

**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	5 th Grade Math (Class Section 1)	N = 16 Mean RIT = 193.5	N = 17 Mean RIT = 196.5	N = 16 Mean RIT = 201.8
Elementary	5 th Grade Math (Class Section 2)	N = 17 Mean RIT = 195.6	N = 17 Mean RIT = 204.1	N = 15 Mean RIT = 209.7
Elementary	5 th 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	2 nd 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.

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

Data provided should be collected on employers' satisfaction with program completers.

In addition to data provided in 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. The link below provides a pdf report of OEQA's results for the USAO First Year Teacher Administrator/Mentor Surveys.

[University of Science and Arts of Oklahoma FYT Admin/Mentor Survey Report 2021](#)

*Note – The EPP feels it is important to note that this survey report includes individuals who are either Emergency Certified or Alternatively Certified and not our EPP Program Completers. The count of these non-traditionally certified individuals is noted on the survey report.

The EPP is using the results of Question 7 (see chart below) from the FYT Administrator/Mentor Surveys to strengthen our programs, enhance effectiveness of our program completers, and increase satisfaction of employers and stakeholders.

Admin/Mentor Survey Question 7 - 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?

Survey Response	Percentage	Number out of 11 Total Surveys
Classroom Management	35.00%	7
English Language Learners	15.00%	3
Assessment	15.00%	3

The EPP has recently revised components of our EDUC 4442 Classroom Management and Evaluation Theory course in order to strengthen preparation for classroom management and assessment. Implementation of the Praxis Performance Assessment for Teachers (PPAT) is also contributing to the strengthening of preparation in all three of these areas indicated as recommendations for improvement.

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 2022 - Title II Report Data from 2020-2021 Academic Year is not yet available due to a nationwide delay in the reporting process. The new deadline for Title II reporting was just released as June 30, 2022, and the EPP plans to make this data accessible to the public on our website by that deadline.

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 the three certification exams to receive teacher certification in addition to completing all requirements for their accredited teacher education program.

The required certification exams are:

Oklahoma General Education Test (OGET)

Oklahoma Subject Area Test (OSAT) (passing of designated program OSAT required)

Oklahoma Professional Teaching Examination (OPTE) (available through the end of August 2021) or

Praxis Performance Assessment for Teachers (PPAT) (replaces OPTE as of September 2021)

Note – All Program Completers must meet licensing (certification) and all additional state 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 19 candidates reach competency for program completion between September 1, 2020 through August 31, 2021. Of these 19 Program Completers, 7 took the OPTE as they were graduates before Fall 2020. The remaining 12 Program Completers took and passed the PPAT since the EPP began requiring the PPAT in Fall 2020. The EPP had 4 Graduates from the 2020-2021 Academic Year did not complete all program requirements within the reporting dates.

The majority of USAO’s EPP 2020-2021 graduates, 12 out of 16 = 75%, successfully passed all required certification exams and met certification requirements at the time of graduation or within the semester immediately following graduation.

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

**Program Completers 2020-2021
Employment Status**

Program Area	# Completers In Area	# Completers Employed in Area	% Completers Employed in Area	# Completers Employed Outside Area	% Completers Employed Outside Area	# Completers Not Currently Teaching	% Completers Not Currently Teaching
Deaf Education	3	3	100%				
Early Childhood	7	7	100%				
Elementary Educ.	8	4	50%	1	12.50%	3	37.50%
English	1	1	100%				
Total	19	15	78.95%	1	5.26%	3	15.79%

- Note – Data represented for all Program Completers that we have knowledge of Employment Status. All Program Completers that we are aware of applying for and seeking a teaching position, have been able to find a teaching position. We are aware that some Program Completers have chosen not to seek teaching positions due to personal, family, or graduate school decisions.