AAQEP Annual Report for 2025

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 24,462 undergraduate, graduate, and professional students (2024).

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 six 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, 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, Sapsik'ʷałá 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, 2025). 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.

Administrator Licensure Programs

The UO offers the principal and professional administrator licensure 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, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Candidates Enrolled** in most recently completed academic year (12 months ending 09/28)	**Number of Completers** in most recently completed academic year (12 months ending 09/28)
Programs that lead to initial teaching credentials			
Master of Education	Elementary Multiple Subjects	93	37
	Mid/High Single Subject: Integrated Science	Low N	Low N
	Mid/High Single Subject: Foundational Science	0	0
	Mid/High Single Subject: Biology	Low N	Low N
	Mid/High Single Subject: Physics	Low N	Low N
	Mid/High Single Subject: English Language Arts	26	12
	Mid/High Single Subject: Social Studies	34	16
	Mid/High Single Subject: Foundational Math	Low N	Low N
	Mid/High Single Subject: Advanced Math	15	Low N
	Mid/High Single Subject: Spanish	Low N	Low N

	Mid/High Single Subject: Japanese	Low N	0
	Mid/High Single Subject: Chinese	0	0
	ESOL	192	80
	Physical Education	Low N	0
Master of Science in Special Education	Special Education Generalist	14	Low N
	Reading Intervention	14	0
	Special Education Early Intervention	17	Low N
Total for programs that lead to initial credentials		429	171
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Education	ESOL (added)	83	66
Master of Science in Special Education	Special Education Generalist (added)	Low N	Low N
	Reading Intervention (added)	Low N	Low N
Total for programs that lead to additional/advanced credentials		100	76
Programs that lead to P-12 leader credentials			
Administrator Licensure	Principal	253	99
	Professional Admin	113	39
Total for programs that lead to P-12 leader credentials		366	138
Programs that lead to credentials for specialized professionals or to no specific credential			
-	-	-	-
Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs		895	385
Unduplicated total of all program candidates and completers		673	303

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.)

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.
673
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.
303
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
305 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. *Note that 1-year completion rate is also counted within the 1.5-year completion rate.* *Note that 3-year completion rate is also counted within the 2-year completion rate.*

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	24-25	84	73	76	87%	90%

			Completed in 100% time (2 years)	Completed in 150% time (3 years)	Completion Rate (2 years)	Completion Rate (3 years)
Special Education K12 (Initial)	23-24	Low N	Low N	Low N	78%	100%
Special Education K12 (Added)	23-24	0	0	0		
Special Education Early Intervention (Initial)	23-24	10	Low N	Low N	80%	90%
Special Education Early Intervention (Added)	23-24	0	0	0		
Principal	24-25	99	98	99	99%	100%
Professional Admin	24-25	39	39	0	100%	0%

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 2024-2025, the institution pass rates for Middle Grades Math, Social Science, Mathematics, Reading Specialist, and Spanish were below 80%. Much of these low pass rates are due to the low number of students taking the content exam when 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 most of the time. In fact, since the content exam is considered a financial barrier, the general education teaching programs began using 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 is located on the Teacher Standards and Practices Commission website.

Overall, however, if candidates have difficulty passing their content exam, the faculty work with candidates to assist them in meeting the requirement based on their individual needs.

Test Number	Test Name	Number Passed	Total Number	Institution Pass Rate	State Pass Rate
Series (NES)	Overall	60	70	87% (exclude tests with Low N) 85.7% (all tests)	87%
102	Elementary Education I	12	14	86%	74%
103	Elementary Education II	13	13	100%	71%
202	Middle Grades Social Science	Low N	Low N	100%	67%
203	Middle Grades Math	Low N	Low N	Low N	62%
303	Social Science	Low N	Low N	Low N	76%
304	Mathematics	Low N	Low N	Low N	57%
305	Biology	Low N	Low N	100%	93%
306	Chemistry	Low N	Low N	100%	89%
319	English Language Arts	Low N	Low N	100%	85%
401	Spanish	Low N	Low N	Low N	83%
506	Phys Ed	Low N	Low N	100%	83%
507	ESOL	13	13	100%	87%

601	Special Education (SPED Generalist Endorsement)	6	6	100%	95%
ORELA	**Overall**	**Low N**	**Low N**	**NA (exclude tests with Low N)** **100% (all tests)**	**97%**
008	Civil Rights	Low N	Low N	100%	98%
edTPA	**Overall**	**21**	**21**	**100% (exclude tests with Low N)** **100% (all tests)**	**98%**
012	Special Education	Low N	Low N	100%	97%
021	K12 Performing Arts	16	16	100%	100%
PRAXIS	**Overall**	**16**	**21**	**76% (exclude tests with Low N)** **76% (all tests)**	**88%**
5302	Reading Specialist	Low N	Low N	Low N	82%
5331	Speech-Language Pathology	Low N	Low N	88%	95%
5692	Special Ed: Early Child/Early Intervention	Low N	Low N	83%	86%

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

In previous years, the College of Education collaborated with the Oregon Association of Colleges for Teacher Education (OACTE) to administer annual completer effectiveness surveys. However, due to persistently low response rates, OACTE discontinued this partnership in Fall 2024, shifting responsibility for data collection to individual Educator Preparation Providers (EPPs). Because this decision occurred late in the reporting cycle and coincided with a lack of employment data from the state of Oregon, the College was unable to administer the completer survey in time to include results in last year's report. To address this gap, we anticipated receiving employment data from the Oregon Department of Education in early 2025 and established a plan to administer the completer survey in Fall 2025 for inclusion in the 2025 AAQEP Annual Report.

Since that time, the College has received updated employment data from the Oregon Department of Education for program completers and successfully administered completer surveys. To make up for the lack of data since 2024, graduates from the 2021–2022, 2022–2023, and 2023–2024 academic years were surveyed, reflecting on their preparation after 1, 2, and 3 years of teaching. These surveys measured completers' perceptions of their preparedness to meet professional expectations and effectively serve P–12 learners. The resulting data provide critical insights into program quality and inform continuous improvement efforts, ensuring alignment with state standards and accreditation requirements.

Key Insights
- Professional Responsibility is the strongest domain overall (Total mean 6.99/10), while Instructional Practice is the lowest (6.39/10).
- Top-rated InTASC item: 'Demonstrate respect for learners and families…' (8.26/10); lowest: 'Maintain effective classroom discipline' (5.04/10).
- Program Satisfaction overall: 3.85/5; strongest item: Support of cooperating classroom teacher (4.14/5); weakest: Assistance in job search (3.60/5).
- Preparedness overall: 6.70/10; adapting to school environment slightly higher than adapting to new role.

These data will be shared with stakeholders to seek feedback on ways to improve.

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

In previous years, the College of Education collaborated with the Oregon Association of Colleges for Teacher Education (OACTE) to administer annual employer satisfaction surveys. However, due to persistently low response rates, OACTE discontinued this partnership in Fall 2024, shifting responsibility for data collection to individual Educator Preparation Providers (EPPs). Because this decision occurred late in the reporting cycle and coincided with a lack of employment data from the state of Oregon, the College was unable to administer the employer survey in time to include results in time for last year's report. To address this gap, we anticipated receiving employment data from the Oregon Department of Education in early 2025 and established a plan to administer the completer survey in Fall 2025 for inclusion in the 2025 AAQEP Annual Report.

Since that time, the College has received updated employment data from the Oregon Department of Education for program completers and successfully administered employer surveys. To make up for the lack of data since 2024, employers of graduates from the 2021–2022, 2022–2023, and 2023–2024 academic years were surveyed, reflecting on their teacher preparation after 1, 2, and 3 years of teaching. These surveys measured completers' perceptions of their preparedness to meet professional expectations and effectively serve P–12 learners. The resulting data provide critical insights into program quality and inform continuous improvement efforts, ensuring alignment with state standards and accreditation requirements.

Supervisor evaluations indicate steady improvement in candidate preparedness across all InTASC domains over the past three years. Professional Responsibility showed the most significant growth, increasing by nearly one point (+13.6%) from 2021–22 to 2023–24, reflecting stronger collaboration, respect for families, and engagement in professional learning. Learner & Learning and Instructional Practice domains also improved, though at a more moderate pace.

Areas of strength include building equitable learning environments and demonstrating respect for learners and families, with consistently high ratings (8.3–8.7 on a 10-point scale). Conversely, persistent challenges remain in classroom and behavior management, monitoring learner progress, and implementing language development strategies for English Language Learners. These items scored below 7.0 on average, signaling a need for targeted interventions.

Narrative feedback reinforces these quantitative trends, highlighting classroom management as the most frequent concern, alongside calls for deeper preparation in rigorous curriculum design, Science of Reading, culturally responsive practices, and effective family engagement. Emerging themes include technology integration and AI literacy, suggesting evolving expectations for teacher readiness.

Stakeholder groups will review this data and make recommendations for continuous improvement.

H. 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.

Employment School Year	Position	Academic Year of Completion			
		22-23		23-24	
		N	% of Total	N	% of Total
23-24	Special Education Teacher	7	8.8%	13	13%
	Special Education Other	6	7.5%	15	11%
	Teacher	66	82.5%	56	57%
	Administrative	1	1.3%	23	13%
	Other Licensed Staff	4	5.0%	33	8%
24-25	Special Education Teacher	7	8.2%	15	10%
	Special Education Other	7	8.2%	17	9%
	Teacher	67	78.8%	97	65%
	Administrative	1	1.2%	30	15%
	Other Licensed Staff	6	7.1%	34	3%

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

With cohort totals of 84 and 140, we are seeing an increase of completers in administrative positions. This is likely due to our new administrator licensure program. For the 2023–24 Employment Year Cohort 2023–24 shows more Administrative and SPED roles, while Cohort 2022–23 concentrates in Teacher roles, while the 2024–25 Employment Year shows differences widen, and Cohort 2023–24 surges in Teacher and Administrative roles.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

To ensure effective supervision and maintain program quality, we strategically manage staffing capacity by aligning supervisor hiring with cohort size. Programs attempt to keep the supervisor-to-student ratio at 1:4-6, and supervisors never oversee more than six candidates. To enhance oversight and compliance, Watermark Student Learning and Licensure helps track candidate progress and monitors program requirements. Additionally, supervisors are invited to monthly program faculty meetings to share insights on candidate performance, fostering collaboration and continuous improvement. To strengthen remote observation quality, some programs adopted Swivl robots, enabling more interactive and accurate evaluations of teaching practice.

Unfortunately, due to budget reductions, a position dedicated to tracking student licensure requirements was eliminated. The educator preparation team is transitioning this year, spending time streamlining systems, using the Watermark Student Learning and Licensure system, and automating steps where possible.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	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 85.71% (n=14) passing.
NES: Elementary Education II	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (n=13) passing.

NES: Middle Grades Social Science	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (Low N) passing.
NES: Middle Grades Math	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 33% (Low N) passing.
NES: English	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 92% (n=13) passing.
NES: Social Science	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 71% (Low N) passing.
NES: Mathematics	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 0% (Low N) passing.
NES: Biology	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 100% (Low N) passing.
NES: Chemistry	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% (Low N) passing.
NES: Spanish	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 50% (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=13) 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.
NES: Special Education	Candidates must attempt the exam; the cut score is 220.	All candidates attempted the exam with 50% (Low N) passing.

ORELA: Civil Rights	Candidates must attempt the exam; the cut score is 240.	All candidates attempted the exam with 100% (Low N) passing.
PRAXIS: Reading Specialist	Candidates must attempt the exam; the cut score is 165.	All candidates attempted the exam with 57% (Low N) passing.
PRAXIS: Speech-Language Pathology	Candidates must attempt the exam; the cut score is 162.	All candidates attempted the exam with 88% (Low N) passing.
PRAXIS: Special Ed: Early Child/Early Interv	Candidates must attempt the exam; the cut score is 159.	All candidates attempted the exam with 83% (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=16) 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.	All candidates met the requirements with 100% (n=86) passing.

	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.	
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=136) passing.

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

Provider-selected measures (name and description)	Criteria for success	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 all items scored at 'proficient (3)' or above.	98.9% (n=83) of students met the practicum requirement. 100% of students (n=85) 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,	100% (Low N) of students met the practicum requirement. 100% (Low N) of students (added endorsement) met the practicum requirement.

	candidates must have all items rated at '2 proficient' or higher.	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. 100% (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) candidates have steadily been using the State of Oregon's Multiple Measures options to complete the Content Assessment Requirements for licensure. In the 2024 AAQEP Annual report, we reported 16 candidates using Multiple Measures Option 3 rather than completing a content exam. That number has increased to 136 for the 2024-2025 completers. Starting with the 2024 cohort, the general teacher preparation programs will use Multiple Measures Option 3 and 4 (for ESOL) as the primary option for completing the content knowledge requirement. This change provides a more accessible pathway to licensure for these candidates.

On June 18, 2024, TSPC approved the institution's request for a new Physical Education program as part of UOTeach. The first cohort of 2 students started this past Summer 2025.

The College of Education has been transitioning from a Tk20 Assessment System to Watermark Student Learning and Licensure, with the transition completing by the end of Summer 2026. At this point, all educator preparation programs are live in Watermark Student Learning and Licensure. We have entered an archival phase with Tk20 and hope to complete this by the end of Summer 2026.

The College of Education are exploring several areas for improvement and growth in 2025-2026. The Special Education K-12 Generalist have had a local teaching performance assessment option approved for use starting Winter 2026. Multiple Measures options for Special Education Generalist and Reading Endorsement are being explored and will be used for those candidates unable to pass the content exam.