

University of Science and Arts of Oklahoma
Teacher Education
2026 EPP Annual Accreditation Report

CAEP Accountability Measures (for CHEA Requirements) [2024-2025 Academic Year]

- **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. The surveys are administered through the Office of Educational Quality and Accountability (OEQA) in partnership with the Oklahoma State Department of Education (OSDE). Survey results are then shared from OEQA with the EPP.

2024 – 2025 Surveys of Employer/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 on multiple components. The link below provides a pdf of the OEQA's FYT Employer/Administrator/Mentor Survey itself.



OEQA First Year
Teacher Employer Su

Responses for this 2024-2045 survey distribution were notably minimal with only one employer/administrator completing the survey for one of our EPP Program Completers. Results of an additional survey were provided from OEQA to the EPP; however, the FYT indicated is not one of our EPP Program Completers.

The one verified EPP Program Completer received **all positive ratings** of either “Strongly Agree” or “Agree” on all of the Admin/Mentor FYT Survey questions.

The EPP also annually reviews the data from these surveys at our Fall Work and Data Day and directly utilizes data from the specific survey question noted below in order to drive decisions for continuous improvement.

2024-2025 FYT Admin/Mentor Survey Question 10 - 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 1 total FYT Surveys for Verified EPP Program Completers)
Classroom Management	1
Students from Diverse Backgrounds	1

The EPP continues to seek enhancements to strengthen our candidates’ preparation in classroom management and working with students from diverse backgrounds. Our EDUC 4442 Classroom Management and Evaluation Theory course was taught by a new faculty member beginning in the fall of 2024, and it is increasingly cited by student teachers as being notably helpful in their behavior and classroom management efforts during their Professional Trimester/Student Teaching semester. Despite a push to lessen the total number of hours required for degrees, the EPP is still hoping to gain approval for an increase in credit hours for this particular course to allow for increased time devoted to these areas. Our EPP has also created a Special Education micro-credential and minor with a class titled Behavioral Support and Interventions. EPP faculty advisors have been encouraging students to take this course as part of the micro-credential or minor program or as an additional elective for their degree requirements. Various EPP Professional Education and methods courses include efforts to address teaching students from diverse backgrounds. A course titled School and Society addresses this effort significantly, and a recent program curriculum change now requires this course for Early Childhood Education majors, which is the major of the FYT reflected in the Administrator Survey noted above. We are also having conversations at Fall Work and Data Day on how to strengthen preparation in these areas in other courses and experiences.

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 2024-2025
N = 38
Mean Score = 3.57
Minimum Score = 3.00
Maximum Score = 4.95

The 2024-2025 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 4.95. 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 – USAO's Dean of the School of Education and Speech-Language Pathology/Director of Teacher Education meets with and communicates regularly with members of CPS administration and occasionally other EPP and/or CPS faculty beyond our regular TEC meetings.

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

Oklahoma State Regents of Higher Education (OSRHE) Teacher Education-related meetings and events – USAO's Dean of the School of Education and Speech-Language Pathology/Director of Teacher Education and occasionally other EPP faculty members attend various OSRHE Teacher Education 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)