

**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.

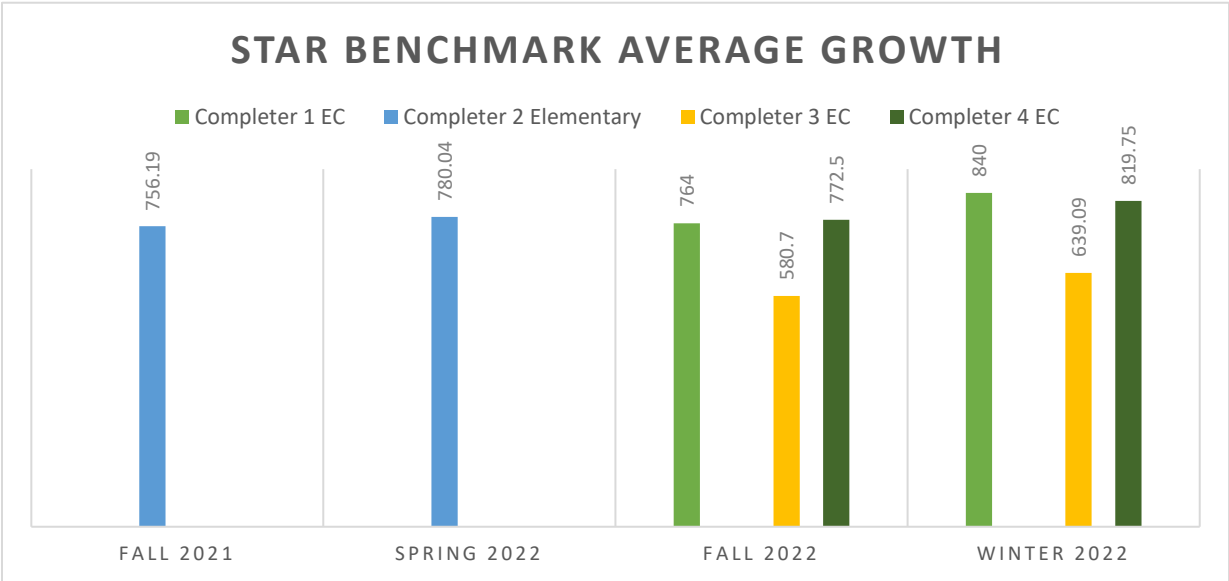
Our EPP continues to work to enhance data collection for Impact on P-12 Learning and Development. The EPP has continued reaching out to partnering school districts to collect and analyze data from various benchmark assessment scores of P-12 students taught by our EPP Program Completers in order to provide 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 Completors. Four of those Completors 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.