

**University of Science and Arts of Oklahoma  
Teacher Education  
2025 EPP Annual Accreditation Report**

**CAEP Accountability Measures (for CHEA Requirements) |2023-2024 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.

**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 2023-2024, 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.

<b>Strongly Disagree</b>	<b>00.00%</b>	<b>N = 0</b>
<b>Disagree</b>	<b>10.00%</b>	<b>N = 1</b>
<b>Agree</b>	<b>30.00%</b>	<b>N = 3</b>
<b>Strongly Agree</b>	<b>60.00%</b>	<b>N = 6</b>

Total N=10 Administrator/Mentor Surveys on our First Year Teachers for Verified EPP recent Program Completers; Note - OEQA Survey Results included 5 additional FYT surveys for individuals who are not USAO program completers. 3.5 is the average score on Q7.

**First Year Teacher Survey 2023-2024, 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.

<b>Strongly Disagree</b>	<b>00.00%</b>	<b>N = 0</b>
<b>Disagree</b>	<b>11.00%</b>	<b>N = 1</b>
<b>Agree</b>	<b>67.00%</b>	<b>N = 6</b>
<b>Strongly Agree</b>	<b>22.00%</b>	<b>N = 2</b>

Total N=9 First Year Teacher Surveys 2023-2024, Verified EPP Program Completers 3.11 is the average score on Q12. The EPP would like to note that data from 1 other additional FYT Survey was received in the EPP’s initial FYT survey data, but that individual was not verified as employed in the program area for which they were prepared.

The overall high ratings of Agree & Strongly Agree as 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.

### Benchmark Assessments

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 2023-2024 Academic Year.

#### READING

Teacher	% of students meeting Benchmark in the class - Screener #1	% of students meeting Benchmark in the class - Screener #2	% of students meeting Benchmark in the class - Screener #3	Growth Fall-Spring	Individual Student Growth Fall-Spring Ex. 24/26 92%	RTI Fall	RTI Winter	RTI Spring
USAO Completer	9 (36%)	11 (44%)	17 (68%)	+32%	25/25 100%	9 (36%)	3 (12%) 0 new	1
3rd grade	47 (41%)	43%	52%	+5%	121/123 98%	44	33	16 (-28)

#### MATH

Teacher	% of students meeting Benchmark in the class - Screener #1	% of students meeting Benchmark in the class - Screener #2	% of students meeting Benchmark in the class - Screener #3	Growth Fall-Spring	Individual Student Growth Fall-Spring Ex. 24/26 92%	RTI Fall	RTI Winter	RTI Spring
USAO Completer	11 (44%)	17 (68%)	15 (60%)	+16%	25/25 100%	2 (8%)	4 (16%) 3 new	0
3rd grade	48%	58%	44%	-4%	117/123 95%	19	18	15 (-4)

**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.

The 2023-2024 TLE Tulsa Model Evaluation Scores provide evidence of overall EPP Completer effectiveness in applying professional knowledge, skills, and dispositions. No Completers had a score below 3.00/effective in any of the Domain Scores. Note – scores of 5/superior are not generally given unless the Completer being evaluated is definitively considered superior in that evaluation area.

**TLE Tulsa Model Evaluation Scores Reported for USAO Completers Teaching 2023-2024 Academic Year**

<b>Overall TLE Evaluation Scores</b>	<b>Domain 1 – Classroom Management</b>	<b>Domain 2 – Instructional Effectiveness</b>	<b>Domain 3 – Professional Growth &amp; Continuous Learning</b>	<b>Domain 4 – Interpersonal Skills</b>	<b>Domain 5 – Leadership</b>
N = 47	N = 47	N = 47	N = 47	N = 47	N = 47
Mean Score = 3.55	Mean Score = 3.60	Mean Score = 3.48	Mean Score = 3.71	Mean Score = 3.70	Mean Score = 3.53
Minimum Score = 3.0	Minimum Score = 3.00	Minimum Score = 3.00	Minimum Score = 3.00	Minimum Score = 3.00	Minimum Score = 3.00
Maximum Score = 4.30	Maximum Score = 4.33	Maximum Score = 4.30	Maximum Score = 4.5	Maximum Score = 5.00	Maximum Score = 5.00

**University of Science and Arts of Oklahoma  
Teacher Education  
2025 EPP Annual Accreditation Report**

**CAEP Accountability Measures (for CHEA Requirements) [2023-2024 Academic Year]**

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

The EPP utilizes data from Surveys of Administrators/Mentors of First Year Teachers (FYT) who are recent Program Completers from USAO’s EPP to measure satisfaction of employers and as one method of stakeholder involvement in continuous improvement efforts. The data sharing agreement has been restored between the Oklahoma State Department of Education (OSDE) and the Office of Educational Quality and Accountability (OEQA) for 2023-2024 FYT Survey data to be collected and analyzed.

**2023 – 2024 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. Employers/Administrators/Mentors express overall satisfaction with EPP Completers who are FYTs through a majority of ratings of “Agree” or “Strongly Agree” on survey items regarding effective preparation.

\*Note – The EPP received a pdf report of results of FYT Surveys of Administrators/Mentors for 2023-2024 FYTs, but a third of the results were on FYTs who are not USAO EPP Completers. The EPP has included survey results only on verified EPP Program Completers for specific items in the annual reporting measures.

**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?**

<b>Selected Area for Recommended Strengthening from Admin/Mentor FYT Surveys for Verified EPP Program Completers</b>	<b>Number of Admin/Mentors selecting this area for recommended strengthening of preparation (out of 10 total FYT Surveys for Verified EPP Program Completers)</b>
Classroom Management	6
Differentiated Instruction	6

The EPP continues to seek enhancements in preparing our teacher candidates for effective classroom management and differentiated instruction. Our EDUC 4442 Classroom Management and Evaluation Theory course is undergoing changes and enhancements in connection with these efforts. Utilization of the Praxis Performance Assessment for Teachers (PPAT) has contributed to the strengthening of preparation in these areas selected as recommendations for improvement. The PPAT has tasks that directly relate to planning for, performance of, and reflection on all of Classroom Management and Differentiated Instruction. Our EPP utilizes preparations for the PPAT in connection with enhanced preparation for these areas in our graduates' future teaching. The EPP is also incorporating additional practice and attention to classroom management and differentiated instruction in our various methods courses.

**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 provided by the Oklahoma State Department of Education (OSDE) and the Office of Educational Quality and Accountability (OEQA). The OSDE provides TLE data to OEQA, and OEQA shares 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.

<b>Overall Teacher Leader Effectiveness (TLE) Evaluation Scores by Administrators/Employers of USAO EPP Program Completers Teaching during AY 2023-2024</b>
N = 47
Mean Score = 3.55
Minimum Score = 3.00
Maximum Score = 4.30

The 2023-2024 TLE Tulsa Model Evaluation Scores provide evidence of Employer Satisfaction with EPP Completers overall. All Completers had scores of 3.00/effective or higher with a maximum overall score of 4.30. 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 Meetings** – These more frequent partnership meetings began in 2022-2023 Academic Year and are continuing with open communication and shared efforts. USAO's Dean of the School of Education and Speech-Language Pathology/Director of Teacher Education meets frequently 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 State School Board Association (OSSBA)
- Oklahoma Association of School Personnel Administrators (OASPA)
- Oklahoma Parent Teacher Association (OKPTA)

**University of Science and Arts of Oklahoma**  
**Teacher Education**  
**2025 EPP Annual Accreditation Report**

**CAEP Accountability Measures (for CHEA Requirements) [2023-2024 Academic Year]**

**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 2025 with data from 2023-2024 Academic Year is included below with an additional accessible link in the Title II Report section of our website.



Title II Program  
Report 2025 - USAO

**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 29 candidates reach competency for program completion between September 1, 2023 through August 31, 2024.** All 29 Program Completers took and passed their designated OSAT and all 29 passed the PPAT. Of the 29 Program Completers during this reporting year of 2023-2024, 5 Program Completers were graduates from a previous reporting year.

University of Science and Arts of Oklahoma  
Teacher Education  
2025 EPP Annual Accreditation Report

CAEP Accountability Measures (for CHEA Requirements) [2023-2024 Academic Year]

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

**USAO Program Completers 2023-2024  
Employment Status**

<b>Program Area</b>	<b># Completers in Area</b>	<b># Completers Employed in Area</b>	<b>% Completers Employed in Area</b>	<b># Completers Employed Outside Area</b>	<b>% Completers Employed Outside Area</b>	<b># Completers Not Currently Teaching</b>	<b>% Completers Not Currently Teaching</b>	<b># Completers Uncertain Employment Status</b>
Art	1	1	100%	0	0%	0	0%	
Deaf Education	4	2	50%	0	0%	1	25%	1
Early Childhood	6	6	100%	0	0%	0	0%	
Elementary Education	11	10	91%	1	9%	0	0%	
English	1	1	100%	0	0%	0	0%	
Music	1	0	0%	1	100%	0	0%	
P.E.	1	0	0%	1	100%	0	0%	
Science	1	0	100%	0	0%	1 Grad School	100%	
Social Studies	3	3	100%	0	0%	0	0%	
<b>Totals</b>	<b>29</b>	<b>23</b>	<b>79%</b>	<b>3</b>	<b>10%</b>	<b>2</b>	<b>7%</b>	<b>1</b>

Note – Data represented for all 2023-2024 Program Completers to the best of our knowledge of Employment Status at the time of this report.