| **MID-AMERICA CHRISTIAN UNIVERSITY PASS RATE FOR CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS** | 2019-2020 | 2020-2021 | 2021-2022 | 2021-2022 STATE PASS RATE |
| --- | --- | --- | --- | --- |
| OGET | 50% | 100% | 27.3% | 69.6% |
| OSAT | 73.3% | 58.3% | 70.4% | 75.1% |
| OPTE | 66.7% | 40% | PPAT | 65.2% |
| PPAT | 100% | 100% | 100% | N/A |
| Principal Comp. Assessment | 100% | 58.5% | 90.3% | 74.3% |
| MACU OVERALL PASS RATE FOR ALL TESTS | 78% | 71.4% | 72% | State Pass Rates All Tests71.1% |

**ANNUAL REPORTING MEASURES FOR CAEP/STATE ACCREDITATION:**

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

**Teacher Work Sample Case Study and PK12 School Districts Assessments**

In 2019-2020, the EPP requested that completers in the 2017-2018, and 2018-2019 school years complete and submit a case study teacher work sample to show evidence of the completers’ impact on their P12 student learning. The request included a $250 stipend for completion and submission. Out of 15 candidates, four offered to complete one and only two submitted. Of the two resident teachers who completed a teacher work sample, one was an Elementary Education major and the other was an Early Childhood major. The Elementary Education major taught in a 4th grade rural classroom. The assessment focused on geography of the Midwest region, specifically states, capitals and famous landmarks of the region. The Early Childhood major taught a Kindergarten class in a suburban classroom. The assessment focused on the letter Dd both in formation of the letter upper and lower case and the sound of the letter. The average pretest score was 32.7 and the average post-test score was 84.6. This was a 159% increase in scores. There was a statistically significant difference of means (P<.01) in scores on the pre-test/post-test. Due to the small sample size and limited range of specialty license areas represented, the findings cannot be generalized to all graduates of the EPP. However, the statistical significance provides compelling evidence of this sample's positive impact on student learning. The EPPs’ goal is to have 20% of our completers participate in this process in order to assess completers impact on P12 student growth in their first year of teaching.

In 2020/2021 PK12 schools were asked to share their data regarding our graduates teaching their first year in their districts. Some districts shared pre and post data in reading and some in mathematics that showed the impact our first year residency teachers had on the student’s they taught. Six of our completer’s finished their first year of teaching in a suburban school district. STAR Test scores from reading showed an average 11% increase for those teachers' first year of teaching. One completer taught in an urban school district. Mastery Connect scores in reading showed a 35% increase in the reading scores and a 30% increase in mathematics scores in their first year of teaching.

In 2021/2022 PK12 schools shared their test score data from our 2 completers who both taught in Title 1 schools in a suburban school district. One completer was an Early Childhood major and taught First Grade. STAR Test Early Literacy results showed a 10% increase in students reading in the first year of teaching. The other completer taught 5th grade. Test scores for Language Arts showed a 1% increase.

| **MACU First Year Teacher****School District Scores** | 2019-2020 | 2020-2021Percent of Increase | 2021-2022Percent of increase |
| --- | --- | --- | --- |
| **STAR Reading Scores** | N/A | 11% | 10% |
| **Mastery Connect Reading** | N/A | 35% | N/A |
| **Mastery Connect Math** | N/A | 30% | N/A |
| **OSTP Language Arts** | N/A | N/A | 1% |
| **Overall Mean Scores** | 159% (P<.01) | 25% | 6% |

**INDICATORS OF TEACHING EFFECTIVENESS (CAEP COMPONENT 4.2)**

**MACU RESIDENT TEACHER SURVEY**

**INTERSTATE TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (InTASC)**

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

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

**TEACHER LEADERSHIP AND EFFECTIVENESS MODEL DOMAINS**

Classroom Management

Instructional Effectiveness

Professional Growth and Continuous Improvement

Interpersonal Skills

Leadership

**MARZANO FOCUSED TEACHER EVALUATION MODEL**

Classroom Based Strategies

Planning and Preparing

Assessment

Reflecting on Teaching

Collegiality and Professionalism

| **Teacher Leadership and Effectiveness Model Domains****Score of 1.00-5.00** | **2019/2020** | **2020/2021** | **2021/2022** |
| --- | --- | --- | --- |
| **Overall Evaluation Score** | **3.53** | **3.48** | **3.53** |
| Classroom Management | 3.67 | 3.55 | 3.67 |
| Instructional Effectiveness | 3.42 | 3.35 | 3.42 |
| Professional Growth and Continuous Improvement | 3.58 | 3.57 | 3.58 |
| Interpersonal Skills | 3.60 | 3.61 | 3.60 |
| Leadership | 3.56 | 3.30 | 3.56 |
| **Marzano Focused Teacher Evaluation Model** |  |  |  |
| **Overall Evaluation Score** | **3.55** | **3.74** | **3.55** |
| Classroom Based Strategies | 3.58 | 3.47 | 3.58 |
| Planning and Preparing | 3.66 | 3.67 | 3.66 |
| Assessment | 3.41 | NA | 3.41 |
| Classroom Management | 3.74 | NA | 3.74 |
| Collegiality and Professionalism | NA | 3.89 | NA |

\*NA=Not Assessed

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

**Administrator/Mentor Teacher Survey**

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

1: Strongly Disagree

2: Disagree

3: Agree

4: Strongly Agree

| **STATE FIRST YEAR TEACHER SURVEY****ADMINISTRATOR/MENTOR** | **Fall 2019-Spring 2020****N=8****5.5 points possible** | **Fall 2020-Spring 2021****N=4****5.5 points possible** | **Fall 2021-Spring 2022****N=2****5.5 points possible** |
| --- | --- | --- | --- |
| Overall Mean Satisfaction Score | 3.6 | 3.6 | 3.0 |

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

**OEQA RESIDENT FIRST YEAR TEACHER SURVEYS**

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

1: Strongly Disagree

2: Disagree

3: Agree

4: Strongly Agree

| **STATE FIRST YEAR TEACHER SURVEY/GRADUATE** | **Fall 2019-Spring 2020****N=3****4 points possible** | **Fall 2020-Spring 2021****N=4****5.5 points possible** | **Fall 2021-Spring 2022****N=2****5.5 points possible** |
| --- | --- | --- | --- |
| Overall Mean Satisfaction Score | 3.2 | 3.5 | 3.0 |

**MACU RESIDENT FIRST YEAR TEACHER SURVEYS**

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

1: Strongly Disagree

2: Disagree

3: Agree

4: Strongly Agree

| **STATE FIRST YEAR TEACHER SURVEY/GRADUATE** | **Fall 2019-Spring 2020****N=4****4 points possible** | **Fall 2020-Spring 2021****N=4****4 points possible** | **Fall 2021-Spring 2022****N=4****4 points possible** |
| --- | --- | --- | --- |
| Overall Mean Satisfaction Score | 3.5 | 3.6 | 3.5 |

**MACU ADMINISTRATOR SURVEYS**

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

1: Strongly Disagree

2: Disagree

3: Agree

4: Strongly Agree

| **MACU FIRST YEAR TEACHER SURVEY****ADMINISTRATOR/MENTOR** | **Fall 2019-Spring 2020****N=4****4 points possible** | **Fall 2020-Spring 2021****N=6****4 points possible** | **Fall 2021-Spring 2022****N=4****4 points possible** |
| --- | --- | --- | --- |
| Overall Mean Satisfaction Score | 3.5 | 3.5 | 3.4 |

**OUTCOME MEASURES**

| **GRADUATION RATES PROGRAM COMPLETERS** |
| --- |
| **2018-2019 100%** |
| **2019-2020 100%** |
| **2020-2021 100%** |
| **2021-2022 100%** |

| **PROGRAM COMPLETER PASS RATES**  |
| --- |
| **2018-2019 100%** |
| **2019-2020 100%** |
| **2020-2021 100%** |
| **2021-2022 100%** |

| **RATE OF EMPLOYMENT OF COMPLETERS SEEKING TEACHING POSITIONS** |
| --- |
| **2018-2019 100%** |
| **2019-2020 100%** |
| **2020-2021 100%** |
| **2021-2022 100%** |

**STUDENT LOAN DEFAULT RATE -** 2023 CDR Draft Rate of 2.9.