

**University of Science and Arts of Oklahoma
Teacher Education
2023 EPP Annual Accreditation Report**

CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Measure 1 (Initial): Completer effectiveness. (R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Completer Impact in Contributing to P-12 Student-Learning Growth

USAO’s EPP is continuing efforts to strengthen our data collection 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/USAO EPP program completers and to our **First Year Teachers/USAO EPP Program Completers** themselves.

Administrator/Mentor Survey on First Year Teachers 2021-2022, EPP Program Completers
Survey Item Q7 – 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	00.00%	N = 0
Disagree	00.00%	N = 0
Agree	50.00%	N = 1
Strongly Agree	50.00%	N = 1

Total N=2 Administrator/Mentor Surveys on our First Year Teachers for Verified EPP recent Program Completers; Note - OEQA Survey Results included 6 additional FYT surveys who are either not our program completers or not recent program completers.

First Year Teacher Survey 2021-2022, Verified EPP Program Completers

Survey Item Q12 – Overall, my preparation/route to certification effectively prepared me to have a positive impact on P12 student learning and development.

Strongly Disagree	00.00%	N = 0
Disagree	00.00%	N = 0
Agree	00.00%	N = 0
Strongly Agree	100.00%	N = 3

Total N=3 First Year Teacher Surveys 2021-2022, Verified EPP Program Completers
*Note - The EPP would like to note that data from three other additional FYT Surveys were received in the EPP’s initial survey data, but those three individuals are not verified EPP Program Completers.

The high ratings noted in the results of these FYT Administrator/Mentor and Program Completer Surveys provide evidence that our EPP is effectively preparing candidates to have a positive impact on their future P-12 students’ learning and development.

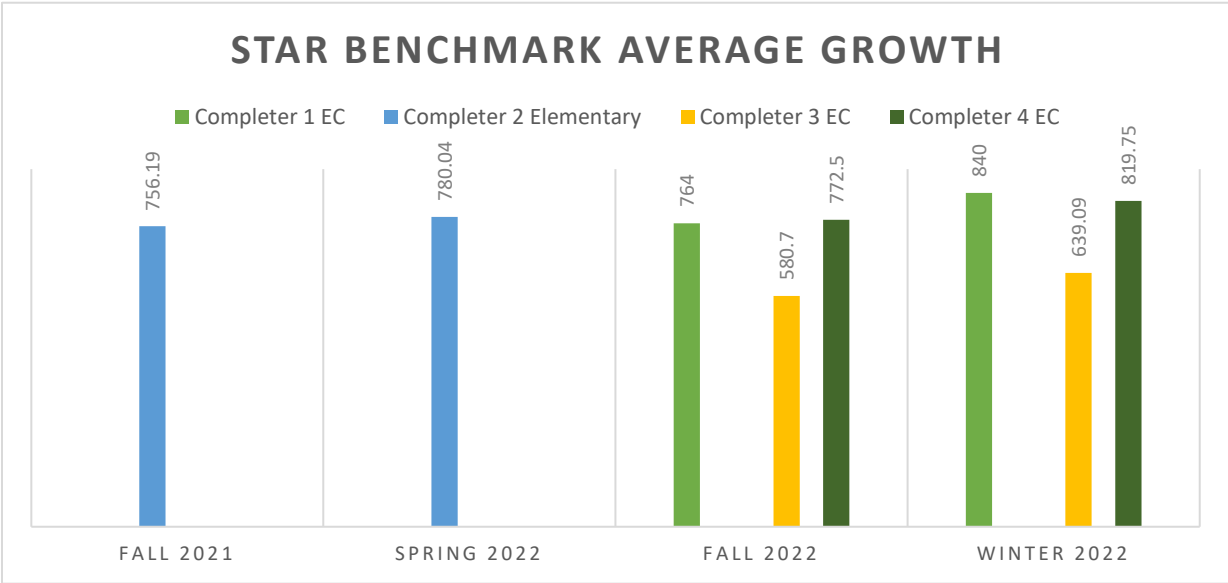
Our EPP continues to work to enhance data collection for Impact on P-12 Learning and Development. The EPP has continued reaching out to partnering school districts to collect and analyze data from various benchmark assessment scores of P-12 students taught by our EPP Program Completers in order to provide further evidence of positive impact on P-12 learning and development. We have obtained the following data for the 2021-2022 Academic Year.

Benchmark Assessments

STAR Reading-Renaissance Mean Benchmark Fall 2021-Winter 2022

Evidence of USAO EPP Program Completers having a positive impact in contributing to overall student learning growth is provided in the following data charts on STAR Benchmark Assessments for Academic Year 2021-2022. Increases in these benchmark assessment scores is noted for classes of 4 EPP Program Completers for which we received this data.

Completer Area	Fall 2021	Spring 2022	Fall 2022	Winter 2022
Completer 1 Early Childhood			764	840
Completer 2 Elementary	756.19	780.04		
Completer 3 Early Childhood			580.7	639.09
Completer 4 Early Childhood			772.5	819.75



Measure 1 Continued: Completer effectiveness in applying professional knowledge, skills, and dispositions

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.

Note – TLE evaluation scores for **2021-2022** have not been made available yet from the OSDE. OEQA will distribute the data to EPPs once the data is received from the OSDE. USAO’s EPP will include the data in the 2024 CAEP Measures if it is available at that reporting time. Scores for 2020-2021 TLE evaluations are included again this year for reference below.

TLE Tulsa Model Evaluation Scores Reported for USAO Teachers 2020-2021 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 = 25	N = 21	N = 21	N = 21	N = 21	N = 21
Mean Score = 3.556	Mean Score = 3.49	Mean Score = 3.57	Mean Score = 3.83	Mean Score = 3.90	Mean Score = 3.47
Minimum Score = 2.35	Minimum Score = 2.17	Minimum Score = 2.30	Minimum Score = 3.00	Minimum Score = 3.00	Minimum Score = 2.00
Maximum Score = 4.45	Maximum Score = 4.17	Maximum Score = 4.50	Maximum Score = 5.00	Maximum Score = 5.00	Maximum Score = 4.00

*Overall TLE Tulsa Model Evaluation scores were given for 25 Completers. Four of those Completers did not receive individual Domain scores, thus the difference of N=25 Overall Evaluation Scores and N=21 for the Domain Scores.

The EPP also feels that it is important to note that only one completer received scores that were below the score of 3.00 = Effective, and those scores are noted in the minimum scores listed.

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

Data provided below indicates positive employer satisfaction with USAO's EPP Verified Program Completers.

In addition to data provided for CAEP Accountability Measure 1, the First Year Teacher (FYT) Surveys administered by the Office of Educational Quality and Accountability (OEQA) to **Administrators/Mentors** of First Year Teachers/USAO EPP Program Completers also provide evidence of satisfaction of employers and stakeholder involvement through feedback. The link below provides a pdf report of OEQA's results for First Year Teacher Administrator/Mentor Surveys provided for USAO.



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*Note – It is essential to point out that only 2 of the First Year Teachers reviewed in this pdf report are Verified USAO EPP Program Completers, and those Verified EPP Program Completers received all positive ratings of either “Strongly Agree” or “Agree” on all of the Admin/Mentor FYT Survey questions. This pdf survey report includes individuals who are either not our EPP graduates, are non-completers, are individuals who graduated or completed over a decade ago, or are Emergency Certified or Alternatively Certified and not our EPP Program Completers. For a more accurate measure of how satisfied employers are of our actual Verified EPP Program Completers, the EPP notes the **all positive ratings on all questions for those 2 Verified Program Completers** and also utilizes data from the specific survey question noted below.

The EPP is using the results of Question 8 (see chart below) from the 2021-2022 Administrator/Mentor FYT Surveys for USAO EPP Verified Program Completers to consider recommendations for strengthening our programs, enhancing the effectiveness of our program completers, and increasing the satisfaction of employers and stakeholders.

Admin/Mentor Survey Question 8 - Considering [First Year Teacher's Name]'s preparation in light of the needs of your school, what are your recommendations for strengthening the teacher's preparation?

Selected Area for Recommended Strengthening from Admin/Mentor FYT Surveys for Verified EPP Program Completers	Number of Admin/Mentors selecting this area for recommended strengthening of preparation (out of 2 total FYT Surveys for Verified EPP Program Completers)
Classroom Management	2
Differentiated Instruction	2
Instructional Strategies	1
Assessment	1

The EPP continues to seek enhancements for our EDUC 4442 Classroom Management and Evaluation Theory course in order to strengthen preparation for classroom management and assessment. The EPP is hoping to gain approval for an increase in credit hours for this course to allow for increased time devoted to these areas. Implementation of the Praxis Performance Assessment for Teachers (PPAT) also continues to contribute to the strengthening of preparation in all three of these areas selected as recommendations for improvement. The PPAT has tasks that directly relate to planning for, performance of, and reflection on all of these areas: Classroom Management, Differentiated Instruction, Instructional Strategies, and Assessment. Our EPP utilizes preparations for the PPAT in connection with enhanced preparation for these areas in our graduates' future teaching.

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Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Title II Reports for 2022 & 2023 - Title II Report 2022 with data from 2020-2021 Academic Year was not yet available at the time of the deadline for the CAEP EPP Annual Report for 2022 due to a nationwide delay in the reporting process, so a link to that report has been included below. The link for the Title II 2023 Report is also included below with an additional accessible link in the Title II Report section of our website.



Title II Program
Report 2022 (AY 20-21)



Title II Program
Report 2023 (AY 21-22)

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 certification exams to receive a recommendation for Oklahoma teacher certification in addition to completing all requirements for their accredited teacher education program.

Certification Exams for Oklahoma Educators include:

Oklahoma General Education Test (OGET) – no longer required for certification as of May 5, 2022

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

Oklahoma Professional Teaching Examination (OPTE) (available through the end of August 2021) **or**

Praxis Performance Assessment for Teachers (PPAT) (replaces OPTE statewide as of September 2021, began official use at USAO in Fall 2020)

Note – All EPP Program Completers must meet all licensing (certification) and all state and additional EPP program 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.

USAO's EPP had 26 candidates reach competency for program completion between September 1, 2021 through August 31, 2022. Of these 26 Program Completers, 4 took the OPTE as they were graduates before Fall 2020 when USAO began utilizing the PPAT in place of the OPTE. The remaining 22 Program Completers took and passed the PPAT. The EPP had 7 Graduates from the 2021-2022 Academic Year did not complete all program requirements within the reporting dates identified for this report, and 3 of those 7 graduates have since completed all program requirements as of the completion of this report in May 2023. The majority of USAO's EPP 2021-2022 graduates, 25 out of 29 = 86%, have successfully passed all required certification exams and met certification requirements either at the time of graduation or within the year immediately following graduation.

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Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared.)

**Program Completers 2021-2022
Employment Status**

Program Area	# Completers In Area	# Completers Employed in Area	% Completers Employed in Area	# Completers Employed Outside Area		% Completers Employed Outside Area	# Completers Not Currently Teaching	% Completers Not Currently Teaching
Deaf Education	7	5	71.4%	2		28.6%	0	0.0%
Art	1	1	100%	0		0.0%	0	0.0%
Early Childhood	7	5	71.4%	0		0.0%	2	28.6%
Elementary Educ.	5	4	80.0%	1		20.0%	0	0.0%
English	1	0	0.0%	0		0.0%	1	100%
Music	2	2	100%	0		0.0%	0	0.0%
Social Studies	3	1	33.3%	1		33.3%	1	33.3%
Total	26	18	69.2%	4		15.4%	4	15.4%

- Note – Data represented for all 2021-2022 Program Completers to the best of our knowledge of Employment Status at the time of this report. We are aware that some Program Completers have chosen not to seek full-time teaching positions due to personal, family, or graduate school decisions.