



Oklahoma State University
Traditional Report AY 2019-20
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

Fuxa

PHONE

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List of Programs

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

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
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	Both	
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	
13.1309	Teacher Education - Technology/Industrial Arts	UG	

Total number of teacher preparation programs:

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

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 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
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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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

Element	Admission	Completion
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:

Postgraduate Requirements

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
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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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

Element	Admission	Completion
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

Provide the following information about supervised clinical experience in 2019-20. ([§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	<div></div>
Number of years required for teaching as the teacher of record in a classroom	<div></div>

All Programs

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

36

[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)

25

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

242

Number of students in supervised clinical experience during this academic year

232

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

2019-20 Total	
Total Number of Individuals Enrolled	545
Subset of Program Completers	204

Gender	Total Enrolled	Subset of Program Completers
Male	132	39
Female	413	165
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	26	11
Asian	4	1
Black or African American	7	3
Hispanic/Latino of any race	34	6
Native Hawaiian or Other Pacific Islander	0	0
White	429	163

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	45	20
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 2019-20.

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 2019-20

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	80 <input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	24
13.1301	Teacher Education - Agriculture	39
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	16
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	18
13.1314	Teacher Education - Physical Education and Coaching	5
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	10
13.1320	Teacher Education - Trade and Industrial	1
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
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 2019-20. 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?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

If your program 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	80
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	39
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	5 <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	1 <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	27
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	3
27	Mathematics and Statistics	3
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>2</div>

Respond to the following assurances. Note: 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

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 threaded through our methods courses strategies to support English learners' needs. 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\(a\)\)](#)

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 \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 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 2019-2020 academic year, meaning that we ended up with 3 less students than the previous academic year. We were short of our goal to maintain the same number of students. Our program continues to offer two early recruitment courses (STEP 1 and STEP 2) aimed at recruiting students from across campus that might be interested in teaching. These students participate in learning about inquiry teaching and teach a couple of lessons in an elementary classroom during STEP 1 and a couple of lessons in a middle school classroom during STEP 2. 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. Examination of a 5 year trend in the numbers of completers with a degree that includes an option in secondary mathematics education continues to reveal a drop in numbers in our program.

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

While we made numerous efforts as noted above, we are hoping to soon be able to have a dual degree option to attract more students to the program

and encourage retention.

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

At the end of fall 2020, we had 25 students in the mathematics education program, which increased to 28 as of spring 2021. Oklahoma continues to lag behind other states in pay and classroom funding in education, making a particularly difficult challenge in mathematics, which has been a persistent shortage area prior to the onset of the broader shortages. We are unsure how the added stress to educators over the last year during the Covid-19 pandemic will affect our numbers moving forward. We will keep working and considering new approaches, however.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

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

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. 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.

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\(a\)\)](#)

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 \(2019-20\)](#)

>> [Review Current Year's Goal \(2020-21\)](#)

>> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The goal was to prepare one additional teacher candidate from the preceding year; we prepared the same number, however.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

Our program continues to offer two early recruitment courses (STEP 1 and STEP 2) aimed at recruiting students from across campus that might be interested in teaching. These students participate in learning about inquiry teaching and teach a couple of lessons in an elementary classroom during STEP 1 and a couple of lessons in a middle school classroom during STEP 2. 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. In addition to these efforts, a science education faculty member oversees the state science fair for high school students.

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

In addition to continuing the above efforts, the program is seeking to open the science education degree so that dual degrees may be offered to prospective teachers. The increased visibility of science education has been shown to increase recruitment based on inquiry from our recruitment professionals.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Given the pandemic and recent trends, the program's goal is to hold at four completers this year. Efforts to open up the science education degree continue as well and are expected to increase enrollment long-term.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The science education program is seeking to open its degrees back up so that dual degrees in science education and the content area could be offered. It is anticipated that this could increase visibility of our education certification and thus enrollment. With the pandemic having had a dampening effect to some degree, we hope to prepare 5 teacher candidates in the area in 2021-2022, with a longer term goal of returning to double digit completers each year.

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\(a\)\)](#)

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 \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

☐ Yes

☒ No

8. Describe your goal.

Set Next Year’s Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? 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\(a\)\)](#)

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 \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

Assessment 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 Westat'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 All enrolled students who have completed all noncl	1			
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			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			

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 Other enrolled students	6			
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	41	258	38	93
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	22	260	22	100
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	17	260	17	100
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			
002 -ART Evaluation Systems group of Pearson All program completers, 2017-18	1			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	4			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	6			
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			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	25	254	24	96

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, 2018-19	25	252	25	100	
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	15	255	15	100	
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	20	258	18	90	
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	16	257	15	94	
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	
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	109	262	109	100	
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	20	262	17	85	
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	21	264	20	95	
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	81	262	78	96	
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	105	262	105	100	
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	109	265	109	100	
107 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	17	252	15	88	
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	9				

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, 2017-18	6			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	11	255	11	100
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	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			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	3			
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	7			
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			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	9			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2018-19	3			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2017-18	4			
029 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2017-18	1			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	21	255	19	90

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	39	264	39	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	31	266	31	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	96	262	92	96
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	183	266	183	100
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, 2018-19	224	266	224	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2017-18	214	267	214	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
076 -OPTE: 6-12 Evaluation Systems group of Pearson Other enrolled students	2			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	55	253	54	98
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	90	257	89	99
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	88	258	88	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2019-20	29	254	28	97
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2018-19	133	254	133	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2017-18	126	257	126	100

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 enrolled students who have completed all noncl	4			
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			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2017-18	9			
014 -PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
0490 -PPAT Educational Testing Service (ETS) Other enrolled students	4			
0490 -PPAT Educational Testing Service (ETS) All program completers, 2019-20	110	44	106	96
032 -PSYCHOLOGY/SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	2			
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, 2017-18	1			
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	9			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson Other enrolled students	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2019-20	12	250	11	92
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2018-19	23	258	23	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2017-18	16	258	16	100
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	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			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	4			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2018-19	4			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2017-18	3			

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 Westat's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	210	193	92
All program completers, 2018-19	224	223	100
All program completers, 2017-18	214	214	100

Low-Performing

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

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. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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 contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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:

Dr. Robin Fuxa

TITLE:

Director, Professional Education

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:

Casey Powell

TITLE:

Certification Coordinator, Professional Education