

EPP ASSESSMENT SYSTEM

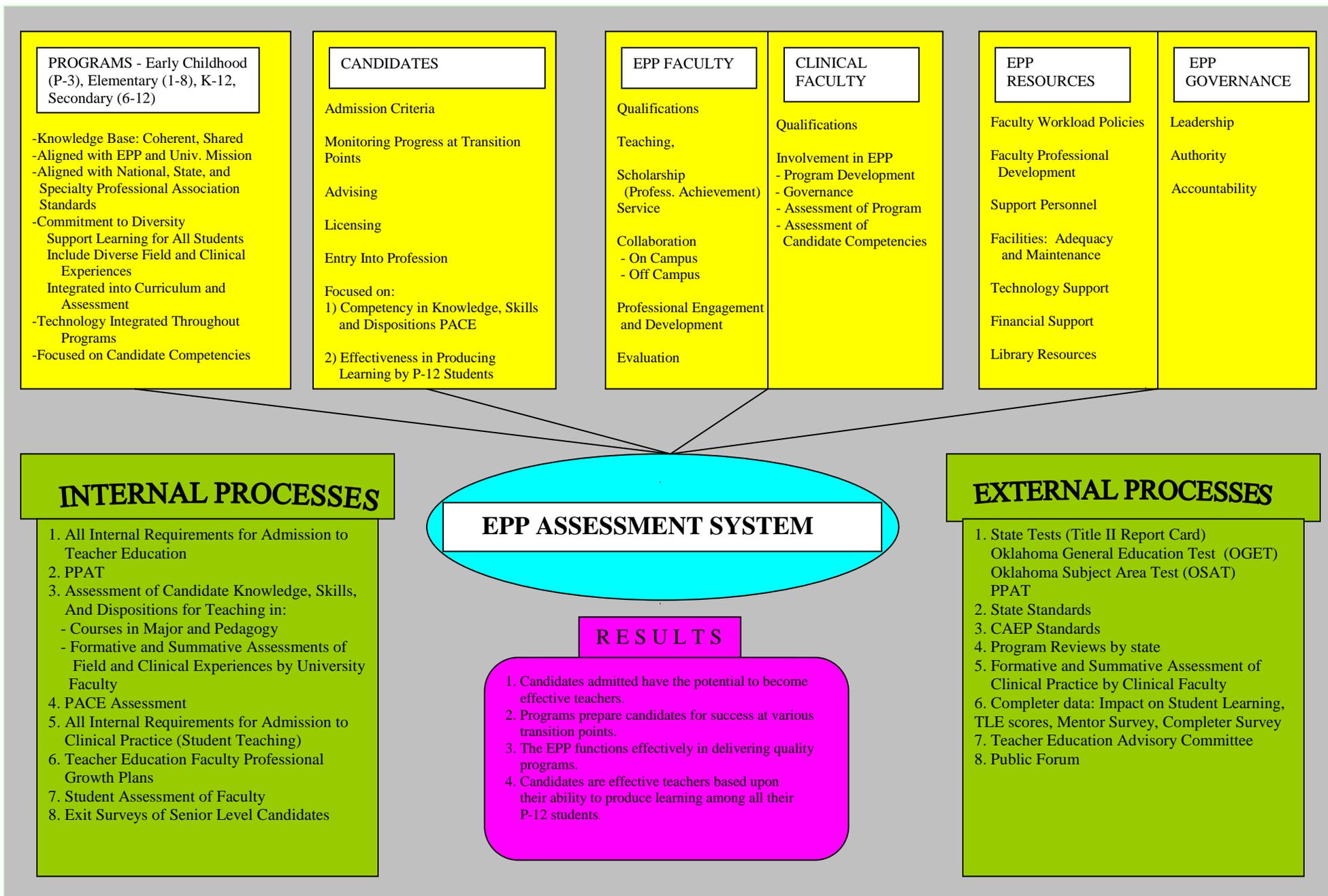


2021-2021

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GRAPHIC OF EPP ASSESSMENT SYSTEM

March 22, 2005, 2014, 2016, 2019



EPP ASSESSMENT SYSTEM
SCHOOL OF EDUCATION
Oklahoma Christian University

FOCUS AND DEVELOPMENT OF THE SYSTEM

In recent years there has been a heightened national interest in the professional preparation of educators with numerous and substantial mandates arising from both state and national levels of government. New emphasis has been placed on academic standards for P-12 students. Institutions that prepare teachers must meet the challenge of preparing teachers who can teach all students well, accommodating for the diversity among students and capitalizing on this as a strength rather than viewing it as a negative determinant.

The School of Education, the EPP responsible for the preparation of teachers, has collaborated with the school-based professional community to develop a comprehensive assessment system that links performance of its teacher candidates to national and state standards, including those of the Specialty Professional Associations, with a focus on preparing teachers who positively impact student learning. The EPP Assessment System is aligned with the Conceptual Framework and uses assessments and assessment processes that are consistent with the new demands for greater accountability and emphasis on student learning. For example, the Teacher Work Sample is used to focus the attention of the candidates on systematic planning and delivering of instruction, assessing student performance before and after instruction, analyzing student learning, reflecting on their practice in light of current best practice and the progress that their students are making, and identifying areas of their practice that should be improved through additional analysis and study.

The purposes of assessment are to ensure that: (1) programs delivered by the EPP are based on a well-articulated conceptual framework with knowledge bases that are aligned with state, and national standards, (2) the EPP admits quality candidates to teacher education and closely monitors their progress from admission through the early years of practice, (3) all personnel involved in the preparation of teachers are qualified and effective, and (4) the EPP responsible for teacher education programs functions under a well-defined governance system and has the resources, personnel, technology, and facilities needed to deliver effective programs.

The EPP Assessment System is designed to be a dynamic document which is continuously reviewed to ensure that it facilitates program and candidate improvement with attention given to accuracy, fairness, and consistency in all assessments. Chart 1, page 5, and the graphic on the preceding page provide an overview of the EPP Assessment System.

EPP ASSESSMENT SYSTEM

PROGRAMS			CANDIDATES	FACULTY		EPP OPERATIONS	
Level	Conceptual Framework	Reviews	Admission to Completion	EPP	Off Campus	Resources	Governance
Early Childhood (P-3)	Knowledge Base -Coherent -Shared	Courses -Gen Ed -Major Field -Pedagogy	Admission Criteria Advising	Qualifications Teaching	Qualifications Involvement in EPP	Faculty -Work Load Policies -Professional Development	Leadership Authority
Elementary (1-8)	Aligned with EPP competencies & University Learning Outcomes	Field & Clinical Experience	Monitoring Progress at Transition Points	Scholarship (Professional Achievement)	-Program Development -Governance	Support Personnel	Accountability
K-12 -Music	Aligned with National and State Standards	Program Reviews by Specialty Professional Associations	Preparation is Focused on: 1) Competency in Knowledge Skills Dispositions PACE	Service Collaboration -On Campus -Off Campus	-Assessment of Programs -Assessment of Candidate Competencies	Facilities -Adequacy -Maintenance	
Secondary Education (6-12) -English -Math -Science -Social Studies	Commitment To Diversity -Supports Learning for All Students -Includes Diverse Field and Clinical Experiences -Integrated in Curriculum & Assessment Technology Integrated Throughout Programs Focused on Candidate Competencies	Accreditation Reviews by State and CAEP Surveys of: -Employers -Completers	2) Effectiveness in producing learning by P-12 students Licensing Entry Into Profession	Professional Engagement Professional Development Evaluations		Technology Support Financial Support Library - Curricular, & Electronic Information Materials	
INTERNAL PROCESSES				EXTERNAL PROCESSES			
<ol style="list-style-type: none"> All Internal Requirements for Admission to Teacher Education PPAT Assessment of Candidate Knowledge, Skills, and Dispositions for Teaching in: <ul style="list-style-type: none"> Courses in Major and Pedagogy Formative and Summative Assessments of Field and Clinical Experiences by University Faculty PACE assessment All Internal Requirements for Admission to Clinical Practice Teacher Education Faculty Professional Growth Plans Student Assessment of Faculty Exit Survey of Senior Level Candidates 				<ol style="list-style-type: none"> State Tests (Title II Report Card) Oklahoma General Education Test (OGET) Oklahoma Subject Area Tests (OSAT) PPAT State Standards CAEP Standards Program Reviews by the State Completer data: Impact on Student Learning, TLE scores, Mentor Survey, Completer Survey Formative and Summative Assessment During Clinical Practice by Clinical Faculty Teacher Education Advisory Committee Public Forums 			
Results <ol style="list-style-type: none"> Candidates admitted to the programs have the potential to become effective teachers. Programs prepare candidates for success at various transition points in their programs. The EPP functions effectively in delivering quality programs. Candidates are effective teachers based upon their ability to produce learning among all their students. 							

PROGRAM ASSESSMENT

Program assessment is designed to ensure that all programs: (1) are aligned with the mission of the University and the EPP that is responsible for the preparation of teachers, (2) are supported by a coherent and shared Conceptual Framework which has been collaboratively developed with professionals in P-12 schools, (3) meet national, state, and specialty organization standards, (4) are competency-based, focused on candidate proficiency to produce learning among all groups of students, (5) prepare teachers who are sensitive to the educational and social needs associated with a diverse student population and competent to modify the learning environment to address this diversity, and (6) incorporate technology routinely as both a management and an instructional tool.

CANDIDATE COMPETENCIES

Candidates are expected to achieve proficiency in a number of competencies by the completion of their programs (see Chart 2) which prepare them to be *Effective Teachers for All Learners*. To ensure appropriateness of the competencies, the EPP faculty collaborated with the professional community through the School of Education Teacher Education Advisory Committee.

CHART 2 CANDIDATE COMPETENCIES – New 2014

Learner Development

1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (INTASC 1)

Learning Differences

2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (INTASC 2)

Learning Environments

3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3)

Content Knowledge

4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (INTASC 4)

Application of Content

5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (INTASC 5)

Assessment

6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (INTASC 6)

Planning for Instruction

7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (INTASC 7)

Instructional Strategies

8. 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. (INTASC 8)

Professional Learning and Ethical Practice

9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (INTASC 9)

Leadership and Collaboration

10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (INTASC 10)

Professional and Character Excellence (PACE)

11. The teacher approaches teaching with positive and enthusiastic participation (OC PACE)

12. The teacher meets deadlines and aims toward excellence (OC PACE)

13. The teacher demonstrates a Christian and professional attitude with stakeholders and university supervisors (OC PACE)

14. Exemplifies mature behavior and emotional stability (OC PACE)

15. Maintains punctual and regular attendance (OC PACE)

Personal Adequacy

16. Maintains appropriate grooming/dress (OC)

The additional standards included in the Candidate Competencies were added by the School of Education in collaboration with the Teacher Education Advisory Committee. A quick reference to the source of the Candidate Competencies is provided in Chart 3. The full text of

each competency and the reference numbers used to identify each competency are provided in Chart 2.

Chart 3

SOURCE OF COMPETENCY	COMPETENCY NUMBERS FROM LIST IN CHART 2
INTASC	1-10
School of Education	11-16

STANDARDS OF PROFESSIONAL ASSOCIATIONS

In addition to the competencies listed in Chart 2, candidates are expected to meet the specific standards of certain Specialty Professional Associations and/or CAEP Standards appropriate for their areas of specialization as cited below. See Appendix C for a complete listing of these standards.

Early Childhood	National Association for the Education of Young Children (NAEYC)
Elementary Education	Council for Accreditation of Educator Preparation (CAEP)
English	National Council of Teachers of English (NCTE)
Mathematics	National Council of Teachers of Mathematics (NCTM)
Music	National Association of Schools of Music (NASM)
Science	National Science Teachers Association (NSTA)
Social Studies	National Council for Social Studies (NCSS)

STATE CERTIFICATION TESTS

The Oklahoma Commission for Teacher Preparation has developed a competency-based assessment system consisting of the Certification Examinations for Oklahoma Educators, a three-part exam. The three parts of this exam include the:

- Oklahoma General Education Test (OGET) – a test of core general education knowledge and skills, including critical thinking, computation, and communication
- Oklahoma Subject Areas Test (OSAT) – tests of subject matter knowledge and skills for each certification area
- PPAT – a performance-based test of teacher effectiveness

The three-part state test reflects the standards of state and national groups and organizations including the Oklahoma State Board of Education, the Interstate New Teacher Assessment and Support Consortium (INTASC), the Specialty Professional Associations cited above, and CAEP. The work of the State Board of Education reflects its development of full subject matter competencies, the state's core curriculum known as Oklahoma Academic Standards and the standards of National Learned Societies.

MULTIPLE ASSESSMENTS

Assessment of the EPP, its programs, and the teacher education candidates incorporates multiple assessments. These include internal and external assessments as identified below:

INTERNAL PROCESSES

1. All Internal Requirements for Admission to Teacher Education
2. PPAT
3. Assessment of Candidate Knowledge, Skills, and Dispositions for Teaching in:
 - a. Courses in Content and Pedagogy
 - b. Formative and Summative Assessments of Field and Clinical Experiences by University Faculty
 - c. PACE Assessment
4. All Internal Requirements for Admission to Clinical Practice (Student Teaching)
5. Teacher Education Faculty Professional Growth Plans
6. Student Assessment of Faculty
7. Exit Survey of Senior Level Candidates

EXTERNAL PROCESSES

1. State Tests
 - a. Oklahoma General Education Test (OGET)
 - b. Oklahoma Subject Area Tests (OSAT)
 - c. PPAT
2. State Standards from the Oklahoma Commission for Teacher Preparation
3. CAEP Standards
4. International Society of Technology in Education
5. Completer data: Impact on Student Learning, TLE scores, Mentor Survey, Completer Survey
6. Formative and Summative Assessment during Clinical Practice by Clinical Faculty
7. State program approval
8. Teacher Education Advisory Committee
9. Public Forum

CANDIDATE ASSESSMENT

The 15 Candidate Competencies presented in Chart 2 and the standards of the Specialty Professional Associations presented in Appendix C form the basis for assessment of candidates. Multiple assessment instruments and processes are used to ensure that all candidates are *Effective Teachers for All Learners*.

Appendix D provides an index to the major assessments described below and the specific competencies assessed by each.

FORMATIVE ASSESSMENT INSTRUMENT - The Formative Assessment Instrument includes twenty-four (24) competencies (criteria). These competencies are aligned with the

state's former mandated assessment system, "Minimum Criteria for Effective Teaching," by which all public school teachers are assessed annually. At Oklahoma Christian University, a rubric with range of 0–4 (four being the highest score and 3 being the target) is used to assess each of the competencies/criteria.

The Formative Assessment Instrument was developed for, and is used as, an assessment of the candidate's ability to effectively plan and deliver a specific lesson or series of lessons with careful attention being given to the monitoring of student progress and adjusting teaching methods as needed to ensure that all students are progressing.

SUMMATIVE ASSESSMENT INSTRUMENT – The Summative Assessment Instrument includes sixteen (16) competencies. These competencies are included in the EPP's Conceptual Framework and the Assessment System. They are aligned with the standards of the Interstate New Teacher Assessment Consortium (INTASC). Each competency is assessed using a rubric with range of 0–4 (four being the highest and 3 being the target).

The Summative Assessments Instrument was developed for use as an overall assessment of clinical practice (student teaching). It is administered at the end of student teaching at each of two placement sites. While the instrument is used in some pre-student practicums, its use at these levels is as a formative instructional process.

CERTIFICATION EXAMINATION FOR OKLAHOMA EDUCATORS – A three-part exam consisting of:

- Oklahoma General Education Test (OGET) – a test of core general education knowledge and skills, including critical thinking, computation, and communication
- Oklahoma Subject Areas Test (OSAT) – tests of subject matter knowledge and skills for each certification area
- PPAT – a performance-based test of teacher effectiveness

TRANSITION POINT ASSESSMENTS

Realizing that the acquisition of competencies by candidates does not occur suddenly nor completely, the assessment system includes assessment of candidates at transition points to monitor their growth as they progress through their chosen programs from admission to the early years of professional practice (see graphic of the Assessments of Candidates at Transition Points).

Use of the transition points ensures that the EPP: (1) admits to candidacy students who have demonstrated high potential to become effective teachers, (2) monitors the progress of candidates in early field experiences and academic courses, (3) determines candidate readiness for extensive clinical practice -student teaching, (4) assesses the knowledge and skills of its candidates to teach so that P-12 students learn, (5) recommends only qualified candidates for Oklahoma teacher licensure, and (6) by follow up surveys sent to the employers of all recent graduates.

An appropriate and clear course of action is defined for those candidates who fail to demonstrate satisfactory progress in any part of their preparation or who are considered deficient at any of the transition points. Likewise, a clearly established appeals process (University Academic Catalog) is one means of assuring equity and fairness in the process.

ASSESSMENT OF CANDIDATES AT 3 TRANSITION POINTS and UPON ENTRY INTO THE PROFESSION

1. At Entry into Program

To ensure that the candidates admitted to professional teacher preparation are prepared for this experience and that they have potential for success as professional teachers. Candidates must have:

1. A propensity for scholarship
 - GPA of 2.75 in 45+ hours
 - GPA of 3.00 in 20 hours of Liberal Arts or Pass OGET
 - C in EDUC 3121 and 3122
2. Proficiency in the verbal skills
 - C in COMM 1213
 - Pass TEWE
 - GPA of 3.00 in 20 hours of Liberal Arts, or Pass OGET (required in program)
3. Proficiency in the quantitative skills
 - GPA of 3.00 in 20 hours of Liberal Arts, or Pass OGET (required in program), or pass Pre-Professional Skills Test
4. A mature and respected personal character appropriate for teaching
 - Positive recommendation from Student Life Office
 - Positive recommendation documenting work with children
5. An informed interest in and desire to teach
 - Positive recommendation of TE Interview Committee
 - Approval of TE Council
 - Positive recommendation of Major Department for admission
6. Score of 2 on Disposition portion of Teacher Education Interview Rubric

2. Before Clinical Practice Begins

To ensure that teacher education candidates are prepared for entry into a full term (13 weeks) of extensive field experience, Clinical Practice (Student Teaching). Candidates have:

1. Completed 95 hours
2. An overall GPA of 2.75
3. Met foreign language requirement
4. Mastered the content knowledge of major field(s)
 - Completed all courses in major field
 - GPA of 3.00 in major field
 - Passed OGET and OSAT
 - Positive recommendation of Major Department documenting content knowledge
5. Acceptable dispositions for teaching
 - PACE Assessment Rubric by Faculty
 - Positive recommendation from Student Life Office
6. Acquired an understanding of students at the appropriate level for their specialization
 - Satisfactory completion of all pre-clinical field experiences
7. Become effective in reflecting on professional practice and identifying areas for growth in knowledge, skills, and dispositions
8. Approval of TE Council

3. Before Program Completion

To ensure that all requirements of the program have been met, and that the candidates have acquired the knowledge, skills, and dispositions that are expected in the program before being given final approval of the faculty and recommended for an initial teaching license. Candidates:

1. Satisfactorily completed 13-week clinical practice
 - Grade of C or better.
2. Have completed all program requirements
 - University Degree Audit
3. Are viewed as competent teachers based on:
 - Passing Scores on state tests – OGET, OSAT & PPAT
4. Are viewed by other professionals as competent in knowledge, skills, and dispositions (PACE)
 - Formative Assessment During Clinical Practice by University Faculty and Clinical Faculty
 - Summative Assessment During Clinical Practice by University Faculty and Clinical Faculty
 - Disposition Assessment Rubric by Faculty
 - Score of 70 on Teacher Work Sample
5. Have demonstrated that they are effective teachers with all learners
 - Selected items from Formative and Summative Assessments completed by University and Clinical Faculty
 - Selected items from the Teacher Work Sample
6. Have become proficient in self assessment by reflecting on their work as teacher candidates
 - Selected Items from the Teacher Work Sample

Upon Entry Into the Profession

To ensure that upon entry into the profession of teaching, candidates are given the assistance needed during the early years by experienced professionals. New teachers:

1. Are adequately introduced to full time work as teachers with support and assistance from experienced professional
 - Support offered by EPP to first-year teachers
2. Demonstrate their effectiveness as viewed by employers
 - Follow up Survey by Employers of Recent Completers (State Assess.'s)
3. Have a positive impact on student learning
 - Follow up Survey by Employers of Recent Graduates (from state)
 - Results of student learning per state tests when these become available
4. Completer data: TLE, Impact on Student Learning, Mentor Survey, Completer Survey

See Details of Above in Assessment of Candidates at Transition Points, Appendix A

I. At Entry Into Program. Both internal and external assessments, which focus on content knowledge and dispositions that suggest readiness for teaching, are used at the entry level.

Minimum Criteria – Compliance Elements

45 Hours or more with GPA of 2.75

- GPA of 3.00 in 20 hours of Liberal Arts prescribed by the EPP, or Pass Oklahoma General Education Test (OGET) if GPA is less than 3.0 in 20 hours of Liberal Arts
- C or higher in EDUC 3121 Orientation to Teacher Education and EDUC 3122 The School in the American Culture
- C or higher in COMM 1213 Communication II: Oral Communication
- Pass Teacher Education Writing Exam (TEWE)
- Character Reference
- Reference documenting work with children

Program Entry-Level Competencies - Elements That Require Judgments and/Decisions

- Evidence of Desire to Teach
- Evidence of Satisfactory Dispositions for Teaching
- Documented Success in Working with Appropriate Age Level
- Recommendation of Competence, Major Dept.
- Recommendation of Character and Suitability for Teaching, Student Life Office
- Approval of Teacher Education Council

II. Before Clinical Practice (Student Teaching) Begins. As the candidates progress through the teacher education program and prior to entering clinical practice their knowledge of content and pedagogy and the demonstration of the dispositions for teaching are assessed.

Minimum Criteria – Compliance Elements

- Complete all items for entry into program
- Complete 95 semester hours of credit-Overall GPA of 2.75
- GPA of 3.00 in major field(s)
- Completed foreign language requirement
- Passed State Tests – Oklahoma Subject Area Test (OSAT) and Oklahoma General Education Test (OGET)
- Scored sufficiently on PACE (disposition) Assessment (less than five total sub-target PACE reports and evidence of not receiving three sub-target PACE reports in succession).

Clinical-Level Entry Competencies - Elements That Require Judgments and/Decisions

Recommendation of Student Life Office

- Approval of Teacher Education Council
- Successful completion of pre-clinical field experiences
- Evidence of Content Knowledge
 - Completed all courses in major field

- Pass Oklahoma Subject Area Test (OSAT)
- Recommendation of major department
- Pedagogical Content Knowledge
- Dispositions for Teaching

III. Before Program Completion. Clinical practice occurs during this transition period. The focus at this time is on effective teaching including possession of content knowledge and pedagogical content knowledge and skills, classroom management, instructional planning, effective delivery resulting in student learning, and dispositions for teaching.

Minimum Criteria - Compliance Elements

- Completion of 13 Weeks of Clinical Practice and 1 Week of Opening of School
- Completed all Requirements of Degree Program
- Passed all State Tests - OGET, OSAT, and PPAT

Program Completion Competencies - Elements That Require Judgments and/Decisions

- Competence in Knowledge, Skills, and Dispositions Based On:
 - Student Teaching FORMATIVE Assessment Instrument
 - Student Teaching SUMMATIVE Assessment Instrument
 - PACE Dispositions Assessment by Faculty -
 - Dispositions Assessments by Clinical and University Faculty
 - Less than five total sub-target PACE reports and evidence of not receiving three sub-target PACE reports in succession.
- Evidence of Impact on Student Learning based on Results from:
 - Summative Assessments During Student Teaching
 - Formative Assessments During Student Teaching
 - PPAT
- Proficient in Self-Assessment and Reflection on Work as a Teacher Candidate
- Recommend/Not Recommend for License

IV. Upon Entry into the Profession of Teaching. The EPP continues to follow up on the effectiveness of recent completers through a follow-up survey of employers from the state. Evidence of the teacher's positive impact on student learning is available from state mandated tests in some grades; more grades will be included as the state complies with the provisions of CAEP. The four data sources for completers are TLE scores, Impact on Student Learning Scores, Mentor Survey, and Completer Survey.

Career Entry Competencies - Elements That Require Judgments and/Decisions

Completers are viewed by professionals in the field as competent teachers based on:

1. Possession of an In-depth Knowledge of the Subject Matter in Their Area(s) of Teaching

2. Competence in the Knowledge, Skills, and Dispositions Expected of Effective Teachers in the Early Years of Teaching
3. Their Ability to Positively Impact Student Learning
4. Their Qualifications to Receive a Standard Professional Certificate

FACULTY ASSESSMENT

Faculty assessment is focused on ensuring that the EPP is staffed with qualified faculty who model effective teaching, collaborate with their counterparts in P-12 schools, engage in continuous professional growth, and prepare the teacher candidates to be *Effective Teachers for All Learners*.

Faculty members engage in continuous assessment utilizing both internal and external processes. Internally, university assessment processes include the use of the university, "Student Assessment of Faculty," the annual Teacher Education Faculty Professional Growth Plan.

- Assessment data is gathered from external sources using the state's employer and completer surveys and the data received from the administration of the state test which measures the professional education knowledge of the candidates and teacher effectiveness, PPAT.

ASSESSMENT OF EPP OPERATIONS

Systematic collection of data is conducted by the EPP for purposes of assessing candidates, programs, and operations. This process includes:

1. Use of multiple assessments
2. Assessment of programs by Specialty Professional Associations
3. Candidate assessment data is collected at regular intervals which correspond to transition points (see Appendix A)
4. Follow-up data of graduates of the programs by surveys of recent graduates, and employer surveys of recent graduates

Analysis of data is completed as collected and communicated at appropriate time; all data collected during an academic year is reviewed annually, usually during the May faculty Summit. The assessment system provides:

1. A plan for how data will be generated and when the data will be collected
2. Student teaching evaluated by university and clinical faculty
3. Summarization and analysis of completer and employer surveys

Use of Data is described in Appendix B of this document and Section V of the Specialty Professional Association Reviews. Data are used to:

1. Monitor student progress at each transition point
2. Examine program strengths and weaknesses and to identify candidate progress in comprehension of knowledge, skills and dispositions
3. Identify where additional support and academic work are needed

Technology is used by the EPP for numerous administrative purposes, including: (1) compiling admissions data for use by the Admissions and Retention Committee of the Teacher Education Council, (2) monitoring candidate progress from admissions to program completion, (3) maintaining test score data, (4) maintaining data and other information on a common drive so that it is available to all faculty as needed, and (5) maintaining data and information needed for administrative purposes.

TIMELINE FOR DATA COLLECTION AND ANALYSIS

2013-2014

1. Online assessment system utilized
2. SPA specific assessments utilized
3. SPA Response to Conditions Reports submitted (elem., Eng.)
4. Based on state testing data, incorporated study sessions (especially focused on Elem. OSAT, reading)
5. SPA data shared with program coordinators
6. ACEI SPA data meeting held in fall 2013
7. EPP Competencies updated to align with new InTASC Standards

2013-2014

1. Continue to discuss and evaluate the EPP's assessment system with the Teacher Education Council and Teacher Education Advisory Committee
2. Continue to analyze validity of data by comparing scores of university supervisors and field-based faculty
3. Continue to use multiple assessments to make decisions about candidate performance
4. Continue to utilize multiple assessments from internal and external sources
5. Continue to look for ways to enhance the gathering of data using technology
6. Continue to regularly collect, compile, aggregate, summarize, analyze and report data including posting information on EPP website
7. Continue to maintain and enhance method of handing student complaints and resolutions
8. Continue to have candidates and faculty review data and plan for improvement
9. Analyze the utility of data produced through assessments
10. Analyze fairness, accuracy, and consistency of assessment procedures
11. Update assessments to align with new standards
12. Enhance the EPP's system of analyzing the effects of changes based on data

2014-2015

1. Continue to discuss and evaluate the EPP's assessment system with the Teacher Education Council and Teacher Education Advisory Committee
2. Continue to analyze validity of data by comparing scores of university supervisors and field-based faculty
3. Continue to use multiple assessments to make decisions about candidate performance
4. Continue to utilize multiple assessments from internal and external sources
5. Continue to look for ways to enhance the gathering of data using technology
6. Continue to regularly collect, compile, aggregate, summarize, analyze and report data including posting information on EPP website
7. Continue to maintain and enhance method of handling student complaints and resolutions
8. Continue to have candidates and faculty review data and plan for improvement

9. Continue to analyze the utility of data produced through assessments
10. Continue to update assessments to align with new standards. Updated Formative, Summative, and ACEI assessment rubrics so that a score of zero is not just an absence of the occurrence, but still an attempt by the candidate. Rubrics' criteria reflect observable behaviors aligned with the standard. Updated Summative to align with EPP standards. Updated Employer/Graduate Survey to include criteria per item and include specific CAEP standards.)
12. Monitor the EPP's system of analyzing the effects of changes based on data

2015-2016

1. Continue to discuss and evaluate the EPP's assessment system with the Teacher Education Council and Teacher Education Advisory Committee
2. Continue to analyze validity of data by comparing scores of university supervisors and field-based faculty
3. Continue to use multiple assessments to make decisions about candidate performance
4. Continue to utilize multiple assessments from internal and external sources
5. Continue to look for ways to enhance the gathering of data using technology
6. Continue to regularly collect, compile, aggregate, summarize, analyze and report data including posting information on EPP website
7. Continue to maintain and enhance method of handling student complaints and resolutions
8. Continue to have candidates and faculty review data and plan for improvement
9. Continue to analyze the utility of data produced through assessments
10. Continue to update assessments to align with new standards
11. Monitor the EPP's system of analyzing the effects of changes based on data
12. Look to enhance and create assessment to meet CAEP criteria (impact on K-12 student learning).

2016-2017

1. Look at options for upgraded data management software (Taskstream)
2. Continue to update data reports with range, average, and number at/above target and below target.
3. Update PACE rubric with criteria and analyze for bias, fairness, reliability, and validity (2017 Summit).
4. Collect baseline data for continuous improvement plan (class. mgt.).
5. Continue to use multiple assessments to make decisions about candidate performance.
6. Continue to regularly collect, compile, aggregate, summarize, analyze and report data including posting information on EPP website.
7. Monitor the EPP's system of analyzing the effects of changes based on data.

2017-2018

1. Continue to update data reports with range, average, and number at/above target and below target.

2. Continue to use multiple assessments to make decisions about candidate performance.
3. Continue to regularly collect, compile, aggregate, summarize, analyze and report data including posting information on EPP website.
4. Monitor the EPP's system of analyzing the effects of changes based on data.

2018-2019

1. Continue to update data reports with range, average, and number at/above target and below target.
2. Continue to use multiple assessments to make decisions about candidate performance.
3. Continue to regularly collect, compile, aggregate, summarize, analyze and report data including posting information on EPP website.
4. Monitor the EPP's system of analyzing the effects of changes based on data.
5. Check Formative Assessment for bias, fairness, and clarity.
6. Create a game-plan for the new PPAT assessment

2019-2020

1. Continue to update data reports with range, average, and number at/above target and below target.
2. Continue to use multiple assessments to make decisions about candidate performance.
3. Continue to regularly collect, compile, aggregate, summarize, analyze and report data including posting information on EPP website.
4. Monitor the EPP's system of analyzing the effects of changes based on data.
5. Implement first stages of PPAT game-plan.

2020-2021

1. Continue to update data reports with range, average, and number at/above target and below target.
2. Continue to use multiple assessments to make decisions about candidate performance.
3. Continue to regularly collect, compile, aggregate, summarize, analyze and report data including posting information on EPP website.
4. Monitor the EPP's system of analyzing the effects of changes based on data.
5. Continue to implement PPAT game-plan, monitor, and adjust.

2021-2022

1. Continue to update data reports with range, average, and number at/above target and below target.
2. Incorporate Race/Ethnicity into certain data tables as required by CAEP
3. Continue to use multiple assessments to make decisions about candidate performance.
4. Continue to regularly collect, compile, aggregate, summarize, analyze and report data including posting information on EPP website.
5. Monitor the EPP's system of analyzing the effects of changes based on data.

6. Implement PPAT

APPENDIX A

ASSESSMENT OF CANDIDATES AT TRANSITION POINTS

AT ENTRY INTO PROGRAM

<p>PURPOSE OF THIS TRANSITION POINT – To ensure that the candidates for admission to professional teacher preparation are prepared for this experience and that they have potential for success as professional teachers. Specifically, this transition point is designed to ensure that candidates have:</p> <ol style="list-style-type: none"> 1. A propensity for scholarship as reflected in their success in general education study 2. Acquired general proficiency in the verbal skills 3. Acquired general proficiency in the quantitative skills 4. A mature and respected personal character appropriate for teaching 5. An informed interest in and desire to teach 	
DATA ELEMENT	SOURCE/HOW COLLECTED
<p>MINIMUM CRITERIA – Compliance Elements</p> <ul style="list-style-type: none"> -45 Hours or more with GPA of 2.75 -GPA of 3.00 in 20 hours of Liberal Arts prescribed by the EPP, or Pass Oklahoma General Education Test if GPA is less than 3.0 in 20 hours of Liberal Arts -C or higher in EDUC 3121 Orientation to Teacher Education and EDUC 3122 The School in the American Culture -C or higher in COMM 1213 Communication II: Oral Communication -Pass Teacher Education Writing Exam (TEWE) -Character Reference -Reference documenting work with children <p>PROGRAM ENTRY-LEVEL COMPETENCIES - Elements That Require Judgments and/Decisions</p> <ul style="list-style-type: none"> -Evidence of Desire to Teach from Interview and Written Paper -Score of 2 on Dispositions portion of Teacher Education Interview Rubric -Documented Success in Working With Appropriate Age Level -Recommendation of Competence, Major Department -Recommendation of Student Life Office -Approval of Admissions and Retention Committee or Teacher Ed. Council 	<ul style="list-style-type: none"> -Transcript -Transcript -State Test Reports -Transcript -Transcript -School of Education Records -On Approved Form -On approved Form -Recommendation of Teacher Education Interview Committee -Rubric Assessment by Teacher Education Interview Committee -First field experience in EDUC 3121 -On Approved Form -On Approved Form -Minutes of Admissions and Retention Committee
<p>ADVISING AND MENTORING – The advising and mentoring role of university faculty and other personnel involved in the preparation of teachers, while serving other functions, is an integral part of the process of assessment beginning with the first contact with candidates who are interested in becoming teachers to their successful induction into the profession as effective teachers. At this transition point, the advising and mentoring role seeks to help candidates: 1) become informed about the realities of being a teacher, 2) examine evidence of their involvement/non-involvement in teaching related experiences and what this communicates about their interest in teaching, 3) establish initial set of personal goals – academic, experiential, and social- which could help them become effective teachers, and 4) Understand effective teaching by experiencing this first-hand as modeled by their advisors and professors.</p>	

BEFORE CLINICAL PRACTICE BEGINS

<p>PURPOSE OF THIS TRANSITION POINT – To ensure that teacher education candidates are prepared for entry into a full term (13 weeks) of extensive field experience, Clinical Practice. Specifically, this transition point is designed to ensure that candidates have:</p> <ol style="list-style-type: none"> 1. Mastered the content knowledge of their major field(s) 2. Acceptable dispositions for teaching 3. Acquired an understanding of students at the appropriate level for their specialization 4. The requisite skills for effective delivery of instruction to all students 5. Become effective at reflecting on professional practice and identifying areas for growth in their knowledge, skills, and dispositions 	
DATA ELEMENT	SOURCE/HOW COLLECTED
<p>MINIMUM CRITERIA</p> <ul style="list-style-type: none"> -Complete all items for entry into program -Complete 95 semester hours of credit with an overall GPA of 2.75 -GPA of 3.00 in major field(s) -Completed all courses in major field -Completed foreign language requirement -Passed State Test – Oklahoma Subject Area Test (OSAT) and Oklahoma General Education Test (OGET) <p>CLINICAL-LEVEL ENTRY COMPETENCIES Elements That Require Judgments and/Decisions</p> <ul style="list-style-type: none"> -Recommendation of Student Life Office -Successful completion of all pre-clinical field experiences -Evidence of Content Knowledge: <ul style="list-style-type: none"> Recommendation of Competence, Major Department Pass Oklahoma Subject Area Test (OSAT) Completed all courses in major field -Pedagogical Content Knowledge -Dispositions for Teaching <ul style="list-style-type: none"> PACE (disposition) Assessment – passing scores Positive Recommendation from Student Life Office -Approval of Admissions and Retention Committee or Teacher Ed. Council 	<ul style="list-style-type: none"> -See above -Transcript -Transcript -Transcript -University Records -State Test Reports <ul style="list-style-type: none"> -On Approved Form -Evaluations of Field Experiences by University Faculty <ul style="list-style-type: none"> -On Approved Form -State Test Reports -University Records -Completion of Professional Education Courses <ul style="list-style-type: none"> -Disposition Assessment Rubric by Faculty -Positive Recommendation from Student Life Office -Minutes of Admissions and Retention Committee
<p>ADVISING AND MENTORING –At this transition point, the advising and mentoring role seeks to help candidates: 1) examine their readiness to deliver effective instruction in their major field(s) of study , 2) be realistic about their dispositions for teaching – examine their potential strengths and weaknesses, 3) think seriously about the pedagogical practices which are essential for effective teaching and 4) practice self-examination and introspection regarding their interest in teaching as they prepare for entry into the next level of field experience–clinical practice.</p>	

BEFORE PROGRAM COMPLETION

<p>PURPOSE OF THIS TRANSITION POINT – To ensure that all requirements of the program have been met, and that the candidates have the acquired the knowledge, skills, and dispositions that are expected in the program before being given final approval of the faculty and recommended for an initial teaching license. Specifically, this transition point is designed to ensure that candidates:</p> <ol style="list-style-type: none"> 1. Have satisfactorily completed 13 weeks of clinical practice 2. Have completed all requirements of their degree program 3. Are viewed as competent teachers based on three state tests – OGET, OSAT, and PPAT 4. Are viewed by other professionals as competent – University Faculty and Clinical Faculty 5. Have demonstrated that they are effective teachers with all learners 6. Have become proficient in self-assessment by reflecting on their work as teacher candidates 	
DATA ELEMENT	SOURCE/HOW COLLECTED
<p>MINIMUM CRITERIA</p> <ul style="list-style-type: none"> -Completion of 12 Weeks of Clinical Practice and 1 Week Observing the Opening of School in August -Completed all Requirements of Degree Program -Passed all State Tests – Oklahoma General Education Test (OGET), Oklahoma Subject Area Test (OSAT), and Oklahoma Professional Teacher Exam (PPAT) <p>PROGRAM COMPLETION COMPETENCIES</p> <ul style="list-style-type: none"> -Competence in Knowledge, Skills, and Dispositions Based On: <ul style="list-style-type: none"> Student Teaching FORMATIVE Assessment Instrument Student Teaching SUMMATIVE Assessment Instrument Dispositions Assessment by Faculty (PACE) passing scores Dispositions Assessments by Clinical and University Faculty Teacher Work Sample – Score of 70 -Evidence of Impact on Student Learning based on Results from: <ul style="list-style-type: none"> Summative Assessments During Student Teaching Formative Assessments During Student Teaching PPAT -Proficient in Self-Assessment and Reflection on Work as a Teacher Candidate -Recommend/Not Recommend for License 	<ul style="list-style-type: none"> -Grade of C or Better in Clinical Practice -University Degree Audit -State Test Records -Results from Student Teaching FORMATIVE Assessments by Clinical and University Faculty During Student Teaching -Results from Student Teaching SUMMATIVE Assessments by Clinical and University Faculty During Student Teaching - PACE rubric completed by faculty and submitted to Chair - Selected items form Formative and Summative Assessment -Selected items from the PPAT -Selected items from the Summative Assessments -Items 17, 18, 19, & 20 from the Formative Assessments -Recommendation of Director of Teacher Education
<p>ADVISING AND MENTORING –At this transition point, the advising and mentoring role seeks to help candidates: 1) find employment in their chosen field which is consistent with their preparation, interests, and dispositions, 2) think clearly about their personal goals and aspirations to be effective teachers with a focus on opportunities for continued growth, and 3) be reflective about their preparation for teaching and their ability to effect learning for all students.</p>	

UPON ENTRY INTO THE TEACHING PROFESSION

<p>PURPOSE OF THIS TRANSITION POINT – To ensure that upon entry into the profession of teaching, candidates are given the assistance needed during the early years by experienced professionals. The EPP offers assistance to first-year teachers as needed. Specifically, this transition point is designed to ensure that :</p> <ol style="list-style-type: none"> 1. Graduates of the program who remain in Oklahoma and enter teaching are adequately introduced to full-time work as teachers with support and assistance from experienced professionals. 2. All graduates of the program who enter teaching demonstrate their knowledge, skills, and dispositions as effective teachers 	
DATA ELEMENT	SOURCE/HOW COLLECTED
<p>CAREER ENTRY COMPETENCIES –</p> <p>Graduates are Viewed by Professionals in the Field as Competent Teachers based on:</p> <ol style="list-style-type: none"> 1. Possession of an In-depth Knowledge of the Subject Matter in Their Area(s) of Teaching 2. Competence in the Knowledge, Skills, and Dispositions Expected of Effective Teachers in the Early Years of Teaching 3. Their Ability to Positively Impact Student Learning 4. Their Qualifications to Receive a Standard Professional Certificate 	<p>-TLE, Mentor Survey</p> <p>-TLE, Impact on Student Learning, Mentor Survey</p> <p>Impact on student learning data</p>
<p>ADVISING AND MENTORING –At this transition point, the advising and mentoring role seeks to help candidates: 1) use their knowledge, skills, and dispositions to ensure that all students under their care are learning, and 2) continue their growth as members of a professional team, and 3) meet the requirements for receiving a standard certificate.</p>	

APPENDIX B

SUMMARY OF ASSESSMENT PROCESSES AND USE OF DATA

The faculty members of the School of Education are committed to the belief that the preparation of effective teachers requires a continuous evaluation of the program, how the program is delivered, and the effectiveness of its graduates. Further, this process should 1) use multiple measures, 2) include internal and external review, 3) involve professionals who provide clinical and field experiences and who employ graduates of the program, 4) obtain data from current candidates and graduates, 5) include immediate on-going assessments as well as long-term or periodic assessments, and 6) use results for program improvement.

Assessment and Data Gathering Processes	How Data are Used
Grade Point Averages -Cumulative grade point average -Major field grade point average	An internal assessment used to make judgments about candidates' propensity for scholarship and their acquisition of general and specific knowledge and skills – general knowledge and content knowledge.
Standard Test Scores -OGET (Oklahoma General Education Test) -OSAT (Oklahoma Subject Area Test) -PPAT	An external assessment used to make judgments about candidates' general, subject content, professional knowledge and skills, and teacher effectiveness
Grades in Specific Courses -Communication Skills Course, COMM 1213 -Professional Education Courses – No grade below a “C”	Internal assessments used to make judgments about candidates' oral communication skills and their ability to master study in professional education content.
Teacher Education Writing Examination	Internal assessment of candidates' mastery of the essential writing skills expected of professional educators.
Interviews -Teacher Education Interview Committee	An internal assessment which provides another measure of candidates' oral and written communication skills and their interest in teaching.
Recommendations	Both internal and external assessments which are

Assessment and Data Gathering Processes	How Data are Used
<ul style="list-style-type: none"> -Student Life Office -Responsible Person Documenting Applicants' Work with Children -Major Department 	<p>used to ensure fitness as teacher candidates – moral and ethical soundness, general mental soundness, and focused interest in working with children.</p>
Approval of Teacher Education Council	<p>An internal assessment process which reviews a number of pieces of data and makes judgment about readiness at two points – at entry into the program and before clinical practice begins.</p>
Teacher Work Sample Assessment	<p>An internally administered process of an externally developed and approved process (the Oklahoma Teacher Work Sample). Data acquired from this process are used to assess candidates' knowledge and skills in the essential elements of the instructional delivery process. Some of the elements speak directly to the candidates' skills in teaching so that all students learn. Other elements speak to their ability to analyze the diversity which exists in the classroom and their ability to develop appropriate instructional strategies to address this diversity.</p>
Field Experience Assessments by University Faculty <ul style="list-style-type: none"> -Formative Assessment Instrument -Summative Assessment Instrument 	<p>An internal process which is designed to focus the candidates' work more precisely on the development of the knowledge and skills of teaching while they are in field experiences which occur prior to student teaching.</p>
Assessment of Candidate Dispositions for Teaching PACE <ul style="list-style-type: none"> -At Entry into Program – receive a score of 2 on a Dispositions portion of the Teacher Education Interview Rubric. -Before Clinical Practice Begins – not receiving 5 sub-target scores or 3 sub-target scores in succession -Before Program Completion – not receiving 5 sub-target scores or 3 sub-target scores in succession on the disposition items on the Formative and Summative assessments during 	<p>At the time of admission to teacher education, a score less than 2 could require another interview, a required appointment with a faculty member, or a “do not approve” for admission.</p> <p>Before Clinical Practice, scores below 3 require a conference with the candidate's advisor, notification of the Chair of the School of Education by the advisor, and a conference with the Chair as warranted per recommendation of the advisor.</p>

Assessment and Data Gathering Processes	How Data are Used
clinical practice (student teaching).	Same as above.
<p data-bbox="224 302 803 407">Assessments of Candidate Skills During Student Teaching by Experienced Clinical and University Faculty</p> <p data-bbox="272 422 771 485">Assessment by Clinical (field site) and University Faculty Using:</p> <p data-bbox="321 499 743 573">Student Teaching FORMATIVE Assessment Instrument</p> <p data-bbox="321 588 751 661">Student Teaching SUMMATIVE Assessment Instrument</p> <p data-bbox="272 676 354 707">PPAT</p>	<p data-bbox="881 302 1511 443">Clinical (field site) faculty and university faculty combined conduct six assessments using the formative instrument and four assessments using the summative instrument.</p> <p data-bbox="881 457 1495 598">The Formative instrument assesses 24 competencies aligned with the state's formerly-mandated teacher assessment, the Minimum Criteria for Effective Teaching.</p> <p data-bbox="881 613 1495 825">The Summative instrument assesses 16 of the Oklahoma Christian University School of Education Candidate Competencies. These also incorporate the competencies of the Interstate New Teacher Assessment and Support Consortium (INTASC).</p> <p data-bbox="881 840 1511 1272">Candidates receive copies of the formative assessments to help them improve their instructional effectiveness. The results of the summative assessments are shared with the candidates by their university supervisors, but they do not receive copies of the assessment. Results of both assessments are analyzed and shared with university faculty. The faculty members review the results of these assessments and think about what the results mean for improvements in the program and assessment processes.</p> <p data-bbox="881 1329 1385 1392">The PPAT is a comprehensive national assessment of teacher effectiveness</p>
<p data-bbox="224 1409 548 1440">Completer Assessments</p> <p data-bbox="224 1455 391 1486">-TLE Scores</p> <p data-bbox="224 1629 597 1661">-Impact on Student Learning</p> <p data-bbox="224 1803 431 1835">-Mentor Survey</p>	<p data-bbox="881 1455 1487 1560">An external assessment conducted annually by the state. School administrators evaluate Oklahoma Teachers.</p> <p data-bbox="881 1617 1503 1757">An external survey of completers conducted annually. Completers use their own assessments or the district's benchmark assessments to measure learning gain.</p> <p data-bbox="881 1814 1487 1877">An external assessment conducted annually by the state. School administrators evaluate</p>

Assessment and Data Gathering Processes	How Data are Used
-Completer Survey	Oklahoma Teachers on items aligned to the InTASC Standards An external assessment conducted annually by the state. Completers assess how well their teacher education programs prepared them. Items are aligned with the InTASC Standards.

APPENDIX C
INDEX TO THE ASSESSMENT OF COMPETENCIES
Revised August 2021 (See next page)

CONTENT AND SUBJECT AREA SPECIALIZATION – The Candidate:								
	Formative Assessment	Summative Assessment	Teacher Work Sample	OSAT	PPAT	Pace Assessment		
LEARNER DEVELOPMENT								
1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (INTASC 1)	6	1	X	X	X			
LEARNING DIFFERENCES								
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (INTASC 2)	7	2	X	X	X			
LEARNING ENVIRONMENTS								
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3)	5	3	X	X	X			
CONTENT KNOWLEDGE								
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (INTASC 4)	12	4		X	X			
APPLICATION OF CONTENT								
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (INTASC 5)	12	5	X	X	X			
ASSESSMENT								
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (INTASC 6)	17	6	X	X	X			
PLANNING FOR INSTRUCTION								
7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (INTASC 7)		7	X	X	X			

INSTRUCTIONAL STRATEGIES								
8. 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. (INTASC 8)	12	8	X	X	X			
PROFESSIONAL LEARNING AND ETHICAL PRACTICE								
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (INTASC 9)		9		X	X			
LEADERSHIP AND COLLABORATION								
10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (INTASC 10)		10		X				
PROFESSIONAL AND CHARACTER EXCELLENCE (P.A.C.E. – O.C.)								
11. The teacher approaches teaching with positive and enthusiastic participation (OC PACE)		11				X	X	X
12. The teacher meets deadlines and aims toward excellence (OC PACE)		12				X	X	X
13. The teacher demonstrates a Christian and professional attitude with stakeholders and university supervisors (OC PACE)		13				X	X	X
14. Exemplifies mature behavior and emotional stability (OC PACE)		14				X	X	X
15. Maintains punctual and regular attendance (OC PACE)		15				X	X	X
PERSONAL ADEQUACY (O.C.)								
16. Maintains appropriate grooming/dress (OC)	22	16				X	X	X

NOTES:

- This index is designed as a guide to the multiple sources of data used to assess the candidates' mastery of the Oklahoma Christian University School of Education Candidate Competencies those expected of all candidates.
- For organizational purposes, the index uses the numerical sequence established for the items in the Student Teaching SUMMATIVE Assessment Instrument.
- Other assessments/processes which do not fit neatly into the chart above include:

- Teacher Education Interview Committee – Includes an assessment of dispositions
- Recommendations Required for Admission to Teacher Education
- Results of Oklahoma General Education Test (OGET)
- Surveys of Clinical Faculty – Conducted at breakfasts held each semester
- Assessments Conducted in Courses by Professors – Reflected in grades received and monitored for continuation in the programs at each Transition Point
- Exit Interviews (survey) of Graduates