AAQEP Annual Report for 2023

Provider/Program Name:	University of Oregon College of Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The University of Oregon (UO) is a comprehensive public research university committed to exceptional teaching, discovery, and service. Founded in 1876, with a single building, five faculty members, and 155 students, the university has grown into a preeminent research institution employing 1,926 faculty and educating approximately 21,000 undergraduate, graduate, and professional students (2021).

The university currently offers more than 300 comprehensive degree and certificate programs through nine distinct schools and colleges, including:
- College of Arts and Sciences
- Charles H. Lundquist College of Business

- College of Design
- College of Education
- Robert D. Clark Honors College
- School of Journalism and Communication
- School of Music and Dance
- School of Law
- Graduate School

The University of Oregon is located on Kalapuya ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, to the UO, to Oregon, and to the world.

In following the Indigenous protocol of acknowledging the original people of the land we occupy, we also extend our respect to the nine federally recognized Indigenous nations of Oregon: the Burns Paiute Tribe, the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians, the Confederated Tribes of the Grand Ronde, the Confederated Tribes of Siletz Indians, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Warm Springs, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Tribe of Indians, and the Klamath Tribes. We express our respect to the many more tribes who have ancestral connections to this territory, as well as to all other displaced Indigenous peoples who call Oregon home.

The university enrolls 23,202 (Fall 2022) undergraduate, graduate, and professional students from all 50 states and more than one hundred countries worldwide. Ninety-two percent of students attend the institution full-time making the university a true residential learning community. In 2022-23, 32.8% of students identifying as Hispanic or Latino, Black or African American, American Indian or Alaska Native, Asian, or Hawaiian or Other Pacific Islander rose to an all-time high of 39.4%.

College of Education (COE)

The University of Oregon, College of Education (COE) is a network of inclusive learning communities. Undergraduate students, graduate students, and continuing professionals study with nationally recognized faculty to become:
- Elementary and Secondary Teachers

- Special Education Teachers
- School Administrators
- Speech-Language Pathologists
- Human Service Professionals
- Education and Human Sciences Scholars
- Counseling and School Psychologists
- Couples and Family Therapists

Educator Preparation Programs

The College of Education offers educator preparation programs at the graduate level exclusively. These programs prepare aspiring and licensed teachers and school psychologists. All the educator preparation programs are approved by Oregon's Teacher Standards and Practices Commission (TSPC).

In 2021, the college was awarded accreditation for its initial teacher education programs which are organized under two academic majors and offer four licensure programs, 21 endorsement options, and a cohort-within-a-cohort program for Indigenous educators.

Curriculum and Teaching (UOTeach)

Curriculum and Teaching (UOTeach) is a highly focused one-year master's degree program that offers two licensure programs: elementary multiple subjects and middle-high school education subject areas. Each primary track (elementary and mid-high) provides preparation for the English for Speakers of Other Languages (ESOL) licensure endorsement embedded within the program.

The UOTeach philosophy for teacher education is that every child deserves an excellent teacher; excellent teachers need extensive subject area preparation, extensive sociocultural knowledge, and an equity framework for curriculum and instruction. Teachers must be prepared for their role in creating welcoming, inclusive, and safe schools and communities in order to develop the critical thinking skills of children.

To achieve this, teacher candidates spend one-year on campus with faculty, career teaching professionals, mentors, and peers developing teaching pedagogy skills and subject area instructional methods expertise in local K-12 classrooms. The curriculum

focuses on anti-oppressive pedagogies including anticolonial, anti-oppressive, and abolitionist pedagogies in subject area instruction and creating supportive classroom communities.

Sapsikʷałá Teacher Education Program

The Sapsikʷałá Teacher Education Program began in 2002 to address the dire need for American Indian/Alaska Native (AI/AN) teachers. The program provides a cohort-within-a-cohort model for teacher candidates to learn Indigenous methodologies for teaching and obtain Oregon teacher licensure. The Sapsikʷałá Teacher Education Program is led by Indigenous faculty and staff as part of our commitment to modeling culturally sustaining and self-determined Indigenous education. The program collaborates with all [Nine Federally Recognized Sovereign Indian Nations of Oregon](#) and the UOTeach (Curriculum & Teaching) master's program to deliver a pathway for Indigenous people to become teachers within their communities. Teacher candidates are co-enrolled in the Sapsikʷałá Teacher Education Program and one of the teacher licensure programs, most commonly UOTeach. This program is based on the belief that Education Strengthens our People. In fact, Sapsikʷałá is an Ichishkíin/Sahaptin word which translates to "teacher" in English. This name represents the program's cultural values of self-determination in education for Tribal people. Under the guidance of a Tribal Advisory Council consisting of education representatives from the Nine Federally Recognized Tribes of Oregon, the program aims to provide a culturally sustaining model to support Tribal Nations' Indigenous and Treaty rights with an emphasis on growing their own Native educators.

The heart of the Sapsikʷałá Teacher Education Program is the building of communities of practice that foster a seamless path from pre-service teacher to induction as a new teacher through becoming a teacher leader.

The recruitment, support, preservice training, and in-service mentorship of American Indian/Alaska Native teachers is developed in collaboration with the Tribal Advisory Council.

Special Education

The Special Education graduate program is the third ranked program in the nation (US News Best Graduate Schools of Education, 2023). The program offers two distinct licensure paths, Special Education K-12 with an embedded reading intervention endorsement and Early Intervention/Early Childhood Special Education.

Special Education K-12 with embedded Reading Intervention

The Special Education K-12 (SPED) with embedded Reading Intervention endorsement licensure program is designed to provide pre-service training and to support the development of special education professionals who are prepared to design, deliver, and continuously improve effective educational, employment, and community experiences for persons with disabilities. This program

responds to the many changes in education for students with and without disabilities. It affords the opportunity to align efforts with general education and its curriculum, licensure structure, reform efforts including those for reading and dyslexia assessment and instruction, and goals for students in the 21st century.

The program ensures that future special education teachers are prepared to work collaboratively with general educators to assist students in making progress toward meeting state benchmark standards. The program also addresses how to meet the needs of students with more severe disabilities both developmentally and in terms of community-referenced functional skills.

The faculty and curriculum provide the foundation for K–12 special education teacher preparation that is anchored to nationally recognized empirical and best practices research. Teacher candidates spend two years on campus with faculty, career teaching professionals, mentors, and peers developing teaching pedagogy skills and subject area instructional methods expertise in local K-12 classrooms.

Special Education: Early Intervention and Early Childhood (EI/ECSE)

The Special Education Early Intervention and Early Childhood master's and licensure program is designed to prepare professionals to:

- Provide high quality education and services to infants, toddlers, and preschoolers who experience disability and those who are at risk for developmental delay.
- Facilitate the inclusion of children in community programs and provide culturally responsive support and intervention.
- Assess and evaluate child/family progress and program effectiveness within a variety of service delivery models with an emphasis on inclusive settings.
- Operate effectively within an interagency, interdisciplinary team approach.
- Understand and use research outcomes to enhance educational services delivered to children who experience or are at risk for disability, and their families.

The faculty and curriculum provide the foundation for EI/ECSE teacher preparation that is anchored to nationally recognized empirical and best practices research. Teacher candidates are able to spend one or two years on campus with faculty, career teaching professionals, mentors, and peers or complete the program via distance delivery. Candidates who choose to complete the program via distance delivery are often already engaged in this work and are able to complete their clinical practice at their current place of employment. Teacher candidates completing the program on campus are able to complete their entire clinical practice at Early Childhood CARES (EC CARES), an outreach unit within the college and a subcontractor of Lane Education Service District.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://education.uoregon.edu/accreditation

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 09/23)	**Number of Completers** in most recently completed academic year (12 months ending 09/23)
Programs that lead to initial teaching credentials			
Master of Education	Elementary Multiple Subjects	93	38
	Mid/High Single Subject: Integrated Science	6	4
	Mid/High Single Subject: Foundational Science	1	1
	Mid/High Single Subject: Biology	3	1
	Mid/High Single Subject: English Language Arts	26	10
	Mid/High Single Subject: Social Studies	37	21
	Mid/High Single Subject: Foundational Math	2	0
	Mid/High Single Subject: Advanced Math	14	3
	ESOL	225	71

Master of Science in Special Education	Special Education Generalist	27	7
	Reading Intervention	20	2
	Special Education Early Intervention	24	3
Total for programs that lead to initial credentials		478	161
Programs that lead to additional or advanced credentials for already-licensed educators			
		-	-
Total for programs that lead to additional/advanced credentials		-	-
Programs that lead to credentials for other school professionals or to no specific credential			
		-	-
Total for additional programs		-	-
TOTAL enrollment and productivity for all programs		478	161
Unduplicated total of all program candidates and completers		275	99

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Principal Licensure Program (Substantive Change Submission Date: 6/15/2023)
Professional Administrator License Program (Substantive Change Submission Date: 6/15/2023)

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
275
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
99
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
159 completer recommendations; some with multiple endorsements.
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

The expected timeframe for UOTeach students is 1 year (1.5 times = 1.5 years); 2 years (1.5 times = 3 years) for Special Education K12 students; and 2 years (1.5 times = 3 years) for Special Education Early Intervention students.

Program	Cohort Year	Initial Cohort	Completed in 100% time (1 year)	Completed in 150% time (1.5 years)	Completion Rate (1 year)	Completion Rate (1.5 years)
UOTeach	22-23	92	84	2	91%	2%
			Completed in 100% time (2 years)	Completed in 150% time (3 years)	Completion Rate (2 years)	Completion Rate (3 years)
Special Education K12 (Initial)	21-22	8	7	0	88%	0%
Special Education Early Intervention (Initial)	21-22	13	9	4	69%	31%

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Test Number	Test Name	Number Passed	Total Number	Institution Pass Rate	State Pass Rate
ORELA/NES	**Overall**	**223**	**247**	**90%**	**80%**
102	Elementary Education I	42	50	84%	74%
103	Elementary Education II	45	52	87%	74%
202	Middle Grades Social Science	Low N	Low N	Low N	65%
204	Middle Grades General Science	Low N	Low N	Low N	92%
301	English Language Arts	14	14	100%	89%
303	Social Science	21	27	78%	76%
304	Mathematics	Low N	Low N	Low N	71%
305	Biology	Low N	Low N	Low N	88%
308	Physics	Low N	Low N	Low N	86%
309	Business Education	Low N	Low N	Low N	-
311	General Science	Low N	Low N	Low N	74%
401	Spanish	Low N	Low N	Low N	65%
404	Chinese (Mandarin)	Low N	Low N	Low N	-
504	Music	Low N	Low N	Low N	91%
506	Phys Ed	Low N	Low N	Low N	86%
507	ESOL	71	71	100%	93%
601	Special Education (SPED Generalist Endorsement)	Low N	Low N	Low N	94%
8	Civil Rights	Low N	Low N	Low N	95%
PRAXIS	**Overall**	**28**	**28**	**100%**	**94%**
5302	Reading Specialist	Low N	Low N	Low N	84%
5331	Speech-Language Pathology	26	26	100%	96%

5691	Special Ed: Preschool/Early Childhood	Low N	Low N	Low N	100%
edTPA	**Overall**	**26**	**26**	**100%**	**97%**
5	Secondary Math	Low N	Low N	Low N	88%
12	Special Education	Low N	Low N	Low N	98%
21	K12 Performing Arts	19	19	100%	100%

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

The College of Education annually studies completer effectiveness in the profession through the Oregon Association of Colleges for Teacher Education (OACTE) teacher survey for 2020-2022 completers. This study operationalizes the InTASC Model Core Teaching Standards as the OACTE Survey Instrument, asking teachers to reflect on their readiness to perform a range of skills teachers need from the minute they embark on their careers. This survey is administered the summer after the program completers' first year as a teacher after completing the program. Data below includes 25 responses of teachers from 2021 and 2022 completer cohorts.

For most questions, the mean response was well above the mean of the range of 1-10. The following areas require review and discussion.

In the area of Learners and Learning, completers indicated their preparation to "Maintain effective classroom discipline," was below average with a mean of 4.68. While above the average, their preparation to "Use time outside of class to develop relationships with students and learn their perspectives," was still concerning with a mean of 5.96. In the area of Content Knowledge, completers felt their level of preparation to "Ensure learners apply concepts and methods of the discipline to real-world contexts" was slightly above average. In the area of instructional practice, completers also felt their preparation to, "Engage learners in monitoring their own progress and achievement," was slightly above average.

For these areas of below or slightly above average, as well as all data, we will review and discuss trend data to determine if there are areas within the programs and curricula that need improvement.

The following items focus on learners and learning. On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of	N	Mean	SD

the following duties required by the core teaching standards focused on learners and learning, during the 2022-2023 school year?			
Provide students equitable opportunities to learn by treating as individuals	25	7.12	2.50
Deliver developmentally appropriate, challenging learning experiences	25	6.68	2.34
Set up a classroom that motivates learners with diverse needs	25	6.68	2.53
Incorporate language development strategies to make content accessible to English Language Learners	25	6.48	2.35
Maintain effective classroom discipline	25	4.68	2.49
Use time outside of class to develop relationships with students and learn their perspectives	25	5.96	2.73
The following items focus on content knowledge. On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on content knowledge, during the 2022-2023 school year?	**N**	**Mean**	**SD**
Develop activities in which learners work together to solve problems	25	6.64	2.54
Create experiences that require learners to use the correct academic vocabulary	25	6.20	2.06
Ensure learners apply concepts and methods of the discipline to real-world contexts	25	5.92	2.19
Design exercises that require students to gather information and generate new ideas	25	6.08	2.04
Assist students in analyzing subject-specific concepts from multiple perspectives	25	6.16	2.17
The following items focus on instructional practice. On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on instructional practice, during the 2022-2023 school year?	**N**	**Mean**	**SD**
Plan instruction using specific Common Core Standards	25	7.08	2.21
Conduct a variety of standards-based formative and summative assessments	25	6.40	2.30
Work with learners to design lessons that build on prior experiences and strengths	25	6.28	2.36
Use technology to enhance instruction	25	6.88	2.39
Deliver research-based, interdisciplinary instruction	25	6.48	2.21
Engage learners in monitoring their own progress and achievement	25	5.72	2.07
The following items focus on professional responsibility. On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with	**N**	**Mean**	**SD**

little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on professional responsibility, during the 2022- 2023 school year?			
Demonstrate respect for learners and families, even when they are not in your presence	25	7.44	2.30
Reflect on and self-evaluate teaching to improve practice	25	7.24	2.14
Work with colleagues to improve learner development	25	6.52	2.39
Engage in professional learning to build skills and acquire new discipline-specific knowledge	25	6.16	2.29
Communicate with families from diverse backgrounds to improve learner development	25	6.56	2.62
Develop connections to community resources	25	5.80	2.32
Engage families about student progress	25	6.24	2.69
Engage local school and cultural communities	25	6.16	2.59
Support students' growth in global perspectives	25	6.40	2.21
Engage in culturally responsive educational practices with diverse learners	25	7.48	1.94
Facilitate culturally responsive education experiences reflective of the diverse cultural and socioeconomic communities you directly practice in	25	7.08	2.06
Overall, on a scale of 1-4, where 1 is very dissatisfied and 4 is very satisfied, program completers were somewhat to very satisfied.			
How satisfied were you with each of the following aspects of your teacher preparation program?	**N**	**Mean**	**SD**
Support of cooperating classroom teacher during student teaching	25	3.12	1.07
Responsiveness of university advisors	25	3.12	0.91
Quality of university supervision during student teaching	25	2.84	1.08
Depth of coverage in culturally responsive instruction	25	3.52	0.70
Student support services (e.g., assistance with licensure and testing, special needs accommodations)	25	3.20	0.80
Effectiveness of instruction	25	3.08	0.89
Depth of content in teaching methods	25	3.24	0.76
Assistance in the activities required to obtain a job (e.g., search, resume, interviewing, letters, networking)	25	3.08	0.74
Usefulness of the curriculum in your current role	25	2.72	0.92
Overall quality of the program	25	3.16	0.88
On a scale of 1 to 10, where 1 is Not at all prepared and 10 is Exceptionally well-prepared, program completers felt the educator preparation program prepared them their school environment and their role as a practicing teacher.			

	N	Mean	SD
How well did your teacher preparation program prepare you to adapt to your school environment for the 2022-2023 school year?	25	6.20	2.21
How well did your teacher preparation program prepare you to adapt to your new role as a practicing teacher, during the 2022-2023 school year?	25	6.44	2.06

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

OACTE administers a supervisor survey to administrators of program completers. This study operationalizes the InTASC Model Core Teaching Standards as the OACTE Survey Instrument, asking supervisors to reflect on new teacher readiness to perform a range of skills teachers need from the minute they embark on their careers. This survey is administered the summer after the program completers' first year as a teacher after completing the program.

Declining response rates for this survey as well as the completer survey have been a concern. Unfortunately, this year's survey yielded 0 respondents for the University of Oregon. The OACTE is discussing the future of this survey and we hope we will have revamped solution, or a new solution by Summer 2024.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

In partnership with HECC and ODE, the College of Education monitors the employment of completers in public educational institutions in the state of Oregon.

		Academic Year of Completion			
		20-21		21-22	
Employment School Year	Position	N	% of Total	N	% of Total
21-22	Special Education Teacher	15	9%	Low N	9%
	Special Education Other	10	6%	12	22%
	Teacher	93	57%	18	33%
	Administrative	41	25%	19	35%
	Other Licensed Staff	Low N	2%	Low N	5%

22-23	Special Education Teacher	15	11%	17	17%
	Special Education Other	14	10%	12	12%
	Teacher	68	51%	58	59%
	Administrative	40	30%	12	12%
	Other Licensed Staff	Low N	3%	-	-

* data represent individual completers; completers may hold one or more positions during the school year.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
NES: Elementary Education I	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 84% (n=42) passing.
NES: Elementary Education II	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 87% (n=45) passing.
NES: Middle Grades Social Science	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 0% (n=0) passing.
NES: Middle Grades General Science	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (Low N) passing.

NES: English Language Arts	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (n=14) passing.
NES: Social Science	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 78% (n=21) passing.
NES: Mathematics	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 88% (Low N) passing.
NES: Biology	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 80% (Low N) passing.
NES: Physics	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (Low N) passing.
NES: Business Education	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (Low N) passing.
NES: General Science	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 50% (Low N) passing.
NES: Spanish	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (Low N) passing.
NES: Chinese (Mandarin)	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 67% (Low N) passing.
NES: Music	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (Low N) passing.
NES: Phys Ed	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (Low N) passing.
NES: ESOL	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (n=71) passing.

NES: Special Education (SPED Generalist Endorsement)	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (Low N) passing.
ORELA: Civil Rights	Candidates must attempt the exam; the cut score is 240.	All candidates attempted the exam with 0% (n=0) passing.
PRAXIS: Reading Specialist	Candidates must attempt the exam; the cut score is 164.	All candidates attempted the exam with 67% (Low N) passing.
PRAXIS: Speech-Language Pathology	Candidates must attempt the exam; the cut score is 162.	All candidates attempted the exam with 100% (n=26) passing.
PRAXIS: Special Ed:Preschool/Early Childhood	Candidates must attempt the exam; the cut score is 159.	All candidates attempted the exam with 100% (Low N) passing.
edTPA: Secondary Math	Candidates must attempt the exam; the cut score is 35.	All candidates attempted the exam with 100% (Low N) passing.
edTPA: Special Education	Candidates must attempt the exam; the cut score is 35.	All candidates attempted the exam with 100% (Low N) passing.
edTPA: K12 Performing Arts	Candidates must attempt the exam; the cut score is 35.	All candidates attempted the exam with 100% (n=19) passing.

UOTeach Teaching Performance Assessment	The expectation is that candidates will have a mix of Proficient (3) and Advanced (4) ratings, with few, if any, ratings of Developing (2). The criteria to meet the expectations are as follows: Met: 10+ items scored as proficient (3) or above with zero scored as unsatisfactory (1) Not Met: One or more items scored as unsatisfactory (1) or less than 10 scores at proficient or above. The rubrics for the UOTeach TPA are aligned to general subsections organized as evidence of planning, instruction and assessment. Evaluators will look for evidence within the relevant sections for each TPA standard. Evaluators are not limited to a single section to determine the score for a given standard and may utilize evidence from across the work to determine the overall score in each standard.	All candidates met the requirements with 100% (n=88) passing.
Multiple Measures	Candidate successfully completes a TSPC approved undergraduate or graduate degree from an accredited higher education institution (Transcript evaluation GPA 2.75 or higher). Additional explanation of Oregon's Multiple Measures Content Knowledge Assessment Option is in Section 5.	All candidates met the requirements with 100% (n=29) passing.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
UOTeach FEET Evaluation	By the end of practicum, candidates must have all items scored at 'developing (2)' or above; by the end of full-time student teaching, candidates must have all items scored at 'proficient (3)' or above.	100% (n=91) of students met the practicum requirement. 100% of students (n=94) met the student teaching requirement.
SPED K12 Field Evaluation	By the end of part-time practicum, candidates must have all items scored at '1 emerging' or higher; by the end of student teaching, candidates must have all items rated at '2 proficient' or higher.	100% (Low N) of students met the practicum requirement. 100% (Low N) of students (added endorsement) met the practicum requirement. 100% (Low N) of students met the student teaching requirement.
EIECSE Evaluation of Practicum Competencies	By the end of practicum 1, candidates must have all items scored at 'emerging 1' or higher; by the end of practicum 2, candidates must have 80% or more of the competency areas rated at 'proficient 2' or higher with no ratings of 'not met'; by the end of student teaching, candidates must have all items scored at 'proficient 2', with 'exceeds 3' being the highest score.	100% (Low N) of students met the practicum 1 requirement. 89% (Low N) met the practicum 2 requirement. 100% (Low N) of students met the student teaching requirement.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The Elementary and MidHigh programs (UOTeach) piloted a local teacher performance assessment option in 2022-2023. The first round of data was collected in Spring 2023 and has moved on to the full implementation. In addition, candidates have steadily been using the State of Oregon's Multiple Measures options to complete the Content Assessment Requirements for licensure. As an institution, we are assisting students and collecting scores for both the edTPA and the UOTeach TPA. In addition, we are tracking content assessment scores as well as the use of multiple measures options to complete the content assessment requirements. While each of these changes has resulted in adjusting how we collect and report data, they have resulted in more accessible pathways to licensure for all of our candidates.

In 2022-2023, the College of Education added new Principal and Professional Administrator Licensure Programs. These programs were built in partnership with the Coalition of Oregon School Administrators (COSA). The year was spent setting up the infrastructure for the new programs and to support transitioning and new students. New cohorts were admitted and began their programs in July 2023.

Personnel transitions experienced in 2021-2022 have eased. While an additional transition in a data analyst position occurred after the submission of the 2022 report, the position was quickly filled. The College of Education also successfully completed a Dean search, and then Interim Dean, Laura Lee McIntyre was named the permanent Dean.

The College of Education are exploring several areas for improvement and growth in 2023-2024. The Special Education K-12 Generalist and Early Intervention programs will explore a local teaching performance assessment option. In addition, the State of Oregon is exploring a multiple measures option for Special Education to fulfill the content assessment requirement. Finally, the college is moving forward with proposing a new PE Endorsement. In addition, the college will be transition from a Tk20 Assessment System to Watermark Student Learning and Licensure.