



East Central University
Department of Education
CAEP Annual Reporting Measures
Data Collected from Sept. 1, 2024 - August 31, 2025



Oklahoma Teacher Leader Evaluations (TLE) Results

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 OSDE and OEQA have approved the TLE evaluations.

Classroom Teacher Evaluation Scores: 2022-2023 – 2024-2025

Classroom Teacher Evaluation Scores by Domain: 2024-2025

School Leader Evaluation Scores: 2022-2023 – 2024-2025

School Leader Evaluation Scores by Domain: 2024-2025

Library Media Evaluation Scores: 2022-2023 – 2024-2025

Library Media Evaluation Scores by Domain: 2024-2025

School Counselors Evaluation Scores: 2022-2023 – 2024-2025

School Counselors Evaluation Scores by Domain: 2024-2025

School Psychologist Evaluation Scores: 2022-2023 – 2024-2025

School Psychologist Evaluation Scores by Domain: 2024-2025

District Leader Evaluation Scores: 2022-2023 – 2024-2025

District Leader Evaluation Scores by Domain: 2024-2025

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TLE Classroom Teachers Total Evaluation Scores					
Year	N	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2024-2025	210	3.65	2.13	5.00	2.87
2023-2024	187	3.64	2.85	5.00	2.15
2022-2023	133	3.57	2.55	5.00	2.45
Total	530	3.62	2.51	5.00	2.49

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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 (ineffective, needs improvement, effective, highly effective, and superior)

Classroom Teachers Domain Evaluation Scores – Tulsa Model 2024-2025					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Classroom Management	Instructional Effectiveness ¹	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	3.70	3.58	3.77	3.71	3.69
Minimum Score	1.83	2.00	2.00	2.00	3.00
Maximum Score	5.00	5.00	5.00	5.00	5.00
Range (Max-Min)	2.17	3.00	3.00	3.00	2.00

Note: 199 of the 210 classroom evaluations were the Tulsa Model, so the data from it is represented in the chart. ¹The Instructional Effectiveness Domain includes a compilation of 10 different dimensions, one of which is Instructional Effectiveness (3.63).

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School Leaders Total Evaluation Scores					
Year	n	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2024-2025	26	3.60	2.48	4.62	2.14
2023-2024	25	3.64	2.29	5.0	1.35
2022-2023	23	3.79	2.95	4.79	1.84
Total	74	3.68	2.57	4.80	1.78

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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. 2024-2025 School Year

School Leaders Domain Evaluation Scores – McREL Principal Evaluation 2024-2025			
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	3.560	3.49	3.53
Minimum Score	2.43	2.43	2.86
Maximum Score	4.29	4.57	4.86
Range (Max-Min)	1.86	2.14	2.00

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Library Media / Library Management Total Evaluation Scores					
Year	n	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2024-2025	18	3.99	3.17	4.88	1.71
2023-2024	12	4.07	3.43	4.84	1.41
2022-2023	13	4.08	3.52	4.52	1.00
Total					

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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.

Library Media Domain Evaluation Scores – Tulsa Librarian Model 2024-2025					
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	4.04	3.87	4.00	4.13	4.22
Minimum Score	3.14	3.17	3.50	3.00	3.00
Maximum Score	5.00	4.71	5.00	5.00	5.00
Range (Max-Min)	1.86	1.54	1.50	2.00	2.00

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School Counselors Total Evaluation Scores					
Year	n	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2024-2025	38	3.90	3.22	4.80	1.58
2023-2024	39	3.88	3.00	5.00	2.00
2022-2023	34	4.00	3.00	5.00	2.00
Total	111	3.93	3.07	4.93	1.86

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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.

School Counselors Domain Evaluation Scores – Tulsa Counselor 2024-2025					
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	3.88	3.88	3.94	3.97	3.87
Minimum Score	3.33	3.17	3.00	3.00	3.00
Maximum Score	5.00	4.67	5.00	5.00	5.00
Range (Max-Min)	1.67	1.50	2.00	2.00	2.00

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School Psychologists Total Evaluation Scores					
Year	n	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2024-2025	1	4.38	4.38	4.38	N/A
2023-2024	2	4.06	3.91	4.20	0.29
2022-2023	2	3.89	3.84	3.93	0.09
Total	5	4.11	4.04	4.17	0.19

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School Psychologists Domain Evaluation Scores 2024-2025					
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	4.50	4.50	.4.00	4.00	4.00
Minimum Score	4.50	4.50	4.00	4.00	4.00
Maximum Score	4.50	4.50	4.00	4.00	4.00
Range (Max-Min)	0.00	0.00	0.00	0.00	0.00

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District Leader Evaluation Total Evaluation Scores					
Year	n	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2024-2025	**	**	**	**	**
2023-2024	4	3.68	2.29	5.00	2.71
2022-2023	2	3.89	3.84	3.93	0.09
Total	5	4.11	4.04	4.17	0.19

Note: Includes both the Marzano Focus Leader and Focused Marzano District Leader Evaluations.

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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.

District Leader Evaluation – Marzano Domain Evaluation Scores 2023-2024						
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6
Domain Topic	A Data-Driven Focus to Support Student Achievement	Continuous Support for Improvement of Instruction	Continuous Support for a Guaranteed and Viable Curriculum	Community of Care and Collaboration	District Core Values	Resource Allocation Management
Mean Score	2.33	2.33	2.4	2.25	2.33	2.0
Minimum Score	2.33	2.33	2.4	2.25	2.33	2.0
Maximum Score	2.33	2.33	2.4	2.25	2.33	2.0
Range (Max-Min)	2.33-2.33	2.33-2.33	2.4-2.4	2.25-2.25	2.33-2.33	2.0