OK

Oklahoma State University
Traditional Report AY 2017-18
Oklahoma

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

339 Willard

CITY

Stillwater

STATE

Oklahoma

ZIP

74078

SALUTATION

Dr.

FIRST NAME

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

- ○ Yes
- ● No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> Program Information

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at https://www2.ed.gov/programs/tqpartnership/awards.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agricultural Education	No	
Art	No	
Business & Information Technology	No	
Early Childhood Education	No	
Elementary Education	No	
Family and Consumer Sciences	No	
Foreign Language - Spanish/German/French	No	
Health Occupations Education	No	
Health/Physical Education/Safety	No	
Music Education - Instrumental/Vocal	No	
Secondary Education English	No	
Secondary Education Math	No	
Secondary Education Science	No	
Secondary Education Social Studies	No	
Technical and Industrial Education	No	

Total number of teacher preparation programs: 15

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Total number of teacher preparation programs: 15		

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

- Admissions
- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Junior year

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- (●) Yes
- ( ) No

3. Provide a link to your website where additional information about admissions requirements can be found:

http://education.okstate.edu/peu/admissions

4. Please provide any additional information about or exceptions to the admissions information provided above:

Students who have met all admission requirements except field experiences can be provisionally admitted with concurrent enrollment in field experiences.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit

Transcript	Yes ● No ○	Yes ● No ○
Fingerprint check	Yes ○ No ●	Yes ○ No ●
Background check	Yes ○ No ●	Yes ○ No ●
Minimum number of courses/credits/semester hours completed	Yes ○ No ●	Yes ● No ○
Minimum GPA	Yes ● No ○	Yes ● No ○
Minimum GPA in content area coursework	Yes ○ No ●	Yes ● No ○
Minimum GPA in professional education coursework	Yes ○ No ●	Yes ● No ○
Minimum ACT score	Yes ○ No ●	Yes ○ No ●
Minimum SAT score	Yes ○ No ●	Yes ○ No ●
Minimum basic skills test score	Yes ● No ○	Yes ● No ○
Subject area/academic content test or other subject matter verification	Yes ○ No ●	Yes ● No ○
Recommendation(s)	Yes ○ No ●	Yes ○ No ●
Essay or personal statement	Yes ○ No ●	Yes ○ No ●
Interview	Yes ○ No ●	Yes ○ No ●
Other Specify:	Yes ○ No ●	Yes ○ 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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.32

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.36

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

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

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

- [x] 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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	(•) Yes ( ) No	(•) Yes ( ) No
Fingerprint check	( ) Yes (•) No	( ) Yes (•) No
Background check	( ) Yes (•) No	( ) Yes (•) No
Minimum number of courses/credits/semester hours completed	( ) Yes (•) No	(•) Yes ( ) No
Minimum GPA	(•) Yes ( ) No	(•) Yes ( ) No
Minimum GPA in content area coursework	( ) Yes (•) No	(•) Yes ( ) No
Minimum GPA in professional education coursework	( ) Yes (•) No	(•) Yes ( ) No
Minimum ACT score	( ) Yes (•) No	( ) Yes (•) No
Minimum SAT score	( ) Yes (•) No	( ) Yes (•) No
Minimum basic skills test score	(•) Yes ( ) No	(•) Yes ( ) No
Subject area/academic content test or other subject matter verification	( ) Yes (•) No	(•) Yes ( ) No
Recommendation(s)	( ) Yes (•) No	( ) Yes (•) No
Essay or personal statement	( ) Yes (•) No	( ) Yes (•) No
Interview	( ) Yes (•) No	( ) Yes (•) No
Other Specify:	( ) Yes (•) No	( ) Yes (•) 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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.56

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.46

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	140
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	29
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	295
Number of students in supervised clinical experience during this academic year	228

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

Legislative action a few 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. Average number of clock hours required increased as a result of some programs increasing the number of weeks in student teaching.

SECTION I: PROGRAM INFORMATION

Enrollment

THIS PAGE INCLUDES:

>> Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	511
Unduplicated number of males enrolled in 2017-18	131
Unduplicated number of females enrolled in 2017-18	380

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. (§205(a)(1)(C)(ii)(H))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	38
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	23
Asian	4
Black or African American	11
Native Hawaiian or Other Pacific Islander	4
White	388
Two or more races	43

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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.

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1210	Teacher Education - Early Childhood Education	16
13.1202	Teacher Education - Elementary Education	110
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	0
13.1206	Teacher Education - Multiple Levels	0

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	17
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	18
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	7
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	13
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	16
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	2
13.1330	Teacher Education - Spanish	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1210	Teacher Education - Early Childhood Education	14
13.1202	Teacher Education - Elementary Education	115
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	40
13.1301	Teacher Education - Agriculture	20

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	18
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	4
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	16
13.1315	Teacher Education - Reading	7
13.1316	Teacher Education - Science	0
13.1317	Teacher Education - Social Science	4
13.1318	Teacher Education - Social Studies	0
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.03	Education - Curriculum and Instruction	0
13.09	Education - Social and Philosophical Foundations of Education	0
24	Liberal Arts/Humanities	0
42	Psychology	0
45.01	Social Sciences	0
45.02	Anthropology	0
45.06	Economics	0
45.07	Geography and Cartography	0
45.10	Political Science and Government	0
45.11	Sociology	0
50	Visual and Performing Arts	0
54	History	0
16	Foreign Languages	0
19	Family and Consumer Sciences/Human Sciences	0
23	English Language/Literature	0
38	Philosophy and Religious Studies	0
01	Agriculture	0
09	Communication or Journalism	0
14	Engineering	0

CIP Code	Academic Major	Number Prepared
26	Biology	0
27	Mathematics and Statistics	0
40.01	Physical Sciences	0
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	0
40.06	Geological and Earth Sciences/Geosciences	0
40.08	Physics	0
52	Business/Business Administration/Accounting	0
11	Computer and Information Sciences	0
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Completers

THIS PAGE INCLUDES:

>> Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	240
2016-17	256
2015-16	273

SECTION II: ANNUAL GOALS

Annual Goals

THIS PAGE INCLUDES:

- Annual Goals - Mathematics
- Annual Goals - Science
- Annual Goals - Special Education
- Annual Goals - Instruction of Limited English Proficient Students
- Assurances

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- (●) Yes
- ( ) No
- ( ) Not applicable

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

We implemented the OSUTeach program, a UTeach replica program to increase the number of mathematics and science teachers in our programs. To meet the goal to increase the number of prospective teachers met in 2016-2017, we began recruitment into Step I, an introductlon to teaching mathematics and science course. In this course, students who may be interested in teaching spend time in elementary classrooms and learn about teaching. They also develop and teach a math or science lesson in an upper elementary classroom. This program continues in the following semester in which students take Step II. In this class, students observe and teach in a middle school mathematics or science classroom and prepare and teach a lesson. Students are also encouraged to join the OSUTeach club and visit the OSUTeach office in an effort to build a community of prospective mathematics and science teachers. This space has a meeting area and comfortable study areas that provide a space for collaboration.

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

Step I is effective in allowing future teachers to experience teaching prior to declaring mathematics and science education as a major. The student used

the OSUTeach office frequently and developed a strong cohort of prospective mathematics and science teachers.

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

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

2

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

As mentioned in the 2016-17 goals, we are a UTeach replica site and we implement the OSUTeach program. To meet the goal to increase the number of prospective teachers in 2017 - 2018, our two master teachers, one in Science education and one in Mathematics education, recruit heavily for the OSUTeach program. They host information sessions, visit classes, and host recruitment events. As a result, in 2017-2018, we had 30 mathematics and 27 science education students enrolled in STEP 1and 2 combined mathematics and science students enrolled in Step 2. Additionally, 13 math/science students enrolled in Classroom Interaction and 25 enrolled in Knowing and Learning, both classes they take after their Step I and Step 2 classes. We lost a few students to other majors, but students also get off track in their programs and sit out of their science and math education courses for a semester or two. In Step I and Step II, it is too early to have students develop a lesson plan, It is more effective to provide them with a lesson plan and support them in the implementation of the lesson plan. Students need to be encouraged to stay on track so that their graduation isn't delayed. Students were encouraged to attend the UTeach conference and to engage in Internships in their content areas. This has been effective in keeping them connected to the discipline.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

2

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

In Fall 2017 and Spring 2018, we had a total of 57 students enrolled in Step 1 and 28 students enrolled in Step 2, demonstrating their interest in exploring math and science education as a major. In the Fall 2018 and Spring 2019, we had a total of 65 students enrolled in Step 1 and 35 students enrolled in Step 2. These numbers equal 49% of students continuing into Step 2 in 2017-18, with an increase to 54% of students continuing into Step 2 in 2018-19. We had 6 math education students graduate in 2018 and expect 7 math education graudates in 2019. These are our first cohorts of graduates from the OSUTeach program. As you know, teacher education enrollment is down both statewide and nationally, and OSU has also suffered from this decline in our teacher education programs. We are recruiting vigorously. This year, we took on the hosting of the Oklahoma State Science and Engineering Fair as one effort to bring prospective STEM majors and educators to campus and get them interested in our programs.

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- (●) Yes
- ( ) No
- ( ) Not applicable

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

We implemented the OSUTeach program, a UTeach replica program to increase the number of mathematics and science teachers in our programs. To meet the goal to increase the number of prospective teachers met in 2016-2017, we began recruitment into Step I, an introductlon to teaching mathematics and science course. In this course, students who may be interested in teaching spend time in elementary classrooms and learn about teaching. They also develop and teach a math or science lesson in an upper elementary classroom. This program continues in the following semester in which students take Step II. In this class, students observe and teach in a middle school mathematics or science classroom and prepare and teach a lesson. Students are also encouraged to join the OSUTeach club and visit the OSUTeach office in an effort to build a community of prospective mathematics and science teachers. This space has a meeting area and comfortable study areas that provide a space for collaboration.

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

Step I is effective in allowing future teachers to experience teaching prior to declaring mathematics and science education as a major. The students used the OSUTeach office frequently and developed a strong cohort of prospective mathematics and science teachers.

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

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

2

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

As mentioned in the 2016-17 goals, we are a UTeach replica site and we implement the OSUTeach program. To meet the goal to increase the number of prospective teachers in 2017 - 2018, our two master teachers, one in Science education and one in Mathematics education, recruit heavily for the OSUTeach program. They host information sessions, visit classes, and host recruitment events. As a result, in 2017-2018, we had 30 mathematics and 27 science education students enrolled in STEP 1and 23 combined mathematics and science students enrolled in Step 2. Additionally, 13 math/science students enrolled in Classroom Interaction and 25 enrolled in Knowing and Learning, both classes they take after their Step I and Step 2 classes. We lost a few students to other majors, but students also get off track in their programs and sit out of their science and math education courses for a semester or two. In Step I and Step II, it is too early to have students develop a lesson plan, It is more effective to provide them with a lesson plan and support them in the implementation of the lesson plan. Students need to be encouraged to stay on track so that their graduation isn't delayed. Students were encouraged to attend the UTeach conference and to engage in Internships in their content areas. This has been effective in keeping them connected to the discipline.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

2

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

In Fall 2017 and Spring 2018, we had a total of 57 students enrolled in Step 1 and 28 students enrolled in Step 2, demonstrating their interest in exploring math and science education as a major. In the Fall 2018 and Spring 2019, we had a total of 65 students enrolled in Step 1 and 35 students enrolled in Step 2. These numbers equal 49% of students continuing into Step 2 in 2017-18, with an increase to 54% of students continuing into Step 2 in 2018-19. We had 6 science education students graduate in 2018 and expect to have 4 science education students graduate in 2019. These are our first cohorts of graduates from the OSUTeach program. As you know, teacher education enrollment is down both statewide and nationally, and OSU has also suffered from this decline in our teacher education programs. We are recruiting vigorously. This year, we took on the hosting of the Oklahoma State Science and Engineering Fair as one effort to bring prospective STEM majors and educators to campus and get them interested in our programs.

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- (●) Yes
- ( ) No
- ( ) Not applicable

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

We offered several pathways Into the special education classroom. For alternatively certified teachers, the OSU Special Education program offered an 18 hour course series. They also offered 4+1 Master's Program in which Elementary education majors interested in obtaining a masters in SPED could enroll in the 4+1 program and complete hours towards a Master's in SPED concurrently with their undergraduate in Elementary Education. The program faculty also offered a Traditional Master's Program .

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

We wanted to ensure that the students entering into any of the SPED pathways were prepared to be effective Special Education teachers. Thus, we increased the rigor of our coursework. We engaged in heavy recruitment through several venues

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

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

2

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

We continued to recruit for the master's degree and in the undergraduate SPED 3202 course, a course that is required by all Professional Education Unit majors. We also reached out to other disciplines such as communication sciences and disorders to increase the number of students entering into special education. We developed a Minor in Special Education that will replace the 4+1 program option. Enrollment in the Master’s degree in special education increased from 11 students in the Fall of 2016 to 21 students in the Fall of 2017.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

2

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

The Special Education program faculty developed a special education minor for undergraduate students. Students take 17 credit hours in special education to receive the minor. One of these courses is already required, so that leaves students with 15 additional hours to earn the minor. This minor

also serves as a recruitment strategy for the Master's degree in special education. In addition, the faculty have proposed a Graduate Certificate in Special Education for alternative and emergency certified teachers to get sufficient training and preparation in special education. This is an 18-credit hour certificate to meet the requirements for alternatively certified special education teachers to obtain 18 credit hours of special education coursework. These courses can also apply toward the Master's degree in special education. We anticipate these paths, the undergraduate minor and the graduate certificate, will be strong options for elementary and secondary education majors at the undergraduate level and alternatively and emergency certified teachers at the graduate level, respectively.

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ○ Yes
- ◉ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ○ Yes
- ○ No
- ○ Not applicable

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:

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ○ Yes
- ◉ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

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

Academic year 2019-20

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

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

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

Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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.

- [x] Yes
- [ ] No

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

The Professional Education Unit works closely with the Professional Education Council and program area faculty to make sure our preparation programs are meeting needs as described above.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

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 program completers, 2017-18	1			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	7			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	10	274	10	100
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	257	17	94
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	9			
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	17	260	17	100
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	22	256	22	100
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	20	257	20	100
002 -ART 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 (%)
002 -ART Evaluation Systems group of Pearson All program completers, 2017-18	1			
002 -ART Evaluation Systems group of Pearson All program completers, 2016-17	1			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	6			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	10	253	10	100
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	13	252	13	100
040 -BUSINESS EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
040 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
040 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	15	255	15	100
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	11	247	11	100
005 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	29	257	29	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	72	259	67	93
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	109	262	109	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	104	261	104	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	119	262	119	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	87	257	72	83
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	109	265	109	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	104	264	104	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	119	262	119	100
107 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	11	255	11	100
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	6			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	24	261	24	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	12	261	12	100
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	3			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	3			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	1			
020 -FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
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 All program completers, 2017-18	9			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	14	273	14	100
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	10	270	10	100
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			
029 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2015-16	1			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	218	264	218	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	60	264	51	85

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 program completers, 2017-18	214	267	214	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2016-17	242	268	242	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2015-16	260	268	260	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	88	258	88	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	119	258	119	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	107	257	107	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2017-18	126	257	126	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2016-17	123	254	123	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2015-16	153	254	153	100
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2017-18	9			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2016-17	8			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2015-16	9			
014 -PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
014 -PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
032 -PSYCHOLOGY/SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
032 -PSYCHOLOGY/SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	1			
119 -SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
119 -SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	1			
019 -SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	2			
019 -SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	252	9	82
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2017-18	16	258	16	100
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2016-17	23	254	23	100
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2015-16	21	258	21	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 All program completers, 2017-18	4			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	4			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2017-18	3			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2016-17	3			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2015-16	3			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	214	214	100
All program completers, 2016-17	243	243	100
All program completers, 2015-16	260	260	100

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

>> Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

Low-Performing

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

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:

- [x] State
- [x] NCATE
- [ ] TEAC
- [ ] CAEP
- [x] Other specify:

North Central

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> Use of Technology

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.

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. All candidates in programs that lead to certification take a rigorous course in Applications of Educational Technology that is designed to develop their skills, knowledge and dispositions toward improving student learning with technology. Additionally, the College of Education, Health and Aviation 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 EHA Technology Resource Center and EHA Faculty Support. Resources in the EHA Technology Resource Center include access to and assistance with a cross-platform computer lab, with very wide range of hardware and software available for both faculty and students, and with traditional media and equipment for making less IT oriented projects and presentations. 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 smaller academic terms. There are additional computer lab facilities available in other areas of the college. The EHA Technology Resource Center maintains multimedia equipment in the instructional spaces of the EHA. Resources include access to and assistance with multimedia educational technologies, video production, and traditional media equipment and production. The facility has a wide range of hardware and software available for both faculty and students. 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 College of Education, Health and Aviation. The Faculty Support staff provides consultation and assistance in instructional design, web and multimedia production, delivery, distance and distributed

learning, and evaluation to most effectively utilize technology tools within learning strategies. Services provided include one-on-one or small group assistance with: 1) determining the most appropriate technology tool for an instructional activity, 2) website development and on-line course components, 3) video-conferencing, and 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. Professional Education and the Educational Technology academic program have recently collaborated to develop the Emerging Technologies and Creative Research Lab, a space for faculty and students to get hands-on experience with innovative technologies for teaching and learning. Individuals or classes frequent this Emerging Technologies and Creative Research Lab to use a 3D printer, a flight simulator, a SMART board, Mursion simulator, mobile devices or a host of other creative tools for transforming teaching and learning. See http://edtech.okstate.edu/techplayground for more information. 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 technology of online surveys and forms feeding 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. Many of the courses candidates take in our program feature the modeling of and instruction in the use 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.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

Provide the following information about 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)(G))

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   - (●) Yes
   - ( ) No

   b. **participate as a member of individualized education program teams**

   - (●) Yes
   - ( ) No

   c. **teach students who are limited English proficient effectively**

   - (●) Yes
   - ( ) No

2. **Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

   All teacher candidates must complete a course that addresses special needs students, programs and instruction, and policies and procedures. The course covers general special education information as well as specific interventions and methods for teaching and serving children with special needs. Teacher candidates also complete a field experience that is designed to introduce them to children with special needs through personal interactions. Teacher candidates participate in IEP processes during their student teaching internship. Each program addresses teaching strategies and methods for working with diverse learners and learning needs including ELL. Teacher candidates provide documentation through their portfolio that they have developed skills to work with ELL students. These strategies are embedded in methods courses for each program and are typically revisited in field experiences and internship.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   - (●) Yes
   - ( ) No
   - ( ) Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- [x] Yes
- [ ] No
- [ ] Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- [x] Yes
- [ ] No
- [ ] Program does not prepare special education teachers

4. **Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Our program is designed to add the unique skills of special education to an elementary, secondary, or P-12 teaching program. Candidates complete four courses addressing general special education methods/strategies, reading and language arts strategies, culturally responsive teaching approaches and a practicum where they apply those skills under the supervision of a mentor special educator. Special education teacher candidates must observe and participate in IEP processes during their program. They learn about IEPS in detail in a course and sit in on the process at schools. During their practicum they serve as a member of the IEP team. Special education teacher candidates complete three courses that address ELL students in various ways including teaching reading/language arts, methods and strategies that are culturally responsive and a models course that addresses specialized research-based strategies for working with children with unique needs, including language acquisition.

SECTION VII: CONTEXTUAL INFORMATION

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **511**.

Number of program completers from Section I: Program Information, Program Completers is **240**.

For a total enrollment of **751**.

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:

Robin Fuxa

TITLE:

Director of 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:

Kathy Boyer

TITLE:

Coordinator of Educator Certification

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	452	511	13.05%
Male Enrollment	122	131	7.38%
Female Enrollment	330	380	15.15%
Hispanic/Latino Enrollment	15	38	153.33%
American Indian or Alaska Native Enrollment	43	23	-46.51%
Asian Enrollment	8	4	-50.00%
Black or African American Enrollment	16	11	-31.25%
Native Hawaiian or Other Pacific Islander Enrollment	13	4	-69.23%

Item	Last Year	This Year	Change
White Enrollment	357	388	8.68%
Two or more races Enrollment	0	43	
Average number of clock hours required prior to student teaching	140	140	0.00%
Average number of clock hours required for student teaching	600	600	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	32	29	-9.38%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	324	295	-8.95%
Number of students in supervised clinical experience during this academic year	252	228	-9.52%
Total completers for current academic year	256	240	-6.25%
Total completers for prior academic year	273	256	-6.23%
Total completers for second prior academic year	311	273	-12.22%