

**University of Science and Arts of Oklahoma
Teacher Education
2022 EPP Annual Accreditation Report**

CAEP Accountability Measures (for CHEA Requirements) [2020-2021 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

The 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 2020-2021, EPP Program Completers
Survey Item Q16 – 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	12.50%	N = 1
Agree	50.00%	N = 4
Strongly Agree	37.50%	N = 3

Total N=8 Administrator/Mentor Surveys on our First Year Teachers, Verified EPP Program Completers; Note - OEQA Survey Results included 3 FYT who were not our program completers

First Year Teacher Survey 2020-2021, EPP Program Completers

Survey Item Q28 – Overall, my preparation/route to certification effectively prepared me to have a positive impact on P12 student learning and development.

Strongly Disagree	14.29%	N = 1*
Disagree	00.00%	N = 0
Agree	42.89%	N = 3
Strongly Agree	42.89%	N = 3

Total N=7 First Year Teacher Surveys 2020-2021, Verified EPP Program Completers

*Note - The EPP feels that it is essential to note that the one survey with the overall rating of “Strongly Disagree” on Survey Item Q28 had ratings of “Strongly Agree” on ALL other preparation questions/items on the survey. The EPP also recognizes that this Completer was teaching in a grade level outside of their program area.

While the COVID-19 pandemic has had an obvious impact on normal functioning of all schools, including assessment administration, our EPP continues to work to strengthen our data collection for Impact on P-12 Learning and Development. The EPP has plans to continue 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 2020-2021 Academic Year, and we will continue to update our data collection evidence for recent years as we are able to obtain additional data.

Measures of Academic Progress (MAP) Growth Test Rasch Unit (RIT) Mean Scores 2020-2021

Completer Area	Grade Level/Subject	Fall 2020 Assessment	Winter 2021 Assessment	Spring 2021 Assessment
Elementary	5th Grade Math (Class Section 1)	N = 16 Mean RIT = 193.5	N = 17 Mean RIT = 196.5	N = 16 Mean RIT = 201.8
Elementary	5th Grade Math (Class Section 2)	N = 17 Mean RIT = 195.6	N = 17 Mean RIT = 204.1	N = 15 Mean RIT = 209.7
Elementary	5th Grade Math (Class Section 3)	N = 16 Mean RIT = 192.9	N = 16 Mean RIT = 196.2	N = 17 Mean RIT = 203.9

Star Reading Enterprise Assessment (English) 2020-1021

Completer Area	Grade Level and Subject Area	Fall 2020 Assessment	Winter 2021 Assessment
Early Childhood	2nd Grade English Language Arts	Total Tested Students N = 20 Students At/Above Benchmark N = 8 = 40% Students On Watch N = 5 = 25% Students Intervention N = 4 = 20% Students Urgent Intervention N = 3 = 15%	Total Tested Students N = 20 Students At/Above Benchmark N = 12 = 60% Students On Watch N = 3 = 15% Students Intervention N = 3 = 15% Students Urgent Intervention N = 2 = 10%

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

2020-2021 - - 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 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.