

University of Science and Arts of Oklahoma
Teacher Education
2020 Annual Reporting Measures (CAEP Component 5.4/A.5.4)

1. Impact on P-12 learning and development (Component 4.1)

The EPP is working to strengthen our data on the impact of our program completers on P-12 student learning and development. Current data includes relevant data from First Year Teacher Survey results from surveys administered by the Office of Educational Quality and Accountability (OEQA) to administrators/mentors of First Year Teachers, our USAO EPP program completers, and to our program completer, First Year Teachers themselves.

Administrator/Mentor Survey on First Year Teachers, EPP Program Completers 2018-2019

Survey Item #6 – Overall, the First Year Teacher’s preparation/route to certification effectively prepared him/her to have a positive impact on P12 student learning and development.

Strongly Disagree	0.00%	N = 0
Disagree	0.00%	N = 0
Agree	66.67%	N = 4
Strongly Agree	33.33%	N = 2

First Year Teacher Survey, EPP Program Completers 2018-2019

Survey Item #7 – Overall, my preparation/route to certification effectively prepared me to have a positive impact on P12 student learning and development.

Strongly Disagree	0.00%	N = 0
Disagree	0.00%	N = 0
Agree	40.00%	N = 2
Strongly Agree	60.00%	N = 3

The EPP is in the process of working with partnering school districts to collect and analyze data from various benchmark assessment scores of P-12 students taught by our EPP Program Completers in order to provide further evidence of positive impact on P-12 learning and development. We have currently obtained the following data, and we will continue to update our data collection evidence as we receive score reports.

Measures of Academic Progress (MAP) Growth Test Rasch Unit (RIT) Mean Scores 2019-2020

Completer Area	Grade Level/Subject	Fall 2019 Assessment	Winter 2020 Assessment	Spring 2020 Assessment
Completer 1 – Elementary	4th Grade Science/Social Studies	N = 21 Mean RIT = 193.1	N = 20 Mean RIT = 195.5	N = 21 Mean RIT = 197.1
Completer 2 – Elementary	5th Grade Math (Class Section 1)	N = 22 Mean RIT = 204.2	N = 22 Mean RIT = 205	N = 21 Mean RIT = 212
Completer 2 - Elementary	5th Grade Math (Class Section 2)	N = 21 Mean RIT = 206.1	N = 21 Mean RIT = 209.3	N = 21 Mean RIT = 214
Completer 2 - Elementary	5th Grade Math (Class Section 3)	N = 22 Mean RIT = 196.9	N = 21 Mean RIT = 198.8	N = 21 Mean RIT = 201.8

Although this is a small sample of data, it provides evidence that our USAO EPP Program Completers are having a positive impact on P-12 student learning. We will continue to collect and add to this data as school districts allow and as score reports are received.

2. Indicators of teaching effectiveness (Component 4.2)

Teacher Leader Effectiveness (TLE) evaluation scores provide evidence of the teaching effectiveness of our program completers for P-12 student learning and development. TLE evaluations are approved by the Oklahoma State Department of Education (OSDE) and the Office of Educational Quality and Accountability (OEQA). The OSDE provides the TLE data to OEQA and OEQA shares the data with the EPP.

The TLE Tulsa Model Rubric uses the following rating scale:

1 = ineffective, 2 = needs improvement, 3 = effective, 4 = highly effective, and 5 = superior

The TLE Tulsa Model measures five domains: Classroom Management, Instructional Effectiveness, Professional Growth and Improvement, Interpersonal Skills, and Leadership.

TLE Tulsa Model Evaluation Scores for Classroom Teachers 2018-2019 Academic Year					
Overall TLE Evaluation Scores	Domain 1 – Classroom Management	Domain 2 – Instructional Effectiveness	Domain 3 – Professional Growth & Continuous Learning	Domain 4 – Interpersonal Skills	Domain 5 – Leadership
N = 89*	N = 79	N = 79	N = 79	N = 79	N = 79
Mean Score = 3.5	Mean Score = 3.58	Mean Score = 3.44	Mean Score = 3.68	Mean Score = 3.59	Mean Score = 3.48
Minimum Score = 3	Minimum Score = 3	Minimum Score = 2.9	Minimum Score = 3	Minimum Score = 3	Minimum Score = 3
Maximum Score = 4.85	Maximum Score = 5	Maximum Score = 4.8	Maximum Score = 4.5	Maximum Score = 5	Maximum Score = 5

*Overall TLE Tulsa Model Evaluation scores were given for 89 Completers. Ten of those Completers did not receive individual Domain scores, thus the difference in N=79 for the Domain scores.

Note – The number of 2018-2019 Classroom Teachers/USAO EPP Program Completers evaluated under the other OSDE approved TLE evaluation model, the Marzano Model, was minimal (n=8) with all overall evaluation scores at the Effective or Highly Effective performance level rating .

The TLE Evaluation Scores for 2018-2019 provide evidence of our Program Completers’ success in teaching effectiveness. All overall TLE scores are at or above the effective rating score of 3. Only one individual Domain 2 Instructional Effectiveness rating for one program completer was one tenth of a point below the effective rating performance level at 2.9.

3. Satisfaction of employers and employment milestones (CAEP 4.3/A.4.1)

The Administrator/Mentor Survey responses provide evidence of satisfaction of employers The Office of Educational Quality and Accountability (OEQA) administers the Administrator/Mentor Survey to mentors/administrators within the state of Oklahoma. The survey results presented in the document linked below are from administrators/mentors who have hired USAO graduates and have completed the OEQA survey. The Administrator/Mentor Survey is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

- [Administrator or Mentor OEQA Survey of First Year Teachers – USAO 2018-2019](#)

4. Satisfaction of completers (CAEP 4.4/A.4.2)

First Year Teacher Survey - The Office of Educational Quality and Accountability (OEQA) administers the First Year Teacher survey every spring. The survey is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards and seeks information from program completers about their preparation provided by the EPP.

- [First Year Teachers OEQA Survey – USAO 2018-2019](#)

5. Graduation rates (Initial and Advanced Levels)

The EPP had 21 teacher candidates graduate and successfully complete their designated teacher preparation program requirements in 2018-2019.

Graduation Rates for USAO can be found in the [IPEDS Report](#).

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (Initial and Advanced levels)

Certification Examinations for Oklahoma Educators (CEOE) The Oklahoma State Department of Education (OSDE) and the Office of Educational Quality and Accountability (OEQA) require teacher candidates to pass the three certification exams to receive teacher certification in addition to completing all requirements for their accredited teacher education program.

The required certification exams are:

Oklahoma General Education Test (OGET)

Oklahoma Subject Area Test (OSAT) (passing of designated program OSAT required)

Oklahoma Professional Teaching Examination (OPTE)

OEQA 2019 Annual Report Aggregate Pass Rate by Teacher Preparation Institution

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
University of Science and Arts of Oklahoma	29	72.4	28	85.7	49	69.4	106	74.5

Note – All Program Completers must meet licensing (certification) and all additional state requirements in order to be counted as a Program Completer, thus 100% of Program Completers meet all licensing (certification) and state requirements. If a graduate does not meet all licensing (certification) and state requirements, then they are not counted as a Program Completer.

Title II Report 2020: <https://usao.edu/academics/education-and-speech-language-pathology/images-docs/accreditation/title-ii-report2020.pdf>

7. Ability of completers to be hired in education positions for which they have prepared (Initial and Advanced Levels)

**Program Completers
Employment Status
2018-19**

Program Area	# Completers In Area	# Completers Employed in Area	% Completers Employed in Area
Art			
Deaf Education			
Early Childhood	4	4	100%
Elementary Educ.*	8	6	75%
English*	2	1	50%
Math	1	1	100%
Music	3	3	100%
Physical Ed.			
Science			
Social Studies	3	3	100%
Total	21	18	86%

* Unknown employment for some program completers.

Note - All Program Completers that we are aware of applying for and seeking a teaching position, have been able to find a teaching position. We are aware that some Program Completers have chosen not to seek teaching positions due to personal, family, or graduate school decisions.

8. Student loan default rates (Initial and Advanced Levels)

USAO Student Loan Default Rates can be accessed at:

<https://nces.ed.gov/collegenavigator/?q=university+of+science+and+arts+of+Oklahoma&s=all&id=207722#fedloans>

THREE-YEAR OFFICIAL COHORT DEFAULT RATES

FISCAL YEAR	2017	2016	2015
Default rate	8.8%	13.0%	10.8%
Number in default	20	29	28
Number in repayment	226	222	257

- For further information on default rates please visit the [Cohort Default Rate Home Page](#). This school's six-digit OPE ID is 003167.