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Oklahoma State University
Traditional Program

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AY 2015-16

Institution Information

Name of Institution: Oklahoma State University
 Institution/Program Type: Traditional
 Academic Year: 2015-16
 State: Oklahoma
 Address: 339 Willard
 Stillwater, OK, 74078
 Contact Name: Dr. C. Robert Davis
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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? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a 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 <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
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
Marketing Education	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
Technology Education	No
Total number of teacher preparation programs: 17	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Junior year

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
<http://education.oikstate.edu/peu/admissions>

Please provide any additional comments 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.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.67

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2015-16

3.8

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.35

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.78

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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.

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 2015-16:	559
Unduplicated number of males enrolled in 2015-16:	147
Unduplicated number of females enrolled in 2015-16:	412

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	24
Race	
American Indian or Alaska Native:	48
Asian:	9
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	1
White:	461
Two or more races:	6

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	189
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Average number of clock hours required for student teaching	320
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	28
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	336
Number of students in supervised clinical experience during this academic year	275

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.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	31
Teacher Education - Elementary Education	120
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	23
Teacher Education - Art	
Teacher Education - Business	2
Teacher Education - English/Language Arts	12
Teacher Education - Foreign Language	3
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	3
Teacher Education - Mathematics	11
Teacher Education - Music	16
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	15
Teacher Education - Social Science	
Teacher Education - Social Studies	21
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	12
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	
Specify:	

SECTION 16: Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	31
Teacher Education - Elementary Education	117
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	20
Teacher Education - Art	
Teacher Education - Business	2
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	2
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	6
Teacher Education - Mathematics	10
Teacher Education - Music	18
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science	13
Teacher Education - Social Science	
Teacher Education - Social Studies	23
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	1

Family and Consumer Sciences/Human Services	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2015-16: 273

2014-15: 311

2013-14: 307

Section II 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), 5206(a))

Information about teacher shortage areas can be found at <http://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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

1

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

- In 2015-2016, we switched to the OSUTeach model. The OSUTeach model is designed to engage mathematics and science majors in the College of Arts and Sciences with a potential option in secondary mathematics and science education early in their college studies. Early in their program, students take courses in which they are introduced to mathematics and science teaching (STEP1 and STEP2). Students were offered stipends to attend these two- 1 hour classes. We also encouraged students to take advantage of TEACH grants.
- The OSUTeach Master Teachers and mathematics education faculty visited freshman level mathematics courses and presented students with a rationale for obtaining an option in teaching certification.
- We offer internships for students early in their program.
- We offer Noyce teacher scholarships.

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

- The Science and Mathematics Education (SMED) faculty found that it was important to use a variety of outlets to recruit students. We visited classrooms, handed out postcards, passed out flyers, posted information to the OSUTeach website, held information events in which students were provided with T-shirts and food.
- Additionally, the Preservice Teacher Research Symposium will be used as a recruitment event in 2017-2018.
- In the Spring of 2017, Mathematics Education faculty visited a teacher preparatory academy recruitment event and passed out information on the OSUTeach

- 24 students from the Career Tech Educators Rising program visited the OSU campus in the Spring of 2017 and were provided with information on the OSUTeach program.

Provide any additional comments, exceptions and explanations below:

- As the OSUTeach program was implemented, students were no longer admitted to the traditional mathematics education program. This caused the program to appear to decrease in number of students in future semesters.

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

2

Provide any additional comments, exceptions and explanations below:

- From Spring 2016 to Spring 2017, undergraduate secondary mathematics was down 5 students. It is typical in the program for the numbers to cycle between years because they get off of their program. Our typical range of students teaching in any academic year ranges from 6 to 12.
- In the Fall of 2016, we had 10 mathematics education students enrolled in Classroom Interactions. Eight of the students continued into their first of two mathematics methods courses.
- The current number of mathematics education students in OSUTeach STEP 1 for Spring 2017 is 6.
- The current number of mathematics education students in OSUTeach STEP 2 for Spring 2017 is 14.

Section II 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 <http://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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

1

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

- In 2015-2016, we switched to the OSUTeach model. The OSUTeach model is designed to engage mathematics and science majors in the College of Arts and Sciences with a potential option in secondary mathematics and science education early in their college studies. Early in their program, students take courses in which they are introduced to mathematics and science teaching (STEP1 and STEP2). Students were offered stipends to attend these two - 1 hour classes. We also encouraged students to take advantage of TEACH grants.
- The OSUTeach Master Teachers and science education faculty visited freshman level Biology, Chemistry, Geology, Botany, and Physics courses and presented students with a rationale for obtaining an option in teaching certification.
- We offer internships for students early in their program.
- We offer Noyce Teacher Scholarships.

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

- The SMED faculty found that it was important to use a variety of outlets to recruit students. We visited classrooms, handed out postcards, passed out flyers, posted information to the OSUTeach website, held information events in which students were provided with T-shirts and food.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

2

Provide any additional comments, exceptions and explanations below:

- In the Fall of 2016, we had 9 science education students enrolled in Classroom Interactions. Five of the students continued into their first of two science methods courses.
- The current number of science education students in OSUTeach STEP 1 for Spring 2017 is 6.
- The current number of science education students in OSUTeach STEP 2 for Spring 2017 is 7.

Section II 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 <http://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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

6

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

- The special education faculty have engaged in significant recruitment efforts in Tulsa and surrounding areas.
- The program has designed a 4+1 degree plan in which students enrolled a Bachelor's degree in elementary or secondary education can move directly into the special education Master's program. This has resulted in increased enrollment.
- The program has also designed a special summer series of courses to support alternatively certified teachers in being properly trained.
- The federal TEACH grant has also supported student recruitment in this program.

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

see above.

Provide any additional comments, exceptions and explanations below:

- In the fall 2016 semester, 24 special education students graduated.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Section II 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 <http://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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

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

Provide any additional comments, exceptions and explanations below:

Section II 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.

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

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

Yes

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

Yes

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

Yes

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

Yes

Yes

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

Yes

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 Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011-ADVANCED MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
011-ADVANCED MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	8			
011-ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	10	274	10	100
011-ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	9			
011-ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	3			
042-AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	256	10	91
042-AGRICULTURAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	21	250	18	86
042-AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	20	257	20	100
042-AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	27	259	27	100
042-AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	35	256	35	100
002-ART Evaluation Systems group of Pearson Other enrolled students	1			
002-ART Evaluation Systems group of Pearson All program completers, 2014-15	5			
002-ART Evaluation Systems group of Pearson All program completers, 2013-14	1			
010-BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
010-BIOLOGICAL SCIENCES Evaluation Systems group of Pearson Other enrolled students	4			
010-BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	13	252	13	100
010-BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2014-15	10	257	10	100
010-BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2013-14	9			

040-BUSINESS EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
040-BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
040-BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
004-CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
004-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
004-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	2			
004-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	1			
005-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
105-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
105-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
005-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	29	257	29	100
005-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	25	262	25	100
005-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	33	261	33	100
008-EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
008-EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	1			
050-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	22	264	22	100
050-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	87	259	85	98
050-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	119	262	119	100
050-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	141	254	141	100
050-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	124	253	124	100
051-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	22	263	22	100
051-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	86	262	78	91
051-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	119	262	119	100

051-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	124	269	124	100
051-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	124	269	124	100
007-ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	259	10	91
007-ENGLISH Evaluation Systems group of Pearson Other enrolled students	18	261	17	94
007-ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	12	261	12	100
007-ENGLISH Evaluation Systems group of Pearson All program completers, 2014-15	17	259	17	100
007-ENGLISH Evaluation Systems group of Pearson All program completers, 2013-14	17	267	17	100
009-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson Other enrolled students	1			
009-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	1			
009-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2014-15	3			
009-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2013-14	2			
020-FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
021-GERMAN Evaluation Systems group of Pearson All program completers, 2013-14	1			
001-INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
001-INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	6			
001-INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	10	270	10	100
001-INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	7			
001-INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	7			
029-MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
029-MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson Other enrolled students	1			
029-MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2015-16	1			
029-MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2014-15	8			
029-MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2013-14	4			

074-OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	255	267	255	100
074-OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students				
074-OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2015-16	260	268	260	100
074-OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2014-15	292	268	292	100
074-OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2013-14	272	265	272	100
076-OPTE: 6-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
076-OPTE: 6-12 Evaluation Systems group of Pearson Other enrolled students	9			
076-OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	107	257	107	100
076-OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2014-15	123	260	123	100
076-OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	111	262	111	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 Other enrolled students	6			
075-OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2015-16	152	254	152	100
075-OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2014-15	168	257	168	100
075-OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2013-14	159	264	159	100
012-PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
012-PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson Other enrolled students	1			
012-PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2015-16	9			
012-PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2014-15	8			
012-PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2013-14	4			
013-PHYSICAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
013-PHYSICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
013-PHYSICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			

014-PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
014-PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
014-PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
032-PSYCHOLOGY/SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	1			
019-SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
019-SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
019-SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	2			
019-SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	2			
019-SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	4			
017-US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
017-US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson Other enrolled students	12	250	10	83
017-US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2015-16	21	258	21	100
017-US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2014-15	22	256	22	100
017-US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2013-14	22	261	22	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	2			
003-VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	6			
003-VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	7			
003-VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	6			
018-WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2015-16	3			
018-WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2014-15	3			
018-WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2013-14	9			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	260	260	100
All program completers, 2014-15	292	292	100
All program completers, 2013-14	272	272	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

North Central

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)?

No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

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 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 COE Technology Resource Center and COE Faculty Support. Resources in the COE 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 COE Technology Resource Center maintains multimedia equipment in the instructional spaces of the COE. 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. 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 developing the TECH Playground (Transforming Education through Creative Habits), a space for faculty and students to get hands-on experience with innovative technologies for teaching and learning. Individuals or classes frequent this TECH Playground to use a 3D printer, a flight simulator, a SMART table or board, teachlive 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 Oklahoma General Competencies 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

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

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 managing 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 issues including ELL. Teacher candidates provide documentation through their portfolio that they have developed skills to work with ELL students.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

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 or secondary 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 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 difficult-to-teach children.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Complete Report Card

AY 2015-16