

Southwestern Oklahoma State University (SWOSU)
Department of Education Annual Reporting Measures (CAEP 5.4/A.5.4)
2020-2021

- **Measure 1 (Initial): Completer effectiveness. (R4.1)**

Teacher Leader Effectiveness (TLE)

TLE data are submitted as evidence to demonstrate that program completers have an effective impact on P-12 student learning and development. The 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. OEQA then shares the data with the EPP. *No data were provided from the Oklahoma State Department of Education for the TLE for 2020-2021 due to COVID-19. The state did not administer the survey because of the pandemic. Therefore, we are unable to report information on this measure.*

First Year Teacher Survey

OEQA administers the First Year Teacher Survey every spring. The survey is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards and seeks information from program completers about their preparation provided by the EPP. The survey uses a Likert rating scale of 1 – 4 with 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree to each of the statements.

2020-2021 First Year Teacher (FYT) Survey Analysis

Since the respondent data is only provided in aggregate form, it is impossible to understand fully potential reasons for how participants respond to these surveys. Our data shows 10% of FYTs surveyed were either emergency certified (2) or alternatively certified (1). While it is likely that these FYTs would feel less prepared than traditionally prepared completers, it is impossible to discern.

With this in mind, all areas showed the vast majority of those surveyed felt prepared (agree or strongly agree) with their preparation and their first year in the classroom. With regard to Q1, The Learner and Learning, the mean of means on the Likert scale was 3.33 indicating strong feelings of preparedness among our candidates. Related areas in this area were at 90% above with agree/ strongly agree except for 2 areas. Understanding differences and diverse cultures was at 81% agree/strongly agree and we have since added a class, EDUC 3133 Teaching English Learners, to the degree plans. Designing and implementing developmentally appropriate experiences was at 75% agree/strongly agree. Adjustments to address this area

include the addition of practicum courses for secondary majors as well as an additional pedagogy course called Instructional Practices that is typically completed just prior to student teaching.

Content preparation remains a strength for our candidates across majors. The extremely low numbers indicating Disagree/Strongly Disagree may be due in part to alternative and emergency certified respondents. The use of technology for managing student data continues to hover around 27% of respondents rating Disagree/Strongly Disagree. We continue to expand candidate exposure to mock gradebook systems and analysis of data in methods courses to address this concern.

- **First Year Teacher Survey Report**
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
Mentor/Administrator Survey
OEQA administers the Mentor/Administrator Survey to mentors/administrators within the state who have hired the EPP's graduates as first year teachers. The survey is aligned to the InTASC standards and seeks information from mentors/administrators about the EPP's program completer preparedness and overall satisfaction with the SWOSU Department of Education graduates. The survey uses a Likert rating scale of 1 – 4 with 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree to each of the statements.

2020-2021 Mentor/Administrator Survey Analysis

The FYT Mentor/Administrator survey shows high ratings of FYTs by mentors across all areas. Q1, The Learner and Learning, mean of means is a 3.46 on the Likert scale. This is slightly higher (.13) than FYTs rated themselves. Ratings of Agree/Strongly Agree are well above 90% for all six sub-questions under this area. In fact, only 1 rater scored a candidate below this level. The ability to design and implement developmentally appropriate and challenging learning experiences (#3) was the highest rated at 96.43%. This is in contrast to the area being lowest scored by FYTs.

This trend continues with regard to Q2, Content, with a mean of means at 3.40 on the Likert scale. All four sub-questions are again rated well above the 90% for agree/strongly agree level with only one rater scoring one candidate below that level. Again, without disaggregated data to determine pathway to certification, it is impossible to provide focus to any particular program or sub-area with the data provided.

Q3, Instructional Practice, has a mean of means of 3.46 indicating strong feelings of preparation in pedagogy and classroom management practices. The survey indicates well above 90% Agree/Strongly Agree in all seven sub-questions. Sub-question one dealing with multiple methods of assessment, sub-question 5 regarding understanding and using a variety of instructional

practices, and sub-question 7 regarding use of technology to manage student and assessment data all indicate 100% Agree/Strongly Agree. These indicate stronger feelings of efficacy from the Mentors than from the FYTs themselves. This phenomenon may be due in part to the lack of experience of the FYTs for comparative analysis of their own performance. Simply put, they do not yet realize how good they are.

- **Mentor/Administrator Survey Report**
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**

Certification Examinations for Oklahoma Educators

Candidates across the EPP programs demonstrate content knowledge, knowledge of learners and learning, knowledge of instructional practice, and professional knowledge and responsibility in a variety of ways. One measure is licensure tests. Candidates from all programs are required to pass the Certification Exams for Oklahoma Educators (CEOE): the OGET (Oklahoma General Education Test), the OSAT (Oklahoma Subject Area Test) and the OPTE (Oklahoma Professional Teaching Exam) with a passing score of at least 240. The Oklahoma Department of Education and OEQA require candidates at the initial level to pass the three exams to receive teacher certification. All exams are criterion referenced and competency based. The purpose of the OGET is to identify candidates who have demonstrated the level of general education, knowledge and skills required for entry level educators in Oklahoma. All initial candidates must pass the OGET before they are admitted into the Department of Education. Finally, for Oklahoma certification, candidates must successfully complete the OSAT (assesses subject-area knowledge) and the OPTE (assesses professional knowledge).

2020-2021 SWOSU CEOE Results		
Exam	SWOSU Passing Percentage	State Passing Percentage (provided by CEOE)
OGET	76	78
OSAT	72	74
OPTE PK-8	76	80
OPTE 6-12	85	95
Total	77.25	81.75

Grade Point Average (GPA) for Graduating Seniors in Initial and Advanced Programs

INITIAL PROGRAMS (2020-2021 academic year)	# of candidates	GPA
Art Education	5	3.54
Early Childhood	17	3.46
Elementary Education	24	3.50
English Education	4	3.53
History Education	6	3.40
Secondary Mathematics Education	0	N/A
Health and Physical Education	12	3.17
Science Education	2	3.49

ADVANCED PROGRAMS (2020-2021 academic year)	# of candidates	GPA
Education Administration (Building Level)	41	3.95
Reading Specialist	3	3.91
School Psychology	8	3.91
School Psychometry, School Counseling	60	3.87

Title II Report

Part A of Title II includes provisions on program accountability and evaluation (program data collection, state and institutional report cards, and identifying low-performing programs). Part A of Title II also features the [Teacher Quality Partnership grant](#) program, the only federal initiative designed to strengthen and reform teacher preparation in concert with higher education. Part B of Title II features provisions for increasing educator diversity, educator use of technology in classrooms, and the creation of an adjunct teacher corps to recruit and train individuals with subject matter expertise to staff high-need fields. Additionally, Part B includes a grant program to prepare general education teachers to educate students more effectively with disabilities.

- **SWOSU Department of Education Title II Report**
- **Measure 4 (Initial and Advanced): Ability of completers to be hired**
Due to the extreme and continuing teacher shortage in the state of Oklahoma, the ability of initial and advanced completers to be hired in education positions for which they are prepared continues to be 100%.
Initial and advanced completers from 2020-2021 had a hiring rate 100% hiring rate.