



AAQEP Annual Report for 2022

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| 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 21,264 (2021) undergraduate, graduate, and professional students from all 50 states and more than one hundred countries worldwide. Ninety-one percent of students attend the institution full-time making the university a true residential learning community. In 2020-21, the percentage 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%, a six-percentage point increase over five years earlier (24.2% in 2015-16).

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'wáá Teacher Education Program

The Sapsik'wáá 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'wáá 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'wáá 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'wáá 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'wáá 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, 2021). 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 2021-2022

| 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 mm/yy) | Number of Completers in most recently completed academic year (12 months ending mm/yy) |
|---|---|--|---|
| <i>Programs that lead to initial teaching credentials</i> | | | |
| Master of Education | Elementary Multiple Subjects | 88 | 44 |
| | Mid/High Single Subject: Integrated Science | 9 | 3 |
| | Mid/High Single Subject: Foundational Science | 0 | 1 |
| | Mid/High Single Subject: Biology | 7 | 4 |
| | Mid/High Single Subject: English Language Arts | 27 | 15 |
| | Mid/High Single Subject: Social Studies | 45 | 20 |
| | Mid/High Single Subject: Foundational Math | 4 | 1 |
| | Mid/High Single Subject: Advanced Math | 11 | 7 |

| | | | |
|---|--------------------------------------|-----|-----|
| | ESOL | 202 | 42 |
| Master of Science in Special Education | Special Education Generalist | 20 | 8 |
| | Reading Intervention | 20 | 5 |
| | Special Education Early Intervention | 26 | 12 |
| Total for programs that lead to initial credentials | | 459 | 162 |
| <i>Programs that lead to additional or advanced credentials for already-licensed educators</i> | | | |
| | | - | - |
| Total for programs that lead to additional/advanced credentials | | - | - |
| <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 | | 459 | 162 |
| Unduplicated total of all program candidates and completers | | 248 | 117 |

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.)

N/A

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

| | | | | | | |
|--|------------------|----------------------|----------------------------------|------------------------------------|---------------------------|-----------------------------|
| <p>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.</p> | | | | | | |
| 248 students | | | | | | |
| <p>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.</p> | | | | | | |
| 117 unique completers | | | | | | |
| <p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p> | | | | | | |
| 117 completer recommendations; some with multiple endorsements. | | | | | | |
| <p>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.</p> | | | | | | |
| <p>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.</p> | | | | | | |
| 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 | 21-22 | 93 | 77 | 16 | 83% | 17% |
| | | | Completed in 100% time (2 years) | Completed in 150% time (3 years) | Completion Rate (2 years) | Completion Rate (3 years) |
| Special Education K12 | 20-21 | 6 | 6 | - | 100% | - |
| Special Education Early Intervention | 20-21 | 9 | 9 | - | 100% | - |
| <p>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%.</p> | | | | | | |
| Test Number | Test Name | Number passed | Total number | Institution Pass Rate | State Pass Rate | |
| ORELA/NES | Overall | 244 | 267 | 91% | 81% | |

| | | | | | |
|---------------|---|------------|------------|-------------|--------------|
| 305 | Biology | Low N | 3 | Low N | 96% |
| 306 | Chemistry | Low N | 1 | Low N | 91% |
| 102 | Elementary Education I | 50 | 55 | 91% | 78% |
| 103 | Elementary Education II | 47 | 51 | 92% | 77% |
| 301 | English Language Arts | 19 | 19 | 100% | 94% |
| 507 | ESOL | 73 | 75 | 97% | 90% |
| 402 | French | Low N | 1 | Low N | Low N |
| 311 | General Science | Low N | 4 | Low N | 74% |
| 403 | German | Low N | 1 | Low N | Low N |
| 304 | Mathematics | Low N | 4 | Low N | 74% |
| 203 | Middle Grades Mathematics | Low N | 2 | Low N | 73% |
| 204 | Middle Grades General Science | Low N | 1 | Low N | 88% |
| 202 | Middle Grades Social Science | Low N | 3 | Low N | 71% |
| 308 | Physics | Low N | 1 | Low N | 100% |
| 303 | Social Science | 27 | 32 | 84% | 83% |
| 401 | Spanish | Low N | 4 | Low N | 70% |
| 601 | Special Education (SPED Generalist Endorsement) | 11 | 14 | 79% | 89% |
| PRAXIS | Overall | 14 | 14 | 100% | 96.3% |
| 5691 | Special Ed: Preschool/Early Childhood | 14 | 14 | 100% | 96.3% |
| edTPA | Overall | 114 | 115 | 99% | 97% |
| | ElemEd: Lit/Math | 43 | 43 | 100% | 98% |
| | K-12 Performing Arts | 12 | 13 | 92% | 96% |
| | Secondary ELA | 15 | 15 | 100% | 99% |
| | Secondary HSS | 20 | 20 | 100% | 98% |
| | Secondary Math | Low N | 9 | Low N | 90% |
| | Secondary Science | Low N | 8 | Low N | 96% |
| | Special education | Low N | 7 | Low N | 97% |

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 2019-2020 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 38 responses of teachers from 2019 and 2020 completer cohorts. Since the mean of the range is 5, program completers feel they are performing at the mean or above in all areas of the InTASC standards. The variability, however, is wide and requires further investigation and discussion. These cohorts did enter the teaching profession during the COVID-19 Pandemic, which may have played a factor in these ratings.

| | N | Mean | SD |
|--|----|------|------|
| 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 the following duties required by the core teaching standards focused on learners and learning, during the 2020-2021 school year? | | | |
| Provide students equitable opportunities to learn by treating as individuals | 38 | 7.50 | 1.89 |
| Deliver developmentally appropriate, challenging learning experiences | 38 | 6.50 | 2.09 |
| Set up a classroom that motivates learners with diverse needs | 38 | 6.29 | 2.13 |
| Incorporate language development strategies to make content accessible to English Language Learners | 38 | 6.53 | 2.75 |
| Maintain effective classroom discipline | 38 | 5.50 | 2.84 |
| Use time outside of class to develop relationships with students and learn their perspectives | 38 | 5.32 | 2.36 |
| 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 2020-2021 school year? | | | |
| Develop activities in which learners work together to solve problems | 38 | 6.58 | 2.23 |
| Create experiences that require learners to use the correct academic vocabulary | 38 | 6.51 | 2.09 |
| Ensure learners apply concepts and methods of the discipline to real-world contexts | 38 | 6.47 | 1.98 |
| Design exercises that require students to gather information and generate new ideas | 38 | 6.16 | 1.97 |
| Assist students in analyzing subject-specific concepts from multiple perspectives | 38 | 6.03 | 2.38 |

| | | | |
|--|----|------|------|
| 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 2020-2021 school year? | | | |
| Plan instruction using specific Common Core Standards | 38 | 7.32 | 2.03 |
| Conduct a variety of standards-based formative and summative assessments | 38 | 6.61 | 2.23 |
| Work with learners to design lessons that build on prior experiences and strengths | 38 | 6.45 | 1.90 |
| Use technology to enhance instruction | 38 | 5.87 | 2.56 |
| Deliver research-based, interdisciplinary instruction | 38 | 6.03 | 2.80 |
| Engage learners in monitoring their own progress and achievement | 38 | 5.26 | 2.32 |
| 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 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 2020-2021 school year? | | | |
| Demonstrate respect for learners and families, even when they are not in your presence | 38 | 7.66 | 2.32 |
| Reflect on and self-evaluate teaching to improve practice: | 38 | 7.42 | 2.39 |
| Work with colleagues to improve learner development | 38 | 6.47 | 2.11 |
| Engage in professional learning to build skills and acquire new discipline-specific knowledge | 38 | 6.39 | 2.41 |
| Communicate with families from diverse backgrounds to improve learner development | 38 | 6.13 | 2.79 |
| Develop connections to community resources | 38 | 5.95 | 2.48 |
| Engage families about student progress | 38 | 5.50 | 2.83 |
| Engage local school and cultural communities | 38 | 6.03 | 2.47 |
| Support students'™ growth in global perspectives | 38 | 6.18 | 2.23 |
| Engage in culturally responsive educational practices with diverse learners | 38 | 7.45 | 2.24 |
| Facilitate culturally responsive education experiences reflective of the diverse cultural and socioeconomic communities you directly practice in | 38 | 7.13 | 2.51 |
| 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? | | | |

| | | | |
|---|----------|-------------|-----------|
| Support of cooperating classroom teacher during student teaching | 38 | 3.32 | 0.98 |
| Responsiveness of university advisors | 38 | 3.32 | 0.86 |
| Quality of university supervision during student teaching | 38 | 3.47 | 0.75 |
| Depth of coverage in culturally responsive instruction | 38 | 3.45 | 0.85 |
| Student support services (e.g., assistance with licensure and testing, special needs accommodations) | 38 | 3.29 | 0.92 |
| Effectiveness of instruction | 38 | 3.18 | 0.68 |
| Depth of content in teaching methods | 38 | 3.00 | 0.92 |
| Assistance in the activities required to obtain a job (e.g., search, resume, interviewing, letters, networking) | 38 | 3.13 | 0.95 |
| Usefulness of the curriculum in your current role | 38 | 2.84 | 1.01 |
| Overall quality of the program | 38 | 3.26 | 0.75 |
| 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. | | | |
| How well did your teacher preparation program prepare you to adapt to your school environment for the 2020-2021 school year? | 38 | 5.55 | 2.52 |
| How well did your teacher preparation program prepare you to adapt to your new role as a practicing teacher, during the 2020-2021 school year? | 38 | 5.97 | 2.44 |
| G. Narrative explanation of evidence available from employers of program completers, with a characterization of findings. | | | |
| <p>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. Data below includes 15 responses of administrators of both 2019 and 2020 completer cohorts. Since the mean of the range would be 5.5, the EPP is satisfied the supervisors feel new teachers are performing above and well above the mean.</p> <p>In addition, on a scale of 1-4, with 1 being Very Dissatisfied and 4 being Very Satisfied, administrators are Satisfied or Very Satisfied with overall performance of these teachers during the 2020-2021 school year.</p> | | | |
| | N | Mean | SD |

| | | | |
|--|----|------|------|
| On a scale of 1 to 10 with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement, to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on learners and learning during the 2020 2021 school year? | | | |
| Provide students equitable opportunities to learn by treating them as individuals | 15 | 8.69 | 0.85 |
| Deliver developmentally appropriate challenging learning experiences | 15 | 8.25 | 1.39 |
| Set up a classroom that motivates learners with diverse needs | 15 | 8.00 | 1.70 |
| Incorporate language development strategies to make content accessible to English Language Learners | 15 | 8.06 | 1.43 |
| Maintain effective classroom discipline | 15 | 7.69 | 1.93 |
| Use time outside of class to develop relationships with students and learn their perspectives | 15 | 8.00 | 1.73 |
| On a scale of 1 to 10 with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on content knowledge during the 2020 2021 school year? | | | |
| Develop activities in which learners work together to solve problems | 15 | 8.06 | 1.78 |
| Create experiences that require learners to use the correct academic vocabulary | 15 | 8.00 | 1.46 |
| Ensure learners apply concepts and methods of the discipline to real world contexts | 15 | 7.44 | 1.41 |
| Design exercises that require students to gather information and generate new ideas | 15 | 7.81 | 1.51 |
| Assist students in analyzing subject specific concepts from multiple perspectives | 15 | 7.88 | 1.41 |
| On a scale of 1 to 10 with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on instructional practice during the 2020 2021 school year? | | | |
| Plan instruction using specific Common Core Standards | 15 | 8.44 | 1.46 |
| Conduct a variety of standards based formative and summative assessments | 15 | 8.00 | 1.80 |
| Work with learners to design lessons that build on prior experiences and strengths | 15 | 7.81 | 1.51 |
| Use technology to enhance instruction | 15 | 9.13 | 0.99 |
| Deliver research based interdisciplinary instruction | 15 | 7.81 | 1.47 |
| Engage learners in monitoring their own progress and achievement | 15 | 7.19 | 2.16 |

| | | | |
|---|----|------|------|
| On a scale of 1 to 10 with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on professional responsibility during the 2020 2021 school year? | | | |
| Demonstrate respect for learners and families even when they are not in your presence | 15 | 8.88 | 0.99 |
| Reflect on and self-evaluate teaching to improve practice hool year | 15 | 8.25 | 1.64 |
| Work with colleagues to improve learner development | 15 | 8.13 | 1.83 |
| Engage in professional learning to build skills and acquire new discipline specific knowledge | 15 | 8.50 | 1.06 |
| Communicate with families from diverse backgrounds to improve learner development | 15 | 7.56 | 1.97 |
| Develop connections to community resources | 15 | 8.00 | 1.80 |
| Engage families about student progress | 15 | 7.88 | 1.41 |
| Engage local school and cultural communities | 15 | 7.88 | 1.96 |
| Support students growth in global perspectives | 15 | 8.06 | 1.34 |
| Engage in culturally responsive educational practices with diverse learners | 15 | 8.13 | 1.58 |
| Facilitate culturally responsive education experiences reflective of the diverse cultural and socioeconomic communities you directly practice in | 15 | 7.94 | 1.25 |
| | | | |
| Overall, on a scale of 1-10, with 1 being poorly prepared and 10 being exceptionally prepared, how well prepared was this specific teacher to perform the job effectively during the 2020-2021 school year? | 15 | 7.88 | 1.41 |
| On a scale of 1-4, with 1 being Very Dissatisfied and 4 being Very Satisfied, how satisfied are you with the overall performance of this teacher during the 2020-2021 school year? | 15 | 3.75 | 0.43 |

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. Due to the timing of reporting employment status, the most recent data reflects employment during the 2020-21 school year for those that completed their licensure program in the 2019-20 academic year. Of the 2019-20 UO College of Education initial licensure program graduates (n=111), 55 were employed as teachers, 15 as special education teachers, 2 as other special education professionals, and 4 as other licensed staff in Oregon public education institutions. These data are provided in the table below in addition to the employment rates for 2018-19 program completers.

| Employment School Year | Position | Academic Year of Completion | | | |
|------------------------|---------------------------|-----------------------------|------------|-----------|------------|
| | | 18-19 | | 19-20 | |
| | | n | % of Total | n | % of Total |
| 19-20 | Special Education Teacher | 16 | 14% | - | - |
| | Special Education Other | 1 | 1% | - | - |
| | Teacher | 50 | 76% | - | - |
| | Other Licensed Staff | 6 | 9% | - | - |
| 20-21 | Special Education Teacher | 14 | 11% | 15 | 12% |
| | Special Education Other | 1 | 1% | 2 | 2% |
| | Teacher | 59 | 80% | 55 | 80% |
| | Other Licensed Staff | 7 | 9% | 4 | 6% |

*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 |
|-------------------------------------|---|--|
| ORELA Elementary Education I | Candidates must attempt the exam; the cut score is 220. | All candidates attempted the exam with 98% (n=44) passing. |
| ORELA General Science | Candidates must attempt the exam; the cut score is 220. | All candidates attempted the exam with 100% (n=3) passing. |
| ORELA Middle Grades General Science | Candidates must attempt the exam; the cut score is 220. | All candidates attempted the exam with 100% (n=1) passing. |
| ORELA Biology | Candidates must attempt the exam; the cut score is 220. | All candidates attempted the exam with 100% (n=4) passing. |

| | | |
|--|---|---|
| ORELA English Language Arts | Candidates must attempt the exam; the cut score is 220. | All candidates attempted the exam with 100% (n=16) passing. |
| ORELA Social Science | Candidates must attempt the exam; the cut score is 220. | All candidates attempted the exam with 89% (n=17) passing. |
| ORELA Middle Grades Mathematics | Candidates must attempt the exam; the cut score is 220. | All candidates attempted the exam with 100% (n=2) passing. |
| ORELA Mathematics | Candidates must attempt the exam; the cut score is 220. | All candidates attempted the exam with 100% (n=7) passing. |
| ORELA Special Education | Candidates must attempt the exam; the cut score is 220. | All candidates attempted the exam with 100% (n=8) passing. |
| PRAXIS Special Ed: Preschool/Early Childhood | Candidates must attempt the exam; the cut score is 159. | All candidates attempted the exam with 100% (n=12) 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=100) of students met the practicum requirement. 95% of students (n=92) 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=8) of students met the practicum requirement. 100% (n=8) of students met the student teaching requirement. |

| | | |
|---|--|---|
| | with '3 exemplary' being the highest score. | |
| 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% (n=14) of students met the practicum requirement. 100% (n=13) met the practicum 2 requirement. 100% (n=13) 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.

In 2022, the University of Oregon College of Education and Educator Preparation Programs experienced changes in key personnel areas, including the Dean, Assistant Dean for Accreditation, and the Licensure Programs Representative. While these were challenging transitions, the EPP now has an interim dean in place, and has filled the roles of Assistant Dean for Accreditation and Academic Operations and Licensure Programs Representative. The transition has allowed the EPP to evaluate internal processes and provided the opportunity to make improvements.

The State of Oregon Teaching Standards and Practices Commission has recently allowed EPPs to pilot EPP created teaching performance assessments to replace the edTPA. The Curriculum and Teaching (UOTeach) Postbaccalaureate Program with Master's Options - Elementary Multiple Subjects and Mid/High Subjects has been approved to pilot an assessment option. This will take a year to implement and if approved, formally transition to. The Special Education Postbaccalaureate Program with Master's Options - K-12 Generalist with Reading Intervention and Early Intervention and Early Childhood are also exploring moving from the edTPA to an EPP created assessment. This requires much effort and collaboration amongst faculty, staff, and stakeholders. The process has highlighted the strengths and expertise of our EPP faculty.