title II higher education act

2021 TITLE II REPORTS
National Teacher Preparation Data

OK

University of Oklahoma
Traditional Report AY 2019-20
Oklahoma

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

207500

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

820 Van Vleet Oval

Suite 100

CITY

Norman

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73019

SALUTATION

Dr. ▼

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List of Programs

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

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

- Teacher Preparation Program

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

12

Program Requirements

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

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

● Yes
○ No

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

Element	Admission		Completion	
Transcript	● 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

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

2.75

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

Postgraduate Requirements

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

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

○ **Yes**

● **No**

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

Element	Admission		Completion	
Transcript	○ 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

Element	Admission		Completion	
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.)**

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

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	80
Number of clock hours required for student teaching	480

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

○ Yes
● No

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

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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
<u>Years</u> **required of teaching as the teacher of record in a classroom**	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	17
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	196
Number of students in supervised clinical experience during this academic year	153

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

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	595
Subset of Program Completers	153

Gender	Total Enrolled	Subset of Program Completers
Male	98	19
Female	497	134
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	21	6
Asian	11	4
Black or African American	12	4
Hispanic/Latino of any race	58	15
Native Hawaiian or Other Pacific Islander	0	0
White	426	104

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	59	18
No Race/Ethnicity Reported	8	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	59	18
No Race/Ethnicity Reported	8	2

Teachers Prepared

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.

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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

What are CIP Codes?

☐ **No teachers prepared in academic year 2019-20**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	14
13.1202	Teacher Education - Elementary Education	62

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	38
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	16
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	18
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

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

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2019-20**

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

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

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

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	1
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	1
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	1

CIP Code	Academic Major	Number Prepared
99	**Other Specify:** Political Science	1

CIP Code	Academic Major	Number Prepared
99	**Other Specify:** Political Science	1

Program Assurances

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

Program Assurances

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

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   The most successful strategy for meeting the needs of local education agencies is maintaining national accreditation of the teacher preparation unit (e.g., CAEP recognition) as well as maintaining recognition of each of our program of study (e.g, SPA recognition). The most successful strategy for meeting assurances associated with diversity is requiring varied field experiences (e.g., urban, suburban and rural) and streaming diversity-related issues (e.g., differentiated instruction, culturally-responsive pedagogy, trauma-informed instruction, dyslexia) throughout the teacher preparation program.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

Continue to increase the number of students graduating from the mathematics education program and ensuring to recruit highly quality teacher candidates.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We worked to advertise the program and initiatives that will support our students in their endeavors to not only complete a degree in mathematics education at OU but also ones that will support and reward them for remaining in mathematics education for a significant number of years beyond graduation. For example, TEACH grant opportunities and the Oklahoma State Regents for Higher Education TISEP programs were prominently advertised on the JRCOE website. We also utilize the OU Debt Free Teacher program to help recruit teachers into our program at OU and to encourage them to remain as teachers in Oklahoma. We will continue in this vein to work closely with recruitment efforts taking place at the University level with area high school students to promote mathematics education.

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

Working more closely with college recruitment and other University entities that engage with area high school students will be a focus of our recruitment efforts. Specifically, we will continue to promote mathematics education as a degree option at college fair days (like the OU College and Career Fair Day). We will participate in the Association of Mathematics Teacher Educators, "Get the Facts Out" teacher recruitment session (a national task force group focused on efforts to recruit students into the STEM teaching fields). We will work to implement as many of the strategies suggested from this group as possible in the next year. Additionally, Mathematics Education faculty has worked closely with Science Education faculty at OU to develop a grant that provides the opportunity for mathematics and science education students at OU to work with high school students interested in becoming STEM teachers.

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

Review Current Year's Goal (2020-21)

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

- ● Yes
- ○ No

8. Describe your goal.

Continue to increase the number of students graduating from the mathematics education program and ensuring to recruit highly quality teacher candidates.

Set Next Year's Goal (2021-22)

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

- ● Yes
- ○ No

10. Describe your goal.

Continue to increase the number of students graduating from the mathematics education program and ensuring to recruit highly quality teacher candidates.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

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

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

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

- ◉ Yes
- ○ No

2. Describe your goal.

We hope to act on clarified goals and communication through college advising and admit 5 prospective teachers to the program.

3. Did your program meet the goal?

- ◉ Yes
- ○ No

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

Continued commitment by undergraduate advising to reach out to potential students and regular communication with declared majors.

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

Plans to continue to build science education community through student groups such as NSTA and program area social events when safe gathering is possible.

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

At our most recent college-wide faculty retreat (Spring 2019), several faculty members raised the concern of our past and current recruiting models in our college and how these strategies may not be effectively reaching our current and future millennial prospective student population. We continue to believe the persistent economic situation in our state as well as the negative perception towards public education in our state are attributing factors to the continued lack of interest in science teaching.

Review Current Year's Goal (2020-21)

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

- ● Yes
- ○ No

8. Describe your goal.

Building on new recruitment momentum and program changes meant to address student disconnect within the program, we hope to admit 7 prospective teachers to the program next year.

Set Next Year's Goal (2021-22)

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

- ● Yes
- ○ No

10. Describe your goal.

Building on momentum of program change and growth and new faculty hire, we hope to continue to grow science education program and admit 7 new prospective teachers to the program.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

Our goal for 2019-2020 was to improve the field-based experience portion of our degree program through the following routes: (a) finalize observation forms, (b) identify high-quality cooperating teachers to use in the future, (c) adjust time/schedule for students in intro and advanced practicum, (d) build a system to collect data on observations to inform long term growth for students.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Goal A. Program faculty finalized the observation form and we implemented with intro, advanced, and internship placement experiences with students. Goal B. One of the co-coordinators of the undergraduate program submitted a brief survey to special education teachers in neighboring districts to gage their interest in hosting an OU practicum student. Furthermore, we identified the highest degree and type of certification teachers held who were interested in hosting students. Last, we have developed a more thorough data process to save feedback from OU supervisors and practicum students on their experience in the practicum placement to inform future use of each site. Goal C. We restructured all EDSP courses during intro and advanced practicum to occur on two days a week. This allowed us to hold students to the expectation that they will attend their practicum placement 2 full days a week for 13 weeks, rather than merely accruing 200 hours over the course of the semester (i.e., the old expectation). Goal D. We created a Qualtrics link for all interns to upload all specified documents that we can then store and review. We are still in the midst of getting links created for intro and advanced practicum semesters so we can track long term progress based on observation forms for students throughout the program.

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

Although we have not collected quantitative data on this, it appears that special education teachers move frequently. As we reach back out to cooperating teachers to see if they are willing to host an OU practicum student it is not uncommon for us to find out either they have quit, moved to a new district/school, are serving in a different teaching setting than previously, or are unable to supervise an OU practicum student in the particular semester.

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

Review Current Year's Goal (2020-21)

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

- ● Yes
- ○ No

8. Describe your goal.

Our goal for 2019-2020 was to improve the field-based experience portion of our degree program through the following routes: (a) finalize observation forms, (b) identify high-quality cooperating teachers to use in the future, (c) adjust time/schedule for students in intro and advanced practicum, (d) build a system to collect data on observations to inform long term growth for students.

Set Next Year's Goal (2021-22)

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

- ● Yes
- ○ No

10. Describe your goal.

Our goal for 2020-2021 will be to (a) re-align course objectives and assignments with new CEC standards and High-Leverage Practices and have these clearly labeled on course syllabi and (b) create evaluation forms of the practicum/internship experiences from the cooperating teacher, OU student, and university supervisor perspectives.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

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

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

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

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

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

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

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

Review Current Year's Goal (2020-21)

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

○ **Yes**

● **No**

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

○ **Yes**

● **No**

10. Describe your goal.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	3			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	8			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	2			
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 Other enrolled students	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	35	257	33	94
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	37	257	37	100
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	27	249	24	89
008 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	67	263	67	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	66	259	65	98
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	59	259	59	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	67	265	63	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	66	262	63	95
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	59	263	58	98
107 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
107 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	7			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	8			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	4			
177 -ENGLISH AS A SECOND LANGUAGE Evaluation Systems group of Pearson Other enrolled students	1			
020 -FRENCH Evaluation Systems group of Pearson All program completers, 2017-18	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	8			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	14	267	14	100
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	20	274	20	100
125 -MIDDLE-LEVEL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2019-20	12	256	12	100
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2018-19	11	255	11	100
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2017-18	6			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	178	266	172	97
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	155	269	155	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	1			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2018-19	158	269	158	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2017-18	146	269	146	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
076 -OPTE: 6-12 Evaluation Systems group of Pearson Other enrolled students	5			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	37	264	36	97
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	46	265	46	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	53	264	53	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
075 -OPTE: PK-8 Evaluation Systems group of Pearson Other enrolled students	3			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2019-20	103	259	102	99
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2018-19	114	256	113	99
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2017-18	89	257	89	100
014 -PHYSICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
119 -SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
119 -SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	2			
119 -SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2019-20	11	261	9	82
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2018-19	11	267	11	100
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2017-18	5			
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, 2019-20	4			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	4			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2019-20	3			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2018-19	2			

Summary Pass Rates

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	156	148	95
All program completers, 2018-19	161	157	98
All program completers, 2017-18	146	140	96

Low-Performing

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

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

Low-Performing

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

- ● Yes
- ○ No

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

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

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

- ○ Yes
- ● No

Use of Technology

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

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

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.**

   All students in the Jeannine Rainbolt College of Education at the University of Oklahoma are required to take EIPT 3043 Learning with Educational Technologies. This course is designed based on the National Educational Technology Standards for Teachers from the International Society for Technology in Education (ISTE). These can be found at https://www.iste.org/standards/for-students and https://www.iste.org/standards/for-educators. Preservice teachers in our programs learn to participate and model information age communication and data analysis techniques with activities such as: • The use of iPads in schools is discussed and observed. • Creating a classroom course management site. • Interacting with Twitter for professional learning networks. (PLNs) • Discussion of parental communication techniques using technology. Preservice teachers learn different techniques for integrating technology into the curriculum by: • Creating videos for classroom participation. • Reviewing and critiquing how iPads and associated apps and web-based apps are used in education. • Designing interactive learning activities using interactive whiteboards and alternatives. • Creating an iBook for online reading. In addition, students write a variety of lessons that include assessment and scoring of technology projects created by students and using technology to aid in grading, feedback, and evaluation. We spend a lot of time focusing on objectives and assessment and how students can create measurable learning goals in relation to state and national standards. Through these lesson planning activities and a lesson on assistive technology, students are regularly called upon to plan to use technology to accommodate students with different learning needs and design lessons that are universal through technology use. This course does not look at long-term data trends with technology but instead focuses on classroom implementation. Course readings throughout the program focus on trends and data in education overall.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   We prepare OU general education pre-service teachers to teach students with disabilities. or who are limited English proficiency, and be a contributing member of individualized education program team through a required course all teacher candidates must take EDSP 3053: Understanding and Accommodating Students with Exceptionalities.

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

   Course objectives and outcomes include: The candidate will be able to – 1. Identify and explain how legislation, judicial proceedings, political and sociocultural movements, and historical events impact the provision of a free appropriate public education to individuals with disabilities and their transition to post school outcomes. 2. Identify the major provisions of special education legislation and extrapolate how this relates to the rights and responsibilities of students, parents, teachers, and other professionals and schools related to exceptional learning needs. 3. Analyze the advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities. 4. Identify characteristics shared by individuals in each disability category and articulate appropriate identification practices that reduce the likelihood of under- or over-identification of individuals with disabilities. 5. Explain the educational implications of characteristics of various exceptionalities. 6. Identify modifications and accommodations in assessment and instruction and systems to identify whether they are appropriate for an individual with a disability 7. Identify evidence-based practices appropriate for instructing individuals with exceptionalities to meet their academic, behavioral, and social/emotional needs.

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

   OU general education candidates learn about teaching students who are limited English proficient throughout a variety of courses. While all of our students are prepared to work with English language learners through various courses, we do not offer a stand a alone endorsement in instruction of limited English proficient students. We created entitled, EDWL 4970 called Teaching English Language Learners PK-12. This course examines theory, policy, and pedagogical issues surrounding the education of English Learners, including developing language proficiency, critical teacher reflection, advocacy, and culturally sustaining and translanguaging pedagogy, among other topics. Many of our students are encouraged to enroll in this course and some programs have adapted their Programs of Studies to require this course.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

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

   a. **Teach students with disabilities effectively**

   The OU Special Education Undergraduate Program is aligned to the Council for Exceptional Children's standards for undergraduate teacher preparation serving students with mild and moderate disabilities. Students completing our program over the last several years have met this

requirement. Our students exhibit high levels of performance evidenced by student work samples from courses, passage of state certification examinations, and feedback from practicum teachers and administrators, Students practice the knowledge and skills they have learned in their formal courses through extensive field experiences. These field experiences include observation in settings, two intensive practica (i.e., one in elementary and one in secondary), and an internship in a student self-selected grade level. Furthermore, student experience is dispersed across urban, suburban, and rural environments. Thus, OU special education students have in-depth experience in diverse classroom environments: age level and geographical locale. We anticipate that the high quality of our students will continue. We have not identified any program weaknesses but nevertheless we continue to assess regularly and use that data to further refine the program to meet changes in the field and society to ensure the continued high quality of our students.

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

Individualized Education Programs OU special education students have many opportunities throughout the program to learn to be effective members of Individualized Education Programs Teams. Some examples are: • In EDSP 3053, Understanding and Accommodating Students with Exceptionalities, students evaluate de-identified IEPs to examine the adequacy of the document. • In EDSP 4093, Transition & Self-Determination students administer transition based assessments and construct a full IEP with a transition plan. • In the Introductory Practicum, EDSP 4072, and Advanced Practicum in Special Education, EDSP 4112, students majoring in special education attend IEP meetings and assist their master teachers in developing IEPs. • In the Introductory and Advanced Internships, EDSP 4134 and EDSP 4144, students majoring in special education help the master teachers develop IEPs and lead IEP team meetings. • Students with Limited English Proficiency Topics related to students with Limited English Proficiency are addressed throughout the program and specifically in the following courses: • EDSP 3054, Understanding and Accommodating Students with Exceptionalities, • EDSP 4023, Assessment for Eligibility and Program Planning • EDSP 4013 Fundamental Academic Instructional Strategies • EDSP 4053 Language, Literacy, and Communication • EDSP 4033 Families and Young Children with Developmental Delays

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

Students who receive special education services through the IDEA (2004) and are also identified as English Language Learners are prevalent in schools through Oklahoma and surrounding states; thus, we utilize a multi-tiered approach to train our students. First, in EDSP 3053, Understanding and Accommodation Students with Exceptionalities, one of the major discussion topics the first quarter of the semester is on the over/under representation of culturally and linguistically diverse individuals for special education services. This leads us into addressing bias, providing instruction that is highly effective and responsive to students from a variety of culturally and linguistically diverse backgrounds. In EDSP 4033, Families & Young Children with Developmental Delays, the course focusing on building meaningful partnerships with families from a variety of culturally and linguistically diverse backgrounds in order to ensure the Individualized Education Program team is functioning well and protecting the Free Appropriate Public Education for the child. We cycle back to this conversation in EDSP 4093, Transition & Self-Determination, as students work through constructing a transition plan for students identified with a disability in a high school setting. Students must apply their knowledge of being responsive to culturally and linguistically diverse students in administering assessments and collaboratively building a meaningful transition program for students. One other course that addresses working with students who are identified as English Language Learners is EDSP 4023, Assessment for Eligibility & Program Planning. Federal law mandates using non-bias instruments for eligibility decisions and for program planning. Furthermore, all instruments must be administered in the child's native language. Thus, a key aspect of this course is having students know the regulations regarding ELLs and eligibility procedures while also identifying how to approach program planning and identification of related services that would be appropriate for ELLs who also are receiving special education services.

Contextual Information

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

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

Contextual Information

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

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Jamie Aldridge

TITLE:

Certification Officer

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Aiyana Henry

TITLE:

Associate Dean for Professional Education