know how to use the copy machines. Great sites to help us learn technology.*

What advice would you give to candidates and professors?

- *Candidates: Learn how to manage your time wisely. Don't wait to the last minutes to do everything. Keep stuff from your classes, you will use it in the future. Take it one assignment as a time. Tackle it bit by bit. Student teaching is worth it in the end.*
- *Professors: Huge thank you for everything.*

Verbal Exit Interview:

Name of Candidate: [REDACTED] **Program: Elementary**

Date: 04/29/2019

What was positive about your MACU teacher education experience?

- Because it is small, it is so much better. We get to know each other better (teachers and students) so you develop a relationship that makes it personal.

What changes would you suggest?

- Because I had to work with another institution for my student teaching, I saw what it was like to have a different perspective. MACU is just so much better.

What advice would you give to candidates and professors?

- *Candidates: You will survive state tests. Listen to your professors; they know best!*
- *Professors: Student teachers are tired. Reflections are mandatory, but it become overkill.*

Verbal Exit Interview:**Name of Candidate:** [REDACTED]**Program: Elementary****Date: 04/29/2019**

What was positive about your MACU teacher education experience?

- We can tell that our professors really care about us as students. It made a difference in my success and why I stayed in teacher education.
- The education we receive is also excellent.

What changes would you suggest?

- Some of the professors are stretched too thin, so they aren't able to give students all that they really want when it comes to the classroom.

What advice would you give to candidates and professors?

- *Candidates: Don't go in thinking you know it all. You don't. Go in knowing you will need help. Don't be afraid to ask for help. Don't be too hard on yourself when you don't know something.*
- *Professors: During student teaching, we have to work. That is just my situation. Please don't make me feel badly about that. Go more in depth with behavior management.*

Verbal Exit Interview:**Name of Candidate:** [REDACTED]**Program: Elementary****Date: 04/29/2019**

What was positive about your MACU teacher education experience?

- The professors. They really care about us.
- I loved getting to observe at so many different schools. It helped me know more about different kinds of schools.
- If I have problems/questions, I know I can go to my professors to ask for help.
- The partner school teachers were also really good and willing to work with us as college students.

What changes would you suggest?

- My only suggest would be to improve instructional technology.
- Provide more opportunities to teach actual students instead of our peers.

What advice would you give to candidates and professors?

- *Candidates: Keep a journal of ideas that you see in classrooms. Even ask to take pictures so that you have ideas to refer to later when you are teaching. Make positive relationship with the teachers you work with. You may run into them later when you need a job. Don't procrastinate when it comes to Unit Plans.*
- *Professors: Make sure the SMART board is working.*

Verbal Exit Interview:

Name of Candidate: [REDACTED]
Elementary

Program:

Date: 04/29/2019

What was positive about your MACU teacher education experience?

- The professors were one of the most positive experiences. I know that I can always ask questions. If I had something I didn't understand, I knew that I could go for help.
- Getting to observe in many different types of schools was a wonderful experience to help me know where I wanted to teach.

What changes would you suggest?

- The instructional technology would be much more beneficial if we could learn how to use technology in the actual lesson and classroom environment.

What advice would you give to candidates and professors?

- *Candidates: Always ask questions. Never feel that your question is dumb or not a good question. Go to professional development. Even go when it's not required. Always take the opportunity to do professional development. Don't be afraid to make mistakes.*
- *Professors: Make sure that all candidates understand the changes that are coming even if they don't apply to them directly. (PPAT)*

Teacher Education Verbal Exit Interview

Name of Candidate: [REDACTED]

Program: Elementary Education

Date: 11/25/19

What was positive about your MACU teacher education experience?

- I haven't been to many other colleges but I'd say quick feedback and availability of professors. Small class sizes.
- Different perspectives from the different professors and part-time faculty. Getting a wide spectrum of different teaching styles.
- Field experiences were very valuable.

What changes would you suggest?

- More opportunity to teach in the field.
- Strategies 1 after methods would be beneficial because then I've been in the field.
- Diagnostic was a culmination of strategies and literacy methods.
- Took assessment, adjusting instructing, making sure tests were fair for all students from strategies. Classroom management in strategies doesn't give real world experience.

What advice would you give to candidates and professors?

- Don't get burnt out or lose focus in the monotony.
- Be confident in the skills that you have. Don't second guess yourself.
- Don't give up when you fail.
- More explicit instruction. Use lesson plans as examples for instruction.

Teacher Education Verbal Exit Interview

Name of Candidate: [REDACTED]

Program: Elementary Ed

Date: 11/25/19

What was positive about your MACU teacher education experience?

I liked that I could come to Vickie and Esther about what was going on. I don't think I would have that if I went to a larger university. Classes were great, smooth. There were times when I didn't understand something. Trouble with American Lit class. Put in at wrong time, adjunct not very helpful. Mark Harris helped with it now he's on track to finish. I'm more than pleased with how it's gone.

I really liked foundations class it gave me a good overall idea of what I was getting into. I also liked Exceptional Child showed me the difficulties that may occur. You're going to have great days but then they'll be days when you struggle. Balanced each other out.

What changes would you suggest?

Aptitude test of where you should be placed. Actual interests. You like working with kids but what age?

Better communication within the Teacher Ed program.

Multicultural points, can't go to churches. Built into a class?

What advice would you give to candidates and professors?

Candidate: Get on testing and knock it down. Pay as much money as needed to get them passed.

Professors: You are a great team! You have changed me for the better.

Teacher Education Verbal Exit Interview

Name of Candidate [REDACTED]

Program: Elementary Education

Date: 11/25/19

What was positive about your MACU teacher education experience?

- It felt like a family, I was never afraid to ask questions.
- I've learned a lot about classroom management, classroom behavior, how to structure my classroom, stuff like that.
- I do like all of the field experience that we do. Some colleges don't start until the end. I felt like it prepared me more for student teaching.

What changes would you suggest?

- Methods courses I learned more about the content or subject, science but not enough about how to teach the subjects.
- The technology course could have involved the SMART board. Campus week SMART board helped. I really liked the professional development.

What advice would you give to candidates and professors?

- I hate how much Vickie has on her plate. It's been tough for us as student teachers. It would be beneficial to have someone dedicated just to student teachers.

Name of Candidate: [REDACTED] **Program: Elementary Education**

Date: 11-25-19

What was positive about your MACU teacher education experience?

- Different types of teaching methods, different professors teaching different ways.
- Getting all of these different strategies to use in our classroom
- Liked different field experiences in different settings to get to see that was good.

What changes would you suggest?

- More technology training in other classes. More SMART board training, gadgets to use.
- Observation with student teacher before the experience.
- Rearranging classes, strategies first. Moving literacy classes closer to student teaching.

What advice would you give to candidates and professors?

- More touching base more often, throughout the week. More personal encouragements.

Teacher Education Verbal Exit Interview

Name of Candidate: [REDACTED] **Program:** Elementary Education

Date: 4/27/20

What was positive about your MACU teacher education experience?

The reason I went to MACU was the small class size, got more attention. Connections I made were good. Got to see a variety of classrooms. I really liked the mission trips we got to be a part of, making connections and putting things we learned to good use. The principal panel during campus week was beneficial.

What changes would you suggest?

We would benefit having more field experience with the same classroom. 5 hours is not enough, 5 days would be beneficial so we could see a daily routine. We need more faculty for the department because I was spread thin this semester. I didn't want to burden Vickie with questions. For our methods classes Cheri long let us turn in a rough draft of the unit plan and lesson plan. She would give us feedback on it. It really helped to turn it in early and get feedback.

What advice would you give to candidates and professors?

Candidate: Don't be afraid of the professors, build relationships so you feel more comfortable.

Professors: Like to have more field experience outside of Newcastle.

Teacher Education Verbal Exit Interview

Name of Candidate: [REDACTED] **Program:** Elementary Ed

Date: 4/27/2020

What was positive about your MACU teacher education experience?

I liked the small environment, I liked getting to know Vickie and Esther. Feel like that I'm supported and not just a number. I liked all the classes. I liked the small class size. Snacks and chocolate in the class and at TC meetings. Being able to get to know your advisor. Liked going out of the classroom into field experiences especially the tutoring.

What changes would you suggest?

Algebra for teachers needs to be on ground. Did not feel confident in math after the class. More strategies.

Need to be in the classrooms more, 5 hours is not enough.

What advice would you give to candidates and professors?

Candidates: make sure they save their verification sheets, make a copy, and stay organized. Have a planner. Assignments can be overwhelming. Listen to Vickie because she knows what's she's talking about.

Professors: Think about that we have lives, work that sometimes it can be overwhelming.

Teacher Education Verbal Exit Interview

Name of Candidate: [REDACTED]

Program: Elementary Ed

Date: 4/27/2020

What was positive about your MACU teacher education experience?

I liked how it was, the teachers know your name, know things about you. I liked the smaller class sizes. By the end of the year we feel like brothers and sisters.

The mission trip was fun. It was positive. I got a lot out of field experience. It took me around Oklahoma which was great since I'm not from here. I enjoyed most of the classes, especially methods and we talked about lessons. Wish they were more in depth. Glad they are taught by teachers in the field with ongoing experiences that they can share.

What changes would you suggest?

Field experience is kind of hard when you only go for an hour and you see the same things over and over again. Need a whole day in the classroom. As an athlete I don't have a bunch of time. You're seeing the same techniques.

The classes now that the PPAT has been adopted, the classes need to be in the classes. More discussion about the PPAT in the classes.

Student teaching needs its own professor because we didn't get enough attention. Task one feedback was not given fast enough. Communication wasn't great because there was so much going on. Didn't get direct communication about the school closing. Changes came without good communication.

What advice would you give to candidates and professors?

Candidates: Create a relationship with your professors because that will help you when you need help. Life gets in the way and professors are open to having a relationship so if you have that it makes life a whole lot easier.

Professors: Give us as many opportunities to teach and experience real life school situations. Seeing methods used in a school situation would be better.

Teacher Education Verbal Exit Interview

Name of Candidate: [REDACTED]

Program: Elementary Ed

Date: 4/27/2020

What was positive about your MACU teacher education experience?

I really enjoyed transferring in so having a different college experience. Loved contacting you guys and getting immediate feedback and getting to know Vickie. Love the classes, field experience and receiving feedback from those experiences.

Since we have so many adjuncts I liked that they were teaching currently in the classroom so real time application in our methods courses. Current best practices.

What changes would you suggest?

Strategies includes a lot as a class but I feel like a class that focused on classroom management where we can meet with teachers and see how they craft their classroom management plans. Build behavior management in each class.

Extending field experience hours. Most valuable time. Not enough time in methods.

What advice would you give to candidates and professors?

Candidates: stay organized, keep on top of it. It's a lot of juggling paperwork with lesson plans, assignments. Be open because not every observation is a great one. Overall everything you see helps mold you as a teacher.

Professors: Give us a dates and information in the schedule/syllabus. More information.

Program Review, Section 11

Professional Development of Faculty

DEPARTMENTAL DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

| Name | Professional Training Attended | Location | Date |
|----------------|---|---------------------------|-------------------|
| Esther Rehbein | Celebration of Culture | MACU | 31 Mar-17 |
| Vickie Hinkle | Celebration of Culture | MACU | 31 Mar-17 |
| Kristen Hoyt | Celebration of Culture | MACU | 31 Mar-17 |
| Vickie Hinkle | Oklahoma Reading Association Conference | Oklahoma City University | 25 Mar-17 |
| Esther Rehbein | CAEP Conference | St. Louis, MO. | March 22-24, 2016 |
| Vickie Hinkle | CAEP Conference | St. Louis, MO. | March 22-24, 2016 |
| Kristen Hoyt | CAEP Conference | St. Louis, MO. | March 22-24, 2016 |
| Vickie Hinkle | M-Core Retreat GiANT | MACU | 19 May-17 |
| Shelley Groves | OACTE Conference | University of Oklahoma | 26 Oct-18 |
| Esther Rehbein | OACTE Conference | University of Oklahoma | 26 Oct-18 |
| Vickie Hinkle | OACTE Conference | University of Oklahoma | 26 Oct-18 |
| Shelley Groves | Pre-Service Performance Assessment Training | Oklahoma State University | 12 Oct-18 |
| Vickie Hinkle | Pre-Service Performance Assessment Training | Oklahoma State University | 12 Oct-18 |

| | | | |
|----------------|--|--|------------|
| Esther Rehbein | Pre-Service Performance Assessment Training | Oklahoma State University | 12 Oct-18 |
| Shelley Groves | Pre-Service Performance Assessment Training | Southern Nazarene University | 1 Feb-19 |
| Esther Rehbein | Pre-Service Performance Assessment Training | Southern Nazarene University | 1 Feb-19 |
| Vickie Hinkle | Pre-Service Performance Assessment Training | Southern Nazarene University | 1 Feb-19 |
| Vickie Hinkle | Oklahoma Literacy Association Conference | Oklahoma State University | 6 Apr-19 |
| Vickie Hinkle | CAEP Elementary Education Standards Forum | Oral Roberts University | 29 Mar-19 |
| Vickie Hinkle | UTPA Touchback | Springlake Metro Tech, OKC | 27 Oct-17 |
| Vickie Hinkle | "Plugging In To Literacy" 11th Annual Reading Conference | Oral Roberts University | 27 Apr-18 |
| Vickie Hinkle | Oklahoma Higher Ed Reading Council Fall Meeting | Oral Roberts University | 21 Sep-18 |
| Vickie Hinkle | International Literacy Association Conference | Austin Convention Ctr, Austin TX | 18 Jul-19 |
| Vickie Hinkle | M-Core Retreat | MACU | 7 Feb-19 |
| Vickie Hinkle | Co-Leading GiAnt MCore 3 Training | MACU | 2018-19 |
| Shelley Groves | M-Core Retreat | MACU | 7 Feb-19 |
| Vickie Hinkle | CAEP Conference | Washington D.C. | Sept. 2019 |
| Vickie Hinkle | OACTE/OEQA/OATE Fall Conference, | Northeastern State University Broken Arrow, OK | 19 Oct-20 |

| | | | |
|----------------|--------------------------------------|--|-------------|
| Esther Rehbein | CAEP Conference | Washington D.C. | Sept. 2019 |
| Esther Rehbein | OACTE/OEQA/OATE Fall Conference, | Northeastern State University Broken Arrow, OK | Oct. 2019 |
| Gayle Fischer | OACTE/OEQA/OATE Fall Conference, | Northeastern State University Broken Arrow, OK | Oct. 2019 |
| Vickie Hinkle | OEQA Spring Accreditation Meeting | Southern Nazarene University, Bethany, OK | Jan. 2020 |
| Esther Rehbein | QEQA Spring Accreditation Meeting | Southern Nazarene University, Bethany, OK | Jan. 2020 |
| Esther Rehbein | NAEYC Conference | Long Beach, California | 1 Jun-19 |
| Vickie Hinkle | UTPA Board Meetings and Touchbacks | Metro Tech/Wheeler Elementary OKC | 2019-2020 |
| Vickie Hinkle | Program Review Advisory Board (PRAB) | SNU | 2019-2020 |
| Vickie Hinkle | ISTE Conference | Philadelphia, PA | Summer 2019 |
| Esther Rehbein | ISTE Conference | Philadelphia, PA | Summer 2019 |
| Esther Rehbein | Directors Academy | MACU | 2019/2020 |
| Vickie Hinkle | Dine and Data | MACU | 2019/2020 |
| Esther Rehbein | Dine and Data | MACU | 2019/2020 |

DOCUMENTATION OF PRESENTATIONS OR SEMINARS GIVEN

| Name | Presentations/Seminars Given | Location | Date |
|---------------|---|--------------------------------|-----------|
| Vickie Hinkle | CAEP Elementary Program Review Training | University of Central Oklahoma | Fall 2019 |

DOCUMENTATION OF "MEMBERSHIPS IN" OR "APPOINTMENTS TO" PROFESSIONAL ORGANIZATIONS/BOARDS

| Name | Membership in Professional Organizations | Professional Appointments | Date |
|----------------|--|--|---------|
| Esther Rehbein | Oklahoma Association for Colleges of Teacher Education (OACTE) | Vice President | 2017/18 |
| | Association for Supervision and Curriculum Development | | 2017/18 |
| | Christian Educators Association International | | 2017/18 |
| | Professional Oklahoma Educators | | 2017/18 |
| | Phi Delta Kappan | | 2017/18 |
| | Urban Teacher Preparation Academy | Executive Board Member | 2017/18 |
| | Association for Childhood Education International | Program Reviewer for CAEP | 2017/18 |
| Vickie Hinkle | Oklahoma Reading Association | Past President/ILA Coordinator for ORA | 2017/18 |
| | International Literacy Association | | 2017/18 |
| | Oklahoma Writing Project | Teacher Consultant | 2017/18 |
| | Christian Educators Association International | | 2017/18 |
| | Oklahoma Council for Teachers of English | | 2017/18 |
| | Association for Supervision and Curriculum Development | | 2017/18 |

| | | | |
|----------------|--|---------------------------------------|-----------|
| | Association for Childhood Education International | Program Reviewer and Auditor for CAEP | 2017/18 |
| Kathy Adams | Christian Educators Association International | | 2017/18 |
| | Association for Supervision and Curriculum Development | | 2017/18 |
| | Professional Oklahoma Educators | Student Advisor | 2017/18 |
| | National Association for the Education of Young Children | | 2017/18 |
| Esther Rehbein | Oklahoma Association for Colleges of Teacher Education (OACTE) | Past President | 2018/19 |
| | Learning Forward Oklahoma | Executive Board Member | 2018/19 |
| | Christian Educators Association International | | 2018/19 |
| | Professional Oklahoma Educators | | 2018/19 |
| | Phi Delta Kappan | | 2018/19 |
| | Urban Teacher Preparation Academy | Executive Board Member | 2018/19 |
| | National Association for the Education of Young Children | Program Reviewer for CAEP | 2018/19 |
| | Association for Supervision and Curriculum Development | | 2018/19 |
| Vickie Hinkle | Oklahoma Literacy Association | ILA Coordinator for OKLA | 2018/19 |
| | International Literacy Association | | 2018/19 |
| | Oklahoma Writing Project | Teacher Consultant | 2018/19 |
| | Christian Educators Association International | | 2018/19 |
| | Association for Supervision and Curriculum Development | | 2018/19 |
| | Association for Childhood Education International | Program Reviewer and Auditor for CAEP | 2018/19 |
| | Urban Teacher Preparation Academy | Executive Board Member | 2018/19 |
| Shelley Groves | National Council for Teacher of English | | 2018/19 |
| | Professional Oklahoma Educators | | 2018/19 |
| | Kappa Delta Pi | | 2018/19 |
| | Association for Supervision and Curriculum Development | | 2018/19 |
| Esther Rehbein | Oklahoma Association for Colleges of Teacher Education (OACTE) | Alternate Member | 2019/2020 |

| | | | |
|---------------|--|----------------------------|-----------|
| | Learning Forward Oklahoma | Executive Board Member | 2019/2020 |
| | Christian Educators Association International | | 2019/2020 |
| | Professional Oklahoma Educators | | 2019/2020 |
| | Phi Delta Kappan | | 2019/2020 |
| | National Association for the Education of Young Children | Program Reviewer for CAEP | 2019/2020 |
| Vickie Hinkle | Association for Supervision and Curriculum Development | | 2019/2020 |
| | Oklahoma Association for Colleges of Teacher Education (OACTE) | Member | 2019/2020 |
| | Oklahoma Literacy Association | Member | 2019/2020 |
| | International Literacy Association | Member | 2019/2020 |
| | Oklahoma Writing Project | Teacher Consulttant | 2019/2020 |
| | Christian Educators Association International | | 2019/2020 |
| | Association for Supervision and Curriculum Development | | 2019/2020 |
| | Program Review Advisory Board, State of Oklahoma | Program Reviewer for state | 2019/2020 |
| | Urban Teacher Preparation Academy | Executive Board Member | 2019/2020 |

Program Review, Section 12

Retention D3 Forms

| Department: School of Teacher Education | | | | | | | | | |
|--|--------------------|---|---------------------------------|---|---------------------------------|---|--------------------|-----------------------|-----------------------|
| Name: Vickie Hinkle | | | | | | | | | |
| Retention D3 Form | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Quarter | Report Date | Data Drove this Decision | Areas of Focus | Action Plan | Timeline | Anticipated Results | Report Date | Actual Results | Evidence Files |
| AY 2nd QTR, Apr - Jun | 6/1/2020 | Survey how students heard about our school of teacher education | School of Teacher Education Day | Have a day within Admissions E square d focused on recruiting for the School of Teacher Ed. | May 1, 2020- September 30, 2020 | Increase student enrollment to the School of Teacher Ed by 10%. | | | |

| | | | | | | | | | |
|-----------------------|-----------|--------------|---|--|----------------|---|---|---|---|
| AY 1st QRT, Jul - Sep | 7/25/2019 | Exit Surveys | Learn and implement new technologies through out courses in the School of Teacher Education | Evaluate what technology is already in place in STE courses . Implement new technology learned at ISTE conference where needed . | By May 30 2020 | All course instructors for the School of Teacher Education will implement at least one new piece of technology into the course content. | 10/24/2019 | Continuing to gather information about technology from other courses. Have implemented CANVA, Kahoot, and Padlet. | Will submit student projects upon completion. |
| | | | | | | 1/15/2020 | All full time and part time faculty are implementing technology in their courses such as Kahoot, CANVA, and classroom response. | Course Syllabi housed in Shannon's office. | |

| | | | | | | | | | |
|-----------------------|-----------|--------------|-----------------------------|---|-----------|---|---|--|--|
| | | | | | | 6/1/2020 | Gayle Fischer took technology information from the course syllabi and created a table to send with the Self-Study Report for our accreditation. | Technology Table, https://drive.google.com/file/d/12DVj70hvRJoDLMpleGDYYswFaz872mOv/view?usp=sharing | |
| AY 3rd QTR, Jan - Mar | 1/24/2019 | Exit Surveys | Improve technology training | Implement new technology techniques following training at ISTE Conference | June 2019 | Positive comments regarding technology training | 4/5/2019 | We have 25% of this goal by registering for the ISTE (technology) conference, which will take place in June 2019. | ISTE Registration Confirmation #14381989 - Shelley Groves; Confirmation # 14390006 - Vickie Hinkle: Confirmation #14381987 - Esther Rehbein https://mail.google.com/mail/u/0/?tab=rm#search/iste+registration/FMfcgxwBVWPFqmZIXfQKIdBWGtrlkfTm |

| | | | | | | | | |
|--|--|--|--|--|--|-----------|---|--|
| | | | | | | 7/12/2019 | Esther and I attended the ISTE conference. We brought back many ideas and resources to share with faculty and implement in our instruction with our teacher candidates. | Link to email confirmation of attendance. https://mail.google.com/mail/mu/mp/950/#tl/inbox-technology |
| | | | | | | 4/30/2020 | Technology learned at the ISTE conference was implemented into courses. | ISTE Chart |

Program Review, Section 13

Program Graduates (Numbers, Graduate Feedback, and other data)

Program Graduates (Numbers, Graduate Feedback, and other data)

Graduates in their first year of teaching are given support through our MACU Residency Year. Program area faculty work with these candidates by visiting and providing assistance in their classroom for a minimum of 6 visit over the course of their first school year. At the end of the resident year the school principal and the graduate fill out a survey regarding their beliefs regarding the impact the MACU School of Teacher Education had on their first year of teaching. The State of Oklahoma also evaluates first year teachers' effectiveness in the classroom using the Teacher Leadership Evaluation tool and the Marzano Teaching Effectiveness tool during the school year. This data gives us information regarding our graduate's impact on the elementary students in their classroom. The number of graduates over the last three years and the survey and evaluation data tables are below.

| Number of Graduates from MACU Elementary Education Program | | | |
|--|------|------|------|
| 2017 | 2018 | 2019 | 2020 |
| 2 | 2 | 8 | 6 |

| MACU GRADUATE SURVEY DATA FIRST YEAR TEACHER | Spring 2017- Fall 2017 N=7 4 points possible | | Spring 2018- Fall 2018 N=7 4 points possible | | Spring 2019- Fall 2019 N=6 4 points possible | |
|--|---|------|---|------|---|------|
| SCHOLARSHIP | Range | Mean | Range | Mean | Range | Mean |
| Subject Matter | | | | | | |
| Understands the central concepts, inquiry methods, and structures of the discipline(s) he or she teaches. | 3-4 | 3.00 | 3-4 | 3.14 | 2-4 | 3.17 |
| Creates learning experiences that make the subject matter meaningful for students. | 3-4 | 3.43 | 3-4 | 3.00 | 3-4 | 3.50 |
| Human Development and Learning | Range | Mean | Range | Mean | Range | Mean |
| Understands the stages and ways children and adolescents develop and learn. | 2-4 | 3.14 | 3-4 | 3.29 | 3.00 | 3.00 |
| Can provide learning opportunities that support students' intellectual, social, and personal development. | 2-4 | 3.00 | 3.00 | 3.00 | 3-4 | 3.67 |
| Instructional Planning | Range | Mean | Range | Mean | Range | Mean |
| Plans instruction based upon the core curriculum and school curriculum, the teaching and learning process, subject matter, the abilities and differences of students, and the community. | 3-4 | 3.43 | 2-3 | 3.00 | 3-4 | 3.50 |
| Classroom Motivation and Management | | | | | | |
| Motivates and manages behavior using current best practices. | 2-4 | 3.14 | 1-3 | 2.57 | 2-4 | 3.17 |
| Creates a learning environment that encourages self-motivation, positive social interaction, positive social interaction, and active engagement in learning. | 1-4 | 3.00 | 2-3 | 2.86 | 2-4 | 3.50 |
| Communication Skills | Range | Mean | Range | Mean | Range | Mean |
| Understands and uses effective verbal, nonverbal, and media communication to foster active collaboration, active interaction and supportive interaction in the classroom. | 1-4 | 3.14 | 2-3 | 3.00 | 3-4 | 3.50 |
| Multiple Instructional and Assessment Strategies | Range | Mean | Range | Mean | Range | Mean |
| Understands and uses curriculum integration. | 2-3.5 | 2.86 | 1-3 | 2.67 | 3-4 | 3.33 |
| Uses a variety of instructional strategies to help students develop lifelong learning habits of critical thinking, problem solving, performance skills and use of technology. | 2-4 | 3.00 | 3-4 | 3.14 | 3-4 | 3.33 |
| Uses a variety of assessment strategies and adapts instruction based upon assessment and reflection to ensure the | 2-4 | 3.00 | 1-3 | 2.71 | 2-4 | 2.83 |

| | | | | | | |
|---|----------|------|-------|------|-------|------|
| continuous intellectual, social, and physical development of the learner. | | | | | | |
| Impact on Student Learning | Range | Mean | Range | Mean | Range | Mean |
| Has a positive impact on student learning by using current research-based best practices. | 3-4 | 3.43 | 3.00 | 3.00 | 2-4 | 3.50 |
| Makes learning enjoyable | 3-4 | 3.43 | 3-4 | 3.43 | 4.00 | 4.00 |
| Oklahoma Teacher Evaluation | | | | | | |
| Understands the Oklahoma state teacher evaluation process, | 2.50-4.0 | 3.33 | 1-4 | 2.86 | 1-3 | 2.50 |
| DIVERSITY | Range | Mean | Range | Mean | Range | Mean |
| Adaptations for Individual Needs | | | | | | |
| Understands and demonstrates a respect for the worth and contributions of all learners | 3-4 | 3.43 | 3-4 | 3.14 | 3-4 | 3.83 |
| Creates instructional opportunities that are adapted to the diversity in learning | 3-4 | 3.71 | 3.00 | 3.00 | 2-3 | 2.83 |
| Multicultural Classroom | | | | | | |
| Understands and appreciates cultural diversity in the classroom | 3-4 | 3.71 | 3-4 | 3.14 | 3-4 | 3.33 |
| Provides learning experiences that draw upon the cultural experiences of his or her students | 2-4 | 3.14 | 3-4 | 3.14 | 3-4 | 3.17 |
| COMMUNITY | Range | Mean | Range | Mean | Range | Mean |
| Community Service and Partnerships | | | | | | |
| Serves the community | 3-4 | 3.43 | 2-3 | 2.71 | 3-4 | 3.17 |
| Fosters positive collaboration with school colleagues, parents/families, and community organizations; engaging them in support of student learning and well-being. | 3-4 | 3.29 | 2-4 | 3.00 | 2-4 | 3.33 |
| Legal Issues and Democratic Ideals | | | | | | |
| Understands and abides by the legalities of teaching, including the rights and responsibilities of students, parents/families, and teachers; valuing justice and democratic ideals for all people | 2-4 | 3.00 | 3-4 | 3.29 | 2-4 | 2.83 |
| REFLECTION | Range | Mean | Range | Mean | Range | Mean |
| Reflective Practice | | | | | | |
| Evaluates the effects of his/her choices and actions on students, parents, colleagues, and other professionals in the learning community and modifies those actions when necessary. | 3-4 | 3.57 | 3-4 | 3.14 | 3-4 | 3.67 |
| EXCELLENCE | Range | Mean | Range | Mean | Range | Mean |

| | | | | | | |
|--|---|------|---|------|---|------|
| Engages in continued professional growth | 3-4 | 3.29 | 3-4 | 3.29 | 3-4 | 3.67 |
| Christ-like Leadership and Development | | | | | | |
| Exhibits effective Christ-like leadership through dispositions and professionalism | 3-4 | 3.71 | 3-4 | 3.14 | 3-4 | 3.67 |
| Overall Total | 3.08-3.15 | 3.03 | 2.99-3.08 | 2.99 | 3.19-3.63 | 3.32 |
| MACU GRADUATE SURVEY DATA ADMINISTRATOR | Spring 2017-Fall 2017 N=7 4 points possible | | Spring 2018-Fall 2018 N=7 4 points possible | | Spring 2019-Fall 2019 N=7 4 points possible | |
| SCHOLARSHIP | Range | Mean | Range | Mean | Range | Mean |
| Subject Matter | | | | | | |
| Understands the central concepts, inquiry methods, and structures of the discipline(s) he or she teaches. | 1-4 | 3.00 | 3-4 | 3.29 | 3-4 | 3.14 |
| Creates learning experiences that make the subject matter meaningful for students. | 1-4 | 3.13 | 3-4 | 3.14 | 3-4 | 3.43 |
| Human Development and Learning | | | | | | |
| Understands the stages and ways children and adolescents develop and learn. | 1-4 | 3.00 | 3.00 | 3.00 | 3-4 | 3.14 |
| Can provide learning opportunities that support students' intellectual, social, and personal development. | 1-4 | 3.13 | 3-4 | 3.14 | 3-4 | 3.71 |
| Instructional Planning | | | | | | |
| Plans instruction based upon the core curriculum and school curriculum, the teaching and learning process, subject matter, the abilities and differences of students, and the community. | 1-4 | 3.13 | 2-4 | 3.00 | 4.00 | 4.00 |
| Classroom Motivation and Management | | | | | | |
| Motivates and manages behavior using current best practices. | 1-4 | 2.88 | 1-3 | 2.57 | 3-4 | 3.57 |
| Creates a learning environment that encourages self-motivation, positive social interaction, positive social interaction, and active engagement in learning. | 1-4 | 2.88 | 2-3 | 2.86 | 4.00 | 4.00 |
| Communication Skills | Range | Mean | Range | Mean | Range | Mean |
| Understands and uses effective verbal, nonverbal, and media communication to foster active collaboration, active interaction and supportive interaction in the classroom. | 1-4 | 2.83 | 2-4 | 3.00 | 4.00 | 4.00 |
| Multiple Instructional and Assessment Strategies | | | | | | |
| Understands and uses curriculum integration. | 1-4 | 2.57 | 2-3 | 2.86 | 3-4 | 3.14 |

| | | | | | | |
|---|--------------|-------------|--------------|-------------|--------------|-------------|
| Uses a variety of instructional strategies to help students develop lifelong learning habits of critical thinking, problem solving, performance skills and use of technology. | 1-4 | 2.75 | 3-4 | 3.29 | 3-4 | 3.14 |
| Uses a variety of assessment strategies and adapts instruction based upon assessment and reflection to ensure the continuous intellectual, social, and physical development of the learner. | 1-4 | 2.75 | 2-3 | 2.86 | 3-4 | 3.14 |
| Impact on Student Learning | Range | Mean | Range | Mean | Range | Mean |
| Has a positive impact on student learning by using current research-based best practices. | 1-4 | 2.75 | 2-3 | 2.71 | 3-4 | 3.43 |
| Makes learning enjoyable | 1-4 | 3.00 | 2-4 | 3.00 | 4.00 | 4.00 |
| Oklahoma Teacher Evaluation | | | | | | |
| Understands the Oklahoma state teacher evaluation process, | 1-4 | 2.75 | 2-3 | 2.86 | 3-4 | 3.29 |
| DIVERSITY | | | | | | |
| Adaptations for Individual Needs | | | | | | |
| Understands and demonstrates a respect for the worth and contributions of all learners | 1-4 | 3.00 | 2-3 | 2.71 | 2-4 | 3.71 |
| Creates instructional opportunities that are adapted to the diversity in learning | 1-4 | 3.00 | 2-3 | 2.86 | 3-4 | 3.43 |
| Multicultural Classroom | | | | | | |
| Understands and appreciates cultural diversity in the classroom | 1-4 | 3.00 | 3.00 | 3.00 | 3-4 | 3.57 |
| Provides learning experiences that draw upon the cultural experiences of his or her students | 1-4 | 2.75 | 2-3 | 2.86 | 3-4 | 3.43 |
| COMMUNITY | Range | Mean | Range | Mean | Range | Mean |
| Community Service and Partnerships | | | | | | |
| Serves the community | 1-4 | 3.13 | 2-4 | 3.00 | 3-4 | 3.43 |
| Fosters positive collaboration with school colleagues, parents/families, and community organizations; engaging them in support of student learning and well-being. | 1-4 | 3.00 | 2-3 | 2.80 | 3-4 | 3.17 |
| Legal Issues and Democratic Ideals | | | | | | |
| Understands and abides by the legalities of teaching, including the rights and responsibilities of students, parents/families, and teachers; valuing justice and democratic ideals for all people | 1-4 | 2.88 | 3-4 | 3.14 | 3-4 | 3.14 |
| REFLECTION | | | | | | |
| Reflective Practice | | | | | | |
| Evaluates the effects of his/her choices and actions on students, parents, colleagues, and other professionals in the | 1-4 | 3.13 | 3-4 | 3.29 | 3-4 | 3.71 |

| | | | | | | |
|--|-----------|------|-----------|------|-----|------|
| learning community and modifies those actions when necessary. | | | | | | |
| EXCELLENCE | | | | | | |
| Engages in continued professional growth | 1-4 | 2.88 | 3-4 | 3.17 | 3-4 | 3.25 |
| Christ-like Leadership and Development | | | | | | |
| Exhibits effective Christ-like leadership through dispositions and professionalism | 1-4 | 3.25 | 3-4 | 3.29 | 3-4 | 3.86 |
| Overall Total | 2.67-3.20 | 2.94 | 2.99-3.08 | 2.99 | 3-4 | 3.49 |

| STATE FIRST YEAR TEACHER SURVEY ADMINISTRATOR/MENTOR | 2017-2018 N=10 4 points possible | | 2018-2019 N=3 4 points possible | |
|--|---|------|--|------|
| Learner and Learning | Range | Mean | Range | Mean |
| 1. understand how learners grow and develop | 3-4 | 3.5 | 3-4 | 3.0 |
| 2. Recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. | 3-4 | 3.5 | 3-4 | 3.0 |
| 3. Design and implement developmentally appropriate and challenging learning experiences. | 2-4 | 3.5 | 3-4 | 3.0 |
| 4. Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | 3-4 | 3.7 | 3-4 | 3.0 |
| 5. Work with others to create environments that support individual and collaborative learning. | 2-4 | 3.5 | 3-4 | 3.3 |
| 6. Encourage positive social interaction, active engagement in learning, and self-motivation. | 2-4 | 3.6 | 3-4 | 3.7 |
| Content | Range | Mean | Range | Mean |
| 1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach. | 3-4 | 3.5 | 3-4 | 3.0 |
| 2. Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | 3-4 | 3.6 | 3-4 | 3.0 |
| 3. Understands how to connect concepts to each other and to authentic local and global issues. | 3-4 | 3.0 | 3-4 | 3.3 |
| 4. How to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving. | 2-4 | 3.5 | 3-4 | 3.3 |
| Instructional Practice | Range | Mean | Range | Mean |
| 1. Understands and uses multiple methods of assessments to engage learners in their own growth and guide learners' decision making. | 2-4 | 3.3 | 3-4 | 3.0 |
| 2. Understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making. | 2-4 | 3.2 | 3-4 | 3.0 |

| | | | | |
|---|--------------|-------------|--------------|-------------|
| 3. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy. | 2-4 | 3.2 | 3-4 | 3.0 |
| 4. Instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context. | 2-4 | 3.4 | 2-4 | 2.7 |
| 5. 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. | 2-4 | 3.2 | 3-4 | 3.3 |
| 6. Integrates available technology effectively and appropriately into instruction. | 2-4 | 3.4 | 3-4 | 3.3 |
| 7. Uses technology to manage student and assessment data. | 2-4 | 3.5 | 3-4 | 3.3 |
| Professional Responsibility | Range | Mean | Range | Mean |
| 1. 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). | 3-4 | 3.3 | 3-4 | 3.0 |
| 2. Engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner. | 3-4 | 3.3 | 3-4 | 3.0 |
| 3. Seeks appropriate leadership roles and opportunities to take responsibility for student learning. | 3-4 | 3.4 | 3-4 | 3.0 |
| 4. Seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | 3-4 | 3.6 | 3-4 | 3.0 |
| 5. Seeks appropriate leadership roles and opportunities to advance the profession. | 3-4 | 3.5 | 3-4 | 3.0 |
| Overall Total | 1-4 | 3.3 | 3-4 | 3.3 |

| TEACHER AND LEADER EFFECTIVENESS (TLE) Score of 1.00-5.00 NA=Not Assessed | Spring 2017-Fall 2017 N=11 | | Spring 2018-Fall 2018 N=14 | | Spring 2019-Fall 2019 N=14 | |
|---|-------------------------------|------|-------------------------------|------|-------------------------------|------|
| DOMAIN 1 | Range | Mean | Range | Mean | Range | Mean |
| Classroom Management | 2.50-4.00 | 3.44 | 3.00-4.00 | 3.55 | 3.09-4.00 | 3.67 |
| 1. Preparation | 2.00-4.00 | 3.33 | 3.00-4.00 | 3.43 | 3.00-4.00 | 3.56 |
| 2. Discipline | 2.00-4.00 | 3.40 | 3.00-4.50 | 3.70 | 3.00-4.00 | 3.76 |
| 3. Climate | 2.00-4.00 | 3.43 | 3.00-5.00 | 3.43 | 3.00-4.00 | 3.56 |
| 4. Lesson Plans | 2.00-4.00 | 3.40 | 3.00-5.00 | 3.52 | 3.00-4.00 | 3.68 |
| 5. Assessment Practices | 3.00-4.00 | 3.38 | 3.00-4.00 | 3.35 | 3.00-4.00 | 3.48 |
| 6. Student Relations | 3.00-4.00 | 3.70 | 3.00-4.00 | 3.87 | 3.00-4.50 | 3.96 |
| DOMAIN 2 | | | | | | |
| Instructional Effectiveness | 2.70-3.80 | 3.27 | 3.00-3.80 | 3.35 | 3.00-3.75 | 3.42 |
| 7. Literacy | 3.00-4.00 | 3.33 | 3.00-4.00 | 3.39 | 3.00-4.00 | 3.68 |
| 8. Standards | 3.00-4.00 | 3.27 | 3.00-4.00 | 3.17 | 3.00-4.00 | 3.20 |
| 9. Involves Learners | 2.00-4.00 | 3.50 | 3.00-4.00 | 3.52 | 3.00-4.00 | 3.52 |
| 10. Explains Content | 2.00-4.00 | 3.50 | 3.00-4.00 | 3.48 | 3.00-4.00 | 3.48 |
| 11. Clear Instruction & Directions | 2.00-4.00 | 3.17 | 3.00-4.00 | 3.43 | 3.00-4.00 | 3.48 |
| 12. Models | 2.00-4.00 | 3.33 | 3.00-4.00 | 3.45 | 3.00-4.00 | 3.44 |
| 13. Monitors | 3.00-4.00 | 3.33 | 3.00-4.00 | 3.35 | 3.00-4.00 | 3.44 |
| 14. Adjusts Based upon Monitoring | 3.00-4.00 | 3.17 | 3.00-3.50 | 3.04 | 3.00-4.00 | 3.24 |
| 15. Establishes Closure | 3.00-3.50 | 3.06 | 3.00-4.00 | 3.18 | 3.00-4.00 | 3.36 |
| 16 Student Achievement | 3.00-4.00 | 3.17 | 3.00-4.00 | 3.48 | 3.00-4.00 | 3.36 |
| DOMAIN 3 | Range | Mean | Range | Mean | Range | Mean |
| Professional Growth and Continuous Improvement | 3.00-4.00 | 3.47 | 3.00-4.00 | 3.57 | 3.00-3.75 | 3.58 |
| 17. Professional Development | 3.00-4.00 | 3.39 | 3.00-4.00 | 3.43 | 3.00-4.00 | 3.64 |
| 18. Professional Accountability | 3.00-4.00 | 3.56 | 3.00-4.00 | 3.70 | 3.00-4.00 | 3.52 |
| DOMAIN 4 | | | | | | |
| Interpersonal Skills | 3.00-4.00 | 3.44 | 3.00-5.00 | 3.61 | 3.00-4.00 | 3.60 |
| 19. Effective Interpersonal Skills | 3.00-4.00 | 3.44 | 3.00-5.00 | 3.61 | 3.00-4.00 | 3.60 |
| DOMAIN 5 | | | | | | |
| Leadership | 3.00-4.00 | 3.20 | 3.00-4.00 | 3.30 | 3.00-4.00 | 3.56 |
| 20. Professional Involvement & Leadership | 3.00-4.00 | 3.17 | 3.00-4.00 | 3.30 | 3.00-4.00 | 3.56 |
| OVERALL SCORE | 2.70-3.90 | 3.39 | 3.00-4.05 | 3.46 | | |
| MARZANO EVALUATION MODEL Score of 1.00-5.00 NA=Not Assessed | Spring 2017-Fall 2017 N=4 | | Spring 2018-Fall 2018 N=10 | | | |
| DOMAIN 1 | Range | Mean | Range | Mean | | |
| Classroom Based Strategies | 1.00-3.91 | 3.00 | 1.80-4.08 | 3.47 | | |
| ELEMENTS | | | | | | |
| 1. Providing Rigorous Learning goals and Performance Scales (Rubrics) | 1.67-3.00 | 3.67 | 1.67-4.00 | 3.36 | | |
| 2. Tracking Student Progress | 3.00-4.00 | 3.50 | 1.50-4.00 | 3.29 | | |

| | | | | | | |
|--|-----------------|------------|-----------|------|--|--|
| 3. Celebrating Success | 4.00 | 4.00 | 1.50-4.00 | 3.21 | | |
| 4. Establishing Classroom Routines | 1.00-4.00 | 3.00 | 1.50-4.00 | 3.47 | | |
| 5. Organizing Physical Layout of Classroom. | 3.00 | 3.00 | 3.00-4.00 | 3.50 | | |
| 6. Identifying Critical Content | NA 3.00-4.00 | NA 3.50 | 4.00 | 4.00 | | |
| 7. Organizing Students to Interact with New Content | NA | NA | 1.00-3.00 | 2.00 | | |
| 8. Previewing New Content | NA | NA | 3.00-4.00 | 3.50 | | |
| 9. Chunking Content into Digestible Bites | 3.00-4.00 | 3.50 | 2.00-3.00 | 3.00 | | |
| 10. Helping Students Process New Information | 2.00 | 2.00 | 3.50-4.00 | 3.90 | | |
| 11. Helping Students Elaborate on New Information | NA | NA | 4.00 | 4.00 | | |
| 12. Helping Students Record and Represent Knowledge | NA | NA | 3.00-5.00 | 3.70 | | |
| 13. Helping Students Reflect on their Learning. | NA | NA | 3.00 | 3.00 | | |
| 14. Reviewing Content | 2.00 | 2.00 | NA | NA | | |
| 15. Organizing Students to Practice and Deepen Knowledge | 4.00 | 4.00 | 3.00-4.00 | 3.76 | | |
| 16. Using Homework | NA | NA | 2.00 | 2.00 | | |
| 17. Helping Students Examine Similarities and Differences | 3.00 | 3.00 | 2.00-4.00 | 3.00 | | |
| 18. Helping Students Examine Errors in Reasoning | NA | NA | 1.00-4.00 | 3.31 | | |
| 19. Helping Students Practice Skills, Strategies, and Processes. | 4.00 | 4.00 | 2.00-4.00 | 3.00 | | |
| 20. Helping Students Revise Knowledge | NA | NA | 3.00-4.00 | 3.60 | | |
| 21. Organizing Students for Cognitively Complex Tasks | NA | NA | 1.50-4.00 | 2.63 | | |
| 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing | NA | NA | NA | NA | | |
| 23. Providing Resources and Guidance | NA | NA | NA | NA | | |
| 24. Noticing when Students are Not Engaged | 1.00 | 1.00 | 3.00-4.00 | 3.83 | | |
| 25. Using Academic Games | 3.00-4.00 | 3.50 | NA | NA | | |
| 26. Managing Response Rates | 3.00-4.00 | 3.50 | 3.00-4.00 | 3.71 | | |
| 27. Using Physical Movement | NA | NA | NA | NA | | |
| 28. Maintaining a Lively Pace | 4.00 | 4.00 | 2.00-4.00 | 3.00 | | |
| 29. Demonstrating Intensity and Enthusiasm | NA | NA | NA | NA | | |
| 30. Using Friendly controversy | NA | NA | NA | NA | | |
| 31. Providing Opportunities for Students to Talk about Themselves | NA | NA | NA | NA | | |
| 32. Presenting Unusual or Intriguing Information | NA | NA | NA | NA | | |
| 33. Demonstrating "withitness" | 1.00 | 1.00 | NA | NA | | |

| | | | | | | |
|--|-----------|------|-----------|------|--|--|
| 34. Applying Consequences for Lack of Adherence to Rules and Procedures | 2.00 | 2.00 | NA | NA | | |
| 35. Acknowledging Adherence to Rules and Procedures | NA | NA | NA | NA | | |
| 36. Understanding Students' Interests and Backgrounds | NA | NA | 3.00-4.00 | 3.33 | | |
| 37. Using Verbal and Nonverbal Behaviors That Indicate Affection for Students | NA | NA | NA | NA | | |
| 38. Displaying Objectivity and Control | NA | NA | NA | NA | | |
| 39. Demonstrating Value and Respect for Low-Expectancy Students | NA | NA | NA | NA | | |
| 40. Asking Questions of Low-Expectancy Students | NA | NA | NA | NA | | |
| 41. Probing Incorrect Answers with Low-Expectancy Students | NA | NA | NA | NA | | |
| DOMAIN 2 | | | | | | |
| Planning and Preparing | 2.00-4.00 | 3.38 | 3.00-3.83 | 3.67 | | |
| 1. Planning and Preparing for Effective Scaffolding of Information within Lessons | 3.00-4.00 | 3.50 | 2.00-4.00 | 3.50 | | |
| 2. Planning and Preparing for Lessons within a Unit that Progress Toward a Deep Understanding and Transfer of Content | 2.00 | 2.00 | NA | NA | | |
| 3. Planning and Preparing for Appropriate Attention to Established Content Standards | 2.00 | 2.00 | NA | NA | | |
| 4. Planning for the Use of Available Materials for Upcoming Units and Lessons | NA | NA | NA | NA | | |
| 5. Planning and Preparing for the Use of Available Technology | NA | NA | NA | NA | | |
| 6. Planning and Preparing for the Needs of English Language Learners | NA | NA | NA | NA | | |
| 7. Planning and Preparing for the Needs of Special Education Students | NA | NA | 3.00-4.00 | 3.71 | | |
| 8. Planning and Preparing for the Needs of Students Who Come from Home Environments that Offer Little Support for Schooling. | NA | NA | 3.00-4.00 | 3.50 | | |
| DOMAIN 3 | | | | | | |
| Reflecting on Teaching | 3.00-4.00 | 3.50 | NA | NA | | |
| 1. Identifying Specific Areas of Pedagogical Strength and Weakness within Domain 1 | NA | NA | NA | NA | | |
| 2. Evaluating the Effectiveness of Individual Lessons and Units | NA | NA | NA | NA | | |
| 3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors Across Different Categories of Students | NA | NA | NA | NA | | |

| | | | | | | |
|--|-----------|------|-----------|------|--|--|
| 4. Developing a Written Growth and Developmental Plan | NA | NA | NA | NA | | |
| 5. Monitoring Progress Relative to the Professional Growth and Development Plan. | NA | NA | 4.00 | 4.00 | | |
| DOMAIN 4 | | | | | | |
| Collegiality and Professionalism | 1.00-4.00 | 2.89 | 3.67-4.00 | 3.89 | | |
| 1. Promoting Positive Interactions About Colleagues | 3.00-4.00 | 3.67 | 2.00-3.00 | 2.50 | | |
| 2. Promoting Positive Interactions About Students and Parents | 4.00 | 4.00 | 3.00-4.00 | 3.83 | | |
| 3. Seeking Mentorship for Areas of Need or Interest | NA | NA | 3.00-4.00 | 3.67 | | |
| 4. Mentoring Other Teachers and Sharing Ideas and Strategies | NA | NA | NA | NA | | |
| 5. Adhering to District and School Rules and Procedures | 1.00 | 1.00 | NA | NA | | |
| 6. Participating in District and School Initiatives | 2.00 | 2.00 | NA | NA | | |
| OVERALL SCORE | 1.20-3.91 | 3.06 | 1.80-4.11 | 3.48 | | |

| MARZANO FOCUSED EVALUATION MODEL Score of 1.00-5.00 NA=Not Assessed | Spring 2019-Fall 2019 N=6 | |
|--|--------------------------------------|------|
| DOMAIN 1 | Range | Mean |
| Standards Based Planning | 3.00-4.00 | 3.57 |
| INDICATORS | | |
| 1. Planning Standards-Based Lessons/Units | 4.00 | 4.00 |
| 2. Aligning Resources to Standard(s) | 3.00-4.00 | 3.75 |
| 3. Planning to Close the Achievement Gap Using Data | 3.00-4.00 | 3.50 |
| Standards-Based Instruction | | |
| 4. Identifying Critical Content from the Standards | 3.00-4.00 | 3.53 |
| 5. Previewing New Content | 3.00-4.00 | 3.50 |
| 6. Helping Students Process New Content | 3.00-4.00 | 3.67 |
| 7 Using Questions to Help Students Elaborate on Content | 3.00-4.00 | 3.50 |
| 8. Reviewing Content | 3.00-4.33 | 3.58 |
| 9. Helping Students Practice Skills, Strategies, and Processes | 3.00-4.00 | 3.75 |
| 10. Helping Students Examine Similarities and Differences | 3.00-5.00 | 4.00 |
| 11. Helping Students Examine Their Reasoning | 3.00-4.00 | 3.67 |

| | | |
|---|------------------|-------------|
| 12. Helping Students Revise Knowledge | 3.00-4.00 | 3.50 |
| 13. Helping Students Engage in Cognitively Complex Tasks | 3.00 | 3.00 |
| Conditions For Learning | | |
| 14. Using Formative Assessment to Track Progress. | 3.00-4.00 | 3.50 |
| 15. Providing Feedback and Celebrating Progress | 3.00-4.00 | 3.33 |
| 16. Organizing Students to Interact with Content | 3.00-4.00 | 3.50 |
| 17. Establishing and Acknowledging Adherence to Rules and Procedures | 3.00-4.50 | 3.90 |
| 18. Using Engagement Strategies | 3.00-4.50 | 3.70 |
| 19. Establishing and Maintaining Effective Relationships in a Student-Centered Classroom | 4.00-4.15 | 4.13 |
| 20. Communicating High Expectations for Each Student to Close the Achievement Gap. | 3.00-4.00 | 3.57 |
| Professional Responsibilities | | |
| 21. Adhering to School and District Policies and Procedures | 3.00-4.00 | 3.40 |
| 22. Maintaining Expertise in Content and Pedagogy. | 3.00-4.00 | 3.50 |
| 23. Promoting Teacher Leadership and Collaboration. | 3.00-4.00 | 3.67 |
| OVERALL SCORE | 3.40-3.65 | 3.55 |

Program Review, Section 14

Recruitment Efforts for Future Students

| Recruitment Plan 2019-2025 (S.M.A.R.T. Goals) S = Specific, M = Measurable, A = Assignable, R = Realistic, T = Time-bound | | | | | | | | | | | |
|---|-------------------------|----------------------------|--|--|--|--------------------------|--|--------------------------|---------------------------------|------------------|--|
| Specific | | | Measurable | Assignabl e | Resources Required ----- | | | Time-bound | | | |
| Obj. No. | HLC Criterion No. | Brief Statement of Goal | Description (How do we measure our progress? Level of performance expected? What type of data do we need to collect?) | Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration) | Person | Estimated Budget | Personnel | Capital Resource s | Start | End | Summary of Evaluation Results |
| 3 | 4.C | 3.1 | The STE will engage Oklahoma junior colleges in articulation agreements to transfer students with Associates degrees. | Increase number of teacher candidates coming in with Associates degrees from junior colleges. | 3.1.1 Contact Advisors from Rose State Community College regarding implementing articulation agreement. | STE Director | | | Aug-19 | May-20 | Contact was made with Rose State in Midwest City. |
| | | | | 3.1.2 Gather information from the junior college regarding what is included in their AA and align courses that we require in our programs to those in their AA degree. Come to an agreement on the courses we will accept in our programs. | Professional Ed. Faculty, STE Office Manager | | | | Aug-19 | May-20 | Courses were examined and an agreement made on courses that would be accepted. |
| | | | | 3.1.3 Junior college advisors will offer their students the options we have agreed upon in our articulation so students can transfer to our teacher education program. | Jr. College Advisor | | | | Aug-19 | May-20 | An Articulation Agreement was signed by MACU. Waiting for signatures from Rose State. |
| | | | | 3.1.4 Communicate with MACU admissions | STE Director | | Admissions | | Aug-19 | May-20 | |
| | | | | 3.1.1 Contact Advisors from OCCC regarding implementing articulation agreement. | STE Director | | | | Spring 2020 | Spring 2021 | |
| 3 | 3.A | 3.2 | Set up an advocacy group to recruit students into our education programs. | An advocacy group is created with stakeholders from PK12, University Faculty and the community. | 3.2.1 Talk to Teacher Education Committee about volunteering to form an advocacy group for MACU | Professional Ed. Faculty | Stakeholders | | Oct-19 | May-20 | Johnny Bailey, Elementary Superintendent for Moore Public Schools, volunteered to be a part of and lead an advocacy group. |
| | | | | 3.2.2 Stakeholders volunteer for advocacy group | Professional Ed. Faculty | | Stakeholders | | Oct-19 | May-20 | Names were suggested for the advocacy group. |
| | | | | 3.2.3 Have an initial meeting to outline the group's purpose and goals. | Stakeholders, Professional Ed. | | Stakeholders | | Oct-19 | May-20 | |
| 3 | 3A. | 3.3 | Recruit undeclared or Associate of Arts majors into Teacher Education | Admissions and/or General Ed. Chair will discuss the teacher shortage and possibility of choosing Teacher Education as a career path. STE advisors will | 3.3.1 Determine number of undeclared and/or Associate of Arts majors from admissions and/or General Education Chair. | STE Office Manager | Admissions Counselor, STE Office Manager | | Beginning of Each Semester | Each Semester | F2019 = 2 undeclared /6 AA's S2020= 0 undeclared/4 AA's |
| | | | | 3.3.2 Meet with Admissions and the GE School Chair to discuss recruitment plan | STE Director | | Admissions Counselor, STE Office Manager | | After 10-day Report | Each Semester | |
| | | | | 3.3.3 Admissions/GE Chair will send interested recruits to the appropriate STE advisor | Admissions Counselor, GE Chair, appropriate STE advisor | | Admissions Counselor, GE Chair | | Enrollment Period each semester | Each Semester | |
| | | | | 3.3.4 Enroll recruit in preferred STE program | Appropriate advisor | | STE Faculty | | Enrollment Period each semester | Each Semester | |
| 3 | 3A. | 3.4 | STE will host a Teacher Education Day in collaboration with the Admissions Department | The STE will determine the success of this event by the number of students who show interest and the number who enroll in a STE program. | 3.4.1 Send out emails to school principals and counselors | STE Office Manager | | | Spring Semester each year | May of each year | 37 principals and 83 counselors were contacted in 33 schools including two junior colleges. |
| | | | | 3.4.2 Advertise the Event | Admissions Office | | | | | | Recruitment and advertising was done through the Admissions |
| | | | | 3.4.3 Plan events with potential STE students | Professional Education | | | | | | An agenda and presentation were prepared for the event. |
| | | | | 3.4.4 Meet with potential students | Professional Education Faculty | | | | | | Nine potential students attended the STE event. Four made deposits to |

| | | | | | | | | | | |
|---|-----|--|--|--|--|--|--------------------|---------------------------------|---------------------|--|
| | | At least 10% of enrolled students in the STE will be diverse | The STE will determine the number of diverse students in its program each year | 3.5.1 Determine demographics of the candidates enrolled in the STE | STE Office Manager | | Registrar's Office | Beginning of each academic year | After 10-day Report | For academic year 2019-20, the STE had a 19% diverse student rate. |
| | | | | 3.5.2 Discuss numbers of diverse students with stakeholders to determine additional recruiting ideas | Director of STE, TEC Members, Advocacy | | | First TEC Meeting each year | | |
| 3 | 3A. | 3.6 | | | | | | | | |
| | | Students will be recruited for the Master's in Educational Leadership and Administration Program | Number of students in each cohort will be measured, along with retention of students | 3.6.1 Marketing will be done in Google, Bing, LinkedIn, and in the local newspaper. | Marketing Coordinator | | | Annually | | The master's program was marketed in Google, Bing, and LinkedIn, as well as the local newspaper. |
| | | | | 3.6.2 Visit made to monthly area superintendent meeting in Oklahoma County. | MEd Program Director | | | Spring meeting | May each year | |
| | | | | 3.6.3 Visit made to monthly area superintendent meeting in Pottawatomie County. | MEd Program Director | | | Spring meeting | May each year | |
| | | | | 3.6.4 Visit made to monthly area superintendent meeting in McClain County | MEd Program Director | | | Spring meeting | May each year | |
| | | | | 3.6.5 Increase number of candidates, with a 20% underrepresented population, by five in each cohort per year with a five-year goal to have 30 candidates per cohort and a 20% underrepresented subpopulation | MEd Program Director | | | Fall 2020 | Spring 2026 | The first cohort of 6 began in fall 2019. The second cohort is spring 2020 had 5 candidates. |

Program Review, Section 15

Curriculum Reviews

STATE OF OKLAHOMA RECOGNITION REPORT ON THE PREPARATION OF ELEMENTARY EDUCATION TEACHERS

This is: ☒ an existing program ☐ a new program

This report is in response to a(n):

☒ Initial Review ☐ Revised Report ☐ Response to Condition

Institution: Mid American Christian University

Review Date: 11/3/2017

| Program(s) Covered by this Review: | Program Type: | Award or Degree Level(s): |
|------------------------------------|---------------|---------------------------|
|------------------------------------|---------------|---------------------------|

☒ Initial teacher license in field

Initial

☐ Advanced program leading to another professional role

☒ Baccalaureate
☐ Post baccalaureate
☐ **Initial Master's**
☐ Endorsement, Certificate, or License (specify) _____

Advanced

☐ **Master's**
☐ **Post Master's**

☐ Specialist
☐ Doctorate

☐ Endorsement, Certificate, or License (specify) _____

PART A—RECOGNITION DECISION (see Section G for specifics on decision)

A.1—Decision on recognition of the program(s):

- ☒ Recognized
☐ Recognized with conditions
☐ Recognized with probation – *previously recognized program*
☐ Further development required – *program not previously recognized*
☐ Not recognized* – *third or subsequent submission*

**A program can receive a decision of Not Recognized only after two submissions are unsuccessful in reaching either Recognized or Recognized with Conditions.*

A.2—Test Results (from information supplied in Assessment #1)

The program meets or exceeds an 80% pass rate on state licensure exams:

- ☒ Yes ☐ No ☐ Not applicable ☐ Not able to determine

Comments:

A.3—Summary of Strengths:

PART B—STATUS OF MEETING STATE STANDARDS

M = Met NM = Not Met

MWC = Met with Conditions

PM = Potential to Meet (for new programs with no data)

| Standard | Specific Program or Level ¹ | Specific Program or Level |
|--------------------------------------|--|---------------------------|
| DEVELOPMENT, LEARNING AND MOTIVATION | | |

¹More than one column may be used for standards decisions if the program report encompasses more than one program.

| Standard | Specific Program or Level ¹ | Specific Program or Level |
|--|--|---------------------------|
| Standard 1.0: Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. | M | |
| <p>Comment: <i>Assessments 2, 3, 4, 5 and 6 are provided as evidence of meeting this standard.</i></p> <p><i>Assessment 2: Individual Candidate grades – This assessment includes courses within the 4x12 required by all elementary education candidates. The mean scores indicate that in each of the ACEI Curriculum Standards, candidates met or exceeded expectations. The evidence was analyzed by the program and results were clearly explained in the data analysis.</i></p> <p><i>Assessment 3: Lesson Plan. The lesson plan is demonstrated as an assignment in each of the methods courses and is taught in an elementary classroom during the candidate's field experience. The assessment, rubric, and planned chart for data analysis are aligned to individual ACEI standards. Overall the data shows that a large majority of candidates earn Meets or Exceeds Expectations for the standards that the lesson plan addresses. Data is reported and analyzed by standard.</i></p> <p><i>Assessment 4: Student Teacher Evaluation – The evaluation instrument is used to evaluate teacher candidates during their 2 six-week student teaching experiences. The assessment was individually aligned to ACEI standards. The data was clearly aligned and reported by individual standards, with most candidates reported as having met or exceeded expectations.</i></p> <p><i>Assessment 5: Teacher Work Sample – This assessment is accomplished by candidates during internship. The assessment rubric demonstrates candidates understand how learning impacts future students and how to design and implement instruction. Data was analyzed and reported by individual standard.</i></p> <p><i>Assessment 6: Unit Plan – This assessment integrates lessons across the core content areas including the arts. Program completers in the 2014-2017 academic years either met or exceeded expectations for integrating content in planning instruction. Data was reported and analyzed by standard.</i></p> | | |
| CURRICULUM | | |
| Standard 2.1: Reading, Writing and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. | M | |
| Comment: | | |
| Standard 2.2: Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. | M | |
| Comment: | | |
| Standard 2.3: Mathematics— Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. | M | |
| Comment: | | |
| Standard 2.4: Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other | M | |

| Standard | Specific Program or Level ¹ | Specific Program or Level |
|---|--|---------------------------|
| related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. | | |
| Comment: | | |
| Standard 2.5: The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students. | M | |
| Comment: | | |
| Standard 2.6: Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. | M | |
| Comment: | | |
| Standard 2.7: Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students. | M | |
| Comment: | | |
| Standard 3.1: Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. | M | |
| Comment: | | |
| Standard 3.2: Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. | M | |
| Comment: | | |
| Standard 3.3: Development of critical thinking, problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills. | M | |
| Comment: | | |
| Standard 3.4: Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. | M | |
| Comment: | | |
| Standard 3.5: Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. | M | |
| Comment: | | |
| Standard 4.0: Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. | M | |

| Standard | Specific Program or Level ¹ | Specific Program or Level |
|--|--|---------------------------|
| Comment: | | |
| Standard 5.1: Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. | M | |
| Comment: | | |
| Standard 5.2: Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children. | M | |
| Comment: | | |

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—**Candidates'** knowledge of content. Performance-based standards addressed in this entry could include (but are not limited to) Standards 1-3. Information from Assessments #1 and #2 should provide primary evidence in this area. (Assessments #6-#8 may also focus on content knowledge.)

C.2—**Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.** Information from Assessments #3 and #4 should provide primary evidence in this area. (Assessments #6-#8 may also focus on pedagogical knowledge, skills, and dispositions.)

C.3—Candidate effects on P-12 student learning. Information from Assessment #5 should provide primary evidence in this area. (Assessments #6-#8 may also focus on student learning.)

PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS

D—Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report.)

PART E—AREAS FOR IMPROVEMENT

PART F—ADDITIONAL COMMENTS

F.1—Comments on context and other topics not covered in sections B-D:

F.2—Concerns for possible follow up by the Board of Examiners:

PART G: TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

☒ Program is recognized. **The program is recognized through the semester and year of the institution's next accreditation visit in 5-7 years.** To retain recognition, another program report must be submitted before that review. The program will be listed as recognized through the semester of the next review on websites and/or other publications of the OEQA. The institution may designate its program as recognized by OEQA, through the semester of the next accreditation review, in its published materials.

Subsequent action by the institution: None. Recognized programs may not file revised reports addressing any unmet standards or areas for improvement.

☐ Program is recognized with conditions. The program is recognized through [date to be filled in by OEQA]. The program will be listed as recognized on websites and/or other publications of the OEQA. The institution may designate its program as recognized by OEQA, through the time period specified above, in its published materials.

Subsequent action by the institution: To retain accreditation, a report addressing the conditions to recognition must be submitted within 18 months of the date of this report, no later than [date to be filled in by OEQA]. The program has up to two opportunities within the 18 months to address conditions. The report must address the conditions specified in the box below. Failure to submit a report by the date specified above will result in loss of recognition.

☐ Program is recognized with probation. This determination is appropriate only for programs which have been previously recognized. The program is recognized through [date to be filled in by OEQA]. The program will be listed as recognized on websites and/or other publications of the OEQA. The institution may designate its program as recognized by OEQA, through the time period specified above, in its published materials.

Subsequent action by the institution: To retain accreditation, a report addressing the concerns identified in the recognition report must be submitted within 12 months of the date of this report, no later than [date to be filled in by OEQA]. The unit has the option of submitting a new report for recognition within the same time frame. Failure to submit a report by the date specified above will result in loss of recognition.

☐ Further development required. This determination is appropriate only for programs which have not been previously recognized and indicates the program does not yet satisfy requirements for recognition.

Subsequent action by the institution: A report addressing the concerns identified in the recognition report must be submitted within 12 months of the date of this report, no later than [date to be filled in by OEQA]. The unit has the option of submitting a new report for recognition within the same time frame. Failure to submit a report by the date specified above will result in program status changed to Not Recognized.

☐ Program is not recognized. Programs that retain recognition from a prior review will lose recognition at the end of the semester in which the accreditation visit is held, unless a revised program report is submitted in or before that semester.

Subsequent action by the institution: A revised report, addressing unmet competencies, may be submitted within 18 months of the date of this report, no later than [date to be filled in by OEQA].

The institution may submit a new program report at any time. Another program report must be submitted before the next accreditation visit.

For further information on due dates or requirements, contact Angie Bookout or Renee Launey-Rodolf at the OEQA (405-522-5399).

☐ Recognition with conditions: The following conditions must be addressed within 18 months (see above for specific date):

**For new programs, the completion of Section 5 is an automatic condition.*

Program Review, Section 16

University Senate Documents Related to Program

Faculty/Senate Checklist — CHANGES (New or Revised Courses/Curriculum Components)

MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

PURPOSE: Request for Approval of Curriculum Revisions

Curriculum proposal for:

School of Teacher Education — Program Change

Submitted by: Shelley Groves College/ CAS - STE

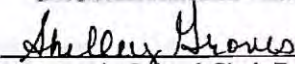

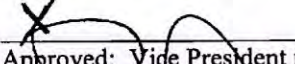
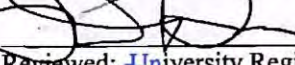
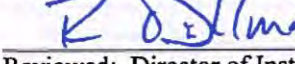

Date: 10/24/18

Process to request approval to revise an existing degree program/Concentration/emphasis:

| | |
|--|--|
| Curriculum components Requested change for: | What is needed (show changes in strikeout and highlights format, e.g., old and new format) Use the MACU Catalog information and format examples |
| Admission requirements Course description Degree Program name Program description Program outcomes | Submit your completed proposal form showing all revised or new information. |
| Course (information changes) | Submit your completed proposal form and revised degree evaluation form (if applicable) (A course change includes changes in name, department, prefix, number, level, e-requisites, and credit hours) |
| Course (new) | Submit proposal form with course name, prefix, and course description and (CAS) semester rotation and/or CAGS length of course use catalog format and revised degree evaluation form • If applicable |
| Degree evaluation form degree sheet | Submit your completed proposal form and revised degree evaluation form (the University Registrar or VPAA Office will assist with these changes) |

Required Signatures

1. Obtain all signatures **IN THE ORDER LISTED** for purpose of appropriate collaboration, communication and approval.
2. The signature form must always accompany your proposal. You can expect revisions at all levels of review.
3. Changes requested at any level below should be made before you receive that reviewer's signature.
4. Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.

| | | |
|---|----------|----------|
|  | 11/12/18 | |
| Approved: School Chair/Program Director | Date | Comments |
|  | 11-9-18 | |
| Approved: College Dean | Date | Comments |
|  | | |
| Approved: Vice President for CAGS (CAGS Only) | Date | Comments |
|  | 11-9-18 | |
| Reviewed: University Registrar | Date | Comments |
|  | 11-9-18 | |
| Reviewed: Director of Institutional Effectiveness | Date | Comments |
|  | 11-9-18 | |
| Approved: Vice President for Academic Affairs | Date | Comments |

- Fill out the attached Faculty/Senate Proposal form. Note: this form is for use to change an existing program into a new degree or emphasis. (approval to develop is not required for any items on this list)

- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form — keep in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 7 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

Faculty/Senate Checklist — CHANGES (New or Revised Courses/Curriculum Components)

MÂCU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

| | |
|---|---|
| <p>Proposal Request to Make Changes to Existing Curriculum or for new courses; (state primary area of change — name of revised degree, new or</p> | <p>Proposal to Change: Replace EDUC 3203 Instructional Technology with proposed new course, EDUC 3233 Probability and Statistics for Teachers</p> |
| <p>Proposal to Change - explain revisions and actions being requested (show changes in strikeout and highlights, e.g., and new format)</p> | |
| <p>The proposal is to replace EDUC 3203 Instructional Technology with a new course, EDUC 3233 Probability and Statistics for Teachers in order to better align the professional education courses with new standards of the Council for the Accreditation of Educator Preparation, the accrediting body of professional teacher education. This change affects the programs of Early Childhood Education, Elementary Education, and Secondary Education.</p> | |
| <p>Rationale (information supporting proposal why you are making changes)</p> | |
| <p>This change is to better prepare teacher education candidates for the new Pre-service Performance Assessment Test which will replace the Oklahoma Professional Teacher Exam in the certification process in the state of Oklahoma. This change also allows for technology to be distributed throughout the other professional teacher education courses, which is a new requirement of the Council for the Accreditation of Educator Preparation accreditation process for the School of Teacher Education. The distribution of technology will be integrated throughout all professional education and methods courses by highlighting technology based assignments such as the development of classroom websites, classroom apps, and use of the SmartBoard, video presentations, Learning Management Systems, and other current technology to develop a stronger, more thorough technology experience throughout the program.</p> | |
| <p>Other information (show new courses, course description <i>changes, etc.</i>)</p> | |
| <p>Probability and Statistics for Teachers — Course description: The study of rational numbers, decimal notation, real numbers, probability, and statistics. Collection, recording, and data analysis to enable data-based decisions will also be explored.</p> | |
| <p>Correlation to the Assessment System & Program Improvement</p> | |
| <p>Student learning outcomes from the course will be aligned to the School of Teacher Education program outcomes. Student Learning Outcomes will be defined when the course is developed.</p> | |
| <p>Budget and Correlation to Strategic Planning (include additional adjunct or any other expected costs)</p> | |
| <p>There will be no budgetary implications. The course can be taught by Dr. Carol Fowlkes, full-time math faculty. The STE must align with the CAEP standards, and this will be reflected in the 2019-2020 SPUN.</p> | |

| | |
|--|--|
| Other (Attach all pertinent degree program evaluation forms showing revisions with s strikeout and highlights, e.g., old and new format) | |
| The CAEP standards now require that technology be defined as a cross-cutting theme that is manifested throughout teacher education programs. | |
| SUBMITTED BY: Name/Title College/School | Shelley Groves, Director of School of Teacher Education CAS |
| Proposed Effective Date: | Fall 2019 |

Program Review, Section 17

External Review Documents (advisory boards, accrediting bodies, etc.) or
Other Substantive Evidence (i.e., student test scores on nationally-normed exam)

Annual State Report 2019

OEQA

Office of Educational Quality and Accountability



Quest for Excellence

Quest for Excellence

Annual State Report 2019

OEQA

Office of Educational Quality and Accountability
840 Research Parkway, Suite 455
Oklahoma City, OK 73104
(405) 522-5399
www.oeqa.ok.gov

Dr. Daniel Craig, Executive Director
Renée Launey-Rodolf, Director
Jennifer Gambrell, Assistant Director
Angie Bookout, Senior Coordinator
Valarie Autry, Coordinator
Abby Murphey, Assessment Specialist
Jerry Shay, Program Manager
Lecrecia Schmidt, HR/Business Manager

Contents:

- Mission Statement, Commission Members2
- Educator Preparation.....3
- Educator Assessment12
- Education Leadership Oklahoma.....19
- Oklahoma School Performance Review Program21
- Oklahoma Educational Indicators Program23

This publication, printed in February 2020 by Central Printing, is issued by the Office of Educational Quality and Accountability as authorized by Title 70 of the Oklahoma Statutes, Sections 6-186(E), 1210.508F(D), and 1210.531(D).

Office of Educational Quality and Accountability – Annual State Report 2019 – Page 1

Quest for Excellence

Annual State Report 2019

**MISSION STATEMENT**

To lead quality evidence-based educator preparation, improve P-20 school efficiency and effectiveness, and deliver comprehensive statistical information for all stakeholders in the pursuit of optimum student performance.

Commission for Educational Quality and Accountability (CEQA) members and Office of Educational Quality and Accountability (OEQA) staff are committed to preparing exceptional educators, engaging investors, and providing data with fidelity for all stakeholders.

OEQA'S Commitment to Oklahoma Education:

- Prepare highly qualified teachers for every classroom through a competency and evidence-based educator preparation system
- Ensure a robust accreditation and program review process for educator preparation programs aligned with Council for the Accreditation of Educator Preparation (CAEP) Standards and Oklahoma Requirements
- Create and maintain valid and reliable educator assessments aligned to state and national standards that reflect the knowledge and skills required of entry-level Oklahoma educators
- Provide support and scholarships for National Board Certification through Education Leadership Oklahoma
- Facilitate Oklahoma school performance reviews assisting P-12 schools in maximizing resources and cost efficiency, and providing effective management strategies that promote excellence in education
- Create State, District, and School Profile Reports detailing (1) Community Characteristics, (2) Educational Process, and (3) Student Performance, for the purpose of informing stakeholders and fostering development of data literacy in Oklahoma's public school systems

Commission for Educational Quality and Accountability Members

1. Mr. Michael Rogers, Chair/Secretary of Education
2. Dr. Joanna Lein, Teacher Education Program Representative
3. Mr. Brett MacArthur, K – 6 Teacher
4. Ms. Katherine Nations, Parent of Public School Student
5. Mr. Kenneth Parker, Business Representative
6. Mr. Ryan Walters, 7 – 12 Teacher
7. Mr. John Daniel, School Administrator



Office of Educational Quality and Accountability – Annual State Report 2019 – Page 2

Educator Preparation

Annual State Report 2019

OEQA

Year in Review

- Facilitated site accreditation visits to two Oklahoma universities
- Provided program review training for over 40 educator preparation faculty members, policymakers, and P-12 educators
- Facilitated or directly reviewed over 80 educator preparation programs
- Conducted a first year teacher survey and administrator survey designed to inform program improvement
- Facilitated accreditation training to 43 educator preparation faculty
- Collaborated with the State Department of Education to provide data to education preparation programs on their graduates employed in P-12 schools

Unit Accreditation

Each educator preparation unit in Oklahoma is evaluated for accreditation purposes based on the Oklahoma State requirements and the standards of the Council for the Accreditation of Educator Preparation (CAEP). These standards are applied through a peer review system, which includes an on-site review of each educator preparation unit every seven years. Because all teams use CAEP standards for evaluation purposes, all schools are measured against national standards. The evidence-based unit accreditation process advances equity and excellence in educator preparation. The process ensures quality and supports continuous improvement to strengthen P-12 student learning.

Accreditation Training

A trained accreditation team reviews each educator preparation program every seven years. These teams are composed of education professionals who have received site visitor training in the CAEP standards. In order to better understand the accreditation process, CEQA members complete site visitor training prior to voting on accreditation issues. The OEQA provides training in this process, which typically includes representatives from the 23 institutions offering educator preparation programs as well as representatives from the Oklahoma State Regents for Higher Education.

First-Year Teacher Survey

OEQA administers an independent survey to first-year teachers and administrators/mentors annually. First-year teachers are asked to rate their preparedness to teach based on the *Oklahoma 10 General Competencies for Teacher Licensure and Certification*. Administrators are also asked to rate their first year teachers on their preparedness for the classroom. Results of these surveys are provided to educator preparation programs for use in program development. Survey results can be found at:

https://www.ok.gov/oeqa/Educator_Preparation/Accreditation_&_Accountability/index.html

Office of Educational Quality and Accountability – Annual State Report 2019 – Page 3

Annual State Report 2019

Educator Preparation

OEQA

Council for the Accreditation of Educator Preparation (CAEP) Standards

Standard 1: Candidate and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.


Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Office of Educational Quality and Accountability – Annual State Report 2019 – Page 4

Educator Preparation

Annual State Report 2019



Oklahoma State Requirements

In addition to the CAEP standards, Oklahoma institutions must meet the ten requirements summarized below:

Requirement 1: Foreign Language Requirement
Candidates who are admitted to teacher preparation must have conversational skills at a novice high level in a language other than English.

Requirement 2: Input from Stakeholders
Institutions report to OEQA the procedures used to inform the public regarding the teacher education program and the manner through which public input is solicited.

Requirement 3: Content Preparation
Secondary and elementary/secondary teachers have undergraduate majors or their equivalents in a subject area. Teacher candidates in early childhood, elementary, and special education must complete 12 hours in mathematics, science, language arts, and social studies. Teacher candidates study, in existing coursework or training: substance abuse symptoms identification and prevention; mental illness symptoms identification and mental health issues; classroom management skills; classroom safety and discipline techniques; the use of digital and other instructional technology; research-based instructional strategies for instruction, assessment and intervention for literacy development for all students (including students with dyslexia); and trauma-informed responsive instruction.

Requirement 4: Advisement
Teacher candidates are provided advisement services and information on the latest supply and demand concerning teacher employment, salary structure, and teaching shortage areas.

Requirement 5: Field Experiences
Teacher candidates must complete a minimum 60 hours of diverse field experiences prior to student teaching and a minimum 12 weeks of full-time student teaching.

Requirement 6: Admission & Exit Requirements
Candidates must meet the Regents' requirements for admission to initial teacher preparation program, which include documented experiences working with children and assessment of academic proficiency. The unit provides information on the criteria for exit and satisfactory completion of the residency program.

Requirement 7: Faculty Professional Development
Units report the annual professional development activities of all teacher education faculty members. All full-time teacher education faculty members must serve at least ten (10) clock hours per year in a state accredited public school.

Requirement 8: Alternative Placement Program
Units have a plan in place that addresses the needs of candidates who seek teacher certification following professional experience in other professions.

Requirement 9: Faculty Workload
Educator preparation faculty workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service.

Requirement 10: Mentor Teachers
Mentor teachers are required to have minimum of three years of teaching experience in the area in which they are certified.

Office of Educational Quality and Accountability – Annual State Report 2019 – Page 5

Educator Preparation

Annual State Report 2019



Oklahoma State Requirements

In addition to the CAEP standards, Oklahoma institutions must meet the ten requirements summarized below:

Requirement 1: Foreign Language Requirement

Candidates who are admitted to teacher preparation must have conversational skills at a novice high level in a language other than English.

Requirement 2: Input from Stakeholders

Institutions report to OEQA the procedures used to inform the public regarding the teacher education program and the manner through which public input is solicited.

Requirement 3: Content Preparation

Secondary and elementary/secondary teachers have undergraduate majors or their equivalents in a subject area. Teacher candidates in early childhood, elementary, and special education must complete 12 hours in mathematics, science, language arts, and social studies. Teacher candidates study, in existing coursework or training: substance abuse symptoms identification and prevention; mental illness symptoms identification and mental health issues; classroom management skills; classroom safety and discipline techniques; the use of digital and other instructional technology; research-based instructional strategies for instruction, assessment and intervention for literacy development for all students (including students with dyslexia); and trauma-informed responsive instruction.

Requirement 4: Advisement

Teacher candidates are provided advisement services and information on the latest supply and demand concerning teacher employment, salary structure, and teaching shortage areas.

Requirement 5: Field Experiences

Teacher candidates must complete a minimum 60 hours of diverse field experiences prior to student teaching and a minimum 12 weeks of full-time student teaching.

Requirement 6: Admission & Exit Requirements

Candidates must meet the Regents' requirements for admission to initial teacher preparation program, which include documented experiences working with children and assessment of academic proficiency. The unit provides information on the criteria for exit and satisfactory completion of the residency program.

Requirement 7: Faculty Professional Development

Units report the annual professional development activities of all teacher education faculty members. All full-time teacher education faculty members must serve at least ten (10) clock hours per year in a state accredited public school.

Requirement 8: Alternative Placement Program

Units have a plan in place that addresses the needs of candidates who seek teacher certification following professional experience in other professions.

Requirement 9: Faculty Workload

Educator preparation faculty workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service.

Requirement 10: Mentor Teachers

Mentor teachers are required to have minimum of three years of teaching experience in the area in which they are certified.

Educator Preparation

Annual State Report 2019



Accreditation Statuses

Educator preparation programs undergo an in-depth review every seven years. Areas for Improvement are cited by the site visit team and/or the accrediting commission and identify a weakness in a component or standard. Programs are required to annually report to the OEQA progress in correcting these areas.

| Institution | Accreditation Status (Areas For Improvement Cited at Last Visit) | Next Site Visit |
|--|---|-----------------|
| Bacone College | State Continuing (8 Areas for Improvement) | Spring 2023 |
| Cameron University | NCATE/State Continuing (No Areas for Improvement) | Fall 2022 |
| East Central University | NCATE/State Continuing (2 Areas for Improvement) | Fall 2019 |
| Langston University | Focus Visit (2 Areas for Improvement) | Fall 2022 |
| Mid-America Christian University | State Continuing (No Areas for Improvement) | Fall 2020 |
| Northeastern State University | CAEP/State Continuing (No Areas for Improvement) | Fall 2025 |
| Northwestern Oklahoma State University | NCATE/State Continuing (1 Area for Improvement) | Fall 2019 |
| Oklahoma Baptist University | CAEP/State Continuing (4 Areas for Improvement) | Fall 2023 |
| Oklahoma Christian University | NCATE/State Continuing (1 Area for Improvement) | Spring 2020 |
| Oklahoma City University | First NCATE/State Continuing (2 Areas for Improvement) | Spring 2026 |
| Oklahoma Panhandle State University | CAEP/State Continuing (1 Areas for Improvement) | Fall 2023 |
| Oklahoma State University | NCATE/State Continuing (No Areas for Improvement) | Spring 2022 |
| Oklahoma Wesleyan University | NCATE/State Continuing (7 Areas for Improvement) | Spring 2023 |
| Oral Roberts University | NCATE/State Continuing (No Areas for Improvement) | Fall 2021 |
| Randall University | State Continuing (No Areas for Improvement) | Spring 2022 |
| Southeastern Oklahoma State University | CAEP/State Continuing (No Areas for Improvement) | Spring 2024 |
| Southern Nazarene University | CAEP/State Continuing (1 Areas for Improvement) | Spring 2025 |
| Southwestern Christian University | State Continuing (2 Areas for Improvement) | Fall 2022 |
| Southwestern Oklahoma State University | NCATE/State Continuing (10 Areas for Improvement) | Spring 2020 |
| University of Central Oklahoma | NCATE/State Continuing (2 Areas for Improvement) | Spring 2023 |
| University of Oklahoma | CAEP/State Continuing (No Areas for Improvement) | Spring 2026 |
| University of Science & Arts of Oklahoma | CAEP/State Continuing (2 Areas for Improvement) | Fall 2023 |
| University of Tulsa | State Continuing (2 Areas for Improvement) | Fall 2026 |

Office of Educational Quality and Accountability – Annual State Report 2019 – Page 8

Educator Preparation

Annual State Report 2019

**Program Review and Recognition**

Each program area (e.g., math, reading, etc.) within an educator preparation unit is required to submit a detailed review as part of the assessment process. Individual programs are evaluated based on the standards of national learned societies and/or state approved standards. For example, the International Literacy Association (ILA) has created a set of standards that should guide all reading programs in Oklahoma. The standards of the ILA are then integrated with the Oklahoma State Competencies and an assessment measure for reading programs is created. This process has occurred for each learned society that is affiliated with CAEP. When a program is not directly affiliated through CAEP (e.g., art, business, driver's education), state standards are utilized as the foundation for program review.

Prior to the initiation of this assessment process, only five programs in the State of Oklahoma were nationally recognized. It is OEQA's goal for all CAEP-affiliated schools to have multiple programs receive national recognition. Currently, there are over 260 recognized teacher preparation programs at universities in the state of Oklahoma.

OEQA provides training on a regular basis to stakeholders from colleges and universities, P-12 teachers and administrators, and education policy-makers. Training is provided from the following national education organizations that set the standards for educator preparation:

- Council for the Accreditation of Educator Preparation
- American Council on the Teaching of Foreign Languages
- Council for Exceptional Children
- Educational Leadership Constituent Council
- International Literacy Association
- National Association for the Education of Young Children
- National Council for the Social Studies
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- National Science Teachers Association
- Society of Health and Physical Educators
- Teachers of English to Speakers of Other Language

OEQA also provides training in program approval for non-affiliate areas, such as Art, Technology, and Agriculture Education.

Educator Preparation

Annual State Report 2019

**Program Review Advisory Board**

OEQA utilizes the expertise of a Program Review Advisory Board (PRAB) for consultation and recommendations on program reviews. Membership is comprised of state and nationally trained reviewers in a variety of subject areas. PRAB members monitor changes in state and national standards, participate actively in the program review process, and answer questions from reviewers and program compilers on content-related issues.

OEQA has increased the number of PRAB members who serve as national program reviewers and has provided financial assistance to members who wish to attend national reviewer training. The PRAB meets a minimum of once each semester to review procedures and complete the review of state programs.



Annual State Report 2019

OEQA

[illegible]

Office of Educational Quality and Accountability – Annual State Report 2019 – Page 11

Educator Assessment

Annual State Report 2019

**Year in Review**

- Administered over 19,000 computer-based exams across the state
- Redeveloped the Oklahoma Subject Area Tests for Earth Science, Physical Science, Speech/Drama/Debate
- Developed the certification exam for Speech Language Pathology Assistant
- Facilitated the awarding of over 400 certification examination fee waivers for educator preparation candidates and Troops to Teachers
- Provided performance assessment professional learning opportunities and trainings for Oklahoma educator preparation programs and alternative certification candidates
- Provided test preparation workshops for emergency and alternative certified educators
- Facilitated educator preparation focus group meetings in Early Childhood and Administrator certification
- Provided online test preparation videos, study resources and practice certification exams
- Continued to expand the use of the PPAT® Assessment

Certification Examinations for Oklahoma Educators (CEOE)™

OEQA has the statutory responsibility to develop and implement a competency-based assessment system for educator licensure/certification in the state. The following assessments are used in Oklahoma:

- Oklahoma General Education Test (OGET) – critical thinking and general education knowledge
- Oklahoma Subject Area Test (OSAT) – subject matter knowledge
- Oklahoma Professional Teaching Exam (OPTE) – professional knowledge and skills

The certification exams are administered throughout the year and across the state via computer-based test administration. The examinations reflect state standards (Oklahoma Full-Subject Matter Competencies, Oklahoma General Competencies) as well as current national standards. Over 7,000 Oklahoma educators have contributed their knowledge and expertise throughout the assessment development and validation process, including classroom teachers, higher education faculty, career technology faculty, and school administrators.

As part of maintaining the assessment program, routine review and redevelopment ensures that the exams will be accurate and up-to-date. Constant monitoring ensures that the assessments also continue to measure educator knowledge and skill levels using the most current and widely accepted psychometric standards.

Educator Assessment

Annual State Report 2019



Certification Examinations for Oklahoma Educators (CEOE)TM Aggregate Pass Rate by Test

The Certification Examinations for Oklahoma EducatorsTM consist of sixty-three tests: sixty subject area tests, two professional teaching examinations, and one general education test. Not all tests have test takers each year.

| TEST | N | % Pass |
|--|-------|--------|
| 001 Instrumental/General Music | 87 | 86.2 |
| 002 Art | 93 | 61.3 |
| 003 Vocal/General Music | 83 | 62.7 |
| 004 Chemistry | 53 | 56.6 |
| 008 Earth Science | 26 | 53.8 |
| 009 Family and Consumer Sciences | 56 | 80.4 |
| 010 Biological Sciences | 200 | 40.5 |
| 012 Physical Education/Health/Safety | 329 | 60.2 |
| 013 Physical Science | 72 | 77.8 |
| 014 Physics | 34 | 44.1 |
| 015 Reading Specialist | 69 | 100.0 |
| 016 Speech/Drama/Debate | 45 | 60.0 |
| 017 U.S. History/OK History/Govern/Economics | 310 | 76.5 |
| 018 World History/Geography | 128 | 64.8 |
| 021 German | 2 | 50.0 |
| 023 Latin | 2 | 100.0 |
| 024 Middle Level English | 48 | 64.6 |
| 026 Middle Level Science | 124 | 46.8 |
| 027 Middle Level Social Studies | 153 | 37.3 |
| 030 Deaf/Hard of Hearing | 20 | 90.0 |
| 032 Psychology/Sociology | 30 | 83.3 |
| 033 School Psychologist | 7 | 100.0 |
| 034 Psychometrist | 14 | 85.7 |
| 035 Speech-Language Pathologist | 1 | 0.0 |
| 036 Driver/Safety Education | 38 | 92.1 |
| 038 Library-Media Specialist | 65 | 84.6 |
| 039 School Counselor | 105 | 71.4 |
| 040 Business Education | 161 | 84.5 |
| 041 Marketing Education | 23 | 30.4 |
| 042 Agricultural Education | 61 | 88.5 |
| 043 Technology Engineering | 12 | 91.7 |
| 045 Elementary Principal Comp. Assessment | 396 | 62.4 |
| 046 Middle Level Principal Comp. Assessment | 25 | 36.0 |
| 047 Secondary Principal Comp. Assessment | 375 | 62.1 |
| 050 Elementary Education Subtest 1 | 1,057 | 85.1 |
| 051 Elementary Education Subtest 2 | 1,126 | 76.4 |
| 074 Oklahoma General Education Test | 1,835 | 79.1 |
| 075 OPTe: PK-8 | 1,542 | 82.4 |
| 076 OPTe: 6-12 | 974 | 94.8 |
| 079 Cherokee | 1 | 100.0 |
| 080 Chinese (Mandarin) | 4 | 100.0 |
| 082 Elementary Mathematics Specialist | 7 | 71.4 |

Educator Assessment

Annual State Report 2019



Aggregate Pass Rate by Test (Continued)

| TEST | N | % Pass |
|---|-------|--------|
| 083 Gifted Education | 8 | 0.0 |
| 105 Early Childhood Education | 786 | 51.7 |
| 107 English | 366 | 61.2 |
| 111 Advanced Mathematics | 90 | 61.1 |
| 119 Spanish | 59 | 79.7 |
| 120 French | 5 | 40.0 |
| 121 German | 1 | 100.0 |
| 123 Latin | 1 | 100.0 |
| 124 Middle Level English | 54 | 51.9 |
| 125 Middle Level/Intermediate Mathematics | 346 | 41.6 |
| 128 Blind/Visual Impairment | 4 | 0.0 |
| 129 Mild-Moderate Disabilities | 576 | 68.4 |
| 131 Severe-Profound/Multiple Disabilities | 106 | 55.7 |
| 132 Psychology/Sociology | 38 | 76.3 |
| 134 Psychometrist | 9 | 88.9 |
| 137 Journalism | 35 | 65.7 |
| 139 School Counselor | 148 | 79.7 |
| 148 Superintendent | 123 | 45.5 |
| 174 Oklahoma General Education Test | 1,987 | 73.1 |
| 177 English as a Second Language | 179 | 84.9 |
| 178 Dance | 7 | 71.4 |
| 181 Computer Science | 23 | 56.5 |

Aggregate Pass Rate by Teacher Preparation Institutions

Pass rates for each of the three component areas of the CEOET™ are calculated by institution and presented in the table below.

| | OGET | | OPTE | | OSAT | | TOTAL | |
|--|------|-------|------|-------|------|-------|-------|-------|
| | N | %Pass | N | %Pass | N | %Pass | N | %Pass |
| Bacone College | 8 | 37.5 | 1 | 0.0 | 5 | 20.0 | 14 | 28.6 |
| Cameron University | 56 | 71.4 | 32 | 93.8 | 124 | 81.5 | 212 | 80.7 |
| East Central University | 32 | 87.5 | 7 | 42.9 | 122 | 82.0 | 161 | 81.4 |
| Langston University | 37 | 32.4 | 7 | 57.1 | 30 | 30.0 | 74 | 33.8 |
| Mid-America Christian University | 8 | 75.0 | 15 | 93.3 | 23 | 82.6 | 46 | 84.8 |
| Northeastern State University | 74 | 83.8 | 141 | 91.5 | 266 | 81.6 | 481 | 84.8 |
| Northwestern Oklahoma State University | 39 | 74.4 | 34 | 94.1 | 66 | 80.3 | 139 | 82.0 |
| Oklahoma Baptist University | 55 | 83.6 | 46 | 95.7 | 76 | 86.8 | 177 | 88.1 |
| Oklahoma Christian University | 21 | 85.7 | 32 | 100.0 | 44 | 86.4 | 97 | 90.7 |
| Oklahoma City University | 19 | 73.7 | 18 | 100.0 | 26 | 92.3 | 63 | 88.9 |

Office of Educational Quality and Accountability – Annual State Report 2019 – Page 15

Educator Assessment

Annual State Report 2019

**Aggregate Pass Rate by Teacher Preparation Institutions (Continued)**

| | OGET | | OPTE | | OSAT | | TOTAL | |
|--|------|-------|------|-------|------|-------|-------|-------|
| | N | %Pass | N | %Pass | N | %Pass | N | %Pass |
| Oklahoma Panhandle State University | 48 | 47.9 | 13 | 76.9 | 25 | 88.0 | 86 | 64.0 |
| Oklahoma State University | 243 | 88.9 | 246 | 94.3 | 386 | 86.3 | 875 | 89.3 |
| Oklahoma Wesleyan University | 15 | 66.7 | 5 | 100.0 | 11 | 81.8 | 31 | 77.4 |
| Oral Roberts University | 58 | 91.4 | 26 | 92.3 | 105 | 77.1 | 189 | 83.6 |
| Randall University | 17 | 35.3 | 1 | 100.0 | 2 | 50.0 | 20 | 40.0 |
| Southeastern Oklahoma State University | 43 | 65.1 | 54 | 87.0 | 144 | 76.4 | 241 | 76.8 |
| Southern Nazarene University | 9 | 66.7 | 9 | 100.0 | 143 | 60.8 | 161 | 63.4 |
| Southwestern Christian University | 5 | 40.0 | 4 | 75.0 | 6 | 33.3 | 15 | 46.7 |
| Southwestern Oklahoma State University | 111 | 76.6 | 102 | 79.4 | 267 | 71.9 | 480 | 74.6 |
| University of Central Oklahoma | 263 | 77.2 | 188 | 95.2 | 443 | 78.1 | 894 | 81.4 |
| University of Oklahoma | 206 | 94.7 | 184 | 98.4 | 351 | 88.6 | 741 | 92.7 |
| University of Science and Arts of Oklahoma | 29 | 72.4 | 28 | 85.7 | 49 | 69.4 | 106 | 74.5 |
| University of Tulsa | 10 | 90.0 | 3 | 100.0 | 12 | 100.0 | 25 | 96.0 |

Aggregate Pass Rate by Program Status

The tables below compares the pass rates between examinees in teacher education programs in contrast to those who are considered Non-Program, which includes out-of-state candidates, alternative certification candidates, and/or educators seeking additional certification.

Oklahoma Professional Teaching Exam (OPTE)

| Test | Total | | Program Status | | | |
|--------------|-------|-------|----------------|--------|-------------|--------|
| | | | Program | | Non-Program | |
| | N | %Pass | N | % Pass | N | % Pass |
| OPTE: PK-8 | 1,542 | 82.4 | 779 | 88.8 | 763 | 75.9 |
| OPTE: 6-12 | 974 | 94.8 | 433 | 97.9 | 541 | 92.2 |
| OVERALL OPTE | 2,516 | 87.2 | 1,212 | 92.1 | 1,304 | 82.7 |

Educator Assessment

Annual State Report 2019



Oklahoma Subject Area Test (OSAT)

| Category | Overall | | Program | | Non-Program | |
|--------------------------------|---------|-------|---------|--------|-------------|--------|
| | N | %Pass | N | % Pass | N | % Pass |
| General | 6,756 | 66.7 | 2,115 | 81.3 | 4,641 | 60.0 |
| Career Technology | 313 | 80.8 | 61 | 82.0 | 252 | 80.6 |
| Advanced | 418 | 82.3 | 212 | 86.8 | 206 | 77.7 |
| Administrator – Principal | 796 | 61.4 | 386 | 63.2 | 410 | 59.8 |
| Administrator – Superintendent | 123 | 45.5 | 29 | 44.8 | 94 | 45.7 |
| TOTAL | 8,406 | 67.2 | 2,803 | 78.9 | 5,603 | 61.3 |

OGET, OSAT, and OPTE

| Test | Program | | Non-Program | |
|--------------------------------------|---------|--------|-------------|--------|
| | N | % Pass | N | % Pass |
| 001 Instrumental/General Music | 64 | 92.2 | 23 | 69.6 |
| 002 Art | 11 | 72.7 | 82 | 59.8 |
| 003 Vocal/General Music | 45 | 84.4 | 38 | 36.8 |
| 004 Chemistry | 11 | 72.7 | 42 | 52.4 |
| 008 Earth Science | 3 | 33.3 | 23 | 56.5 |
| 009 Family & Consumer Sciences | 8 | 75.0 | 48 | 81.3 |
| 010 Biological Sciences | 30 | 60.0 | 170 | 37.1 |
| 012 Phys Ed/Health/Safety | 73 | 63.0 | 256 | 59.4 |
| 013 Physical Science | 5 | 100.0 | 67 | 76.1 |
| 014 Physics | 6 | 66.7 | 28 | 39.3 |
| 015 Reading Specialist | 37 | 100.0 | 32 | 100 |
| 016 Speech/Drama/ Debate | 5 | 60.0 | 40 | 60 |
| 017 US Hist/OK Hist/Govern/Economics | 108 | 91.7 | 202 | 68.3 |
| 018 World History/Geography | 36 | 75.0 | 92 | 60.9 |
| 020 French | * | * | * | * |
| 021 German | 1 | 100.0 | 1 | 0 |
| 023 Latin | * | * | 2 | 100 |
| 024 Middle Level English | 4 | 75.0 | 44 | 63.6 |
| 026 Middle Level Science | 8 | 62.5 | 116 | 45.7 |
| 027 Middle Level Social Studies | 8 | 25.0 | 145 | 37.9 |
| 028 Blind/Visual Impairment | * | * | * | * |
| 030 Deaf/ Hard of Hearing | 4 | 50.0 | 16 | 100 |
| 032 Psychology/Sociology | 3 | 100.0 | 27 | 81.5 |
| 033 School Psychologist | 6 | 100.0 | 1 | 100 |
| 034 Psychometrist | 11 | 90.9 | 3 | 66.7 |
| 035 Speech-Language Pathologist | * | * | 1 | 0 |
| 036 Drivers/Safety Education | 3 | 66.7 | 35 | 94.3 |
| 037 Journalism | * | * | * | * |

* No Examinees Tested

Educator Assessment

Annual State Report 2019

OGET, OSAT, and OPTE
(Continued)

| Test | Program | | Non-Program | |
|---|--------------|-------------|--------------|-------------|
| | N | % Pass | N | % Pass |
| 038 Library - Media Specialist | 36 | 88.9 | 29 | 79.3 |
| 039 School Counselor | 50 | 74.0 | 55 | 69.1 |
| 040 Business Education | 7 | 85.7 | 154 | 84.4 |
| 041 Marketing Education | 2 | 0.0 | 21 | 33.3 |
| 042 Agricultural Education | 42 | 85.7 | 19 | 94.7 |
| 043 Technology Engineering | 2 | 100.0 | 10 | 90 |
| 045 Elementary Principal Comp. Assessment | 202 | 61.4 | 194 | 63.4 |
| 046 Middle Level Principal Comp. Assessment | 7 | 57.1 | 18 | 27.8 |
| 047 Secondary Principal Comp. Assessment | 177 | 65.5 | 198 | 59.1 |
| 050 Elementary Education Subtest 1 | 549 | 91.4 | 508 | 78.3 |
| 051 Elementary Education Subtest 2 | 569 | 84.0 | 557 | 68.6 |
| 074 Oklahoma General Education Test | 944 | 81.1 | 891 | 76.9 |
| 075 OPTE: PK-8 | 779 | 88.8 | 763 | 75.9 |
| 076 OPTE: 6-12 | 433 | 97.9 | 541 | 92.2 |
| 078 Dance | * | * | * | * |
| 079 Cherokee | * | * | 1 | 100 |
| 080 Chinese (Mandarin) | 1 | 100.0 | 3 | 100 |
| 081 Computer Science | * | * | * | * |
| 082 Elementary Mathematics Specialist | * | * | 7 | 71.4 |
| 083 Gifted Education | 1 | 0.0 | 7 | 0 |
| 105 Early Childhood Education | 258 | 67.4 | 528 | 43.9 |
| 107 English | 110 | 76.4 | 256 | 54.7 |
| 111 Advanced Mathematics | 31 | 74.2 | 59 | 54.2 |
| 119 Spanish | 12 | 83.3 | 47 | 78.7 |
| 120 French | 3 | 66.7 | 2 | 0 |
| 121 German | * | * | 1 | 100 |
| 123 Latin | * | * | 1 | 100 |
| 124 Middle Level English | 2 | 50.0 | 52 | 51.9 |
| 125 Middle Level/Intermediate Mathematics | 27 | 63.0 | 319 | 39.8 |
| 128 Blind/Visual Impairment | * | * | 4 | 0 |
| 129 Mild-Moderate Disabilities | 84 | 77.4 | 492 | 66.9 |
| 131 Severe-Profound/Multiple Disabilities | 17 | 70.6 | 89 | 52.8 |
| 132 Psychology/Sociology | 2 | 100.0 | 36 | 75 |
| 134 Psychometrist | 5 | 80.0 | 4 | 100 |
| 137 Journalism | 1 | 0.0 | 34 | 67.6 |
| 139 School Counselor | 67 | 86.6 | 81 | 74.1 |
| 148 Superintendent | 29 | 44.8 | 94 | 45.7 |
| 174 Oklahoma General Education Test | 744 | 75.4 | 1,243 | 71.7 |
| 177 English as a Second Language | 15 | 86.7 | 164 | 84.8 |
| 178 Dance | 1 | 100.0 | 6 | 66.7 |
| 181 Computer Science | 4 | 25.0 | 19 | 63.2 |
| Total | 5,703 | 81.6 | 9,041 | 67.4 |

* No Examinees Tested

Office of Educational Quality and Accountability – Annual State Report 2019 – Page 18

Oklahoma School Performance Review

Annual State Report 2019

OEQA

Year in Review

- Conducted School Performance Reviews at three districts: Drummond Public Schools, Silo Public Schools, and Boise City Public Schools
- Presented OSPR findings at three local board meetings: Drummond Public Schools, Silo Public Schools, and Boise City Public Schools
- Suggested 221 recommendations with a five-year total estimated savings of \$139,000
- Published an OSPR Best Practices Report covering over 15 years of performance reviews

Oklahoma School Performance Review

The Oklahoma School Performance Review (OSPR) program was created by the Oklahoma Legislature during the 2002 session and amended during the 2005 and 2012 sessions. The law authorizes OEQA to conduct school performance reviews of school districts that have:

- Administrative service costs above the expenditure limits established in law or have total expenditures in excess of the district's adopted budget;
- A district academic performance score below the state average;
- Had a request for a performance review submitted by the Governor or the State Superintendent of Public Instruction;
- A district student eligibility rate for free or reduced-price meals that is above the state average; or
- Submitted a request for a performance review subsequent to a majority vote of the district's board of education.

The purpose of the performance reviews is to develop findings, commendations, and recommendations for individual school districts in regard to: (1) containing costs; (2) improving management strategies; and (3) promoting better education for Oklahoma children

As a part of each review, staff and/or consultants conduct onsite evaluations, review district operations, study district data, interview stakeholders, hold public meetings, and administer surveys. OEQA and/or contracted consultants then produce a report evaluating the following areas of district operations:

- Management, Personnel, and Communications
- Instructional Delivery
- Business Operations
- Facility Use and Management
- Support Services, including Child Nutrition, Technology, and Transportation

Office of Educational Quality and Accountability – Annual State Report 2019 – Page 21

Oklahoma School Performance Review

Annual State Report 2019

**Performance Reviews Conducted and Presented in 2018-19:**

Drummond Public Schools is located in northwest Garfield County and covers 88 square miles. The school district operates one campus that serves approximately 300 students from Pre-K through 12th grade. All operational areas were reviewed resulting in 24 commendations and 66 recommendations.

Silo Public Schools is located near Durant in south central Bryan County and covers 121 square miles. The school district operates one campus that serves approximately 900 students from Pre-K through 12th grade. All operational areas were reviewed resulting in 28 commendations and 72 recommendations with an estimated total five-year savings of \$126,690.

Boise City Public Schools is located in the county seat of Cimarron County, the western most county in the Oklahoma panhandle. The school district covers 1,320 square miles and operates two campuses that serve students from Pre-K through 12th grade. All operational areas were reviewed resulting in 26 commendations and 83 recommendations with an estimated total five-year savings of \$12,310.

All School Performance Reviews and the Best Practices Report can be found at:
https://www.ok.gov/oeqa/Oklahoma_School_Performance_Review/index.html



Oklahoma Educational Indicators Program

Annual State Report 2019

OEQA


Year in Review

- Created State, District, and School Profile Reports detailing community characteristics, educational process, and student performance for over 500 school districts and 1,700 school sites
- Informed the citizens of Oklahoma of the performance of their local schools and districts by distributing these profile reports to parents of over 690,000 public school students
- Provided more than 1,000,000 electronic copies of the profile reports via OEQA's website
- Distributed electronic and hardcopies of the profiles to libraries, elected officials, researchers, grant writers, and stakeholders
- Presented profiles data to educators, researchers, business leaders, and policy makers at various workshops and presentations

The Oklahoma Educational Indicators Program provides school site, district, and state profiles containing educational statistics derived from a number of sources. These sources include the Census Bureau's American Community Survey, Oklahoma State Department of Education (OSDE), Oklahoma Tax Commission, Oklahoma State Regents for Higher Education (OSRHE), Oklahoma Department of Career and Technology Education, Oklahoma Office of Juvenile Affairs, National Center for Education Statistics, ACT, Inc., The College Board, and all Oklahoma public schools. This program has proven to be vital to parents, researchers, grant writers, school administrators, legislators, and the general public.

The complete State, District, and School Profiles and the definitions, methodologies, and sources used to create them are located on our website: <https://www.edprofiles.info>

The tables below provide state-level data from the profiles. The vast majority of these data were collected during the 2017-2018 school year, which is the most current, comprehensive, and complete reporting cycle. However, some statistics are derived from multi-year averages or periodic snapshots. Additional data and trends can be found in the complete profiles.



Office of Educational Quality and Accountability – Annual State Report 2019 – Page 23

OEQA



Office of Educational Quality and Accountability
840 Research Parkway, Suite 455
Oklahoma City, OK 73104
(405) 522-5399
www.oeqa.ok.gov

Program Review Evaluation
Elementary Education, spring 2020

Program Strengths:

The Elementary Education Program is the largest program in the School of Teacher Education. This program has a reputation, as does the other programs, for training highly effective teachers for working with students in grades 1-8. The program has been successfully reviewed by the OEQA. Both teacher candidates and administrators are strongly satisfied with the performance of the graduates in the Elementary Program and always request our candidates before graduation. End-of-Course Evaluations, Exit Interviews from graduates reveal that candidates feel well prepared and are happy with the program.

Program Areas for Improvement:

Currently, candidates have been struggling with passing the Oklahoma Subject Area Test in the areas of Social Studies, Science and Math. More work with the part-time faculty to align the testing framework to the methods courses should show improvements in the future.

Program Chair: Vickie Hinkle, Ph.D.

Signature Vickie Hinkle date signed 7.17.2020

Director of Institutional Effectiveness, Ray Dillman, M.A.

Signature Ray Dillman date signed 7.15.2020

Program Dean: Esther Rehbein, M.Ed.

Signature Esther Rehbein date signed 7-15-20

Vice-President of Academic Affairs, Dr. Sharon Lease

Signature Sharon Lease date signed 7.15.20