

**University of Science and Arts of Oklahoma
Teacher Education
2024 EPP Annual Accreditation Report**

CAEP Accountability Measures (for CHEA Requirements) |2022-2023 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. Our data normally includes annual 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.

Note – No FYT information was shared from OSDE to OEQA for distribution and collection of Surveys for FYT 2022-2023. Survey data from 2021-2022 is the most recent data received for the FYT Surveys, and these results are included below. The data sharing agreement has been recently restored between the OSDE and OEQA for future FYT Survey data to be collected and analyzed. The EPP should receive the FYT Survey data for 2023-2024 and be able to include the results in the 2025 CAEP Annual Accreditation Report.

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

The EPP is currently working on increasing our data for Benchmark Assessments of EPP Program Completers in order to provide additional evidence of Program Completer positive impact on PK-12 student learning and growth. We have identified this data collection as a focus goal discussed at our Partnership Enhancement Meetings noted in Measure 2. We will include most recent Benchmark Assessment data in the Annual Accreditation Report for 2025.

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.

The data charts below show the Mean Scores for recent EPP Completers evaluated through the TLE Tulsa Model Evaluation. Some Completers were evaluated only once, while others were evaluated up to four times depending on the evaluation requirements of the school district and whether the Completer was in their first year of teaching in that school district. N indicates the total number of evaluations.

TLE Tulsa Model Evaluation Scores Reported for USAO Completers Teaching 2022-2023 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 = 49	N = 49	N = 49	N = 49	N = 49	N = 49
Mean Score = 3.45	Mean Score = 3.46	Mean Score = 3.41	Mean Score = 3.55	Mean Score = 3.59	Mean Score = 3.49
Minimum Score = 2.90	Minimum Score = 2.83	Minimum Score = 2.80	Minimum Score = 2.50	Minimum Score = 3.00	Minimum Score = 3.00
Maximum Score = 4.05	Maximum Score = 4.00	Maximum Score = 4.10	Maximum Score = 4.50	Maximum Score = 4.00	Maximum Score = 5.00

The 2022-2023 TLE Tulsa Model Evaluation Scores provide evidence of overall EPP Completer effectiveness in applying professional knowledge, skills, and dispositions. Only three Completers had a score below 3.00/effective in some domain scores. All other Completers had scores of 3.00/effective or higher. Note – scores of 5/superior are not generally given unless the Completer being evaluated is definitively considered superior in that evaluation area.

Note – TLE evaluation scores for **2021-2022** had not been made available yet from the OSDE at the time of our 2023 CAEP EPP Annual Accreditation Report. USAO’s EPP noted in last year’s report that we would include the data in the 2024 CAEP Accountability Measures if it was available at the reporting time. Scores for 2021-2022 TLE evaluations were made available and are included below.

TLE Tulsa Model Evaluation Scores Reported for USAO Teachers 2021-2022 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 = 32	N = 32	N = 32	N = 32	N = 32	N = 32
Mean Score = 3.51	Mean Score = 3.57	Mean Score = 3.48	Mean Score = 3.56	Mean Score = 3.72	Mean Score = 3.19
Minimum Score = 2.85	Minimum Score = 2.67	Minimum Score = 2.9	Minimum Score = 3	Minimum Score = 3	Minimum Score = 3
Maximum Score = 4	Maximum Score = 4	Maximum Score = 4.1	Maximum Score = 4.5	Maximum Score = 4	Maximum Score = 4

The 2021-2022 EPP Completer TLE Tulsa Model Evaluation Scores reported 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 in only two domains and the overall, 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)**

Note - The EPP normally utilizes data from Surveys of Administrators/Mentors of First Year Teachers (FYT) who are recent Program Completers from USAO's EPP. As also noted in Measure 1, no FYT information was shared from OSDE to OEQA for distribution and collection of Surveys for FYT 2022-2023. Survey data from 2021-2022 is the most recent data received for the FYT Surveys, and these results are included below. The data sharing agreement has been recently restored between the OSDE and OEQA for future FYT Survey data to be collected and analyzed. The EPP should receive the FYT Survey data for 2023-2024 and be able to include the results in the 2025 CAEP Annual Accreditation Report.

2021 – 2022 Surveys of Administrator/Mentor of FYT – USAO 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 2021-2022 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.**

Note – Since Surveys of Administrators/Mentors of FYT 2022-2023 were not shared, the EPP will update the data related to the Survey Question 8 below for the 2023-2024 Survey results for reporting in the 2025 Annual Accreditation Report. For now, the EPP is using the most recent survey data available and presenting 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 still 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.

Teacher Leader Effectiveness (TLE) Evaluations – administered by Administrators/Employers of USAO’s EPP Program Completers

Teacher Leader Effectiveness (TLE) evaluation scores documented for Measure 1 for teaching effectiveness of our program completers for P-12 student learning and development also show evidence of Measure 2 on Satisfaction of Employers and Stakeholder Involvement. 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.

The data chart below shows the Overall Mean Scores for recent EPP Completers evaluated through the TLE Tulsa Model Evaluation. Some Completers were evaluated only once, while others were evaluated up to four times depending on the evaluation requirements of the school district and whether the Completer was in their first year of teaching in that school district. N indicates the total number of evaluations. For a breakdown of scores in each domain, please refer to the full data chart presented in Measure 1.

Overall Teacher Leader Effectiveness (TLE) Evaluation Scores by Administrators/Employers of USAO EPP Program Completers Teaching during AY 2022-2023
N = 49
Mean Score = 3.45
Minimum Score = 2.90
Maximum Score = 4.05

The 2022-2023 TLE Tulsa Model Evaluation Scores provide evidence of Employer Satisfaction with EPP Completers overall. Only three Completers had a score below 3.00/effective in the overall TLE evaluation scores with scores of 2.90, 2.90, and 2.95. All other Completers had scores of 3.00/effective or higher with a maximum overall score of 4.05. Note – scores of 5/superior are not generally given unless the Completer being evaluated is definitively considered superior in that evaluation domain area.

Additional Stakeholder Involvement

USAO's EPP also maintains stakeholder involvement through other ongoing partnership efforts. Although there are many more examples, some ongoing highlighted stakeholder involvement efforts are listed below:

USAO's EPP Teacher Education Committee (TEC) – members include PK-12 administrators, teachers, current teacher candidates from different certification areas, EPP faculty members.

USAO's EPP and Chickasha Public Schools Partnership Enhancement Meetings – These focused meetings began in 2022-2023 Academic Year. USAO's Dean of the School of Education and Speech-Language Pathology/Director of Teacher Education meets regularly with members of CPS administration and occasionally other EPP and/or CPS faculty.

Chickasha Public Schools Comprehensive District Academic Plan Meetings – USAO's Dean of the School of Education and Speech-Language Pathology/Director of Teacher Education is currently serving as a representative at these meetings.

Grady County Superintendents' Meetings – USAO hosts one meeting annually and sends a representative when available to attend off-campus meetings.

Oklahoma State Regents of Higher Education (OSRHE) Teacher Education Micro-Credential Summit, UpSkill OK, & GEER Funding Meetings – USAO's Dean of the School of Education and Speech-Language Pathology/Director of Teacher Education and EPP faculty members attend various Teacher Education Micro-Credential meetings and events.

Oklahoma Association of Colleges of Teacher Education (OACTE) – USAO's Dean of the School of Education and Speech-Language Pathology/Director of Teacher Education attends these monthly meetings held with other Oklahoma EPP Deans/Directors of TE and representatives from various state agency partners including:

- Oklahoma Regents for Higher Education (OSRHE)
- Oklahoma Office of Educational Quality and Accountability (OEQA)
- Oklahoma State Department of Education (OSDE)
- Oklahoma Education Association (OEA)
- Professional Oklahoma Educators (POE)
- Cooperative Council for Oklahoma School Administration (CCOSA)
- Oklahoma School Board Association (OSBA)
- Oklahoma Association of School Personnel Administrators (OASPA)
- Oklahoma Parent Teacher Association (OKPTA)

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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 Report - Title II Report 2024 with data from 2022-2023 Academic Year is included below with an additional accessible link in the Title II Report section of our website.



Title II Program
Report 2024.pdf

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

Praxis Performance Assessment for Teachers (PPAT)

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, 2022 through August 31, 2023. All 26 Program Completers took and passed their designated OSAT and 24 passed the PPAT with the remaining two taking and passing the previously required Oklahoma Professional Teaching Examination (OPTE) that the PPAT replaced in 2021. Of the 26 Program Completers during this reporting year of 2022-2023, 6 Program Completers were graduates from a previous reporting year. The EPP had a total of 27 graduates during the 2022-2023 AY, with 7 of those graduates who did not complete all program requirements within the reporting dates identified for this report. However, 4 of those 7 graduates have since completed all program requirements as of the completion of this report in April 2024. Out of the 27 graduates, only 3 have one remaining certification exam requirement remaining in order to achieve Program Completion before the next reporting year. The majority of USAO's EPP 2022-2023 graduates, 24 out of 27 = 89%, 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 position for which they have prepared.)

**USAO Program Completers 2022-23
 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	# Completers Uncertain Employment Status
Deaf Education	4	4	100%	0	0%	0	0%	
Early Childhood	3	3	100%	0	0%	0	0%	
Elementary Education	12	12	100%	0	0%	0	0%	
Music	2	2	100%	0	0%	0	0%	
Science	2	2	100%	0	0%	0	0%	
Social Studies	3	3	100%	0	0%	0	0%	
Totals	26	26	100%					

✚ Note – Data represented for all 2022-23 Program Completers to the best of our knowledge of Employment Status at the time of this report.