

**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.

<b>Strongly Disagree</b>	<b>00.00%</b>	<b>N = 0</b>
<b>Disagree</b>	<b>00.00%</b>	<b>N = 0</b>
<b>Agree</b>	<b>50.00%</b>	<b>N = 1</b>
<b>Strongly Agree</b>	<b>50.00%</b>	<b>N = 1</b>

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.

<b>Strongly Disagree</b>	<b>00.00%</b>	<b>N = 0</b>
<b>Disagree</b>	<b>00.00%</b>	<b>N = 0</b>
<b>Agree</b>	<b>00.00%</b>	<b>N = 0</b>
<b>Strongly Agree</b>	<b>100.00%</b>	<b>N = 3</b>

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**

<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 = 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**

<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 = 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.