



ORU

College of Education

Educating the whole person.

Transformed Educators:

**Using Assessment Data
to Transform A Generation**

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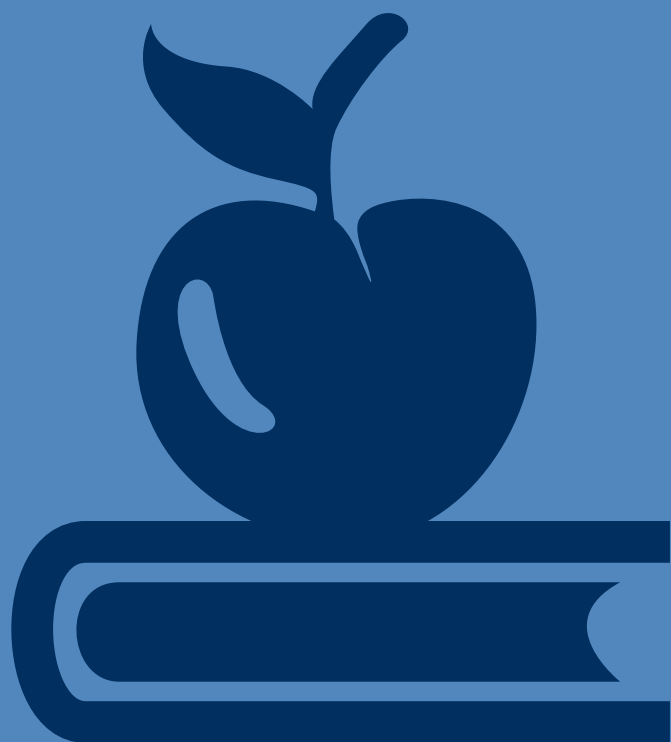
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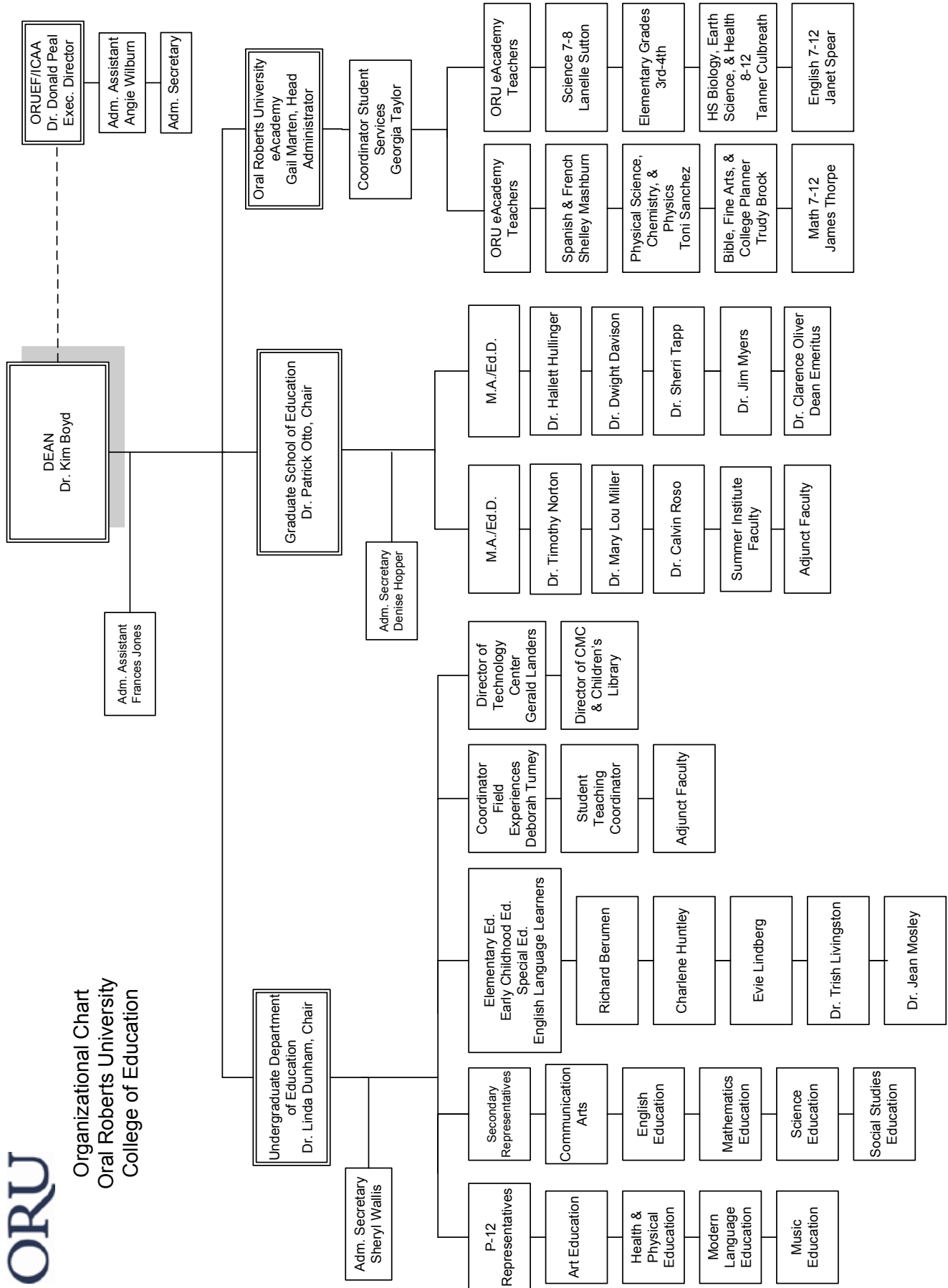
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Part One:

College of Education
Faculty and Staff







Dr. Kim Boyd Dean, College of Education

- Commissioner, Oklahoma Commission for Teacher Preparation
- ORUEF/ICAA Board of Directors
- National Council of Accreditation for Teacher Education Board of Examiner, Chair
- Board Member Junior Achievement
- 2011 Sigma Gamma Rho Sorority, Inc. Status of Women Award

Teaching is judged by successful learning—Tomlinson, C.A. & McTighe, J.

Quick Facts

Number of Majors: **590**

Number of Full-Time Faculty: **16**

Number of Adjunct Faculty: **8**

Number of Secondary Representatives: **9**

Number of eAcademy Administrators and Teachers: **10**

Number of eAcademy Students: **104**

Number of ORUEF Member Schools: **119**

Accreditation

- National Council of Accreditation for Teacher Education (NCATE)
- Oklahoma Commission for Teacher Preparation (OCTP)

Recognized

- Oklahoma State Department of Education
- Oklahoma State Regents for Higher Education

Message from the Dean

The mission of the ORU College of Education is to prepare highly effective Christian educators to go into every person's world prepared for professional responsibilities in fields of education throughout the world. The College of Education is organized into two major divisions, the Undergraduate Department of Education and the Graduate School of Education. The College of Education works closely with the College of Arts and Cultural Studies and the College of Science and Engineering to offer 13 programs that lead to initial teaching certification, and the Graduate School of Education offers three master level programs and a doctor of education with three areas of emphasis: Christian School Administration, Public School Administration, and Higher Education Administration. Additionally, the College of Education is responsible for the Oral Roberts University eAcademy, an online virtual Christian school for third through twelfth grade students, and works closely with the Oral Roberts University Educational Fellowship; a service organization for P-12 Christian Schools, and the International Christian Accrediting Association which accredits P-12 Christian Schools.



Dr. Linda Dunham | Undergraduate Chair
Associate Professor

- ORU faculty 40 years
- Board of Examiners trained, Oklahoma Commission for Teacher Preparation
- President of Southland Civitan 2 years
- Sequoyah Children's Book Award Committee Member 4 years

"But if we judged ourselves, we would not come under judgment."

—1 Corinthians 11:31

Majors

Dual Certification	PreK-12 Certification	7-12 Certification
Early Childhood Education	Art Education	Communication Arts Ed
Elementary Education	Modern Foreign Language	English Education
English Language Learners Ed	Health & Physical Education	Math Education
Special Education	Music Education	Science Education
		Social Studies Education

Quick Facts

- Number of Majors: **205**
- Number of Full-Time Faculty: **8**
- Number of Adjunct Faculty: **3**
- Number of Secondary Representatives: **9**

Note from a Recent Graduate

I was placed with a mentor teacher through Tulsa Public and she surprised me by coming to my classroom on Tuesday while I was in the middle of a lesson. While I taught and my students were on the carpet around my rocking chair, we discussed and did an interactive writing on what it takes to make a plant grow, etc. My mentor wrote while I taught.

After the lesson she pulled me aside and handed me a long note. It said, "Are you sure you are a first year teacher? Your classroom is set up so well!!! I love how you have everything arranged. Great job! The students were attentive and participating in your lesson, as well as demonstrating such respect at only the second day. Your questioning was excellent and I love how you drove in with the information and had them go even deeper with some of the answers that they had given. You are definitely off to an EXCELLENT start."

When I read this, all I could think was, "Everything I did was because of what I have learned at ORU. This is not me. This is my training."

Thanks Again,
Anna



Lauren Alvarez | Coordinator of Student Teaching, Undergraduate Department, ORU
Masters in Education with Public School Certification, ORU 1993

- Bachelors in Psychology, ORU 1991
- Certified Parent Educator, Parents as Teachers
- Certified Marriage Educator, PREP
- Outstanding Graduate Education Student, ORU 1993
- Graduate Academic Scholarships, Dean's List, President's List, Provost's Honor Roll
- Keynote Speaker for Oklahoma Marriage Initiative presenting workshops to over 5,000 individuals over the last six years
- Grant Recipient: Dibble Foundation, Jenks Public Schools Foundation

The most beautiful sight in the world is a child walking confidently down the road of life after you have shown him the way.—Confucius



Richard Berumen | Assistant Professor, Undergraduate Department, ORU

- Undergraduate faculty senate representative
- Board of Examiner for the Oklahoma commission for Teacher Preparation
- Doctoral candidate – Oklahoma State University
- Golden Key International Honor Society

Assessments either promote and support healthy development or interfere with it.—Koch and Schwartz-Peterson



Charlene Huntley, M.S. | Assistant Professor, Undergraduate Department, ORU

- Doctoral Candidate in Instructional Leadership and Academic Curriculum with an emphasis in Reading, University of Oklahoma
- Presentation: Supporting Teacher Development for Critical Reflection, 17th European Conference on Reading
- Golden Key International Honor Society
- Tulsa Reading Council Board Member

Assessment is instruction.— Peter Johnston



Gerald Landers | Assistant Professor Director, Undergraduate Department, ORU

- Technology Trainer
- Member of the College of Education Assessment Committee
- Faculty Advisor for COE Student Leadership Association
- Assists ORU administration and other departments in Technology support

We must keep ourselves in touch, not with theories, but with people, and never get out of touch with human beings, if we are going to use the word of God skillfully amongst them.—Oswald Chambers Workmen of God, 1341 L



Evie Lindberg, M. Ed. | Assistant Professor, Undergraduate Department, ORU

- Who's Who in Academia – 2011-2012
- Kappa Delta PI International Honor Society in Education 2005 – Present
- Chair of the Professional Advisory Board for the Learning Disabilities Association of Oklahoma
- Conduct Certification Test Trainings for the Teacher Candidates
- Board member for Eastland Christian Academy
- Conducted Presentations for the Tulsa City County Library System Literacy Program- 2010 -April 2011.
- Alumni Faculty Excellence: Leadership 2009

Actions speak louder than words. —Theodore Roosevelt



Dr. Marcia Livingston | Assistant Professor, Undergraduate Department, ORU

- Teachers of English to Speakers of Other Languages NCATE Program Reviewer
- Committee Member Oklahoma Junior Achievement
- President College of Education Faculty Senate
- President Kappa Delta Pi, Alpha Beta Lambda Chapter
- 2009 President's Distinguished Alumnus Award- Excelsior Alumni Association (USA)

How to be a good teacher: Teach the basic subject. Have an atmosphere conducive to learning. Hold the student accountable for progress. Have performance standards. —Colonel Patrick Harrington, USMC



Dr. Jean Mosley | Professor, Undergraduate Department, ORU

- Director of highly respected preschool in Louisiana for 13 years
- Wrote preschool curriculum for a large denomination
- Oklahoma Commission for Teacher Preparation multiple test preparation committees for the Early Childhood Test and K-12 Professional Education Test
- Completed ethnographic study of discipline using God's discipline of His children as field notes.

In order to teach our students effectively, we must first learn who they are and what they already know. — Anonymous



Deborah Tumey | Adjunct Instructor, Undergraduate Department, ORU

- Field Based Experience Coordinator
- Coordinator for Junior Achievement Volunteers
- Instructor of Prep for College Reading in English Department
- Member of PHI DELTA KAPPA International
- Member of Oklahoma Education Association
- Work at Oral Roberts University since 2001



Mandel Chenoweth | Adjunct Instructor, College of Arts and Cultural Studies

P-12 Representative—Art Education

- BA in commercial art from University of Tulsa
- MTA with teaching certificate in Art Education
- Taught Middle and High school art for twenty seven years\
- Selected as Teacher Of The Year five times



David Farnsworth | Instructor, College of Arts and Cultural Studies

P-12 Representative - Foreign Language Education

- Advise Foreign Language Education majors
- Observe foreign language teacher candidates during Student Teaching
- Assist in preparing the NCATE Program Report ORU's Foreign Language Teacher Preparation Program.

Measurements are not to provide numbers but insight. —Ingrid Bucher



Winston L. Frost | Assistant Professor, College of Arts and Cultural Studies

Secondary Representative—Social Studies Education

- ORU Alumni
- 30 Years in education
- High School Teacher of the Year
- Graduate School Teacher of the Year
- Two time Law School Teacher of the Year

Measurements are not to provide numbers but insight. —Ingrid Bucher



Dr. Catherine Klehm | Associate Professor, College of Science and Engineering, Department of Biology and Chemistry

Secondary Representative—Science Education with Biology emphasis

- Oklahoma State Board of examiners Certified Trainer for the Oklahoma Commission for Teacher Preparation (OCTP)
- Member of the American Chemical Society,
- Member of the Society for College Science Teachers
- Member of National Science Teachers' Association
- Member of the Professional Development Committee for the College of Education, serving as the secondary representative

Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of Him to whom we must give account. —Hebrews 4:13



Laura Krohn | Instructor, College of Arts and Cultural Studies

Secondary Representative—English Education

- 15 years of Secondary Education Teaching Experience, Public and Private schools
- Former English Department Chair, Charles Page High School, Sand Springs, OK
- Former District AP Coordinator for Sand Springs Schools
- Poetry Out Loud Coordinator for Charles Page High School
- [National Recitation Competition]
- Board Member of Sand Springs Herbal Affair, Inc. (community non-profit); Director of the Lecture Schedule and Speakers for Herbal Affair for the past 10 years

We cannot expect to touch excellence if 'going through the motions' is the norm of our lives....The real art in learning takes place as we move beyond proficiency, when our work becomes an expression of our essence.—Josh Waitzkin, The Art of Learning



LeighAnne Locke | Assistant Professor of Mathematics, College of Science and Engineering

Secondary Representative—Mathematics Education

- Whole Person Assessment Faculty Service Award 2011
- Alumni Faculty Recognition Award for Teaching 2011
- National Council of Teachers of Mathematics member
- Writing Across the Curriculum Program Director

... institutional assessment efforts should not be concerned about valuing what can be measured but, instead, about measuring that which is valued.—Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W., Assessment in practice: Putting principles to work on college campuses. Bucher



Nancy Mankin | Assistant Professor Health and Physical Education, College of Science and Engineering

P-12 Representative—Health and Physical Education

- Teacher Education Advisor for HPE majors
- Sponsor for HPE majors club
- Physical Activity Consultant for Head Start
- Board member Special Olympics Area Management Team Tulsa

Teachers assess to test; educators assess to assist learning.— Dave Carter



Denise Miller | Assistant Professor, College of Arts and Cultural Studies

Secondary Representative—Communication Arts

- Communication Arts Program Reviewer, Oklahoma Commission for Teacher Preparation
- adjudicator, ORUEF
- Program Advisor, Communication Arts Education
- Coordinator, Oral Communication classes

What gets observed, gets attention, what gets attention, gets better.—Dr. Ralph Fagin and Dr. Catherine Klehm



Dr. R. Scott Quant | Associate Professor of Music, College of Arts and Cultural Studies

P-12 Representative—Vocal and Instrumental Music Education

- Sub-Administrator for ePortfolio and Assessment Coordinator for the Music Department, Oral Roberts University
- Member of MENC: The National Association for Music Education and the advisor for the Collegiate Music Educators National Conference (CMENC)
- Co-author of Music Fundamentals through Piano (2011)
- 2010-2011 Outstanding Music Department Faculty Member, Oral Roberts University
- Bass – Baritone: Recitalist and Guest Artist throughout Tulsa and the Mid-West

Public school music programs can gain greater importance within the curriculum if assessment measures exhibit student learning and accountability.—Dr. R. Scott Quant



Dr. Patrick Otto | Graduate School of Education Chair, College of Education
Associate Professor

- Commissioner, ICAA Commission for Accreditation of Preschool, Elementary, and Secondary Christian Schools
- Member of the Oklahoma State Personnel Development Grant Advisory Committee
- Member of Oklahoma Commission for Teacher Preparation, Board of Examiners
- Chair, ORU Higher Learning Commission Self Study Chapter 2

We do not choose whether or not to have an accountability system. (As institutions of learning) We can only choose whether it is a system that is destructive ... or whether it is constructive, comprehensive and dedicated to the interests of students and the society in which they live. —Dr. Doug Reeves, 2004

Master Programs	Doctor Programs
M.A.T. Teaching Initial Certification - Licensure	Ed.D. Educational Leadership
M.A.T. Teaching Initial Certification – Alternative	... Higher Education Administration
M.Ed. Curriculum and Instruction	... Christian School Administration
M.Ed. School Administration	... Public School Administration.
M.Ed. Teaching English as a Second Language* (*The TESL Program was placed on Hiatus due to low enrollment.	

Quick Facts

- Number of majors: **385**
- Number of full-time faculty: **8**
- Number of adjunct faculty: **5**
- Since 1988 over **676** educators have graduated with a Masters Degree from the ORU Graduate School of Education, and since the first year of offering the Doctorate in Education Leadership (1999), **67** individuals have earned an Ed.D.
- **20** of the graduates in the Doctorate in Educational Leadership Program are in leadership positions in institutions of higher education at private and state colleges or universities serving as deans, associate deans, or VPAA's.

Note from a Current Student

Thank you for arranging for the proctoring of my final exam Friday. I learned a great deal in this course and have become a great fan of Dr. Reeves. Also, I just recently learned I will be using much of what I studied in GP&D 593 during a curriculum and instruction internship this fall.

I cannot adequately express my gratitude for the spiritual aspects of my ORU education. I have yet to take an exam in the Grad Ed department in which a professor did not pray before the testing started. At the half-way point of the testing, I marveled at the peace I felt. I still had slightly more than half of the exam to complete, yet I was confident that I would finish well. I appreciate your agreeing with me in prayer.

Sincerely,
Victoria



Dr. Dwight Davidson | Assistant Professor, Graduate School of Education

- Principle Investigator, IMPACTS a State of Oklahoma Regents Grant
- Vice President, Oral Roberts University College of Education Faculty Assembly
- Integration matrix coordinator, InfoPoverty International
- Contributor to the publication Schools that Make the Grade
- Editor/program coordinator, Legacies and Legends Project
- Author, A Legacy Beyond Words (History of Kellyville, Vol. II)
- Organizational consultation, ECHOES
- Coordinator of paleontological specimen procurement for Science Museum Oklahoma

Trust, but verify. —Ronald Reagan



Dr. Hallett Hullinger | Associate Professor, Tenured, Graduate School of Education

- Teaching areas: research, curriculum, adult education, and educational technology.
- International teaching/presentations in China, Taiwan, Afghanistan, Nigeria, and Ghana.
- Research interests include teacher preparation, distance/online education, and correlates of academic success.
- Member of the ORU Institutional Review Board
- Committee chair for the HLC Institutional Self-Study.

Successful higher education should change students in ways that are evident not only in their vocations, but in every area of their lives. —Unknown



Dr. Mary Lou Miller | Associate Professor, Graduate School of Education

- Chair, institutional review board
- New Faculty Mentor
- Reviewer, American Association of Colleges for Teacher Education 2012 Annual Meeting
- Member, Higher Learning Commission Reaccreditation Team
- 2010 Outstanding Faculty Member

Measurements are not to provide numbers but insight. —Ingrid Bucher



Dr. Jim Myers | Professor, Graduate School of Education

- Member, ORU Institutional Review Board
- Member, ICAA Board of Directors
- ORU CoE Representative to the Tulsa Council of Area School Administrators
- ORU CoE Faculty Service Award (2011)
- ORU CoE Outstanding Faculty Member (2002 and 2005)
- Former President, ORU Faculty Assembly (2003-2004)

When leadership is focused on results...teaching improves. —Mike Schmoker



Dr. Timothy D. Norton | Tenured Full Professor, Graduate School of Education

- President ORU Faculty Senate
- General Editor of The Journal of the Scholarship of Teaching and Learning for Christians in Higher Education
- HLC Criterion 4 Subcommittee Chair
- Councilor for the College of Education's Alpha Beta Lambda Chapter of the International Kappa Delta Pi Education Honor Society
- Grant Reviewer for the International Alzheimer Foundation
- Scholarship Reviewer for the International Kappa Delta Pi Education Honor Society
- Board Member, Ed. Link Africa, Ghana, Africa
- Member of the University Planning Council
- Member of the Alumni Foundation Board

When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative..—Robert Stake



Dr. Calvin G. Roso | Associate Professor, Graduate School of Education

Accreditation Chair and Committee Member for International Christian Accrediting Association (ICAA) since 2000 serving in the United States and internationally in Mexico, Colombia, Spain, Ghana and Zimbabwe

- Accreditation Committee Member for AdvancEd
- Editor for Journal of Teaching and Learning for Christians in Higher Education [SoTL-CHEd]
- Board of Examiner for the Oklahoma commission of Teacher Preparation

Poor is the pupil who does not surpass his master.—Leonardo da Vinci



Dr. Annyce K. Stone | Adjunct, Graduate School of Education

- Online Adjunct and Program Development for ORU Graduate Education
- Online Adjunct for Business English and Writing in the Social Sciences, Penn State University (Mont Alto Campus)
- Quality Matters, Rubric Trained
- PathWeavers Educational Consultants, Co-Founder and Home Education Reviewer
- Trustee and Education and Scholarship Committee Member for The Mollohan Family Charitable Foundation

Student assessments should measure learning.— Dr. Byron McKissack



Dr. Sheri Tapp | Associate Professor, Graduate School of Education

Education Activities:

- Tulsa Public Schools North Tulsa Economic Development Initiative (NTEDI) Subcommittee on Education Member
- Grant proposal to the National Endowments for the Art via The Arts & Humanities Council of Tulsa
- John Hope Franklin Center for Reconciliation – Research Committee
- Rank: Associate Professor - Tenured

All Assessment is a perpetual work in progress. –Linda Suske

College of Education Summer Institute and Dissertation Adjunct Instructors

Dr. Clarence Oliver, Dean Emeritus

Dr. Carol Demuth

Dr. Dennis Demuth

Dr. Woody Norwood

Mr. Al King



College of Education Staff Members

Ms. Frances Jones, Administrative Assistant to the Dean

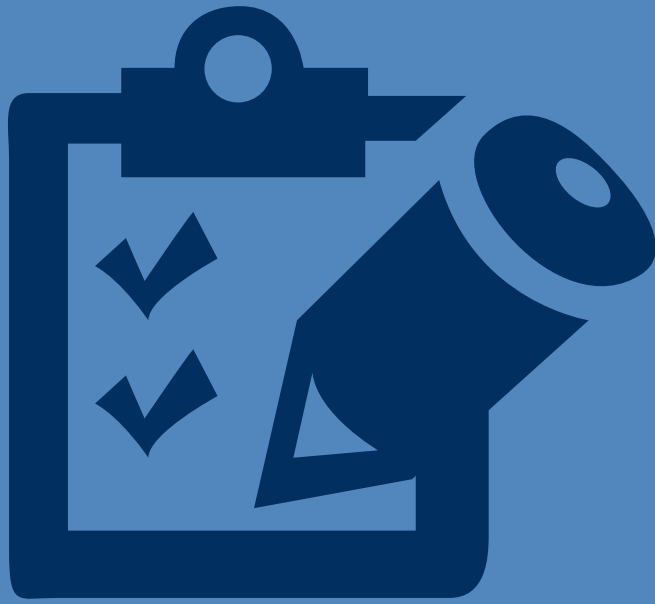
Ms. Denise Hopper, Administrative Secretary – Graduate School of Education

Ms. Sheryl Wallis, Administrative Secretary – Undergraduate Department of Education

ORUEF/ICAA Staff Members

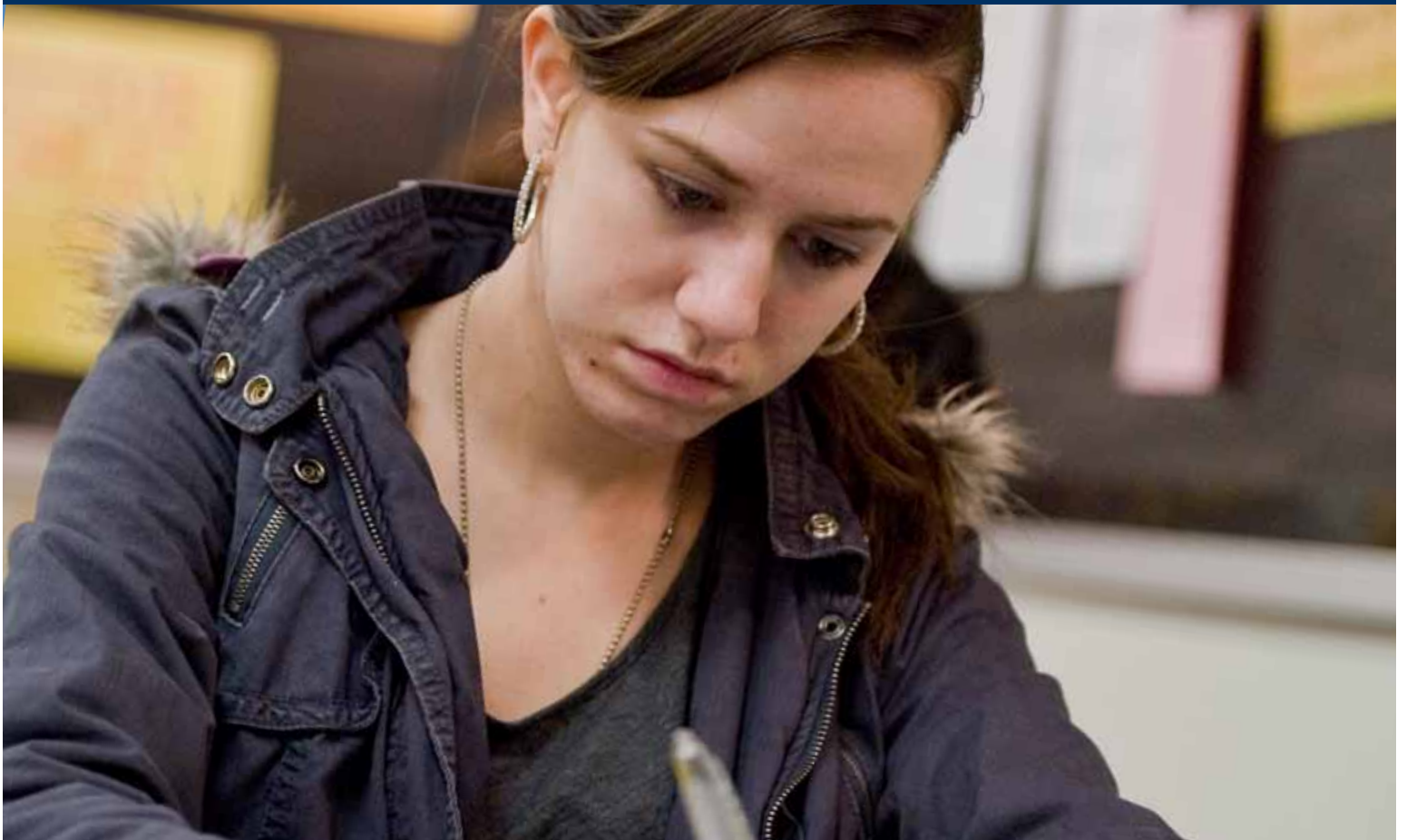
Ms. Angie Wilburn, Administrative Assistant – ORUEF/ICAA Executive Director

Ms. Stephanie Molds, Administrative Secretary - ORUEF/ICAA



Part Two:

Importance of the
College of Education's
Assessment System







Conceptual Framework

THEME:	Transformed Educators <i>... be ye transformed by the renewing of your mind Romans 12:2</i>
VISION:	Transforming Society The Miracle Ahead A Transformed Generation
MISSION:	Preparing Professional Christian Educators to Go Into Every Person's World To provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional, public and private responsibilities in the field of education throughout the world.
PHILOSOPHY:	Biblical Foundation/Christian Worldview <ul style="list-style-type: none"> • Nature of the Learner—Created in God's Image • Truth and Knowledge—All Truth is God's Truth • Values—Biblically Based
KNOWLEDGE BASE:	<ul style="list-style-type: none"> • Centered on University Outcomes • Linked to Institutional Standards • Aligned with National Standards, State Competencies, and Standards of the Profession • Evaluated and assessed in light of current research and best practices • Built upon past achievements and universal truths



ORAL ROBERTS UNIVERSITY COLLEGE OF EDUCATION Institutional Standards

ORU Institutional Standards - 2011	InTASC Standards	ORU Outcomes
1. The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.	ORU Specific	1A
2. The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.	Standard #9: Reflection and Continuous Growth The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.	1B
3. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community.	Standard #10: Collaboration The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.	1A, 1D
4. The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.	ORU Specific	1-4
5. The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, Core Curriculum, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.	Standard #7: Planning for Instruction The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.	2
6. The candidate understands the central concepts, tools of inquiry, and structures of the disciplines(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.	Standard #4: Content Knowledge 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.	2E
7. The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.	Standard #8: Instructional Strategies. 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 access and appropriately apply information.	4A, 4B



Institutional Standards (cont.)

ORU Institutional Standards - 2011	InTASC Standards	ORU Outcomes
8. The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.	Standard #7: Planning for Instruction. The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.	2
9. The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.	Standard #1: Learner Development. The teacher understands how children learn 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.	2
10. The candidate demonstrates an understanding of the legal aspects of education.	ORU Specific	1D
11. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.	ORU Specific	1C, 2C, 4C, 4D
12. The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.	Standard #1: Learner Development. The teacher understands how children learn 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.	1-4
13. The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues.	Standard #5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.	2
14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.	Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.	
15. The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.	Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.	

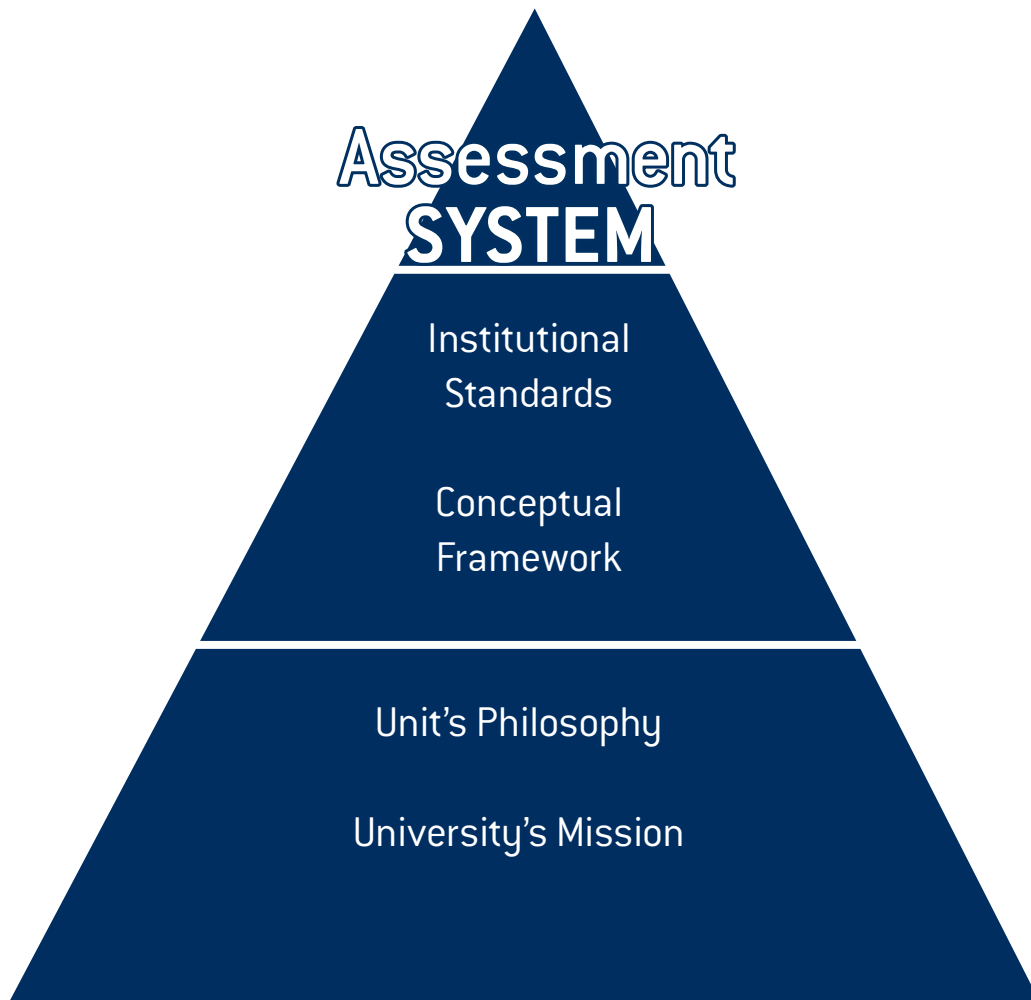


Institutional Standards (cont.)

ORU Institutional Standards - 2011	InTASC Standards	ORU Outcomes
16. The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self motivation.	Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.	4
17. The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning.	Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.	4
18. The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential.	Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.	2E, 4E



Assessment System



Education programs are required to provide evidence that candidates have the knowledge, skills, and dispositions to have a positive impact on P-12 student learning. As a result, the College of Education has developed a comprehensive assessment system that generates data which are summarized and analyzed to inform program and unit level improvements.

The College of Education assessment system is the impetus behind the Whole Person Assessment!



ORAL ROBERTS UNIVERSITY-COLLEGE OF EDUCATION

INITIAL PORTFOLIO ASSESSMENT SHEET (I.P.A.S.)

BENCHMARK: ENTRY LEVEL

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Institutional Standard	TASK	ARTIFACT	UNACCEPTABLE	ACCEPTABLE	COMPETENT	EXEMPLARY
	RE	Candidate e-Portfolio Agreement Form	Not Met	N/A	N/A	Met
1,3	R SR	Philosophy Paper	Below 70	70-84	85-94	95-100
2,5,11,12,18		Field Experience*				
	T R SR	Contextual Info.	Unacceptable	Acceptable	Competent	Exemplary
	RE	Final Teacher Evaluation	Below C	C	B	A
	RE	Final Self Evaluation	Below 3	3	4	5
1,11		Two Disposition Evals.				
	RE	Disposition Evaluation #1 Self Evaluation	Below 3.0	3.0-3.9	4.0-4.4	4.5-5.0
	RE	Disposition Evaluation #2 Advisor	Below 3.0	3.0-3.9	4.0-4.4	4.5-5.0
6, 13	RE	Oklahoma General Education Test (OGET)*	NP	240-259	260-279	280-300
6,		Transcript				
	RE	Oral Communications*	Below C	C	B	A
	RE	English 101*	Below C	C	B	A
	RE	Foundations & Methods of Ed.*	Below C	C	B	A
	RE	Field Experience Grade*	Below C	C	B	A
	RE	Language Proficiency*	Not Met	N/A	N/A	Met
	RE	ORU G.P.A. *	Below 2.5	2.5-2.99	3.0-3.49	3.5-4.0
1,7,11		PED Admission				
		PED Application /Interview	The candidate does not demonstrate a commitment to education and children, nor understands the call and role of a Christian educator. The candidate does not demonstrate strong writing & speaking skills.	The candidate demonstrates a commitment to education and children. However, the candidate does not understand the call and role of a Christian educator. The candidate demonstrates adequate writing & speaking skills.	The candidate demonstrates a commitment to education and children and understands the call and role of a Christian educator. The candidate demonstrates good writing & speaking skills.	The candidate demonstrates a strong commitment to education and children and understands the call and role of a Christian educator. Additionally, the candidate demonstrates strong writing & speaking skills.

(*Items with an asterisk must be at least at the acceptable level for candidate to be admitted into the PED Program.)

KEY	RE: Artifact to be reviewed and level attained entered into portfolio rubric in E-Portfolio. R: Rubric to be used by Teacher Candidate when creating artifact.	SR: Scoring rubric to be used by the instructor/advisor/supervisor when grading the artifact. T Template available in Portfolio Resource Website and to be used by the Teacher Candidate.
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ORAL ROBERTS UNIVERSITY-COLLEGE OF EDUCATION

INITIAL PORTFOLIO ASSESSMENT SHEET (I.P.A.S.) BENCHMARK: INTERMEDIATE LEVEL – PART I: GENERIC

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Institutional Standard	TASK	ARTIFACT	UNACCEPTABLE	ACCEPTABLE	COMPETENT	EXEMPLARY
		Grade Point Average				
	RE	Audit: Subject Area Courses & GPA*	Below 2.5	2.5-2.99	3.0-3.49	3.5-4.0
1,10		Disposition Evaluations				
	RE	Disposition #3 – Subject Area Faculty	Below 3.0	3.0-3.9	4.0-4.4	4.5-5.0
2,5,12,15		Practicum Contextual Information, Evaluation(s) and/or Reflections				
	T R SR	Contextual Information	Unacceptable	Acceptable	Competent	Exemplary
	RE	Final Teacher Evaluation	Below C	C	B	A
	R SR	Reflection	Unacceptable	Acceptable	Competent	Exemplary
7		Video Presentation #1 with Self-Evaluation and Reflection				
	RE	Video Clip from Methods	Not Met	Met		
	RE	Self-Evaluation	Unacceptable	Acceptable	Competent	Exemplary
	RE	Reflection	Unacceptable	Acceptable	Competent	Exemplary
	RE	Peer Evaluation	Unacceptable	Acceptable	Competent	Exemplary
		Student Teaching Admission Process				
	RE	Student Teacher Application / Admissions	Not Met	N/A	N/A	Met



ORAL ROBERTS UNIVERSITY-COLLEGE OF EDUCATION

INITIAL PORTFOLIO ASSESSMENT SHEET (I.P.A.S.) BENCHMARK: INTERMEDIATE LEVEL

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Please select the appropriate Subject Area(s)
for the Intermediate Level of the ePortfolio
See your advisor for additional information.

Institutional Standard	TASK	ARTIFACT	UNACCEPTABLE	ACCEPTABLE	COMPETENT	EXEMPLARY
5,6,7,13,		Art Education				
5,6,7,13,		Communication Arts				
5,6,7,13,		Early Childhood Education				
5,6,7,13,		Elementary Education				
5,6,7,13,		English Education				
5,6,7,13,		English Language Learning Education				
5,6,7,13,		Health and Physical Education				
5,6,7,13,		Mathematics Education				
5,6,7,13,		Modern Foreign Language Education				
5,6,7,13,		Music Education				
5,6,7,13,		Science Education				
5,6,7,13,		Social Studies Education				
5,6,7,13,		Special Education				



ORAL ROBERTS UNIVERSITY-COLLEGE OF EDUCATION

INITIAL PORTFOLIO ASSESSMENT SHEET (I.P.A.S.) BENCHMARK: CAPSTONE LEVEL

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Institutional Standard	TASK	ARTIFACT	UNACCEPTABLE	ACCEPTABLE	COMPETENT	EXEMPLARY
1,11		Three Disposition Evaluations				
	RE	Disposition #4- 1 st CT	Below 3.0	3.0-3.9	4.0-4.4	4.5-5.0
	RE	Disposition #5-2 nd CT	Below 3.0	3.0-3.9	4.0-4.4	4.5-5.0
	RE	Disposition #6- US	Below 3.0	3.0-3.9	4.0-4.4	4.5-5.0
1-18		First Placement: Student Teaching Internship				
	RE	University Supervisor Eval.*	Below 70	70-84	85-94	95-100
	RE	Cooperating Teacher Eval.*	Below 70	70-84	85-94	95-100
4,8,11,12,13,14,15,16,17,18		Teacher Work Sample				
	R SR	Teacher Work Sample	Below 70	70-84	85-94	95-100
1-18		Second Placement: Student Teaching Internship				
	R SR	Second Placement: Contextual Information	Unacceptable	Acceptable	Competent	Exemplary
	RE	University Supervisor Eval.*	Below 70	70-84	85-94	95-100
	RE	Cooperating Teacher Eval.*	Below 70	70-84	85-94	95-100

(*Items with an asterisk must be at least at the acceptable level)

KEY	RE: Artifact to be reviewed and level attained entered into portfolio rubric in E-Portfolio.	SR: Scoring rubric to be used by the instructor/advisor/supervisor when grading the artifact.
	R: Rubric to be used by Teacher Candidate when creating artifact.	T Template available in Portfolio Resource Website and to be used by the Teacher Candidate.



ORAL ROBERTS UNIVERSITY-COLLEGE OF EDUCATION

INITIAL PORTFOLIO ASSESSMENT SHEET (I.P.A.S.) BENCHMARK: PROFESSIONAL LEVEL

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Institutional Standard	TASK	ARTIFACT	UNACCEPTABLE	ACCEPTABLE	COMPETENT	EXEMPLARY
2,5,7,8,9,12,18		OPTE Scores				
	RE	Okla. Prof. Teaching Exam (OPTE) Scores	NP	240-259	260-279	280-300
	SR,RE	Senior Defense (If Required)	Below 2.5	2.5-2.99	3.0-3.49	3.5-4.0
	RE	Final GPA	Below 2.5	2.5-2.99	3.0-3.49	3.5-4.0
	RE	Exit Interview	Not Met			Met

(*Items with an asterisk must be at least at the acceptable level)

KEY	RE: Artifact to be reviewed and level attained entered into portfolio rubric in E-Portfolio.	SR: Scoring rubric to be used by the instructor/advisor/supervisor when grading the artifact.
	R: Rubric to be used by Teacher Candidate when creating artifact.	T Template available in Portfolio Resource Website and to be used by the Teacher Candidate.



ORAL ROBERTS UNIVERSITY-COLLEGE OF EDUCATION

ADVANCED PORTFOLIO ASSESSMENT SHEET (A.P.A.S.) BENCHMARK: ENTRY LEVEL

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Institutional Standards	TASK	ARTIFACT	UNACCEPTABLE	ACCEPTABLE	COMPETENT	EXEMPLARY
	RE	Candidate e-Portfolio Agreement Form	Not Met	N/A	N/A	Met
1,2,3		Goals Statement	Candidate's goals do not align with either the ORU or the CoE goals.	Candidate's goals are not well articulated, but do align with either, but not both the ORU or the CoE goals.	Candidate's goals are well articulated and do align with either, but not both the ORU or the CoE .goals.	Candidate's goals are well articulated and do align with both the ORU or the CoE goals.
5,6,8,17		Writing Samples	Please refer to the Entry Level scoring sheet for the full Writing Sample rubric	Please refer to the Entry Level scoring sheet for the full Writing Sample rubric	Please refer to the Entry Level scoring sheet for the full Writing Sample rubric	Please refer to the Entry Level scoring sheet for the full Writing Sample rubric
5,17			Several of the Education leveling courses are missing and/or poor grades were earned. Several (5 or more) leveling courses will be required.	Some of the Education leveling courses are missing and/or poor grades were earned. Some (3-4) leveling courses will be required.	Most of the education leveling courses were taken and appropriate grades earned. However; some leveling courses (1-2) may be required.	All of the education leveling courses were taken and appropriate grades earned. No leveling courses are required.
6,17		Previous G.P.A.	2.7-2.99	3.0-3.79	3.80-3.99	4.0
6,11,18		Disposition: Recommendation Summary	Two or more recommendations were "recommended w/ reservation" or "not recommended."	One recommendation was "recommended w/ reservation" or "not recommended."	All responses were "recommend" or "strongly recommend."	All responses were "strongly recommend."
		Admission into the Graduate Program	.	Candidate admitted on probation		Candidate was fully admitted.
		GRE or MAT Scores				
2,17	RE	GRE /MAT scores	GRE: Below 800 MAT: Below 40	GRE: 801-933 MAT:40 - 49	GRE: 934 - 1066 MAT: 50 - 59	GRE: 1067 - 1200 MAT :Above 59

[*Items with an asterisk must be at least at the acceptable level]

KEY	RE: Artifact to be reviewed and level attained entered into portfolio rubric in E-Portfolio.	SR: Scoring rubric to be used by the instructor/advisor/supervisor when grading the artifact.
	R: Rubric to be used by Candidate when creating artifact.	T Template available in Portfolio Resource Website and to be used by the Candidate.



ORAL ROBERTS UNIVERSITY-COLLEGE OF EDUCATION

ADVANCED PORTFOLIO ASSESSMENT SHEET (A.P.A.S.) BENCHMARK: INTERMEDIATE LEVEL – PART I: ALL PROGRAMS

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Institutional Standards	TASK	ARTIFACT	UNACCEPTABLE	ACCEPTABLE	COMPETENT	EXEMPLARY
17	RE, SR, R	History and Philosophy Research Paper (GPED 503)	Below 80%	80-86%	87-93%	94-100%
11	RE	Disposition: Advisor	Below 3.0	3.0 – 3.9	4.0 – 4.44	4.5 – 5.0
		GPA Prior to Comprehensive Exam				
6,17		G.P.A.	Below 3.0	3.0-3.79	3.80-3.99	4.0

(*Items with an asterisk must be at least at the acceptable level)

KEY	RE: Artifact to be reviewed and level attained entered into portfolio rubric in E-Portfolio.	SR: Scoring rubric to be used by the instructor/advisor/supervisor when grading the artifact.
	R: Rubric to be used by Candidate when creating artifact.	T Template available in Portfolio Resource Website and to be used by the Candidate.



ORAL ROBERTS UNIVERSITY-COLLEGE OF EDUCATION

ADVANCED PORTFOLIO ASSESSMENT SHEET (A.P.A.S.) BENCHMARK: INTERMEDIATE LEVEL – PART II: SUBJECT AREA SPECIFIC

Please select the appropriate Program Area
for the Intermediate Level Part II of the ePortfolio
See your advisor for additional information.

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Institutional Standard	Program Standards	ARTIFACT	UNACCEPTABLE	ACCEPTABLE	COMPETENT	EXEMPLARY
		Master Programs				
5,6,7,13	IS	Curriculum & Instruction				
5,6,7,13	ELCC	School Administration (Christian/Private)				
5,6,7,13	ELCC	School Administration (Public)				
5,6,7,13	InTASC	Teaching w/ Alternative (MATA)				
5,6,7,13	InTASC	Teaching w/ License (MATL)				
		Doctoral Programs				
5,6,7,13	ELCC	Administration: Superintendent				

(*Items with an asterisk must be at least at the acceptable level)

KEY	RE: Artifact to be reviewed and level attained entered into portfolio rubric in E-Portfolio.	SR: Scoring rubric to be used by the instructor/advisor/supervisor when grading the artifact.
	R: Rubric to be used by Candidate when creating artifact.	T Template available in Portfolio Resource Website and to be used by the Candidate.



ORAL ROBERTS UNIVERSITY-COLLEGE OF EDUCATION

ADVANCED PORTFOLIO ASSESSMENT SHEET (A.P.A.S.) BENCHMARK: INTERMEDIATE LEVEL – CAPSTONE

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Institutional Standards	TASK	ARTIFACT	UNACCEPTABLE	ACCEPTABLE	COMPETENT	EXEMPLARY
		Comprehensive Exams Scores				
1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 17	RE, R	Written Ed.D.	Below 80%	80-86%	87-93%	94-100%
1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 17	RE, R	Written MA.	Below 80%	80-86%	87-93%	94-100%
1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 17	RE, R	Oral (Ed.D. only)	Below 80%	80-86%	87-93%	94-100%
		Research Component				
1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 17	RE, R	Dissertation Abstract (Ed.D. only)	Not Met	N/A	N/A	Met
1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 17	RE, R	M.A. Research Component	Below 80%	80-86%	87-93%	94-100%
		GPA (End of Program)				
6,17	RE, R	G.P.A.	Below 3.0	3.0-3.79	3.80-3.99	4.0
		Exit Survey: Following Completion of Program				
1,2,3,17,18	RE, R	Exit Survey	Not Met	N/A	N/A	Met

(*Items with an asterisk must be at least at the acceptable level)

KEY	RE: Artifact to be reviewed and level attained entered into portfolio rubric in E-Portfolio.	SR: Scoring rubric to be used by the instructor/advisor/supervisor when grading the artifact.
	R: Rubric to be used by Candidate when creating artifact.	T Template available in Portfolio Resource Website and to be used by the Candidate.



College of Education—Undergraduate Candidate Data from ePortfolio

Reported on Aug 26, 2011 at 11:25 AM

Departments:	Education						
Demographic filters:	All students						
Rubrics:	All rubrics in the selected department						
Dates:	Jan 1, 2003 to Jan 31, 2011						
Statistics:	Performance Levels						
List by:	Rubric						
Multiple score option:	Show the average score						
Rubric	1.00- 1.99	2.00-2.99	3.00-3.99	4.00-4.99	N	Mean	S.D.
Entry Level							
Candidate e-Portfolio Agreement Form	-	-	-	99%	454	3.9	0.5
Philosophy Paper Rubric	7%	19%	25%	47%	3390	3.0	1.1
Field Experience Contextual Information Scoring Rubric	9%	71%	5%	6%	449	1.9	0.9
Field Experience Final Teacher Evaluation	10%	5%	20%	65%	422	3.4	1.0
Field Experience Final Self Evaluation	13%	13%	47%	27%	394	2.9	1.0
Disposition #1: Entry Level	0%	16%	25%	57%	405	3.3	0.9
Disposition #2: Entry Level	1%	8%	28%	61%	313	3.5	0.8
Oklahoma General Education Test Results	-	28%	52%	20%	325	2.9	0.7
Transcript	0%	7%	25%	67%	1850	3.6	0.7
PED Application	-	-	-	99%	231	3.9	0.5
PED Interview and Admit.	-	3%	17%	79%	452	3.7	0.6
Intermediate Level							
A copy of subject area competencies	-	-	-	97%	323	3.9	0.7
Audit: Subject Area Courses	1%	7%	19%	71%	309	3.6	0.8
Disposition #1: Intermediate Level	1%	7%	24%	68%	335	3.6	0.7
Practicum Contextual Information Scoring Rubric	7%	31%	30%	31%	325	2.8	1.0
Practicum Final Teacher Evaluation	2%	1%	4%	93%	320	3.9	0.5
Practicum Reflection Rubric	7%	19%	31%	34%	1752	2.8	1.2
Video Clip #2	-	-	-	98%	296	3.9	0.6
Video Clip #2 Self-Evaluation & Reflection (old version 6/25/04)	1%	6%	29%	60%	126	3.4	0.9
Video #2 Peer Evaluation	2%	2%	24%	73%	299	3.7	0.6
Student Teacher Application	-	-	-	98%	244	3.9	0.6
Student Teaching Admittance	-	-	-	98%	97	3.9	0.6

Rubric Key

Score	Performance Level
N	Number Assessed
1	Unacceptable
2	Acceptable
3	Competent
4	Exemplary



Rubric	1.00-1.99	2.00- 2.99	3.00-3.99	4.00-4.99	N	Mean	S.D.
Capstone Level							
Philosophy of Discipline Paper - Scoring Rubric	2%	12%	34%	51%	948	3.3	0.8
Video Clip - Capstone Level	-	-	-	98%	259	3.9	0.6
Video Clip #3 Self-Evaluation & Reflection (old version 6/25/04)	4%	4%	33%	55%	110	3.3	1.0
Video Clip - Capstone Level - Peer Evaluation	1%	2%	17%	81%	247	3.8	0.5
Disposition #1: Capstone Level	2%	8%	15%	75%	308	3.6	0.8
Disposition #2: Capstone Level	1%	7%	17%	75%	274	3.7	0.7
Disposition #3: Capstone Level	2%	7%	19%	72%	258	3.6	0.7
Student Teaching 1st Placement: University Sup. Evals.	0%	5%	50%	44%	557	3.4	0.7
Student Teaching 1st Placement: Coop. Teacher Evals.	1%	7%	31%	60%	566	3.5	0.8
Teacher Work Sample Factors 1-7	48%	5%	12%	32%	11919	2.2	1.4
Student Teaching 1st Placement: Coop. Teacher Evals.	1%	7%	31%	60%	566	3.5	0.8
Student Teaching 2nd Placement: Contextual Information Scoring Rubric	2%	29%	17%	52%	272	3.2	0.9
Student Teaching 2nd Placement: University Sup. Evals.	0%	5%	41%	54%	494	3.5	0.6
Student Teaching 2nd Placement: Coop. Teacher Evals.	0%	6%	35%	59%	516	3.5	0.6
Professional Level							
OPTE Test Score	3%	19%	62%	14%	226	2.8	0.8
Senior Defense	2%	2%	17%	77%	123	3.7	0.8
Exit Interview Questionnaire	-	-	-	98%	170	3.9	0.5
OSAT Test Score	2%	30%	45%	21%	337	2.8	0.8

***PLEASE NOTE:** The ePortfolio is a developmental process for candidates. As a result, several activities are repeated as candidates matriculate through the program; however, the same rubric is used to assess the artifacts. For example, the Contextual Information artifact is completed with each practicum and student teaching internship. For the first field experience, candidates are only required to fill out the Contextual Information Sheet, but the rubric at the “Exemplary” level requires the candidate to address the implications of the students’ needs and resources as they plan the unit of instruction and assessment. While candidates are expected to address these areas later in the program, they are not required to do so for the first field experience; therefore candidates should not score higher than a two; or the “Acceptable” level on the field experience contextual information artifact as indicated on the data report. The few candidate scores (5 percent at the Competent level and 6 percent at the Exemplary level) either indicate that the candidate went above and beyond what they were expected to do, or at the beginning of implementing the ePortfolio faculty members were confused about how to use the rubrics. The latter was the case; therefore, the unit had to offer additional faculty training on use of rubrics for assessing artifacts.



COLLEGE OF EDUCATION

MASTER COMPREHENSIVE EXAM DATA REPORT

FALL 2006 – SUMMER 2011

The Master level comprehensive examination is a four hour written exam covering three different topics: history and philosophy, the candidate's major, and an elective.

Exam Data Analysis and Findings:

- Data results are for master level candidates taking comprehensive exams from fall 2006 to summer 2011.
- Data represents 72 candidate's comprehensive exam results.
- Of the 72 taking the exams, 66 passed all 3 questions on the first attempt for a pass rate of 91.7%. This is a 3.1% passage rate increase from the previous data report.
- Of the six candidates who failed, all retook the exam during the same time period. Candidates are required to retake a failed question within a year. Failure to meet the requirement results in expulsion from the program.
- All six candidates that failed on the first attempt passed on the second attempt for an overall pass rate of 100%. This is a 3.0% passage rate increase from the previous data report.

Distribution of missed questions and Pass Rates per Question:

Fall 2006 to Summer 2011	History & Philosophy	Subject Area	Elective	Totals
# of the 72 who passed the question on the first attempt:	66	71	71	66 passed all 3 questions on the first attempt
Pass rate:	91.7%	99%	99%	91.7%.
# of the 6 who passed on the second attempt:	5/5	1/1	1/ 1	6 / 6
Pass rate:	100%	100%	100%	100%

Note:

- The 6 candidates failed different components of the comprehensive exam, and therefore only retook the questions they failed during the first attempt.
- *One candidate failed more than one question and was required to retake all missed components during their second attempt.
- **The Subject Area question varies based on the candidate's area of concentration.

Score Analysis by Question using Rating scale of 1-4 as follows:

1) Unacceptable, 2) Acceptable, 3) Competent, and 4) Exemplary.

Question	Mean Ave. Score / History & Philosophy	Mean Ave. Score / Subject Area	Mean Ave. Score / Elective
Mean ave. score when two attempts are included	3.0	3.25	3.0



COLLEGE OF EDUCATION

Ed.D. COMPREHENSIVE EXAM DATA REPORT

FALL 2006 - SPRING 2011

Doctoral level comprehensive examinations are completed in two parts; a written exam covering two days of written responses to seven different topics followed by an oral examination.

Exam Data Analysis and Findings:

- Data results are for doctoral candidates taking comprehensive exams from fall 2006 to spring 2011.
- Data represents **79** doctoral candidate comprehensive exam results.
- Of the **79** candidates taking the exam, **58** passed all of the questions on the first attempt for a 73.4% pass rate.
- Of the **21** candidates who failed, **20** retook the exam during the same time period. Candidates are required to retake a failed question within a year. Failure to meet the requirement results in expulsion from the program.
- Of the **20** candidates who retook the exam, **19** passed, resulting in 95% pass rate on the second attempt.
- The overall pass rate for the **79** candidates taking comprehensive exams during the period from fall 2006 to spring 2011, for either their first or second attempt was 98.7%.

Questions for the Comprehensive Exams cover the following topics:

Leadership Studies = L Strategies = S History and Philosophy =H
Curriculum Issues =C Research =R Org. Theory = OT
Area of Emphasis = AE

Distribution of Questions Missed and Pass Rates per Question:

Fall 2006 to Spring 2011	L	S	H	C	R	OT	AE **	Oral Comp. Re- sults	Total Pass rate for both parts of comp exams
# of the 79 who passed the question on the first attempt:	77	72	73	70	71	78	76	72	58
Pass rate:	97.5%	91.1%	92.4%	88.6%	89.8	98.7%	96.2%	91.1%	73.4%
# of the 20 who passed on the second attempt:	1	6	5	8	7	0*	2	7	19
Total # of those passed from both attempts	78/79	78/79	78/79	78/79	78/79	78/79	78/79	78/79	78/79
Pass rate:	98.7%	98.7%	98.7%	98.7%	98.7%	98.7%	98.7%	98.7%	Overall=98.7%

Note:

- The 20 candidates failed different components of the comprehensive exam, and therefore only retook the questions they failed during the first attempt.
- *One candidate failed every question they were required to retake during their second attempt.
- **The Area of Emphasis question varies based on the candidate's area of concentration and with time.

Score Analysis by Question using Rating scale of 1-4 as follows: 1) Unacceptable, 2) Acceptable, 3) Competent, and 4) Exemplary.

Question	L	S	H	C	R	OT	AE **	OR
Mean ave. score when two attempts are included	2.67	3.00	2.25	2.72	2.55	3.31	3.08	2.80



What we have learned from the implementation of the Assessment System

- In order to keep an assessment system a systematic process, it takes more than one individual; it takes a team, thus the College of Education Assessment Committee was created.
- If there is an expectation for faculty to engage in assessing assignments using an electronic portfolio, they needed training, thus the 8th Floor became an important component of the College of Education's professional development planning.
- To get all students acclimated at once, student leaders needed to become trainers of their peers. The COE brought in a trainer from Chalk and Wire to instruct all of our student workers. They then trained their peers. They were the original portfoliologists.
- Faculty needed time to assess, thus Assessment Week was implemented. On Monday, Tuesday, and Wednesday of Assessment Week, faculty members are permitted to stay at home and use the time to assess any assignments they have left to assess. Wednesday at 5:00 PM data reports are run, and on Thursday and Friday faculty meet at an off-campus location to analyze data and make decisions to improve programs and unit operations.



College of Education Faculty Analyze Data



Candidates Analyze Data



College of Education Alumni Analyze Data



College of Education Faculty & Others Analyze Data

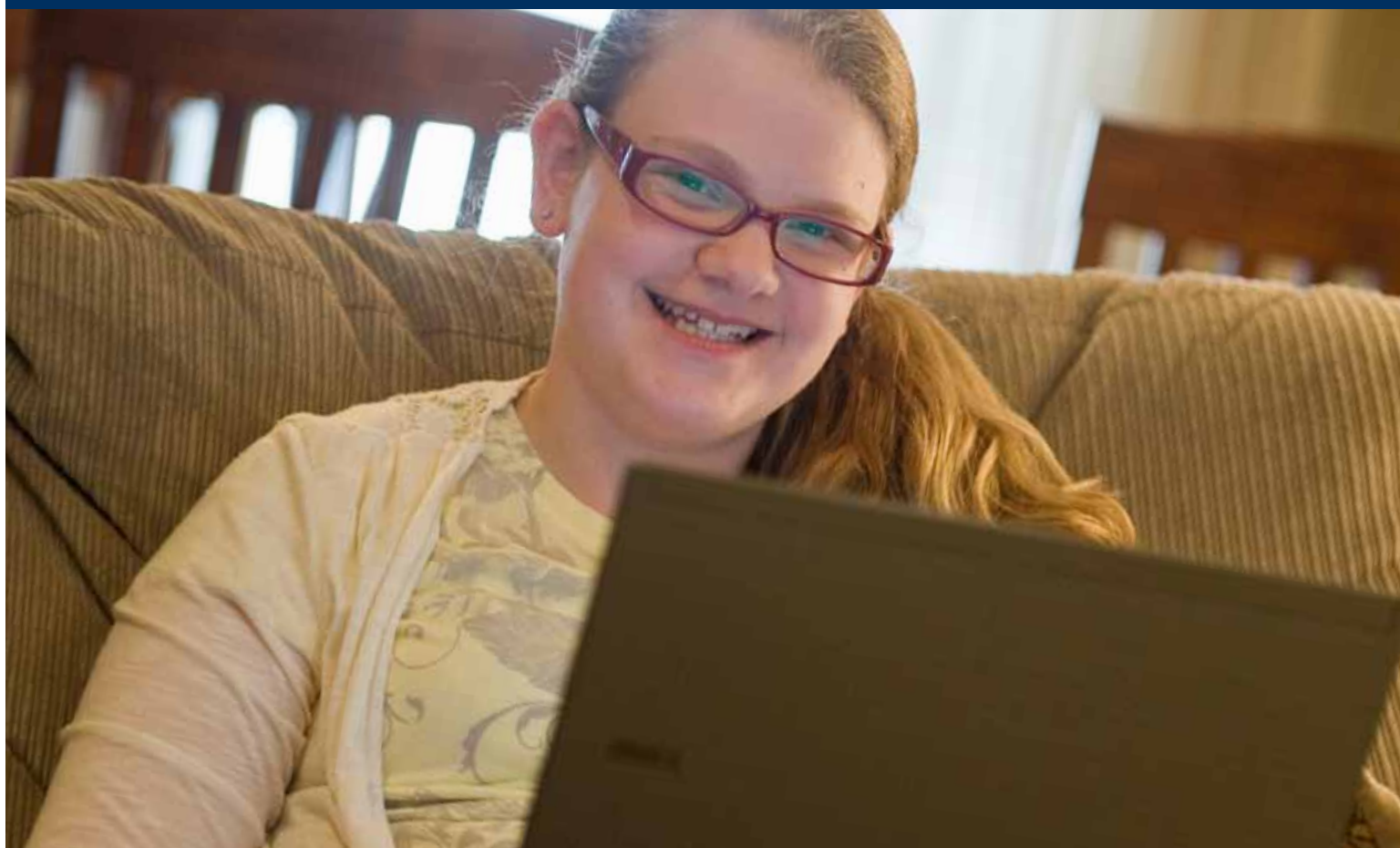


Cooperating Teachers Analyze Data



Part Three:

ORU eAcademy Showcase





Gail Marten | Head Administrator, ORU eAcademy

- Kappa Delta Pi, An Honor Society for Educators
- KDP President 2006-2008
- ORUEF/ICAA Administrator of the Year Award, 2011
- National Conference Speaker for iNACOL and AOP Online Administrators

A teacher has two jobs: fill young minds with knowledge, yes, but more importantly, give those minds a compass so that the knowledge doesn't go to waste. —Principal Jacobs in Mr. Holland's Opus

ORU eAcademy Mission Statement

The mission of eAcademy is to equip students academically and spiritually in an online educational environment to become transformed individuals who positively impact society. ORU eAcademy equips students by providing a quality online educational environment, using strong academic curriculum materials; integrating Biblical principles within the academics; exposing students to certified, Spirit-filled teachers; and through the on-going oversight and support by ORU's nationally-accredited College of Education.

Facts & Figures

Enrollment

Student Enrollment

Elementary 3rd-6 th	6
Junior High 7th-8th	13
High School 9th-12th	25
(BCS Students)	60
Total Students	104

Course Enrollment

2007-2008 Total courses sold	343.5 Courses
2008-2009 Total courses sold	242.5 Courses
2009-2010 Total courses sold	232.5 Courses
2010-2011 Total Courses sold	332 Courses

Student Achievement

SAT Average Scores (3-part composite)

National	1500
eAcademy	1662

ACT Average Composite Scores

National	21
eAcademy	22

eAcademy Students Come to ORU

The ORU eAcademy has become a great recruiting tool for the university. To date **50%** of the eAcademy graduates have come to ORU.

Honors:

Voted by the Oral Roberts University Educational Fellowship and the International Christian Accrediting Association executive directors as the 2011 Outstanding Christian School



Oral Roberts University eAcademy Teachers 2011-2012



Georgia Taylor | Coordinator Student Services, ORU eAcademy

- KDP officer from the inception until 2008
- Elementary teacher of the year at Victory in 2005
- National Conference Speaker for iNACOL Session

Let me be the reflection of Christ that the world may see Him through me.—Taylor Family Motto

Teachers	Subjects Taught
Mrs. Trudy Brock	Bible 7-12 th Fine Arts 9-12 th College Planner
Mr. Tanner Culbreath	HS Biology, PE, HS Earth Science 8 th – 12 th Health
Mrs. Christie Gare	Elem 3 rd -6 th History 7 th -12 th
Mrs. Shelley Mashburn	French I and II Spanish I and II
Miss Toni Sanchez	Physical Science Chemistry/Physics
Mrs. Janet Spear	English/Language Arts 7 th -12 th
Miss Lanelle Sutton	Science 7 th -8 th (Gen Science I and II) Bus Comp Applications
Ms Georgia Taylor	Elementary 3rd–6th
Mr. James Thorpe	Math 7 th -12 th Personal Financial Literacy



ORU eACADEMY EQUIPS STUDENTS THROUGH:

Connection to ORU

- The ORU eAcademy has become a great recruiting tool for the university. To date 50% of the eAcademy graduates have come to ORU.
- Parents admit that the number one draw for coming to the ORU eAcademy is its affiliation with ORU!

Connection to the College of Education

The ORU eAcademy has been established with the “professional development school” model in mind. Our vision for the eAcademy has four major goals:

1. To offer Christian parents an option in education that provides a quality academic program, integrated with Biblical principles and a Christian worldview.
2. To partner with Christian schools to expand the course offerings available to their students.
3. To train professional highly effective educators with the pedagogical skills and knowledge necessary to teach in an online school setting, and to aid in meeting the demand for those who know how to teach in a virtual school setting by providing teacher candidates with the opportunity to complete a student teaching internship with ORU eAcademy.
4. To be a leader in the Christian community in developing and enhancing online learning for elementary and secondary school learners.

A Training Center for Future Classroom Educators

The student teacher training program for pre-service teachers is the only program of its kind in the state of Oklahoma. This distinction resulted in a visit from members of the Oklahoma Commission for Teacher Preparation, state senators, and staff from the Oklahoma Higher Education Regents to learn about eAcademy’s efforts in training future P-12 educators in online learning.

Accreditation

- International Christian Accrediting Association
- AdvancEd



Student and Parent Testimonies

Hey Mrs. Spear,

I'm just writing to say thanks for all the hard work you made me do in the last few years. It has paid off. I got a 95 on my research paper and a 93 on my essay final exam for my college English class. I wrote a five page paper in two hours. :) So I just wanna say thanks. I got a 4.0 my first semester of college. You laid a good foundation for me and so thanks.

Blessings,

~Katie :)

I enjoyed taking classes at ORU eAcademy because I was able to do two years in one. I completed 7th grade in six months and then 8th grade in six months. I now get to start high school a whole year early.—
Rachel

ORU eAcademy has been a great experience for my grandson, Joshua. He entered the eAcademy last fall and has gained so much from the experience...not just the subject matter, but a new way of learning as a self-starter and an independent thinker. Faculty members are so attentive, patient, and knowledgeable.—
Deniese Dillon

I am fully enjoying being an ORU eAcademy student. What I love the most is the element of independent study. ORU has made me disciplined to study on my own. Time management is a skill I have improved a lot since when I joined the school. Thanks to the fact that ORU offers an academic web-based program.—
Tedi





News Story: **ORU eACADEMY NAMED 2011 OUTSTANDING CHRISTIAN SCHOOL**



The [Oral Roberts University Educational Fellowship \(ORUEF\)](#) and the [International Christian Accrediting Association \(ICAA\)](#) executive committee unanimously chose Oral Roberts University eAcademy as the 2011 Outstanding Christian School and Gail Marten, ORU eAcademy head administrator, as the Administrator of the Year.

Dr. Kim Boyd, eAcademy superintendent and dean of the College of Education, said in her nomination of Marten, regarding administrative leadership: “Ms. Marten is a phenomenal Christian school leader. Breaking uncharted territory, she has taken the only ICAA virtual school to a level of excellence without compromise. Using her expertise as an administrator in a traditional Christian school, she has successfully transitioned her leadership training to an online virtual school environment, and has led the way in assisting classroom teachers to become leading Christian educators in a virtual school environment.”

According to Dr. Donnie Peal, ORUEF/ICAA executive director, every ORUEF and/or ICAA member school has the opportunity to nominate outstanding school administrators each year and on the basis of outstanding accomplishments, experience, innovations, leadership and other traits indicative of leading a K-12 Christian institution. The candidate is selected from the nominations received, and the selection is made by the vote of the executive committee of the Board of Directors.

Backed by Oral Roberts University and ORU’s College of Education, ORU eAcademy delivers a quality academic web-based program for grades 3-12. For more information on ORU eAcademy, call 800.678.5899 or go to www.oru.edu/eacademy.



Part Four:

ORUEF Showcase





Dr. Donald Peal

Executive Director, Oral Roberts
University Educational Fellowship
(ORUEF) and the International Christian
Accrediting Association (ICAA)

Ed.D. Educational Leadership - ORU

MA Christian School Administration - ORU

BS Christian Education - Southern Bible College

BS Christian Ministry and Music - Southern Bible College

- Executive Director - Oklahoma Private School Accreditation Commission (OPSAC)
- Vice-Chair - Texas Private School Accreditation Commission (TEPSAC)
- Board Member - Council for American Private Education (CAPE)
- Commissioner - Georgia Private School Accreditation Commission (GAPSAC), Kentucky Non-Public Schools Commission (KyNPSC), and Virginia Council for Private Education (VCPE)

Assessment quote: *Inspect what you expect*—Author Unknown

Mission

The Oral Roberts University Educational Fellowship (ORUEF) is a professional service organization that provides networking opportunities and support services to Christian preschools, elementary, and secondary schools.

Facts and Figures

Total Number of ORUEF Member Schools: 119

Total Number of Teachers: 2,577

Total Number of Students: 31,777

- **95%** of ORUEF schools rate their relationship with ORU as important.
- **14%** of the 2011 graduates from 62 % of ORUEF schools are enrolled as freshmen at ORU this semester. 14% of the 2011 freshman class at ORU are graduates from ORUEF member schools based on data from a survey of ORUEF schools in which 62 percent of ORUEF schools responded.
- **108** ORU alumni are currently employed at 62% of ORUEF schools based on data from a survey of ORUEF schools in which only 62 percent of ORUEF schools responded.
- From 2006 to fall 2011, the number of employees from ORUEF schools who have enrolled in the College of Education graduate school has more than doubled.



ORU – ORUEF/ICAA: A Mutually-Beneficial Relationship

ORU and ORUEF/ICAA member schools have mutually benefited from its close relationship. Examples of tangible benefits are:

- ORUEF/ICAA member schools are very strong supporters of ORU and regularly articulate their deep and abiding gratitude to and appreciation for the University.
- ORU's mission is fully supported by ORUEF/ICAA member schools. ORUEF/ICAA member schools view ORU's mission as fully consistent with their own in that it is a continuation of their efforts to educate and equip their students spiritually, intellectually, and physically to fulfill God's will in their own lives. ORUEF/ICAA continually seeks to promote and build this support for ORU throughout its membership.
- ORUEF/ICAA, through its membership, offers ORU a tremendous recruitment base of potential students who, for the most part, share the goals and aspirations that ORU has for all its students.
- ORUEF/ICAA also benefits ORU through its support and promotion of ORU's graduate programs to ORUEF/ICAA member school personnel and the school's sponsoring churches.
- ORUEF/ICAA is also an important resource for placement of ORU graduates.
- ORU provides office space, IT services and several tangible and in-kind gifts to ORUEF/ICAA's employees.

ORU and ORUEF/ICAA member schools enjoy other benefits from its support of and relationship with one another, that although intangible, are nonetheless related to ORU's mission.

- Improving academic quality of Christian schools
- Strengthening international relations
- Providing additional opportunities for public relations development to enhance the University's relationships locally, nationally, and internationally
- Demonstrating the quality of ORU's faculty by providing a venue for faculty presentations to an important constituency
- Providing a receptive base for ORU continuing recruitment efforts
- Providing services for churches and ministries
- Community outreach



ORUEF/ICAA Collaborative Efforts with the College of Education

Collaboration between ORUEF and the College of Education has been mutually beneficial for both ORUEF member schools and the COE faculty members. The following are examples of collaborative efforts in which ORUEF and the COE are engaged:

- The dean and one faculty member of the College of Education serve on the Board of Directors for ORUEF and/or ICAA. The dean of the College of Theology and Ministry also serves on the Board.
- The dean serves as an advisor to the Executive Director to collaborate on the decisions needed to execute the goals and responsibilities set forth by the Board of Directors.
- The graduate chair was elected as a Commissioner for ICAA.
- Faculty members chair and/or serve as team members for accreditation site visits to ICAA schools.
- The dean and several faculty members provide professional development for individual ORUEF member schools as needed, and during ORUEF Conferences.
- The COE recruiter travels to several ORUEF Conferences, and has successfully recruited a number of educators into ORU graduate education program.
- The COE hosts an annual Christian School Administrator's breakfast, most of which are from ORUEF member schools, for the purpose of sharing the ORU/COE vision, giving an update on programs available, and to discuss how the COE can better serve them.



Figure 2
ORUEF/ICAA Grads as a % of ORU Freshman Class Enrollment
*** With 55 of 92 Schools Reporting ***

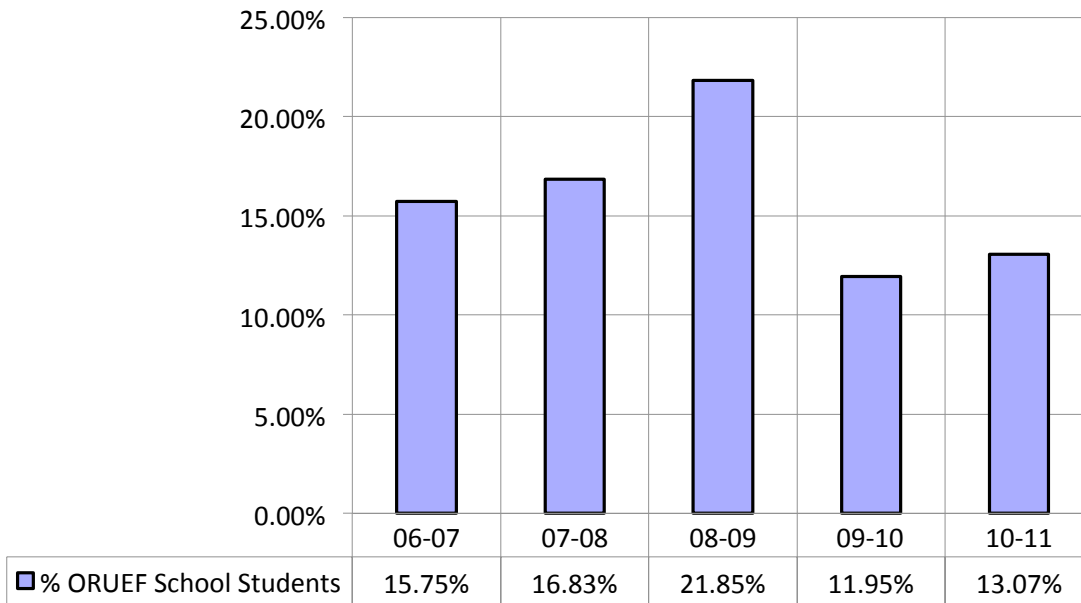


Figure 3
ORU Freshman Class Revenue Generated by ORUEF/ICAA Students

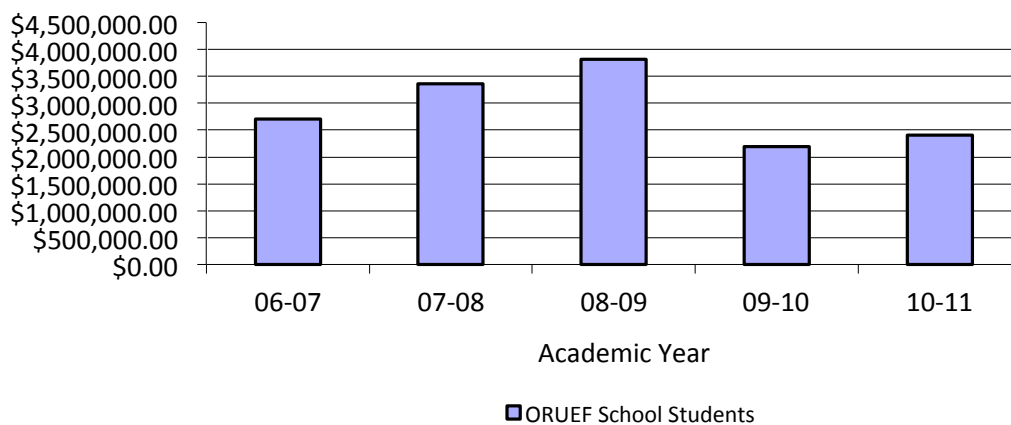




Figure 4
ORUEF/ICAA Member School Personnel Enrolled in ORU Graduate Programs

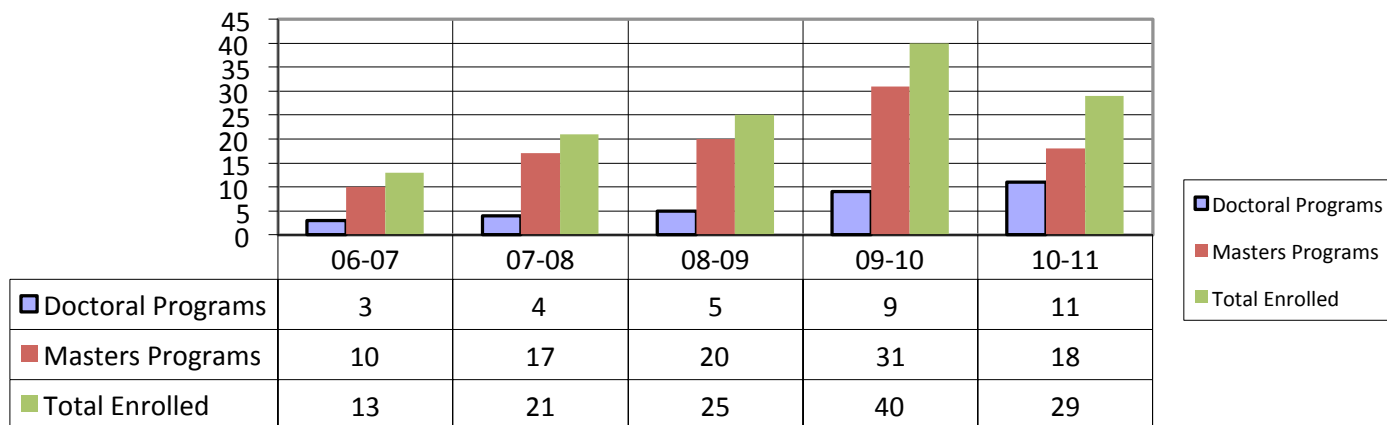


Figure 5
ORU Graduates Employed by ORUEF/ICAA Member Schools

