



OKLAHOMA STATE REPORT 2024
Reporting on Academic Year of September 1, 2022 – August 31, 2023

University of Science and Arts of Oklahoma

218:10-5-4. Standards for Oklahoma Educator Preparation Programs

(d) Annual Report. Each Oklahoma educator preparation unit shall submit an annual report to the OEQA. This report will satisfy the requirements for the CEQA, State Regents for Higher Education, State Department of Education, and CAEP/ACTE.

As your team reflects on the following topics, provide data and examples from the **2022-2023** academic year to support your responses. Some questions may not apply to your institution. Upload the report to the [accreditation database](#) by April 30, 2024. Please submit the CAEP 2024 Annual Report with this state report.

- 1. Changes in the Implementation of Standards:** Describe changes in the standards outlined in the Institution Plan as a result of local and statewide evaluations/assessments, public hearings, or other reasons.

The University of Science and Arts of Oklahoma is in the process of preparing our mid-cycle report for the Higher Learning Commission (HLC) and in this process, we are extensively reviewing the institution's functions and goals in relation to HLC standards. Since our previous HLC visit in 2020, USAO has participated in HLC the HLC Student Success Academy and reviewed various components of our infrastructure, engagement, assessment, and student success. Our current USAO Strategic Plan is linked here: <https://usao.edu/about/images-docs/documents/strategic-plan-2025.pdf> USAO's Teacher Education Program is aligned with the institutional efforts towards these goals and HLC standards as well as aligned with CAEP, InTASC, OEQA, and program-specific standards and requirements. Our cycle of EPP annual review, program review, and seven-year CAEP Site Review cycle requires consideration of various assessments, surveys, and data components in alignment with these multiple layers of standards, and adjustments can be made for continuous improvement and enhancement. The CAEP Standards were revised in 2022, and our EPP utilized the implementation of the CAEP Revised Standards Workbook in our review process for our EPP Self-Study Report submitted in February 2023 and in preparation for our November 2023 Site Review. Highlights of EPP data-driven changes are presented in section 4 of this report. All of our standards and review cycles are focused on continuous improvement of our institution and of our EPP.

- 2. Progress in Addressing Stipulations/Areas for Improvement:** Describe the progress made in addressing the stipulations/areas for improvement, if any, identified by the most recent site accreditation review team.

OEQA State Requirements – Previous AFI - - During our previous Fall 2016 site visit, USAO’s Teacher Education program was cited for an area of concern in the following state requirement:

“Not all full-time teacher education faculty members completed the ten (10) clock hour requirement in public schools.”

Since then, we have placed increased emphasis on reinforcing, documenting, and reporting the requirement of a minimum of 10 public school meaningful contact hours. We continue to discuss this requirement at our Teacher Education Committee meetings and review the report requirements and recorded hours at Fall Work Day. It is important for us to remember to effectively explain this requirement to new faculty, and we have been working to create additional tools that will assist in explaining these requirements and ease the reporting and collecting of documented public-school hours. Teacher Education faculty members report their professional development hours to the Director of Teacher Education and a faculty representative responsible for compiling the reports twice per year through our Teacher Education Faculty Development Report form. All full-time Teacher Education faculty members reported above the minimum requirement of 10 public school hours for the 2022-2023 academic year. In addition, all part-time Teacher Education faculty reported over the required 10 public school hours for 2022-2023. We have also been invited back into the schools for more opportunities post-pandemic, and our partnership enhancement efforts with PK-12 schools are allowing faculty to participate in more public-school experiences.

It is important to note that this previous AFI was recommended to be fully lifted and considered fully met during our most recent November 2023 Site Review. Our official CAEP accreditation decision report is expected to be received from the CAEP Accreditation Council in May 2024 along with an official recognition from OEQA during the summer of 2024.

During our November 2023 Site Review, it was recommended by the CAEP Review Team that we have only one AFI on CAEP Revised Standard R5.2 on Data Quality in connection with a couple of our assessments being presented in alignment with the set of CAEP Sufficiency Criteria for Surveys as opposed to proper documentation of alignment with the CAEP Sufficiency Criteria for Assessments. Our EPP team has already worked to address this error in our reporting and enhance our data quality and related documentation. As noted above, the official accreditation decision report has not yet been received from the CAEP Accreditation Council, but it is expected to be returned to the EPP at some point in May 2024.

3. Supply and Demand: Describe the efforts made to address supply and demand issues.

USAO's EPP faculty has increased efforts for partnership enhancement with PK-12 school districts and has focused recruitment efforts at various high school college and career fairs in order to recruit for the critical teacher shortage areas. The EPP informs students at the beginning of their program coursework of the annual list of critical shortage areas from the Department of Education. One critical shortage area is Special Education, and our EPP is seeking to address this high need by bringing back our Special Education program. We have started with the implementation of a micro-credential in Special Education with a minor in Special Education planned to begin in Fall 2024. Our hope is to build back the entire Special Education major with enough interest and enrollment. Our Deaf Education major is the only one in the state of Oklahoma, and it also serves to support the Special Education certification areas and classrooms.

EPP faculty also actively participate in recruitment events both on campus, at area high schools, at community colleges, and at community events. We have an updated Teacher Education Recruitment Plan with focus areas for critical shortages and our unique Deaf Education program specifically. Our Director of Teacher Education works with our Admissions Office for improving our recruitment efforts for candidates interested in pursuing the teaching profession.

The Oklahoma Inspired to Teach Scholarship and Employment Incentive Program that began in the fall of 2022 is highly utilized in current recruiting efforts, and it appears to be making a positive impact statewide. Such scholarship opportunities for teacher candidates are noted for potential future students at recruitment events with continued notification sent once they are a current USAO student, even with efforts to recruit undecided majors to consider teaching. Information on the Teacher Shortage Employment Incentive Program for Math and Science Education majors is provided to candidates and EPP faculty. USAO also has a scholarship for children of Oklahoma educators, administrators, or staff that is appealing to recruiting students considering majors in various certification area programs.

4. Program Changes: List any program changes that have occurred in the program as a result of data analysis.

All Programs – 2022-2023

USAO's EPP conducted a thorough review of our unit and individual programs during our work on our EPP Self-Study Report submitted to CAEP and OEQA in Spring 2023 and in preparation for our Site Review in November 2023. One unit-wide area that we focused on was in enhancements for preparing all candidates for the Praxis Performance Assessment for Teachers (PPAT) in their Professional Trimester. Candidate feedback continues to be more positive in connection with the PPAT preparation and support. Below is a chart highlighting recent unit data-driven improvement efforts as noted in our USAO EPP Fall Work and Data Day and in our 2023 Site Review for CAEP and OEQA.

Highlights of Data-Driven Improvement Efforts

| Improvement | Data Driving the Improvement | Progress Steps | Impact Results | Continued Action |
|---|---|---|---|--|
| Assessment Knowledge & Implementation Practice for Candidates - in Coursework & earlier PPAT Prep | Lower scores on Portfolio Competencies/InTASC #6 on Assessment Lower Task Scores on PPAT on Assessment Qualitative comments from students | Faculty have increased the focus and attention to assessment in courses; Enhanced preparation in Classroom Management | PPAT Task Scores on Assessment are higher; Portfolio scores on InTASC #6 on Assessment improved | Continue to monitor Assessment related scores for improvement; inform new faculty of importance in courses |
| Classroom Management – Candidate Knowledge and Preparation Enhancements - | FYT Surveys from Administrators/Mentors and from Completers Qualitative Comments from students in courses – biggest worries for their first year | Increased clinical experiences with classroom management focus in courses; PPAT analysis | Plan to monitor FYT Surveys and interviews to determine impact | Proposed curriculum course change to 3 hrs. |
| PPAT Prep including one site placement | PPAT struggles by candidates with mock version and pilot if had 2 site placements especially with Task 4 | TEC vote to move to one site after feedback data from ST | Candidates report being appreciative of one site for ST | Proposed curriculum changes for course numbers to indicate one site |
| Special Education | Comments of Need from Administration in surrounding PK-12 School Districts | Micro-credential proposal & grant application; minor plans | TBD | Continue implementation and impact tracking; major return |
| Advisement for Admission to TE | Candidates struggling with Admission to TE Application and meeting Admissions Test requirement | Canvas, Emails, Workshops for Applying | More applicants for admission to TE | Canvas page, videos, additional workshops |
| OSAT Prep | Some candidates struggle to pass OSAT | Additional Study Guides purchased; Prep Sessions; Pilot Tests and vouchers | Improved pass rates for EC -- focus area; student responses positive | Continued prep sessions and review of areas of struggle for continued attention/improvement |
| Partnership Enhancement with CPS | Areas noted for wanting increased preparation can all be more effectively addressed though enhanced partnerships; CPS needs can also be addressed | Partnership Enhancement Meetings & connections made | Positivity from both sides for enhanced teacher prep | Continue Partnership Enhancement Meetings and efforts |



All EPP program areas submitted program data for continuing approval through the State Program Review Report Process in Fall 2022, with the exception of Deaf Education (CED accredited) and Music (NASM accredited), and all programs were approved with the only condition being the additional submission of data in Fall 2023 for three programs without any current candidate data to submit (Math, P.E., and Science). Three programs were approved with distinction (Elementary Education, English, and Social Studies). Each program area’s faculty members review program data and needs annually following our Teacher Education Fall Work Day, and recent areas of focus or changes for each program area are discussed and noted. Program-specific changes are also noted in each program area’s report and highlights are noted in the following sections.

Art – Although technically applicable for the next reporting year, the Art faculty have been in the process of reviewing program standards, course descriptions, and field requirements in order to make updates through curriculum changes for all Art Programs, including program changes for the BA in Art with Teacher Certification. These curriculum changes are currently undergoing the full approval process and are planned to be implemented beginning in the fall of 2024. Our Art TE faculty member has made updates to assist candidates in preparing for the PPAT. The Art with Teacher Certification State Program Review with data for continuing approval was accepted and approved in October 2022.

Deaf Education – Deaf Education changes being implemented involve the development and inclusion of a micro-credential opportunity that will overlap between Deaf Education, Speech-Language Pathology, and Special Education. Proposed curriculum changes are underway in connection with this micro-credential offering and

course considerations. These curriculum changes will hopefully be approved by the fall of 2024. There is also the proposal to offer a Special Education Minor and hopefully an eventual Special Education Major Program.

Early Childhood – Our Early Childhood Education program has continued to focus efforts on increasing our pass rate on the Early Childhood Education OSAT through offering additional study guides and OSAT Prep Sessions specifically for Early Childhood Education teacher candidates. We have also updated course assignments and experiences with additional play-based practices in accordance with current legislation and research. Our Early Childhood Education State Program Review with data for continuing approval was accepted and recognized as approved in Fall 2022.

Elementary – Our Elementary Education Program has also continued to focus on additional enhancement in preparing teacher candidates for the Elementary Education OSAT through offering additional study guides and OSAT Prep Sessions. We have implemented additional clinical experiences in connection with methods courses since candidates have expressed a desire for that through their Professional Trimester Candidate Preparation Surveys. Our Elementary Education State Program Review with data for continuing approval was approved with distinction in Fall 2022.

English – Our English with Teacher Certification program has experienced a significant change in faculty through the hiring of three new full-time English faculty along with a new adjunct who is a retired high school teacher. Although these hires began in the 2023-2024 Academic Year and would technically be noted in the next report, they have already begun to implement enhancements for our English with Teacher Certification Program. The program is focusing on aligning assignments, projects, and essays with needed artifacts for current and future candidates' portfolios. Assessments in our Secondary Methods course have been modified to further align with OSAT and PPAT requirements in an effort to further prepare students for these licensure exams. Our English Education State Program Review with data for continuing approval was approved with distinction in Fall 2022.

Math – A curriculum change to update the course description and number for Foundations of Geometry and Measurement is in progress and should be implemented in the upcoming Course Catalog. Faculty are also looking at updating the requirements for both the general Math major and Math with teacher certification major to better align with similar majors at other institutions. With Math being a very high critical teacher shortage area, we continue our goal of increasing enrollment in and completion of the Math with Teacher Certification degree program. Partnering school districts continue to express a concern with challenges in fulfilling Math teaching positions with traditionally and comprehensively prepared and certified individuals. We have not had a Math with teacher certification program completer in recent years and hope to change that. Our Math Education State Program Review was approved with conditions to submit data in Fall 2025 since data was not available.

Music – Our Music with Teacher Certification programs (Vocal and Instrumental) were recognized and received continued accreditation through Fall 2029 through the National Association of Schools of Music in July 2022. A new faculty member serving to support Music with Teacher Certification candidates began in the fall of 2023. Although this is technically for the next reporting year, the faculty member is actively involved in the Teacher Education Committee and is dedicated to improving the program. Recent proposed changes in Music include curriculum changes for our BA in Music program to removal of the Music Business emphasis. This decision was made after analysis of data that represented a zero-completion rate of students with this emphasis and lack of interest from incoming students. The decision to remove this emphasis also aligns with recommendations from NASM. The Music Faculty believe this change will allow faculty to provide a greater focus on students completing the BA with Teacher Certification.

Physical Education – It continues to be a concern that the number of P.E. candidates completing a full program is limited. We have focused efforts to retain our candidates through full program completion and should have at least one completer from Summer 2024 to report along with another hopefully in the fall of 2024. We hope that we can continue to increase the numbers moving forward. Our P.E. State Program Review without any OSAT data to report was again approved with conditions of submitting data in Fall 2025.

Science – Our Science with Teacher Certification State Program Review was approved with conditions of reporting data in Fall 2023. There were two Science with Teacher Certification program completers in the spring of 2023. The environmental science major was added a few years ago and this has given the students a few more options for their physical/earth science classes which is enhancing their preparation. We are emphasizing the Inspired to Teach Program stacked with the TSEIP for Math and Science Education majors in recruitment efforts in hopes that it will help to increase the number of Science Education program completers.

Social Studies - As noted previously, in the fall of 2022 additional emphasis was placed on reviewing expectations of the PPAT and terminology related to the PPAT during the first two weeks of the Teaching Social Studies in Secondary School course. In addition, slight modifications were made to the 17 assessments used in the Teaching Social Studies in Secondary School course in the fall of 2023 that better reflect the new emphasis on the PPAT. Our Social Studies Education State Program Review with data for continuing approval was approved with distinction in Fall 2022.

5. Technology Resources: Report on resources devoted to technology.

| Equipment Description | Date Purchased | Cost |
|---|-----------------------|-------------------|
| Microsoft Surface Docking Station | 8/9/2022 | \$161.46 |
| Microsoft Surface Pen - stylus - Bluetooth 4.0 - platinum | 8/9/2022 | \$83.04 |
| UAG Rugged Case (w/ Hand & Shoulder Strap) for Surface Pro 7 | 8/9/2022 | \$92.45 |
| HumanCentric Vertical Laptop Stand for Surface | 8/9/2022 | \$34.99 |
| Netgear 8-Port PoE+ Gigabit Ethernet Switch (model #: GS308EPP) | 2/20/2023 | \$149.00 |
| Dell OptiPlex 3000 Micro desktop - Intel Core i5-12500 2GHz processor, 16GB DDR4 RAM, 256GB M.2 SSD | 2/20/2023 | \$866.09 |
| MAXHUB Teleconference Video Soundbar (m/n: UC S05) | 5/15/2023 | \$545.00 |
| TOTAL | | \$1,932.03 |

Technology purchases listed above served to support EPP faculty in teaching and related duties including observation and evaluation along with technology resources for our main on-campus meeting room for our Teacher Education Committee.

6. Faculty Professional Development: Summarize the professional development that focused on unit faculty members' ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.

Faculty Professional Development opportunities in 2022-2023 included participation in conferences, webinars, workshops, and committee meetings. Notable professional conferences include AACTE, OACTE, and CAEPCon. EPP faculty members record their professional development activity and report these experiences to the Director of Teacher Education. Our Teacher Education Committee serves as a regular platform for faculty and students to discuss and collaborate on aspects of our EPP and opportunities for continuous improvement. Our annual Fall Work and Data Day serves as an intensified opportunity to review annual EPP unit, program, and candidate data and consider possibilities for data-driven enhancements. Following our Fall Work and Data Day, individual programs meet for Program Assessment Meetings and review program-specific data for potential areas of concern and success. Program standards and OSAT and PPAT certification exam scores and competencies are reviewed along with other data including survey results from program candidates.

7. **Public School Direct Contact:** All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

In a table format, report the number of hours all full-time teacher education faculty members spent in meaningful contact with P12 students.

| Full-Time Teacher Education Faculty Member 2022-2023 | PK-12 Contact Hours |
|---|----------------------------|
| Chester | 17 |
| Hector (Emeritus Adjunct) | 14 |
| Hwang | 26 |
| Layman | 46 |
| McElroy | 32 |
| Reynolds | 14 |
| Part-Time Teacher Education Faculty Member 2022-2023 | PK-12 Contact Hours |
| Crow | 19.5 |
| Knapp | 69 |
| Malmstrom | 22.5 |
| Regier | 30 |
| Shaw | 24 |

8. **Graduate Students:** Report on the number of graduate students admitted conditionally and the success rates.

Not applicable - - - USAO only offers undergraduate degrees.

9. **Reading Instruction:** Report on the results of the assessment of teaching skills in the area of reading instruction as administered to candidates in elementary, early childhood education, and special education programs.

**University of Science & Arts of Oklahoma
State Reading Test Results
2022-2023**

| Major | Overall Pass Number | Overall Pass Rate* |
|---|---------------------|--------------------|
| | N | % |
| Early Childhood Education | 2 | 100% |
| Elementary Education | 14 | 100% |
| Special Education (USAO currently only has Deaf Education in the SPED certification category) | | |
| Deaf Education | 1 | 100% |
| | | |
| Total | 17 | 100% |

*All teacher candidates passed on the first attempt.

10. Alternative Placement Program: State the procedures in place for advising alternative placement candidates and indicate the number of alternative candidates advised for the school year.

USAO's Teacher Education Program has established a micro-credential option in place for non-degree-seeking individuals to take Education coursework for meeting their alternative certification requirements for the Alternative Placement Program, Emergency Certification, Career or Paraprofessional Pathway. In order to complete this micro-credential, individuals will take Classroom Management and Evaluation Theory, a pedagogy course (in reading instruction for those seeking Early Childhood or Elementary certification), and an additional Education course meeting their certification needs. Upon completion of the three courses outlined in the micro-credential, individuals can claim the micro-credential badge and receive reimbursement grant funds towards their tuition. Alternative certification candidates are directed from the Admissions Office to the Director of Teacher Education to be initially advised and enrolled. Documentation from the Oklahoma State Department of Education regarding remaining course requirements for certification is reviewed upon the initial meeting. With documentation complete, they are permitted to enroll in Education classes offered by the university. The Director of Teacher Education serves as their primary advisor. Additionally, candidates enrolled in an undergraduate program outside of Teacher Education have the opportunity to earn a minor in Education which is designed to meet alternative certification requirements. In order to complete the full Education minor program, candidates must meet full admission to Teacher Education requirements and complete required coursework.

For the 2022-2023 Academic Year, **10** Alternative Placement Program Candidates were advised and enrolled at USAO. The Director of Teacher Education was also asked to write **6** letters with **2** for additional candidates not already counted in the number above in order to verify previous coursework taken at USAO that counts towards their alternative certification course requirements. Multiple inquiries through emails and phone calls from potential candidates are addressed with advising each semester from the Director of Teacher Education. Additionally, the EPP has been offering PPAT workshops and supports to alternative certification candidates. We have enhanced our partnership with surrounding PK-12 school districts to include these additional supports for their currently employed teachers seeking to complete the alternative certification requirements.

11. Input from Stakeholders: State the procedure used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received.

USAO's website continues to offer accessible information to the public regarding our EPP's Teacher Education program. Data and information can currently be found at

<https://www.usao.edu/academics/education-and-speech-language-pathology/index.html> and through multiple links on that webpage. Information on USAO's Teacher Education program events, opportunities, celebrations and more is also posted through our social media platforms and on the USAO website. Articles are also occasionally posted in the local newspaper. Candidates and visitors to campus can view postings of various current USAO events including Teacher Education opportunities. We send out emails with announcements and opportunities to current Education students, faculty, alumni, or other signed-up interested individuals through an email listserve. A public-school superintendent and teacher from the area serve as representatives on our Teacher Education Committee. A representative from USAO's Teacher Education program attends meetings with Grady County Superintendents as possible, and we host one of these meetings on our campus each year. We also seek input from mentor teachers and administrators through clinical evaluations and surveys. Faculty serve on various community and PK-12 committees and advisory boards. We have recently increased our efforts for Partnership Enhancement with Chickasha Public Schools especially, and we are excited about the opportunities that are coming to light. We have offered micro-credentials to alternative certification candidates and continue to offer PPAT support, too. Our Director of Teacher Education also regularly attends meetings for the Oklahoma Association of Colleges of Teacher Education (OACTE) and receives and shares input and collaboration opportunities with stakeholders from OEQA, OSRHE, OSDE, OEA, CCOSA, OSSBA, OASPA, and fellow Deans and Directors of Teacher Education from Oklahoma EPPs. We also seek feedback from our candidates, faculty, graduates, mentor teachers, and employers of our graduates through surveys and personal contact. We value the input from both our internal and external stakeholders and review and discuss feedback regularly through Teacher Education Committee meetings and at our annual Fall Work and Data Day.