



2016-2017

SCHOOL OF EDUCATION

8 CAEP ANNUAL MEASURES

C.A.E.P. Measure #1: Impact on P-12 Learning & Development

Data are not currently available. OKWU's EPP is researching and developing tools to measure our educator licensure program completers' impact on P-12 student learning & development. We will present data when it is available.

C.A.E.P. Measure #2: Indicators of Teaching Effectiveness

The EPP is currently using the TLE data received from the State Department of Education to demonstrate teaching effectiveness for EPP graduates. P-12 administrators assess the effectiveness of teachers using the TLE rubric and the OSDE collects the data and sends it to the EPP.

QUESTIONS Rating Scale:5=Superior; 4=Highly Effective; 3=Effective; 2=Needs Improvement; 1=Ineffective	2016-2017	2017-2018	2018-2019
	OKWU Completer TLE Mean (N= 3)	OKWU Completer TLE Mean (N=)	OKWU Completer TLE Mean (N=)
DOMAIN #1: CLASSROOM MANAGEMENT	3.11		
Dimension 1: PREPARATION – Teacher plans for and executes a lesson relating to short-term and long-term objectives	3		
Dimension 2: DISCIPLINE – Teacher clearly defines and effectively manages student behavior	3		
Dimension 3: BUILDING-WIDE CLIMATE RESPONSIBILITIES – Teacher assures a contribution to building-wide positive climate	3.33		
Dimension 4: LESSON PLANS – Teacher develops daily lesson plans designed to achieve the identified objectives	3		
Dimension 5: ASSESSMENT PRACTICES – Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction	3		
Dimension 6: STUDENT RELATIONS – Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum	3.33		
DOMAIN #2: INSTRUCTIONAL EFFECTIVENESS	3.11		
Dimension 7: LITERACY – Teacher embeds the components of literacy into all instructional content	3		
Dimension 8: CURRENT STATE STANDARDS – Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement	3		
Dimension 9: INVOLVES ALL LEARNERS – Teacher uses active learning, questioning techniques and/or guided practices to involve all students	3.33		
Dimension 10: EXPLAINS CONTENT – Teacher teaches the objectives through a variety of methods	3.33		
Dimension 11: CLEAR INSTRUCTION & DIRECTIONS – Teacher provides clear instructions and directions	3.33		
Dimension 12: MODELS – Teacher demonstrates/models the desired skill or process.	3		
Dimension 13: MONITORS – Teacher checks to determine if students are progressing toward stated objectives	3		
Dimension 14: ADJUSTS BASED ON MONITORING – Teacher changes instruction based on the results of monitoring	3		
Dimension 15: ESTABLISHES CLOSURE – Teacher summarizes and fits into context what has been taught	3		
Dimension 16: STUDENT ACHIEVEMENT – Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning	3		
DOMAIN #3: PROFESSIONAL GROWTH & CONTINUOUS IMPROVEMENT	3.16		
Dimension 17: PROFESSIONAL LEARNING – Uses professional growth as a continuous improvement strategy	3		
Dimension 18: PROFESSIONAL ACCOUNTABILITY – Exhibits behaviors and efficiencies associated with professionalism	3.33		

DOMAIN #4: INTERPERSONAL SKILLS	3.33		
Dimension 19: EFFECTIVE INTERPERSONAL SKILLS – Effective interactions and collaboration with stakeholders	3.33		
DOMAIN #5: LEADERSHIP	3		
Dimension 20: PROFESSIONAL INVOLVEMENT & LEADERSHIP – Exhibits positive leadership through varied involvement	3		

C.A.E.P. Measure #3: Satisfaction of Employers & Other Employment Milestones

SURVEY #1: State of Oklahoma Administrator/Mentor Survey Results for ALL EPP's Completers COMPARED TO State of Oklahoma Administrator/Mentor Survey Results for OKWU Completers

This survey was given by the Oklahoma State Department of Education (OSDE) to Administrators & Mentor Teachers asking for feedback on 1st Year teachers directly. The OSDE sends complete results along with results specifically for EPP completers. During the 2016-2017 year, the OSDE did not receive any feedback on OKWU completers.

QUESTIONS Rating Scale:6=Strongly Agree; 5=Agree;4=Somewhat Agree 3=Somewhat Disagree; 2=Disagree; 1=Str. Disagree		2016-2017		2017-2018		2018-2019	
		All EPP's Completer Mean	OKWU's Completer Mean (N= 0)	All EPP's Completer Mean	OKWU's Completer Mean (N=)	All EPP's Completer Mean	OKWU's Completer Mean (N=)
1.	The teacher understands how learners grow and develop	4.8 (n=322)	N/A				
2.	The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas	4.83 (n=321)	N/A				
3.	The teacher designs and implements developmentally appropriate and challenging learning experiences	4.64 (n=321)	N/A				
4.	The teacher uses understanding of individual differences and diverse cultures communities to ensure inclusive learning envirs that enable each learner to meet high standards.	4.68 (n=319)	N/A				
5.	The teacher works with others to create environments that support individual and collaborative learning	4.89 (n=320)	N/A				
6.	The teacher encourages positive social interaction, active engagement in learning, and self-motivation	4.88 (n=318)	N/A				
7.	The teacher understands the central concepts, tools of inquiry, and structures of discipline(s) he or she teachers	4.75 (n=318)	N/A				
8.	The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content	4.67 (n=3.18)	N/A				
9.	The teacher understands how to connect concepts to each other and to authentic local and global issues	4.53 (n=317)	N/A				
10.	The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving	4.47 (n=316)	N/A				
11.	The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision-making	4.50 (n=319)	N/A				
12.	The teacher understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making	4.56	N/A				

		(n=318)					
13.	The teacher plans instruction that supports every student in meeting rigorous learn goals by drawing on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy	4.51 (n=318)	N/A				
14.	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context	4.50 (n=318)	N/A				
15.	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	4.57 (n=317)	N/A				
16.	The teacher integrates technology effectively and appropriately into instruction	4.82 (n=318)	N/A				
17.	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals, and the community)	4.69 (n=319)	N/A				
18.	The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner	4.69 (n=318)	N/A				
19.	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning	4.56 (n=317)	N/A				
20.	The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	4.61 (n=318)	N/A				
21.	The teacher seeks appropriate leadership roles and opportunities to advance the profession	4.50 (n=318)	N/A				

N/A = During the 2016-2017 academic year, the Oklahoma State Dept. of Education was unsuccessful in obtaining P-12 Administrator/Mentor teacher survey results for OKWU completers.

EMPLOYEMENT MILESTONES

Graduate Outcome Data for Educator Preparation Program Graduates (2016-2017)

Graduation Outcomes for Education Majors for Class of 2016-2017

Major (# of graduates)	% Employed in field related to major	% Employed in unrelated field	Unknown Employment Information	% pursuing Continuing Education	% Unemployed/Seeking Employment
Elementary Education (5)	60%	40%		40%	
Health & PE (0)					
P-12 Vocal Music (0)					
Sec. Math Education (1)	100%				
Sec. English Education (2)	100%				
Sec. Social Studies (1)			100%		
Biology Education (0)					

**The EPP had one Early Childhood Education graduate during the 2016-2017 academic year. After the 2016-2017 year, the EPP discontinued the Early Childhood Education program due to lack of enrollment. This graduate is currently employed with a Head Start Program.*

C.A.E.P. Measure #4: Satisfaction of Completers (Initial & Advanced)

Survey #1: State of Oklahoma 1st Year Teacher Survey Results for All EPP Completers COMPARED TO State of Oklahoma 1st Year Teacher Survey Results for OKWU Completers

This survey was given by the Oklahoma State Department of Education (OSDE) to all 1st Year teachers directly asking how well their educator preparation program prepared them. A comparison mean score is provided for all EPP completers versus OKWU EPP completers.

QUESTIONS Rating Scale:6=Strongly Agree; 5=Agree;4=Somewhat Agree 3=Somewhat Disagree; 2=Disagree; 1=Str. Disagree		2016-2017		2017-2018		2018-2019	
		All EPP's Completer Mean	OKWU's Completer Mean (N= 7)	All EPP's Completer Mean	OKWU's Completer Mean (N=)	All EPP's Completer Mean	OKWU's Completer Mean (N=)
My Educator Preparation Program prepared me to:							
1.	understand how learners grow and develop	4.91 (n=746)	4.43				
2.	recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas	4.99 (n=744)	4.57				
3.	design and implement developmentally appropriate and challenging learning experiences	4.74 (n=742)	4.57				
4.	use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	4.83 (n=744)	4.57				
5.	work with others to create environments that support individual and collaborative learning	4.96 (n=742)	5				
6.	encourage positive social interaction, active engagement in learning, and self-motivation	4.99 (n=742)	4.86				
7.	understand the central concepts, tools of inquiry, and structures of discipline(s) he or she teachers	4.78 (n=739)	4.43				
8.	create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content	4.77 (n=740)	4.86				
9.	understand how to connect concepts to each other and to authentic local and global issues	4.69 (n=740)	4.57				
10.	know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving	4.83 (n=736)	4.43				
11.	understand and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision-making	4.78 (n=737)	4.57				

12.	understand and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making	4.76 (n=739)	4.71				
13.	plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy	4.67 (n=737)	4.71				
14.	plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context	4.64 (n=739)	4.71				
15.	understand and use 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.	4.78 (n=737)	4.86				
16.	integrate technology effectively and appropriately into instruction	4.66 (n=737)	4.71				
17.	engage in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals, and the community)	4.95 (n=738)	5				
18.	engage in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner	4.92 (n=737)	4.86				
19.	seek appropriate leadership roles and opportunities to take responsibility for student learning	4.81 (n=739)	5				
20.	seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	4.80 (n=738)	4.86				

Survey #2: OKWU's EPP Survey Results for All EPP Completers

This survey was given by OKWU's School of Education Dean to students directly after completing their educational program and graduating.

Rating Scale:6=Strongly Agree; 5=Agree;4=Somewhat Agree 3=Somewhat Disagree; 2=Disagree; 1=Str. Disagree		2016-2017	2017-2018	2018-2019
		OKWU's Completer Mean (N= 11)	OKWU's Completer Mean (N=)	OKWU's Completer Mean (N=)
My Educator Preparation Program will have prepared me to:				
InTASC COMPETENCY 1:				
1.	understand how learners grow and develop	5.18		
2.	recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas	5.45		
3.	design and implement developmentally appropriate and challenging learning experiences	4.54		
InTASC COMPETENCY 2:				
4.	use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	4.81		
InTASC COMPETENCY 3:				
5.	work with others to create environments that support individual and collaborative learning	5.18		
6.	encourage positive social interaction, active engagement in learning, and self-motivation	5.26		
InTASC COMPETENCY 4:				
7.	understand the central concepts, tools of inquiry, and structures of discipline(s) I will teach	5.26		
8.	create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content	5.27		
InTASC COMPETENCY 5:				
9.	understand how to connect concepts to each other and to authentic local and global issues	4.63		
10.	know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving	5.21		
InTASC COMPETENCY 6:				
11.	understand and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision-making	4.63		
12.	understand and uses multiple methods of assessment to monitor learner progress and to guide my decision making	5.18		
InTASC COMPETENCY 7:				
13.	plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy	5.18		
14.	plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context	4.81		

	InTASC COMPETENCY 8:			
15.	understand and use 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.	5.27		
16.	integrate technology effectively and appropriately into instruction	3.99		
	InTASC COMPETENCY 9:			
17.	engage in ongoing professional learning and uses evidence to continually evaluate my practice particularly effects of my choices/actions on others (learners, families, other professionals, and the community)	4.90		
18.	engage in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner	4.63		
	InTASC COMPETENCY 10:			
19.	seek appropriate leadership roles and opportunities to take responsibility for student learning	4.77		
20.	seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	4.5		
21.	seek appropriate leadership roles and opportunities to advance the profession.	4.5		
	InTASC COMPETENCY 11:			
22.	understand positive influence of Christian faith, principles and values have on teaching and learning.	5.81		

C.A.E.P. Measure #5: Graduation Rates (Initial & Advanced)

Student Teaching Success Rates	2016-2017	2017-2018	2018-2019
TOTAL PROGRAM			
Entering Student Teaching (Overall)	10		
Intervention / (Dismissal) During Student Teaching (Overall)	0 / (0)		
Successful Completion (Overall)	10		
BY PROGRAM			
Entering Student Teaching (Elementary Education)	5		
Intervention / (Dismissal) During Student Teaching	0 / (0)		
Successful Completions	5		
Entering Student Teaching (Health & PE)	0		
Intervention / (Dismissal) During Student Teaching	0 / (0)		
Successful Completions	0		
Entering Student Teaching (Vocal Music)	0		
Intervention / (Dismissal) During Student Teaching	0 / (0)		
Successful Completions	0		
Entering Student Teaching (Secondary Math Education)	1		
Intervention / (Dismissal) During Student Teaching	0 / (0)		
Successful Completions	1		
Entering Student Teaching (Secondary English Education)	2		
Intervention / (Dismissal) During Student Teaching	0 / (0)		
Successful Completions	2		
Entering Student Teaching (Secondary Social Studies Educ)	1		
Intervention / (Dismissal) During Student Teaching	0 / (0)		
Successful Completions	1		
Entering M.Ed. Internship (Master in Education)	14		
Intervention / (Dismissal) During M.Ed. Internship	0 / (0)		
Successful Completions	14		

*Biology Program does not currently have any declared majors

*One student graduated from the Early Childhood Education program during 16-17. The EPP discontinued the program due to lack of enrollment

C.A.E.P. Measure #6: Ability of Completers to Meet Licensing (Certification) & any Additional State Requirements; Title II (Initial & Advanced)

OKLAHOMA SUBJECT AREA TEST (OSAT)

Major/Year	# Completer Tests Taken	# Completer Tests Passed	% Pass	Test Cut Score	Avg. Test Score	Test Score Min.	Test Score Max
TOTAL	25	16	64%	240	250	206	291
BY PROGRAM							
ELEMENTARY EDUCATION							
Subtest 1							
2016-2017	5	5	100%	240	256.6	248	265
2017-2018							
2018-2019							
Subtest 2	7	4	57.1%	240	251.4	206	291
2016-2017							
2017-2018							
2018-2019							
HEALTH & PHYSICAL EDUC							
2016-2017	0						
2017-2018							
2018-2019							
SEC. SOCIAL STUDIES							
World History & Geography							
2016-2017	1	0	0%	240	237	237	237
2017-2018							
2018-2019							
US Hist/OK Hist/Gov/Economics							
2016-2017	1	1	100%	240	278	278	278
2017-2018							
2018-2019							
SEC. MATH EDUCATION							
Advanced Math							
2016-2017	3	2	66.6%	240	251	222	269
2017-2018							

2018-2019							
SEC. ENGLISH EDUCATION							
English							
2016-2017	2	2	100%	240	262.5	257	268
2017-2018							
2018-2019							
SEC. BIOLOGY EDUCATION							
2016-2017	0						
2017-2018							
2018-2019							
P-12 VOCAL MUSIC							
2016-2017	0						
2017-2018							
2018-2019							
MASTER OF EDUCATION							
Elementary Principal Comp Assess							
2016-2017	3	1	33.3%	240	234.3	224	241
2017-2018							
2018-2019							
Secondary Principal Comp Assess							
2016-2017	3	1	33.3%	240	237	225	254
2017-2018							
2018-2019							

OKLAHOMA PROFESSIONAL TEACHING EXAM (OPTE)

Major/Year	# Completer Tests Taken	# Completer Tests Passed	% Pass	Test Cut Score	Avg. Test Score	Test Score Min.	Test Score Max
TOTAL	9	9	100%	240	261.6	242	270
BY PROGRAM							
ELEMENTARY EDUCATION							
2016-2017	4	4	100%	240	259.2	242	270
2017-2018							
2018-2019							
HEALTH & PHYSICAL EDUC							
2016-2017	0						
2017-2018							
2018-2019							
SEC. SOCIAL STUDIES							
2016-2017	1	1	100%	240	263	263	263
2017-2018							
2018-2019							
SEC. MATH EDUCATION							
2016-2017	1	1	100%	240	266	266	266
2017-2018							
2018-2019							
SEC. ENGLISH EDUCATION							
2016-2017	2	2	100%	240	264.5	263	266
2017-2018							
2018-2019							
SEC. BIOLOGY EDUCATION							
2016-2017	0						
2017-2018							
2018-2019							
P-12 VOCAL MUSIC							
2016-2017	0						
2017-2018							
2018-2019							

C.A.E.P. Measure #7: Ability of Completers to be Hired in Education Positions for Which They are Prepared (Initial & Advanced)

OVERALL PROGRAM

	Total # of Completers	Employed in an Education position for which they are prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside the field of education	Not employed	Employment status unknown
2016-2017	24	6		2	2		
2017-2018							
2018-2019							

BY SPECIFIC PROGRAM

Elementary Education

	Total # of Completers	Employed in an Education position for which they are prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside the field of education	Not employed	Employment status unknown
2016-2017	5	3		2	2		
2017-2018							
2018-2019							

*(2016-2017) The EPP had one Early Childhood Education graduate during the 2016-2017 academic year. After the 2016-2017 year, the EPP discontinued the Early Childhood Education program due to lack of enrollment. This graduate is currently employed with a Head Start program.

Health & Physical Education

	Total # of Completers	Employed in an Education position for which they are prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside the field of education	Not employed	Employment status unknown
2016-2017	0						
2017-2018							
2018-2019							

Vocal Music

	Total # of Completers	Employed in an Education position for which they are prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside the field of education	Not employed	Employment status unknown
2016-2017	0						
2017-2018							
2018-2019							

Secondary Math Education

	Total # of Completers	Employed in an Education position for which they are prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside the field of education	Not employed	Employment status unknown
2016-2017	1	1					
2017-2018							
2018-2019							

Secondary English Education

	Total # of Completers	Employed in an Education position for which they are prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside the field of education	Not employed	Employment status unknown
2016-2017	2	2					
2017-2018							
2018-2019							

Secondary Social Studies Education

	Total # of Completers	Employed in an Education position for which they are prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside the field of education	Not employed	Employment status unknown
2016-2017	1						1
2017-2018							
2018-2019							

Biology Education

	Total # of Completers	Employed in an Education position for which they are prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside the field of education	Not employed	Employment status unknown
2016-2017	0						1
2017-2018							
2018-2019							

Master of Education

	Total # of Completers	Employed in an Education position for which they are prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside the field of education	Not employed	Employment status unknown
2016-2017	14	0					
2017-2018							
2018-2019							

*(2016-2017) Since this program is designed for P-12 administrator preparation, none of the 14 completers secured an administrator job. Therefore, the EPP noted that 0 of the completers were employed in an education position for which they were prepared (Administrator position).

C.A.E.P. Measure #8: Student Loan Default Rates & Other Consumer Information (Initial & Advanced)

For student loan default rates and other consumer information, click on the link:

<https://www.okwu.edu/disclosure/>.