



**East Central University**  
**Department of Education**  
CAEP Annual Reporting Measures  
Data Collected from Sept. 1, 2022 - August 31, 2023



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## Impact Measures

### **Measure 2: (Initial and Advanced) Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, and RA4.1)**

*Data provided should be collected on employers' satisfaction with program completers.*

#### *Teacher Leader Effectiveness Evaluation*

The Teacher Leader Effectiveness (TLE) evaluation data are provided as evidence that program completers had an effective impact on P-12 student learning and development during the reporting period. The Oklahoma State Department of Education (OSDE) and the Office of Educational Quality and Accountability (OEQA) have approved the TLE evaluations. Each year OSDE provides the TLE data to OEQA, which OEQA shares the data through a confidential portal with each Educator Preparation Provider (EPP).

For the 21-22 school year, the OSDE did not share TLE data with the OEQA. OEQA directed all Oklahoma EPPs to make a notation in their annual reporting measures that “the data have not been made available by the Oklahoma State Department of Education.”

The TLE evaluation rubric uses the following scale: 1 - Ineffectiveness, 2 - Needs Improvement, 3 - Effective, 4- Highly Effective, and 5- Superior. And, the TLE measures five domains: Classroom Management, Instructional Effectiveness, Professional Growth and Improvement, Interpersonal Skills, and Leadership.

#### *Office of Educational Quality and Accountability (OEQA) Administrator/Mentor of First-Year Teacher Survey*

The OEQA annually administers the Administrator/Mentor of First-Year Teacher Survey to administrators and mentors in Oklahoma whose school districts hired the EPP's completers as first-year teachers. The survey aligns with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and it evaluates an administrator/mentor's opinion about the preparedness of and the overall satisfaction with the EPP's completers. OEQA informed EPPs that “no First Year Teacher and Mentor data from 2023 were collected due to the State Department of Education not sharing teacher data with OEQA.” They also informed us that the data-sharing agreement has been restored for 2024.

- 2020 – 2023 Administrator/Mentor of First-Year Teacher Survey Results (Attachment #1)

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<b>Classroom Teachers Total Evaluation Scores</b>					
<b>Year</b>	<b>N</b>	<b>Mean Score</b>	<b>Minimum Score (Min)</b>	<b>Maximum Score (Max)</b>	<b>Score Range (Max-Min)</b>
<b>2022-2023</b>	133	3.57	2.55	5.00	2.45
<b>2021-2022</b>	**	**	**	**	**
<b>2020-2021*</b>	88	3.28	3.05	5.00	1.95
<b>2019-2020*</b>	*	*	*	*	*
<b>2018-2019</b>	336	3.54	2.53	5.00	2.47
<b>2017-2018</b>	284	3.53	2.50	5.00	2.50
<b>2016-2017</b>	277	3.51	2.45	5.00	2.55
<b>Total</b>	<b>897</b>	<b>3.52</b>	<b>2.49</b>	<b>5.00</b>	<b>2.50</b>

\*Number of scores impacted by COVID.

\*\*The data have not been made available from the Oklahoma State Department of Education.

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Within each of the domains, specific indicators are assessed by trained evaluators within the district. Indicators rating scales range from 1 to 5 with 5 being superior.

<b>Classroom Teachers Domain Evaluation Scores 2022-2023</b>					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Classroom Management	Instructional Effectiveness	Professional Growth & Continuous Learning	Interpersonal Skills	Leadership
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for managing behavior, establishing positive climates, and building student relationships.	Application of professional knowledge and skills needed for lesson implementation that is based on academic standards, inclusive of all learners, and responsive to assessment.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions resulting in contributions to the profession and increased growth among colleagues, the school, and students.
Mean Score	3.59	3.50	3.70	3.66	3.57
Minimum Score	2.33	2.50	3.00	2.00	2.00
Maximum Score	5.00	5.00	5.00	5.00	5.00
Range (Max-Min)	2.67	2.50	2.00	3.00	3.00

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<b>School Leaders Total Evaluation Scores</b>					
<b>Year</b>	<b>n</b>	<b>Mean Score</b>	<b>Minimum Score (Min)</b>	<b>Maximum Score (Max)</b>	<b>Score Range (Max-Min)</b>
2022-2023	23	3.79	2.95	4.79	1.84
2021-2022	**	**	**	**	**
2020-2021*	4	3.78	3.0	5.0	2.0
2019-2020*	*	*	*	*	*
2018-2019	13	3.61	3.00	4.14	1.14
2017-2018	20	3.78	2.90	5.00	2.10
2016-2017	24	3.60	2.95	4.30	1.35
<b>Total</b>	<b>57</b>	<b>3.66</b>	<b>2.95</b>	<b>4.48</b>	<b>1.53</b>

\*Number of scores impacted by COVID.

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Within each of the domains, specific indicators are assessed by trained evaluators from within the district. Indicators rating scales range from 1 to 5 with 5 being distinguished.

Domain	Domain 1	Domain 2	Domain 3
Domain Topic	Managing Change	Focus of Leadership	Purposeful Community
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for improving data driven school, classroom, and student achievement. As well as presentation of dispositions which support a highly collaborative and cooperative environment during change.	Application of professional knowledge and skills needed to ensure curriculum and assessments adhere to standards, reasonable in relation to instructional time, and available to all students. As well as presentation of dispositions which support an orderly, discipline school environment with adequate resources.	Demonstrate attributes and characteristics, dispositions, of personal growth garnering constituent trust. 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.
Mean Score	3.74	3.72	3.74
Minimum Score	3.00	3.00	3.00
Maximum Score	4.57	4.86	5.00
Range (Max-Min)	1.57	1.86	2.00

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<b>Library Media / Library Management Total Evaluation Scores</b>					
<b>Year</b>	<b>n</b>	<b>Mean Score</b>	<b>Minimum Score (Min)</b>	<b>Maximum Score (Max)</b>	<b>Score Range (Max-Min)</b>
<b>2022-2023</b>	13	4.08	3.52	4.52	2.00
<b>2021-2022</b>	**	**	**	**	**
<b>2020-2021*</b>	2	3.60	3.25	4.00	0.75
<b>2019-2020*</b>	*	*	*	*	*
<b>2018-2019</b>	13	3.73	3.00	4.14	1.14
<b>2017-2018</b>	10	3.90	3.35	4.33	0.98
<b>2016-2017</b>	10	4.05	3.45	5.00	1.55
<b>Total</b>	<b>33</b>	<b>3.89</b>	<b>3.27</b>	<b>4.49</b>	<b>1.24</b>

\*Number of scores impacted by COVID.

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Within each of the domains, specific indicators are assessed by trained evaluators from within the district. Indicators rating scales range from 1 to 5 with 5 being superior.

<b>Library Media Domain Evaluation Scores 2022-2023</b>					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Library Management	Instructional Effectiveness	Professional Growth & Continuous Improvement	Interpersonal Skills	Leadership
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for delivering guidance curriculum and establishing safe, orderly environments as well as presentation of dispositions contributing to a positive school climate.	Application of professional knowledge and skills for assessing and monitoring student and school progress toward established goals. Dispositions and skills encourage social, emotional growth of students and handles crisis interventions effectively and professionally.	Presentation of attributes and characteristics which underlie observable, professional dispositions leading to engagement professional development to increase professional knowledge and skills.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions resulting in increased equity, family and community involvement, respect among faculty for sharing in school responsibilities.
Mean Score	4.17	3.96	4.08	4.15	4.27
Minimum Score	3.63	3.29	3.00	3.50	3.50
Maximum Score	4.75	4.57	5.00	4.50	5.00
Range (Max-Min)	1.12	1.28	2.00	1.00	1.50

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<b>School Counselors Total Evaluation Scores</b>					
<b>Year</b>	<b>n</b>	<b>Mean Score</b>	<b>Minimum Score (Min)</b>	<b>Maximum Score (Max)</b>	<b>Score Range (Max-Min)</b>
<b>2022-2023</b>	34	4.00	3.00	5.00	2.00
<b>2021-2022</b>	**	**	**	**	**
<b>2020-2021*</b>	9	4.00	3.55	4.00	0.45
<b>2019-2020*</b>	*	*	*	*	*
<b>2018-2019</b>	31	3.89	3.00	4.93	1.93
<b>2017-2018</b>	29	3.83	3.00	5.00	2.00
<b>2016-2017</b>	26	3.97	3.52	4.9	1.38
<b>Total</b>	<b>86</b>	<b>3.90</b>	<b>3.17</b>	<b>4.94</b>	<b>1.77</b>

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Within each of the domains, specific indicators are assessed by trained evaluators from within the district. Indicators rating scales range from 1 to 5 with 5 being superior.

<b>School Counselors Domain Evaluation Scores 2022-2023</b>					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Counselor Center Management	School Counseling Effectiveness	Professional Growth & Continuous Improvement	Interpersonal Skills	Leadership
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for delivering guidance curriculum and establishing safe, orderly environments as well as presentation of dispositions contributing to a positive school climate.	Application of professional knowledge and skills for assessing and monitoring student and school progress toward established goals. Dispositions and skills encourage social, emotional growth of students and handles crisis interventions effectively and professionally.	Presentation of attributes and characteristics which underlie observable, professional dispositions leading to engagement professional development to increase professional knowledge and skills.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions resulting in increased equity, family and community involvement, respect among faculty for sharing in school responsibilities.
Mean Score	3.98	3.95	4.09	4.13	3.93
Minimum Score	3.00	3.00	3.00	3.00	3.00
Maximum Score	5.00	5.00	5.00	5.00	5.00
Range (Max-Min)	2.00	2.00	2.00	2.00	2.00

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<b>School Psychometry Total Evaluation Scores</b>					
<b>Year</b>	<b>n</b>	<b>Mean Score</b>	<b>Minimum Score (Min)</b>	<b>Maximum Score (Max)</b>	<b>Score Range (Max-Min)</b>
<b>2022-2023</b>	2	3.89	3.84	3.93	0.09
<b>2021-2022</b>	**	**	**	**	**
<b>2020-2021*</b>	0	NA	NA	NA	NA
<b>2019-2020*</b>	*	*	*	*	*
<b>2018-2019</b>	8	3.96	3.00	4.85	1.85
<b>Total</b>	<b>8</b>	<b>3.96</b>	<b>3.00</b>	<b>4.85</b>	<b>1.85</b>

\*Number of scores impacted by COVID.

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Within each of the domains, specific indicators are assessed by trained evaluators from within the district. Indicators rating scales range from 1 to 5 with 5 being superior.

<b>School Psychometry Domain Evaluation Scores 2022-2023</b>					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Organization and Management	Instructional Support	Professional Growth & Continuous Improvement	Interpersonal Skills	Leadership
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for delivering guidance curriculum and establishing safe, orderly environments as well as presentation of dispositions contributing to a positive school climate.	Application of professional knowledge and skills for assessing and monitoring student and school progress toward established goals. Dispositions and skills encourage social, emotional growth of students and handles crisis interventions effectively and professionally.	Presentation of attributes and characteristics which underlie observable, professional dispositions leading to engagement professional development to increase professional knowledge and skills.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions resulting in increased equity, family and community involvement, respect among faculty for sharing in school responsibilities.
Mean Score	4.04	3.88	3.75	3.50	4.00
Minimum Score	3.75	3.75	3.50	3.00	4.00
Maximum Score	4.33	4.00	4.00	4.00	4.00
Range (Max-Min)	0.58	0.25	0.50	1.00	0.00

<b>Attachment #1</b>							
East Central University							
College of Education and Psychology							
Department of Education							
Oklahoma First Year Teachers' Mentor Survey							
Assessment completed by Administrator/Mentor's of First-Year Teacher							
Disseminated by OEQA							
2020 - 2023							
<b>The Learner and Learning</b>							
	<b>InTASC Standard</b>	<b>1: Learner Development</b>			<b>2: Learning Differences</b>	<b>3: Learning Environment</b>	
	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>2023</b>	*	*	*	*	*	*	*
<b>2022</b>	n=30	3.23	3.37	3.20	3.33	3.47	3.53
<b>2021</b>	n=24	3.37	3.30	3.3	3.30	3.52	3.44
<b>2020</b>	n=31	3.39	3.48	3.42	3.42	3.68	3.68
<b>Total</b>	n=55	3.33	3.38	3.31	3.35	3.56	3.55
<b>Content</b>							
	<b>InTASC Standard</b>	<b>4: Content Knowledge</b>		<b>5: Application of Content</b>			
	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
<b>2023</b>	*	*	*	*	*		
<b>2022</b>	n=30	3.30	3.23	3.13	3.20		
<b>2021</b>	n=24	3.41	3.33	3.26	3.30		
<b>2020</b>	n=31	3.45	3.52	3.23	3.39		
<b>Total</b>	n=85	3.39	3.36	3.21	3.30		
*no First Year Teacher and Mentor data from 2023 were collected by state agencies.							

<b>Instructional Practice</b>								
	<b>InTASC Standard</b>	<b>6: Assessment</b>		<b>7: Planning for Instruction</b>		<b>8: Instructional Strategies</b>		
	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6 (Tech)</b>	<b>7 (Tech)</b>
<b>2023</b>	*	*	*	*	*	*	*	*
<b>2022</b>	n=30	3.20	3.20	3.13	3.13	3.33	3.40	3.37
<b>2021</b>	n=24	3.22	3.26	3.26	3.22	3.26	3.52	3.41
<b>2020</b>	n=31	3.26	3.32	3.26	3.39	3.42	3.61	3.52
<b>Total</b>	n=85	3.24	3.29	3.26	3.31	3.34	3.57	3.47
<b>Professional Responsibility</b>								
	<b>InTASC Standard</b>	<b>9: Professional Learning &amp; Ethical Practice</b>		<b>10: Leadership &amp; Collaboration</b>			<b>Overall Satisfaction</b>	
	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	
<b>2023</b>	*	*	*	*	*	*	*	
<b>2022</b>	n=30	3.50	3.50	3.13	3.13	3.17	3.18	
<b>2021</b>	n=24	3.41	3.44	3.33	3.30	3.26	3.26	
<b>2020</b>	n=31	3.42	3.42	3.42	3.39	3.26	3.55	
<b>Total</b>	n=85	3.42	3.43	3.38	3.35	3.26	3.41	
*no First Year Teacher and Mentor data from 2023 were collected by state agencies.								