



Oklahoma State University
Traditional Report AY 2020-21
Oklahoma



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Witte

PHONE

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shelbie.witte@okstate.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(§205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1301	Teacher Education - Agriculture	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	UG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

4. Please provide any additional information about the information provided above:

We now have six options for one of our admissions requirement for our initial programs: 1) Successful completion of the Oklahoma General Education Test (OGET) 2) Successful completion of the ACT. The passing score for the ACT shall be a composite score of 22 with the writing section included. 3) Successful completion of the SAT. The passing score for the SAT® shall be a total score of 1120 including the following scores on the essay section: five on Reading, four on Analysis, and five on Writing. 4) Achieve a GPA of 3.0 or higher in all general education courses (minimum of 30 hours). 5) Score at or above the level designated by the State Regents for math, reading, and writing on the PRAXIS Core Academic Skills for Educators Test (PRAXIS). 6) Possess a Baccalaureate degree from an institution accredited by an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education and approved by the Oklahoma State Regents for Higher Education. Our minimum GPA for Admission in Elementary Education is a 2.75.

Postgraduate Requirements

Note: This section is preloaded from the prior year’s IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes
 ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>60</div>
Number of clock hours required for student teaching	<div>600</div>

Are there programs in which candidates are the teacher of record?

- ☐ Yes
- ☒ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

10

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

20

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

198

Number of students in supervised clinical experience during this academic year

198

Please provide any additional information about or descriptions of the supervised clinical experiences:

Legislative action several years ago in Oklahoma removed the requirement and the associated funding for a mentoring/induction year for new teachers; therefore, most do not receive mentoring/induction support. While the minimum number of clinical hours prior to internship is 60, the mean was 140 hours prior to internship.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	415
Subset of Program Completers	185

Gender	Total Enrolled	Subset of Program Completers
Male	93	34
Female	322	151
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	21	12
Asian	5	3
Black or African American	7	2
Hispanic/Latino of any race	23	10
Native Hawaiian or Other Pacific Islander	1	0
White	329	149

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	29	9
No Race/Ethnicity Reported	0	0

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

☐

No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	81

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	14
13.1301	Teacher Education - Agriculture	29
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	18
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	21
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2020-21

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	81
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	29
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	18 <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	6 <input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Secondary Education"/>	26 <input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	15
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	5
27	Mathematics and Statistics	4
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	<div>Other Specify:<div>Art</div></div>	<div>1</div>

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(\\$205\(a\)\(1\)\(A\)\(iii\); \\$206\(b\)\)](#)

Program Assurances

Note: This section is preloaded from the prior year’s IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ☒ Yes
- ☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ☒ Yes
- ☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ☐ Yes
- ☐ No
- ☒ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ☒ Yes
- ☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ☒ Yes
- ☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ☒ Yes
- ☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ☒ Yes
- ☐ No

8. Describe your institution’s most successful strategies in meeting the assurances listed above:

We have remained committed to ensuring all candidates are placed in clinical experiences in both urban and rural settings, as well as a variety of socio-economic settings. Every candidate in addition to their special education course considers accommodations and modifications for learners with special needs in each methods course. We communicate frequently with our partner districts for placements, as well as districts that hire our completers in order to ensure we are addressing the needs of the field, both in terms of preparation and in our recruitment efforts. For addressing the needs of English language learners, we have developed a course that will be required in all certification pathways for students matriculating in 2023. More programs added the course to support emergent bilingual students this year, and we are working with state agencies to add certification requirement flexibility for additional programs that have few if any elective hours to be able to do so.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2020-21\)](#)
- >> [Review Current Year’s Goal \(2021-22\)](#)
- >> [Set Next Year’s Goal \(2022-23\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Projections based on enrollment are down, so our goal is to prepare the same number of teachers.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

We prepared 4 teachers in the 2021-2022 academic year, decreasing our total number of graduates by 2 students over the previous academic year. Some strategies that were implemented to help future students – particularly transfer students was to collapse our early course sequence from two to one course to assist with on-time program completion. We also opened up a dual degree program this past academic year, which will serve as an additional strategy for recruitment. In addition, program staff and student ambassadors participate in a variety of recruitment retention events/activities throughout the year: Orange Fridays (6), Saturday Campus Tours (6), A-Frame advertisements, OSUTeach Flyers- 60 in buildings on campus, Majors Fair, Scholar’s Day, Women in Science, OSU Up Close, Principal and Counselor Conference, Admitted Student Day, Junior Day, New Student Orientation, and SMED Course Visits as each semester begins and ends.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

With the start of our dual degree program, beginning in spring of 2022, we hope to see increases in subsequent years.

6. Provide any additional comments, exceptions and explanations below:

Teacher education programs have been in decline across the state and nation. With the continued stressors on teachers – partly due to Covid – in addition to other negative factors that act as deterrents to preservice teacher recruitment, we continue to be proactive in our recruitment efforts. In addition, the state allows for many alternative paths to teacher certification, which directly influences our program. I anticipate that we will continue to see smaller groups of students in the program for one or two years due to the Covid pandemic and other concerns regarding education at the state and national level.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Increase the number of students in our teacher prepared program by 1; we plan to do this by continuing our current approaches to recruitment, offering a dual degree option, and increasing our focus on transfer student recruitment.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Projections based on enrollment are down for the next year, we are likely to see a dip in program completers. However, we have a goal recruit six or more students to our program for the subsequent year (juniors).

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2020-21\)](#)
- >> [Review Current Year’s Goal \(2021-22\)](#)
- >> [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We had four PSTs graduate in 2021 (three in May and one in December)

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

As the number of students in our math and science education program decreases (as it is across the state and nation), we are working to ensure that the PSTs enrolled in our program remain in our program. We have an OSUTeach office that sends out weekly emails of upcoming events; and offers a space for students to network and study.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

During PSTs’ senior year, they attend a state, regional or national science education conference. We have discovered that PSTs who not just participate in this level of professional development but also present their research that was conducted during SMED 4613, develop a strong connection to the science teaching professional community.

6. Provide any additional comments, exceptions and explanations below:

Up to this point, we have provided funding for PSTs to attend a national conference but this grand funding will end this summer. Based on data collected, it is important that we look for funding to continue the opportunity for our PSTs.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

- ☒ **Yes**
☐ **No**

8. Describe your goal.

The science education program in the College of Education and Human Sciences received approval to reopen. We the option of a dual degree, we hope that this will encourage more students to enter the science teaching education program. However, since this is a four-year degree, this change may take several years to see increases in graduation rates.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

- ☒ **Yes**
☐ **No**

10. Describe your goal.

Three goals for the science education program is to 1) increase the number of students entering the program; 2) retain students who enter the program and; 3) continue to provide a high quality education content and education course for students as they go through the program.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2020-21\)](#)
- >> [Review Current Year’s Goal \(2021-22\)](#)
- >> [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2020-21\)](#)
- >> [Review Current Year’s Goal \(2021-22\)](#)
- >> [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	4			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	4			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	7			
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	29	258	29	100
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	41	258	40	98
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	22	260	22	100
002 -ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
002 -ART Evaluation Systems group of Pearson Other enrolled students	1			
002 -ART Evaluation Systems group of Pearson All program completers, 2020-21	1			
002 -ART Evaluation Systems group of Pearson All program completers, 2019-20	2			
002 -ART Evaluation Systems group of Pearson All program completers, 2018-19	1			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	5			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	4			
040 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	4			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
005 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	13	252	12	92
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	25	255	25	100
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	25	252	25	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	257	22	92
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	31	254	24	77
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	81	259	81	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	81	260	81	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	105	260	105	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	251	20	83
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	32	258	28	88
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	81	261	81	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	81	262	79	98
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	105	262	105	100
107 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
107 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	5			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	17	254	16	94
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	9			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	3			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	4			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	12	265	12	100
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	11	266	11	100
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	11	266	11	100
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	9			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2018-19	3			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	39	258	38	97
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	139	263	139	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	71	263	71	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	101	263	100	99
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	26	262	26	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	183	266	183	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2018-19	224	266	224	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson Other enrolled students	3			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2020-21	12	250	12	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	62	255	62	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	90	257	89	99
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2020-21	15	251	15	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2019-20	30	255	30	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2018-19	133	254	133	100
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2020-21	6			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2019-20	4			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2018-19	4			
0490 -PPAT Educational Testing Service (ETS) Other enrolled students	2			
0490 -PPAT Educational Testing Service (ETS) All program completers, 2020-21	154	44	154	100
0490 -PPAT Educational Testing Service (ETS) All program completers, 2019-20	113	44	106	94
132 -PSYCHOLOGY/SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
032 -PSYCHOLOGY/SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	2			
119 -SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson Other enrolled students	11	250	9	82
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2020-21	21	256	21	100
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2019-20	12	252	12	100
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2018-19	23	258	23	100
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	4			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	7			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	6			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	5			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2018-19	4			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	185	183	99
All program completers, 2019-20	210	199	95
All program completers, 2018-19	224	223	100

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☐ CAEP
- ☐ AAQEP
- ☒ Other specify:

North Central, NCATE (legacy)

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

b. use technology effectively to collect data to improve teaching and learning

☒ Yes

☐ No

c. use technology effectively to manage data to improve teaching and learning

☒ Yes

☐ No

d. use technology effectively to analyze data to improve teaching and learning

☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Our program strives diligently to prepare teachers to integrate technology effectively into curricula and instruction. The College of Education and Human Science's (CEHS) Instructional Support provides resources and instruction for all students, faculty, staff, and administrators in the College. The area is divided into two main parts, the CEHS Technology Resource Center and CEHS Faculty Support. The CEHS Technology Resource Center maintains multimedia equipment in the instructional spaces of the CEHS. Resources include access to and assistance with cross-platform computer lab and a wide range of hardware and software available for both faculty and students. Additionally, it provides access to and assistance with multimedia educational technologies, video production, and traditional media equipment and production. This facility is open weekdays, weekday evenings, and on weekends during the fall and spring semesters; a reduced schedule is implemented for student holidays and the shorter academic terms. There are additional computer lab facilities available in other areas of the college. The Faculty Support staff is dedicated to streamlining resources for the integration of technology into the classroom and support its use in teaching and learning initiatives in the CEHS. The Faculty Support staff provides consultation and assistance in instructional design, web and multimedia production, instructional delivery, and distributed assistance with 1) determining the most appropriate technology tool for an instructional activity, 2) developing websites and online course components, 3) videoconferencing, and 4) developing multimedia presentations. Instruction and training are provided in the use of instructional resources as well as consultation in the development of strategies for the effective implementation of these tools. The Professional Education Unit and the Educational Technology academic program collaborated to develop the Emerging Technologies and Creativity Research Lab, which is a space for faculty and students to get hands-on experience with innovative and emerging technologies for teaching and learning. Individuals and classes frequent the Emerging Technologies and

Creativity Research Lab to use 3D printers, telepresence robots, a SMART board, a Mursion simulator, mobile devices, Swivel video tool, makerspace materials (low- and high-tech), and a host of other creative tools for transforming teaching and learning. See <http://edtech.okstate.edu/techplayground> for more information. Most candidates in programs that lead to certification take a rigorous course in Applications of Educational Technologies that is designed to develop their skills, knowledge, and dispositions toward improving student learning with technology. The course reflects the realities of local PK-12 contexts, field courses, and needs expressed by instructional technology coaches, coordinators, and directors from around the state of Oklahoma. Rather than emphasizing how to use specific technological tools, the content covered in this educational technology course emphasizes how to evaluate educational technologies, use the principles of universal design for learning to design instruction that effectively integrates technology, and manage classrooms that are rich with technology. In addition to the educational technology course, many of the courses candidates take in our program feature the modeling of and instruction in the use of the principles of universal design for learning. Instructional technology tools in every classroom give faculty the opportunity to use multiple means of representation, expression, and engagement to increase candidate's access to curriculum and prepare them to increase their own students' learning through instructional goals, methods, materials, and assessments in an inclusionary environment. The PEU assessment system is used to collect data for each of the INTASC standards at specific transition points in the program. Candidates must successfully complete electronic portfolios in which they document the attainment of all competencies with artifacts. We use online surveys to collect data to improve teaching and learning from candidates, cooperating teachers, supervisors, and school administrators. Electronic portfolios are assessed at three transition points in initial programs, and that data is also used to improve teaching and learning at the program level. The use of online surveys and forms that feed directly into our assessment system gives us the ability to efficiently and effectively aggregate and disaggregate the data appropriately to make critical decisions regarding teaching and learning.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All teacher candidates must complete a course about working with students with disabilities, including programs, instruction, policies, and procedures. The course covers general special education information, as well as specific interventions and methods for teaching and serving students with disabilities. Students learn about and show proficiency in universal design for learning, differentiated instruction, multi-tiered systems of support (MTSS), response to intervention (RTI), accommodations and modifications, and evidence-based practices for teaching students with disabilities. Teacher candidates also complete a service project that is designed to introduce them to working with children with disabilities through personal interactions. Further, they apply their knowledge from this course in other methods courses as applied to teaching children in their specific disciplines.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Not only is the concept of IEP development and IEP team participation addressed in this course, teacher candidates participate in IEP processes during their student teaching internship.

c. Effectively teach students who are limited English proficient.

Programs integrate strategies for serving students who are emergent multi-lingual in methods courses. The Elementary Education English program's language learner strategy "thread" through methods courses is provided below as an example: Literacy: CIED 3133 (Children's Literature Across the Curriculum) – Candidates are introduced to multicultural literature including bilingual texts and texts written in other languages. They access and analyze books from Outstanding International Books from USBBY, the Pura Belpre Award (honors LatinX experience and created by LatinX authors and illustrators). The textbook in this course addresses bilingual texts two of their Touchstone Texts (a collection of children’s literature that they purchase and use in each of their literacy courses) are semi-bilingual. CIED 3253 (Teaching Language Arts) – The strategy focus in this course is translanguaging, a strategy in which student writers are encouraged to use heritage language and target language (English) with a focus on becoming bilingual, and contrastive analysis in which languages and dialects are compared and contrasted. CIED 3293 (Teaching Reading) – Candidates curate 10 strategies focused on the National Reading Panel 5 Pillars of Reading. For each strategy they use their texts and other resources to include an EL accommodation for each one. CIED 4233 (Literacy Assessment and Instruction) – Candidates are introduced to Total Physical Response, concept sorts, the use of cognates, and the WIDA assessment as well as culturally responsive teaching. Math: SMED 3153 (primary math methods) there are points throughout the textbook about adapting activities for ELLs which we discuss in class, although there is not one specific assignment or set of readings. SMED 4153 (intermediate math methods) the students had optional readings about teaching math and ELLs that many of them chose if they work with ELLs. Science: SMED 4353 (Science Methods) There are 2-3 readings and discussions about EL strategies in science methods. In the course required in some secondary education programs, a strategy focus is translanguaging, in which student writers are encouraged to use heritage language and target language (English) with a focus on becoming bilingual, and contrastive analysis in which languages and dialects are compared and contrasted. Multiple programs are considering adding the course Culturally and Linguistically Diverse Learners. Beginning Fall 2021, Elementary and Secondary Education majors will take a course entitled: Intro to K12 English Language Learners as a requirement for their general certification. The Spring 2022 graduates will meet this new requirement. Early Childhood Education students use Mursion in their Social Studies and Social Development course (HDFS 3103) to design a welcome lesson that effectively supports dual-language learners. During the Integrated Curriculum course (HDFS 4363) students learn strategies to support dual-language learners that are good for all learners since young children learn both languages simultaneously.

2. Does your program prepare special education teachers?

- ☐ Yes
- ☒ No

If yes, provide a description of the activities that prepare *special education teachers* to:

- a. Teach students with disabilities effectively
- b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.
- c. Effectively teach students who are limited English proficient.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Casey Powell

TITLE:

Coordinator of Educator Certification

Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Dr. Shelbie Witte

TITLE:

Senior Director of Teacher Education