



AAQEP Annual Report for 2024

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 24,000 undergraduate, graduate, and professional students (2023).

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 23,834 (Fall 2023) 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 2023-24, 33.9% of students identified as Hispanic or Latino, Black or African American, American Indian or Alaska Native, Asian, or Hawaiian or Other Pacific Islander.

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.

Sapsik'walaá Teacher Education Program

The Sapsik'walaá 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 Sapsik'walaá 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 Sapsik'walaá 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, Sapsik'walaá 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 Sapsik'wałá 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.

In June 2023, AAQEP approved the addition of the following advanced programs:

- Principal
- Professional Administrator

The UO offers programs to prepare school and district leaders (e.g., principals and superintendents) for licensure for decades, with the programs changing over time to meet new requirements set by the state. The programs' curriculum content, sequence, and proficiency requirements are tailored to develop advanced leadership capabilities that enable individuals to lead schools and districts in making decisions and implementing programs grounded in evidence-based practices.

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 2023-2024

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 09/24)	Number of Completers in most recently completed academic year (12 months ending 09/24)
<i>Programs that lead to initial teaching credentials</i>			
Master of Education	Elementary Multiple Subjects	86	46
	Mid/High Single Subject: Integrated Science	4	1
	Mid/High Single Subject: Foundational Science	1	1
	Mid/High Single Subject: Biology	5	2
	Mid/High Single Subject: Physics	2	1
	Mid/High Single Subject: English Language Arts	26	10
	Mid/High Single Subject: Social Studies	32	13
	Mid/High Single Subject: Foundational Math	1	0
	Mid/High Single Subject: Advanced Math	16	6
	Mid/High Single Subject: Spanish	4	1
	Mid/High Single Subject: Japanese	1	0
	Mid/High Single Subject: Chinese	2	1

	ESOL	179	70
Master of Science in Special Education	Special Education Generalist	18	9
	Reading Intervention	18	4
	Special Education Early Intervention	17	10
Total for programs that lead to initial credentials		412	175
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education	ESOL (added)	31	23
Master of Science in Special Education	Special Education Generalist (added)	7	0
	Reading Intervention (added)	2	1
Principal and Administrator	Principal	340	85
	Professional Admin	91	22
Total for programs that lead to additional/advanced credentials		471	131
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
		-	-
Total for additional programs		-	-
TOTAL enrollment and productivity for all programs		883	305
Unduplicated total of all program candidates and completers		649	232

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.)

None

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.						
646						
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.						
232						
C. Number of recommendations for certificate, license, or endorsement included in Table 1.						
240 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.						
<i>*Note that 1-year completion rate is also counted within the 1.5-year completion rate.</i>						
<i>*Note that 3-year completion rate is also counted within the 2-year completion rate.</i>						
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	23-24	82	76	77	93%	94%
			Completed in 100% time (2 years)	Completed in 150% time (3 years)	Completion Rate (2 years)	Completion Rate (3 years)
Special Education K12 (Initial)	22-23	6	5	6	83%	100%

Special Education K12 (Added)	22-23	2	1	2	50%	100%
Special Education Early Intervention (Initial)	22-23	3	3	3	100%	100%
Special Education Early Intervention (Added)	22-23	0	0	0		
Principal	23-24	85	85	85	100%	100%
Professional Admin	23-24	22	22	22	100%	100%

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%.

In general, our programs have a higher pass rate compared to the state. In 2023-2024, the institution pass rates for Elementary Education I, Middle Grades Social Science, and Chemistry were below 80%. The Elementary Education I pass rate is still higher than the state pass rate of 75%. Overall, however, if candidates have difficulty passing their content exam (as in Middle Grades Social Science and Chemistry), the faculty work with candidates to assist them in meeting the requirement based on their individual needs. The state of Oregon also has a Multiple Measures option that allows candidates to meet content knowledge requirements using a variety of options. Should a candidate not pass the content exam, faculty and staff can also work with the student to meet other multiple measures options. Specifically, Multiple Measures Option 3 is used the majority of the time. In fact, since the content exam is considered a financial barrier, when the general education teaching programs have begun using the Multiple Measures Option 3 as the primary option for meeting the state of Oregon’s content knowledge requirement. More information on the Multiple Measures options are located on the [Teacher Standards and Practices Commission website](#).

Test Number	Test Name	Number Passed	Total Number	Institution Pass Rate	State Pass Rate
NES	Overall	161	180	89% (exclude tests with Low N) 81% (all tests)	78%
102	Elementary Education I	19	24	79%	75%
103	Elementary Education II	19	20	95%	71%
201	Middle Grades ELA	1	1	100%	93%
202	Middle Grades Social Science	0	2	0%	66%

203	Middle Grades Math	1	1	100%	57%
301	English Language Arts	11	12	92%	91%
303	Social Science	13	16	81%	71%
304	Mathematics	5	6	83%	72%
305	Biology	2	2	100%	89%
306	Chemistry	1	2	50%	78%
311	General Science	2	2	100%	47%
401	Spanish	1	1	100%	72%
404	Chinese (Mandarin)	1	1	100%	Low N
507	ESOL	75	79	95%	92%
601	Special Education (SPED Generalist Endorsement)	9	9	100%	93%
edTPA	Overall	15	26	100% (exclude low N tests) 100% (all tests)	98%
012	Special Education	9	9	100%	98%
PRAXIS	Overall	20	26	89% (exclude tests with Low N) 92% (all tests)	86%
5302	Reading Specialist	5	6	83%	72%
5692	Special Ed: Early Child/Early Interv	3	3	100%	96%

*The Institution pass rate and State pass rate both exclude tests with Low N.

*The pass rate does not count the takers who did not complete the test.

*Test takers who passed the PRAXIS test could have been reported the previous year or did not have their test results send to UO but to TSPC directly.

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

In previous years, the College of Education partnered with the Oregon Association of Colleges for Teacher Education (OACTE) to administer annual completer effectiveness surveys. Due to low response rates, OACTE made the decision to discontinue this partnership and individual EPPs are now responsible to collect this data. This decision was made in Fall 2024. Due to the

tardiness of this decision, as well as a lack of employment data from the state of Oregon, we were unable to administer the completer survey in time to have data for this report. We anticipate receiving employment data from the state of Oregon in February 2025 and will administer 2022-2023 completer effectiveness surveys in summer 2026, and 2023-2024 completer effectiveness surveys in Fall 2025. We plan to report both sets of data on the 2025 AAQEP Annual Report.

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

In previous years, the College of Education partnered with the Oregon Association of Colleges for Teacher Education (OACTE) to administer annual completer employer surveys. Due to low response rates, OACTE made the decision to discontinue this partnership and individual EPPs are now responsible to collect this data. This decision was made in Fall 2024. Due to the tardiness of this decision, as well as a lack of employment data from the state of Oregon, we were unable to administer the survey in time to have data for this report. We anticipate receiving employment data from the state of Oregon in February 2025 and will administer 2022-2023 completer employer surveys in summer 2026, and 2023-2024 employer surveys in Fall 2025. We plan to report both sets of data on the 2025 AAQEP Annual Report.

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. Unfortunately, due to an error in the data file and a working being done to improve their data flow process, we will not receive 2023-2024 employment data until February 2025. Once we receive that data, we will be able to provide an update to AAQEP.

4. Candidate Academic Performance Indicators (Jenny)

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 79% (n=24) passing.

NES: Elementary Education II	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 95% (n=20) passing.
NES: Middle Grades ELA	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (n=1) passing.
NES: Middle Grades Social Science	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 0% (n=2) passing.
NES: Middle Grades Math	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (n=1) passing.
NES: English Language Arts	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 92% (n=12) passing.
NES: Social Science	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 81% (n=16) passing.
NES: Mathematics	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 83% (n=6) passing.
NES: Biology	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (n=2) passing.
NES: Chemistry	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 50% (n=2) passing.
NES: General Science	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (n=2) passing.
NES: Spanish	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (n=1) passing.
NES: Chinese (Mandarin)	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with % (n=1) passing.

NES: ESOL	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 95% (n=79) passing.
NES: Special Education (SPED Generalist Endorsement)	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (n=9) passing.
PRAXIS: Reading Specialist	Candidates must attempt the exam; the cut score is 165.	All candidates attempted the exam with 67% (n=2) passing.
PRAXIS: Special Ed: Early Child/Early Interv	Candidates must attempt the exam; the cut score is 159.	All candidates attempted the exam with 100% (n=3) passing.
edTPA: Special Education	Candidates must attempt the exam; the cut score is 35.	All candidates attempted the exam with 100% (n=9) passing.
UOTeach Teaching Performance Assessment	<p>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.</p>	All candidates met the requirements with 100% (n=78) 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=16) passing.
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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 US Final 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 10+ items scored as proficient (3) or above with zero scored as unsatisfactory (1)	97.7% (n=85) of students met the practicum requirement. 100% of students (n=79) 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% (n=12) of students met the practicum requirement. 100% (n=1) of students (added endorsement) met the practicum requirement. 100% (n=10) 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	100% (n=10) of students met the practicum 1 requirement. 100% (n=9) met the practicum 2 requirement. 90% (n=10) of students met the student teaching requirement.

	scored at 'proficient 2', with 'exceeds 3' being the highest score.	
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5. Notes on Progress, Accomplishment, and Innovation (Zeni)

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) candidates have steadily been using the State of Oregon’s Multiple Measures options to complete the Content Assessment Requirements for licensure. In the 2023 AAQEP Annual report, we reported 29 candidates using Multiple Measures Option 3 rather than completing the content exam. That number has increased to 79 for the 2023-2024 completers. The new cohort, starting in Summer 2024, has been advised to use Multiple Measures Option 3 as the primary option for completing the content knowledge requirement. This change provides a more accessible pathway to licensure for these 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. In June 2024, there were 85 principal completers and 22 professional administrator completers.

In June 18, 2024, TSPC approved the institution’s request for a new Physical Education program as part of UOTeach, effective June 2025.

A new cooperating teacher/mentor compensation and voucher distribution system has been implemented to allow a more efficient process to distribute compensation and vouchers to partner districts. This included moving to direct deposit and creating a digital voucher system, moving away from printed vouchers.

The College of Education is currently transitioning from a Tk20 Assessment System to Watermark Student Learning and Licensure. The transition is taking some time, but it is hoped to be complete by the end of the 2025-2026 Academic Year.

The College of Education are exploring several areas for improvement and growth in 2025-2026. 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.