AAQEP Accreditation Self-Study

Eastern Oregon University
Initial Teacher Education Programs:
Undergraduate Elementary Education
Master of Arts in Teaching - Elementary
Master of Arts in Teaching - Secondary

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Introduction & Overview

Eastern Oregon University

Eastern Oregon University (EOU) began in June of 1929 as Eastern Oregon Normal School. Two years later, 1931, the first class of 88 seniors graduated from the teachers college. In 1943, pre-nursing was added to the curriculum. In 1973, the name was changed from Eastern Oregon Normal School, to Eastern Oregon State College. Then again, in 1997, a name change to the current name of Eastern Oregon University. In 2018, the Oregon governor signed a bill designating EOU as Oregon's Rural University.

In addition to the La Grande campus, EOU has 11 online and distance education locations in partnership with communities and community colleges throughout the rural sectors of this state. These locations serve as access points for students of that region.

EOU is one of the seven state-funded four-year institutions in Oregon, and the only institution on the eastern side of the state. EOU is governed by the Eastern Oregon University Board of Trustees and is accredited by the Northwest Commission on Colleges and Universities. EOU is located in La Grande, OR, in the Grande Ronde Valley. La Grande is located four hours east from Portland, OR and two and half hours west from Boise, ID.

The education system in Oregon has seen many changes in the recent years. In 2011, the Oregon Higher Education Coordinating Commission (HECC) was created. Prior to the establishment of the HECC, multiple state agencies and offices provided regulation and authorization of colleges and universities. This volunteer state board is responsible for developing and implementing policies and programs, "ensure that Oregon's network of colleges, universities, workforce development initiatives and pre-college outreach programs are well coordinated to foster student success" and the funding of initiatives. In 2013, an additional bill defined the role of the HECC, as it is currently seen in Oregon.

A second bill in 2013, SB 270, established individual governing boards for all public universities. The Board of Trustees of Eastern Oregon University (July 1, 2015), is made up of volunteers, with various connections to the university, region, and its students. EOU is governed by the Board of Trustees.

Eastern Oregon University Mission & Core Themes
Mission
EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

Adopted 2004 EOU University Assembly, Reaffirmed 2007; Approved 2008 and 2012 Oregon State Board of Higher Education; Reaffirmed 2014; Adopted 2016 by Eastern Oregon University Board of Trustees; Approved 2018 Higher Education Coordinating Commission

Core Themes
- **High-quality programs**: EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.
  - Objective 1: Academic programs ensure student learning
  - Objective 2: Effective teaching practices continually enhance academic quality
  - Objective 3: Students engage in applied learning experiences that align with lifelong success
- **Access for All:** EOU is a regional University with a deep sense of commitment to students where they are.
  - Objective 1: Student success is maximized through retention, completion and post-graduation outcomes
  - Objective 2: Programs and processes promote student access
- **Live, learn, succeed:** EOU is the educational, cultural and economic engine of eastern Oregon.
  - Objective 1: Academic programs reflect regional needs
  - Objective 2: Ongoing engagement enriches our communities
  - Objective 3: Systems and processes ensure a sustainable university environment

Organization of Eastern Oregon University
The organization structures of Eastern Oregon University and the College of Education are described below.

Eastern Oregon University is organized into four colleges:

- College of Education (COE)
- College of Business
- College or Arts, Humanities, and Social Sciences
- College of STM and Health Science

Additional program offered at EOU:

- OSU Agriculture & Natural Resource Program
- Eastern Promise
- Military Science & ROTC
- OHSU School of Nursing

Highlighting EOU

In 2020, *U.S. News and World Report* magazine has ranked EOU among the top colleges in the following categories:

- EOU is ranked #88 (tie) it the Best Colleges is Regional Universities West
- EOU is ranked #114 (tie) it the To Performers on Social Mobility
- EOU is ranked #45 (tie) in Top Public Schools

The College of Education

Eastern Oregon University started as Eastern Oregon Normal School. Education has been a large part of EOUs development and growth. Prior to the 2019-20 academic years, the Colleges of Business and Education were overseen by one dean. It was determined that each college was large enough, with numerous requirements, that the colleges each require their own deans. The College of Education offers programs for initial teacher preparation, in-service educators seeking additional add-ons (endorsements), and other programs.

A table describing the College of Education roles is provided here.

Initial Teacher Preparation Mission and Outcomes of the College of Education

College of Education Mission Statement
The College of Education prepares competent and engaged professionals.

Initial Teacher Preparation Program Outcomes
The CoE outcomes are aligned with the Oregon Administrative Rules and InTASC standards. Evidence of this alignment can be found

All graduates of EOU's educator preparation programs will be able to:
1. justify instructional decisions based on the academic and cultural needs of individual learners and knowledge of developmental and communication patterns;
2. foster a positive, low-risk learning environment for all learners;
3. apply understanding of their content areas with sufficient breadth and depth to support student literacy development and learning as defined by state and national standards;
4. apply the practice of pedagogy to engage all learners;
5. employ multiple methods of assessment to monitor growth and guide instruction;
6. exhibit the established dispositions of a professional educator in a culturally responsive manner;
7. support the academic and linguistic needs of language learners;
8. support the needs of learners with exceptionalities in the least restrictive environment;
9. use instructional technology and engage students in appropriate technologies to support learning;
10. incorporate information literacy outcomes to support student learning as defined by state and national learning standards;

Additionally, graduates of EOU's elementary educator preparation programs will be able to:

11. teach reading effectively to all elementary students, including instruction in dyslexia and language acquisition.

The College of Education's mission is well aligned with the core themes of EOU. Faculty and staff are committed to helping candidates achieve their educational goals.

College of Education Programs
Listed below are the various programs offered within the College of Education.

Initial Licensure Programs:
Initial licensure programs undergoing accreditation review are only the Initial Licensure Programs: Undergraduate Elementary Education with ESOL Endorsement, MAT - Elementary Education, and MAT - Secondary Education.

- Undergraduate Elementary Education with ESOL Endorsement
- Masters of Arts in Teaching:
    - Elementary Education
    - Secondary Education - Single Subjects
        - Advanced Mathematics (includes Foundational Math)
        - Agricultural Science
        - Biology
        - Business: Generalist
        - Chemistry
        - English Language Arts (includes Foundational ELA)
        - Health
        - Integrated Science (includes Foundational Science)
        - Physics
        - Social Studies (includes Foundational Social Studies)
        - World Languages (German; Spanish)
    - Secondary Education - Program Required Areas
        - Art
        - Music
        - Physical Education

Add-on Programs:
The following add on programs require the candidate to already hold a valid teaching license and are seeking to add an additional teaching field (endorsement) to their license:
- English for Speakers of Other Languages
- Reading Intervention
- Special Education: Generalist

Other Programs:
- Early Childhood Education - Non-Licensure
- Master of Science (MS)

- Career and Technical Education (CTE)
- Certificate and Associate of Arts (AA) in Education
- ESOL Certificate

The College is also home to the following:
- [The Center for Culturally Responsive Practices](#)
- [Oregon Teacher Pathway (OTP) Program](#)

Description of Programs

Undergraduate Elementary Program

The Undergraduate Elementary Education Program is a comprehensive two-year program. All candidates going through the program will achieve the ESOL concentration as part of their program. Courses are a combination of five-week accelerated courses, along with some traditional ten-week courses.

Candidates in the Undergraduate Elementary Education Program will have four Field Experiences throughout their program. The Field Experiences provide the candidates with multiple opportunities to work with various elementary-aged children and develop their skills as educators. The culminating activity of student teaching is 15 weeks in length. During the Student Teaching experience, the candidate will complete the edTPA® portfolio assessment and gradually transition into full-time teaching. The Mentor Teacher and candidate are encouraged to co-teach, with the candidate taking on the lead teacher's responsibility (under the Mentor Teacher's mentorship) for a minimum of three weeks.

Program Delivery

The undergraduate program is offered at multiple sites across the state:

- Gresham - on Mt. Hood Community College Campus - *Currently virtual (online with synchronous class times)
- La Grande - on EOU Main Campus
- Ontario & Pendleton (Hybrid Cohort Pilot) – (Previously on Treasure Valley Community College Campus and Blue Mountain Community College Campus) –A pilot for the 2020-21 academic year, the Ontario and Pendleton cohorts were combined as one cohort to participate in online delivery.

Master of Arts in Teaching (both Elementary and Secondary)

The College of Education's full-time, intensive Master of Arts in Teaching program (MAT) blends professional experience obtained in classroom settings along with academic preparation.

The MAT program is a 10-month hybrid program. Most courses are organized into 5-week mini-terms coinciding within the EOU 10-week academic term (e.g., fall A are weeks 1-5, fall B are weeks 6-10). The first term of the program (summer) is six weeks, with the first week of the term in residence on the La Grande campus. During the summer, fall, and winter mini-terms, candidates must return to the La Grande campus for one weekend (Thursday 5-9, Friday 8-6, and

Saturday 8-5) for face-to-face classes. During the spring term, candidates generally do not have on-campus courses. Throughout the program, candidates will be required to meet synchronously, asynchronously, and face-to-face.

MAT Teacher Candidates are placed in K-12 classrooms to work alongside and learn from Mentor Teachers and a University Supervisor. Candidates will have two placements (fall term - A placement and winter/spring terms (A placement - fall term and B placement - winter/spring terms) in the appropriate licensure and/or endorsement seeking area, typically completing two different authorization levels.

Candidates are expected to be in placement during all teacher contract hours. The field experience expectations are developmental and culminate with a 15-week student teaching experience. The Student Teaching experience meets the requirements set by the Oregon Teacher Standards and Practices Commission (584-400-0140).

Highlighting the College of Education

The College of education has been recognized in 2020 by the *National Council on Teacher Quality* with the following scores:

- A Grade - Program Diversity in both traditional undergraduate and graduate elementary preparation

The College of Education has been ranked by *Intelligent.com (2019)* in the following categories:

- #20 in the 45 Best Master's in Education Online ranking

- #25 in the Best Online Early Childhood Education

Additional Context: College of Education Continuous Improvement

The College of Education has been seeking intentional, continuous improvement over the past years. The following sections will provide some context necessary for understanding the EOU College of Education accreditation story.

Accreditation

Until 2015, program accreditation was mandated and overseen by the Oregon Teacher Standards and Practices Commission (TSPC).

Programs were responsible for the specific program standards as determined by TSPC. EOU had just completed the TSPC accreditation visit during the 2014/15 academic year.

In July of 2015, Oregon Legislature passed Senate Bill 78, requiring all Oregon educator preparation programs (EPP) be nationally accredited by July 1, 2022. After many conversations and advocacy from EPPs, an amendment was approved to extend the timeline for EPPs to obtain national accreditation to July 1, 2025. When the original bill passed, the Council for the

Accreditation of Educator Preparation (CAEP) was the only accreditation association approved by TSPC for accreditation.

TSPC began exploring the idea of allowing AAQEP as another accreditation option in June of 2019. Allowing EPPs the option of AAQEP was officially approved during the TSPC meeting on November 27th, 2019. During this meeting, it was determined that an official process would need to be developed. Only those with already planned CAEP site visits starting in the spring of 2021 or later would be allowed the option to transition to AAQEP.

After much consideration, as the College of Education had already begun working towards national accreditation, the college made the official decision to transition towards AAQEP accreditation in the winter of 2020. Official acknowledgment of EOU and approval to seek AAQEP accreditation was provided on May 26th, 2020.

Initial licensure programs undergoing accreditation review include the Undergraduate Elementary Education with ESOL Endorsement, MAT - Elementary, and MAT - Secondary.

College of Education Personnel and Organizational Structural Changes

At the end of the 2016-17 academic year, the College of Education endured turnover in leadership and vital staff. Both the Director of Teacher Preparation stepped down from the position and the Teacher Licensing Officer/Field Placement Coordinator/Assessment and The Accreditation Manager stepped down.

During the 2017-18 academic year, changes of responsibility and hiring happened to fill these positions. Two faculty took over the Director expectations, and as Co-Directors of the College of Education, one Co-Director focused on State Requirements/Accreditation. The other Co-Director concentrated on strategic planning for national accreditation, program oversight, and student concerns. To fulfill the Teacher Licensing Officer/Field Placement Coordinator/Assessment and Accreditation Manager, an individual new to the institution and college was hired. Over the course of 2017-18 and 2018-19, due to the expectations and responsibilities of the Teacher Licensing Officer/Field Placement Coordinator/Assessment and Accreditation Manager role, the expectations and responsibilities were taken up by five other individuals within the college.

In 2018-19, the college prepared for more turnover. The Dean of the College of Business and Education indicated he would retire after the 2018-19 academic year. As EOU prepared for this change, a university organizational structural change divided the Colleges of Business and Education into two separate colleges. In addition, one of the co-directors indicated that she would be going back to the classroom full time.

During the 2019-20 academic year, The College of Education had a new dean, and the Co-Director position was changed to a single chair position. The chair took full responsibilities for accreditation (state and national) and college oversight for the university-wide accreditation process. In addition, the Teacher Licensing Officer/Field Placement Coordinator/Assessment and Accreditation Manager informed the college and university that she was leaving at the end of the academic year. In reflection of the Teacher Licensing Officer/Field Placement

Coordinator/Assessment and Accreditation Manager's expectations and responsibilities, it was determined that the position needed to be redeveloped. After redevelopment of the role, the assessment and accreditation responsibilities would be overseen by the college chair. The new position would now be for a dedicated staff to serve as the Teacher Licensing Officer/Field Placement Coordinator. This position was delayed due to the delayed approval of the university budget due to COVID-19. The College of Education hired the new Teacher Licensing Officer/Field Placement Coordinator, and she started in August of 2020.

Data Management System Change

In 2015, the College of Education began exploring data management systems to assist and streamline the process for data collection, organization, and preparation of data for analysis. After reviewing multiple management systems, the CoE determined that Taskstream was the best fit for improving student learning, determining program quality, and EPP effectiveness. An Assessment and Accreditation manager position was created to assist in running this system. The expectations for this role included the creation and maintenance of the assessment system within Taskstream, oversight of the key assessment data collection, and maintain the data necessary for review and accreditation.

During the 2019-20 academic year, a systematic review of the data management system (in conversation with faculty, students, University Supervisors, Mentor Teachers, and staff and review of the fee structure), it was determined that Taskstream was not meeting the college's needs and had become a barrier for program continued improvement.

The college began exploring other data management systems, including an in-house built system and other third-party options. During this same time, EOU started searching for a data management system to assist with university accreditation. After exploring various options, EOU chose Campus Labs for the university level data collection. The College of Education began college-level talks about using this system for college-specific data management in March of 2020. In a review of the in-house system that was being considered and Campus Labs, the College of Education determined that using Campus Labs was a viable data collection option. The College of Education piloted the Campus Labs system during the summer of 2020 and began using Campus Labs for the College of Education data management in the fall of 2020.

Implications of Coronavirus on the College of Education

COVID-19 has implicated all programs within the university and the CoE. On March 18th, in-person instructional activities at higher education institutions were suspended until April 28, 2020. However, on March 22nd, Governor Brown declared an executive order, 20-12 Stay Home, Save Live. This essentially was a stay at home order for the entire state of Oregon.

Below are the subsequent changes that had to be made during the spring of 2020 and currently.

Spring 2020
Class Modality
March 20th, 2020, the EOU campus informed that the La Grande campus would be shut down for all face-to-face classes, and all courses would be online for the spring term. Before March 20th, all CoE courses were face-to-face with some online expectations for each class (Canvas).

Faculty were required to transition their face-to-face courses online. Faculty were able to determine how their courses would be taught, either synchronously, asynchronously, or in combination.

Field Experiences
EOU Teacher Candidates are enrolled in face-to-face field experiences every term during their program. In the winter and spring terms, juniors are in a field placement twice a week, following their mentor teacher contract hours. Senior candidates complete their student teaching experience.

Spring Field Experience – Junior Cohort.
Once the Oregon stay at home order was initiated, the College of Education determined that experiences would be put online for candidates to continue their development. Within the online course, candidates were expected to watch authentic teaching videos and score them on the observation tool and the edTPA. Course instructors graded the assignments.

Student Teaching
Teacher Candidates begin their student teaching experience at the start of the sixth week of the winter term. EOU teacher candidates were able to complete, at minimum, of 4 weeks before schools began to close down due to COVID-19 isolation restrictions. TPSC began communicating with EPPs across the state to determine what needed and possible options for candidates completing their student teaching. The EOU CoE decided that we needed to continue providing our candidates' opportunities to
further their development and provide opportunities for our candidates to receive feedback.

During the spring term, candidates were expected to continue checking-in with their Mentor Teacher and help, however, they can. In addition, the CoE determined the following activities would allow opportunities for continued feedback to candidates and further candidate development:
- Watching videos and analyzing them using the Danielson Framework for Teaching.
- Observations - Teacher candidates were required to video three lessons (synchronously or
asynchronously) to their US for scoring and feedback.
- Completion of Iris Modules or other learning modules.

Licensing
A significant concern for teacher candidates during this time was how or if they would be eligible for licensure upon program completion. TPSC provided accommodations and guidance to Oregon EPPs for the spring term. Some EOU candidates were negatively impacted by the inability to complete their licensure tests. EOU worked individually with candidates affected to guide how to obtain their preliminary license.

Fall 2020

Class Modality

Undergraduate

Gresham

The Mt. Hood Community College remains closed for face-to-face classes. All undergraduate initial teacher preparation program classes are hybrid.

La Grande

The La Grande campus offered face-to-face classes during the fall term. The first week of the term was online to allow for COVID testing and quarantine before starting classes. All classes will be online after the Thanksgiving break.
EOU faculty were all allowed to decide if their classes could be taught face-to-face or online. In the College of Education, candidates are currently attending face-to-face and synchronous Zoom classes during the fall. The main campus has been able to remain open during the fall term.
Ontario & Pendleton (Hybrid Cohort Pilot) – All classes are hybrid.

MAT

The MAT program is a hybrid program. The residency week in August was able to be held face-to-face. The summer term and the fall A weekends were held face-to-face. Due to the increased COVID numbers across the state, the fall B weekend was held virtually.

Field Experiences

The attendance policy of all programs is currently suspended. Candidates are to work with their program advisor on any questions about attendance and illness. Candidates must follow the state guidelines for illness.

Undergraduate

Gresham

The College of Education was unable to secure placements for all the Gresham candidates.
It was decided, for program consistency, there would be no placements for initial teacher preparation at this site.
However, EOU has been able to secure most (9/11) senior candidates EOSL practicum placements. For those candidates without ESOL practicum placements, EOU was provided an accommodation for this experience by TSPC.

La Grande, and Ontario & Pendleton (Hybrid Cohort Pilot)

Candidates are currently completing field experiences with a Mentor Teacher.
Candidates are following the delivery method per their assigned district (face-to-face, virtual, other). Candidates must abide by the safety precautions as set by their placement districts. If a district transitions to a new modality, the candidate is expected to continue working with the Mentor Teacher and students in the new modality.

MAT

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Candidates are following the delivery method per their assigned district (face-to-face, virtual, other). Candidates must abide by the safety precautions as set by their placement districts. If a

district transitions to a new modality, the candidate is expected to continue working with the Mentor Teacher and students in the new modality.

Program Changes in a Time of Adversity

March 13th, 2020 The spread of COVID began the shutdown of face to face events, schools, workout facilities, restaurants, and much more in Oregon. Eastern Oregon University formed a Resumption Planning team to transition to fully remote online services from its academic colleges to all parties and partners.

The CoE began with its forward-thinking approach implementing these strategies at the Deans level at the early stages of the Pandemic keeping in line with its Strategic Plan- https://drive.google.com/file/d/11X0q9tqYRO8WfFrqtgY-w7-nNXMYoFv6/view:

1. Dean Seimears worked with faculty to create the Field Placement Coordinator/Teacher Licensure Officer position to coordinate the placement and licensure of Undergraduate, MAT, and practicum students. This position would be responsible for ensuring the College of Education meets accreditation requirements related to clinical partnerships and practice and assists all educational partnerships with student placements during a Pandemic.
2. Department Chair Newman worked with the Dean to onboard GO React for the CoE. This service has helped the college adapt during the Pandemic for all remote observations, preservice training, and coaching.
3. Dean Seimears approved the adoption for Mursion to serve as the CoE virtual training for educators and all teacher candidates during the Pandemic. All CoE implemented Mursion simulations were placed into classroom management programs to prepare our teacher candidates and provide professional development for faculty supervisors and in-service teachers. They explored how to isolate skills–such as behavior, pedagogy, or building rapport with students–for mastery allowing the college to continue to serve as an adaptive educational entity to continue its teacher training excellence during the Pandemic.
4. AY 20, the MAT cohort numbers hit a record high for the CoE, surpassing AY 19 cohort numbers by 52% (8/6/2020). The CoE MAT program would be the only EOU academic program to attend face to face courses following social distancing state and county required COVID-19 policies. The post-survey data revealed the MAT candidates wanted to come to campus to learn their methods courses and felt that the outdoor classes under tents and indoor spaces were well organized and safe.

Self-study Overview

All initial programs are being presented in one report because of the intentional similarities between programs. For Standards 1 and 2, data is presented for each program. However, for Standards 3 and 4, the evidence presented is shared for all programs, as the EOU College of Education shares the same outcomes, policies, and procedures for all initial teacher licensure programs.

Sources of Data

Teacher Performance Assessment - EdTPA®

The edTPA® is a valid, performance-based, subject-specific assessment that documents a teaching cycle, with particular attention to students' academic language development, completed by the teacher candidate. The Elementary Education: Literacy with Mathematics Task 4 handbook required of Oregon teacher candidates to complete their initial educator preparation program focuses on three tasks: literacy planning, instruction, and assessment. Oregon has required a fourth task for elementary candidates in math.

The edTPA® is the culminating assignment completed during the teacher candidates' final term during student teaching. The edTPA® is used as a transition point for program completion; documents teacher candidate development towards, College of Education, state, professional, and national standards; and is used to improve the program. This assessment is aligned with the College of Education, state, professional, and national standards.

As the edTPA® is a proprietary instrument, the handbook/directions, rubric, and rubric progressions are not included in this report. These items can be provided at the request of the review team.

Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner.

For consideration, for our MAT- Secondary Candidates, we did not report on sample sizes smaller than six, based on the precedent established by reporting from Oregon in the Statewide Longitudinal Data System. This decision was made to follow precedence in this report allows the CoE MAT – Secondary to maintain the confidentiality of small n endorsement cohorts.

Content Area Test - ORELA®

The *Oregon Educator Licensure Assessments® (ORELA):* ORELA® exams are offered by the Evaluation Systems Group of Pearson (NES). The NES tests are "comprehensive exams aligned to professionally accepted national learning standards, covering areas such as essential academic skills, reading instruction, and commonly taught elementary, middle, and secondary grade-level" (Pearson, 2019). Oregon adopted the NES tests for selected content areas starting September 1, 2010.

Elementary Education

Elementary teacher candidates are required to complete the Elementary Education Subtests I and II successfully. Subtest I focuses on reading and social studies content, while Subtest II focuses on content related to math, science, and art.

 The ORELA® exams are utilized at two different transition points within the program. The ORELA® Elementary Education Subtests II is required for admissions to the program, and the Elementary Education Subtests I is required before student teaching.

The ORELA® is used to documents teacher candidate development towards the College of Education, state, professional, and national standards; and is used to make improvements in the

program. This assessment aligned with the College of Education, state, professional, and national standards.

The ORELA® exams are proprietary instruments. The assessment is unavailable for review. Preparation materials are available and include Test Content and Sample Questions.

Secondary Education

All secondary MAT endorsement areas utilize ORELA® with the exception of the Agricultural Science endorsement, which requires a PRAXIS® exam, offered by Educational Testing Service (ETS). Candidates who are seeking multiple endorsements have to pass the exam for each content area to be eligible for recommendation for licensure. Content area exams required for each endorsement is listed below:

ORELA® NES:
- Advanced Mathematics/Mathematics
- Art
- Biology
- Business: Generalist/Business Education
- Chemistry
- English Language Arts
- Foundational ELA/Middle Grades ELA
- Foundational Math/Middle Grades Mathematics
- Foundational Science/Middle Grades Science
- Foundational Social Science/Middle Grades Social Science
- Health
- Integrated Science/General Science
- Music
- Physical Education
- Physics
- Social Studies/Social Science
- World Language: German/German
- World Language: Spanish/Spanish

PRAXIS:
- Agricultural Science/Agriculture 5701

The ORELA® and PRAXIS® exams are utilized as an admissions transition point within the program. The ORELA® and PRAXIS® exams are used to document teacher candidate development towards the College of Education, state, professional, and national standards; and are used to make improvements in the program. This assessment is aligned with the College of Education, state, professional, and national standards.

The ORELA® exams are proprietary instruments. The assessment is unavailable for review. ORELA® and PRAXIS® preparation materials are available and include Test Content and Sample Questions.

Observation Forms-Danielson Framework for Teaching©
In consultation with the Advisory Council, The College of Education adopted the Danielson Framework for Teaching© as the observation tool for University Supervisors for use during the 2018-19 academic year. The Framework for Teaching© evaluation tool is comprised of four domains: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. Each domain includes separate components, which are used to assess the individual's performance in the domain. After a pilot of the tool, and in collaboration with the Advisory Council, it was determined the observations would include the domains and components that could be observed during teacher candidate observations. EOU follows the Collaborative Observation Process as described by The Danielson Group (planning conference, observation, and reflection conference) for each observation.

The University Supervisor Observations are used at two transition points in the program. One observation is completed late(weeks 7-10) during the fall term and is used for determining promotion to student teaching. The remaining observations (four) are completed during the student teaching experience. The schedule of when observations are due is provided.   The observations are also used to document teacher candidate development during the program towards the College of Education, state, professional, and national standards and used to make improvements in the program. This assessment aligned to the College of Education, state, professional, and national standards.

The Danielson Framework for Teaching Rubric is provided.

Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished

Student Teaching Evaluations - Candidate Preservice Assessment of Student Teaching (CPAST)
The Candidate Preservice Assessment of Student Teaching (CPAST) is a formative and summative assessment completed during the student teaching experience. The evaluation has two subscales: Pedagogy (13 indicators) and Dispositions (8 indicators). Each of the 21 indicators contains detailed descriptors of observable, measurable behaviors to guide scoring decisions. Pedagogy is organized into four domains: planning for instruction and assessment (4 indicators), instructional delivery (5 indicators), assessment (3 indicators), and analysis of teaching (1 indicator). Dispositions are organized into three domains: professional commitment and behaviors (5 indicators), professional relationships (2 indicators), and critical thinking and reflective practice (1 indicator).

The CPAST is completed twice (midterm and final) during the student teaching experience. The Mentor Teacher, Teacher Candidate, and University Supervisor each come to a scheduled triangle meeting, each with the indicators completed and evidence identified. During the triangle meeting, all evidence is presented from each participant, and a consensus score is determined and recorded.

The evaluation tool is used to monitor development through the student teaching experience. The CPAST is used to document teacher candidate development during student teaching towards the

College of Education, state, professional, and national standards, and used to improve the program. This assessment aligned with the College of Education, state, professional, and national standards.

The CPAST was piloted during the 2017-18 academic year.

As the CPAST is a proprietary instrument, the handbook/directions, rubric, and look-fors are not included in this report. These items can be provided at the request of the review team.

Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations

Oregon Association of College for Teacher Education (OACTE) – Alumni and Employer Surveys

Public and nonprofit independent instructions, participants of OACTE, contracted to develop a survey (2014) for beginning teachers and their supervisors. The survey was to be sent to beginning teachers and their employers, who completed their preparation at an OACTE participating university, were recommended for licensure, were working in Oregon public schools, and were in their first two years of teaching.

The survey instrument measures teachers' preparation for the InTASC standards: Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. Teachers and administrators evaluated their pre-service preparation by rating each of the 23 items on a scale of one to ten, with "one" meaning they had no preparation and "ten" meaning they started their jobs with expert-level skill, with very little room for improvement.

As the OACTE Ready for the Classroom, Surveys are proprietary instruments. Reports can be provided at the request of the review team.

Grade Point Average at Admissions (GPA)

Content knowledge is also measured through course completion and grades. The GPA courses completed prior to program adds to the understanding of competence in candidate content knowledge. The data is presented as a mean by program.

Course Grades

Course grades are provided as evidence from courses, as the entire content of the courses holistically meet the standard.

- Teaching as a Profession
  - Undergraduate Syllabus
  - MAT – Elementary Syllabus
  - MAT – Secondary Syllabus
- Teaching in a Diverse Society

- ○ MAT – Elementary I & II
- ○ MAT – Secondary I & II

Sheltered Instruction Mini Unit

Candidates complete a EPP created comprehensive sheltered instruction mini unit during their undergraduate culminating ESOL practicum (ED 479) and in the MAT ELL Knowledge Skills, Abilities and Dispositions for Educators (Elementary & Secondary). The assessment aims to measure the application of lesson planning theory that is appropriate to meeting the needs of all learners in the classroom.   A common rubric is utilized to measure student performance on the assessment (MAT candidates are not required to teach the mini-unit, so only utilize the first 15 indicators of the common rubric).

The assessment aligns with program standards through measurement of 5 competency areas (Culture; Planning, Implementing, and Managing Instruction; Assessment; History of ESOL Teaching and Professionalism; and Information Technology) that correspond with Oregon ESOL Standards as outlined on the rubric and listed below:

- o **Standard 2: Culture**
  - Rubric Section 1: #1 Context of School and Classroom, #3 Prerequisite Skills/Curricular Continuum
  - Rubric Section 2: #6 Links to Student Lives,
- o **Standard 3: Planning, Implementing & Managing Instruction**
  - Rubric Section 1: #2: Meeting All Learners Needs, #4 Unit Standards and Objectives,
  - Rubric Section 2: #1 Standards, #2 Objectives, #3 Supplementary Materials, #4 Adaptation of Content, #5 Meaningful Activities, #7 Academic Language, #8 Comprehensible Input #9 Interaction Planning
- o **Standard 4: Assessment**
  - Rubric Section 1: #5 Assessment
  - Rubric Section 2: #10 Assessment
  - Rubric Section 3: #1 Data Analysis and #2 Data Interpretation
- o **Standard 5: History of ESOL Teaching & Professionalism**
  - Rubric Section 3: #3 Reflections
- o **Standard 6: Information Technology**
  - Rubric Section 2: #3 Supplementary Materials

The original mini unit rubric was created in 2010-11 and then revised to meet TESOL 2010 standards in 2012 and revised again in 2015 after inter-rater reliability testing occurred among the ESOL team faculty. The rubric is based on the previous work sample requirements for Oregon, prior to edTPA®. The rubric is also aligned with the work of Echevarria, Vogt, and Short (2000, 2004) and the SIOP model.   Validity and reliability of the measurement tool was established through a series of administrations across sites and data analysis. After an accumulation of evidence was presented, the ESOL team determined that the evidence supported the outcomes and measurements. This included the review of three types of evidence related to the rubric: content, construct, and criterion. An inter-rater reliability test of all program

assessments took place during the 2013-14 academic year where ESOL program faculty exchanged assessments and each scored 4 units. After scoring was complete the team reviewed the scores and shared feedback on the assessments and examined scores. This initial review resulted in a fine-tuning of the rubric to include specific indicators and criterion for each category. The new rubric was piloted during the 2014-15 academic year and feedback and data were reviewed and shared. In the 2015-16 academic year inter-rater reliability testing, using the same process, occurred again. During this time the ESOL program team determined that the scores were reflective of the work and found that scoring across sites and assessment administrator were within the same range. Prior to each annual administration of the assessment program faculty meet to review the guidelines for assessment completion, scoring, and data reporting. After each administration the team discusses any concerns and explores possible fine tuning to the instrument. Additionally, data and the assessment tools were presented to the Education Advisory Council in 2017 and in 2018 for feedback by area administrators, teachers, and students. Feedback was given and notated in our program minutes, and applied to our data and assessment procedures.

Each evaluation item (indicator) is scored on a 0-3 scale with Level 0 = Not Present, 1 = Developing, 2 = Acceptable, and 3 = Target.

Standard 1: Candidate/Completer Performance

Program completers perform as professional educators with the capacity to support success for all learners.

Each of the components for Standard 1 are presented below. For each program (UG, MAT-Elem, and MAT-Sec), all program data for the component is provided, then an analysis of the data, and continuous improvement is provided.

1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought

Content, pedagogical and professional knowledge data are collected throughout the program and from multiple measures. The data shared for component 1a includes multiple measures across time in the program (admissions, during program, clinical experiences (student teaching), and post-completion). These include indicators pulled from the following indicators from the observation tool (2 cycles per cohort), the evaluation tool (2 cycles per cohort), the teacher performance assessment (2 cycles per cohort), the alumni survey (3 cycles), and the employer survey (3 cycles).

Undergraduate
Undergraduate Data

Content Area Tests
(State Passing score 220)
Given the expectation that candidates meet the set criterion to meet state expectations, our candidates demonstrate sufficient content knowledge in all subject areas. For the 2018-19 cohort, our candidates scored below the state means (247.8 compared to 243 and 240.7 compared to 244.2) for Subtest I and Subtest II. For the 2010-20 cohort, the candidates scored above the state mean (244 compared to 235.8 and 247.8 compared to 235.4). Both cohort years scored had a higher mean on Subtest II. For both cohorts, over three-quarters of our candidates pass the test on the first attempt (Subtest I: 77% and 87% and Subtest II: 83% and 77%).

Cohort GPA for Admissions
The undergraduate cohort GPAs at admissions average to be above the 3.0 range. For 2018 the mean is 3.3, 2019 the mean is 3.5, and for the current 2020 cohort, the mean is 3.1 at admissions.

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
Five indicators were chosen from the observation that requires candidates to have content, pedagogical and professional knowledge to perform. For both cohort years, candidates demonstrated growth in each of the chosen indicators from the first observation to their final

observation of student teaching. For the 2018-'19 academic year, growth from the first to the last presented observation ranged between .3 - .5 points, depending on the indicator. For the 2019-'20 academic year, the increase from the first observation in the fall term before student teaching to the final observation of student teaching ranged between .5 - .7 points. The most significant growth was for the '19-'20 cohort for Using Questioning and Discussion Techniques and Demonstrating Flexibility and Responsiveness with a .7 growth. In only in two final observations did a candidate score unsatisfactory. For both cohorts, the mean was in the 3 point range (proficient level). There are many indicators where there is a high number scoring as distinguished (highlighted in yellow). Because so many candidates are achieving such high levels on the observation, this is an area of concern for the CoE. Since this is a tool used for in-service teachers, our candidates scoring so high indicate that additional training for University Supervisors.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Three indicators were chosen from the evaluation for this component. In each of the indicators, candidates demonstrated growth from the midterm to their final evaluation. Growth ranged between .4 to .7 points. For both Focus for Learning: Standards and Objectives/Targets and Learning Target and Directions, more candidates scored exceeding expectations than all other categories combined.

Teacher Performance Assessment
(Each edTPA$^®$ item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Two indicators were chosen from the edTPA®. For each cohort year, more candidates scored at a level three for both indicators than any other level. For the 2017-18 cohort, Subject-Specific Pedagogy did have a high number of candidates scoring at a level two (19/44); however, the subsequent years (2018-19 and 2019-20) did have more candidates scoring at a level 3 compared to a level 2 (24 and 7, and 23 and 8, respectively).

MAT - Elementary
MAT – Elementary Data

Content Area Tests
(State Passing score 220)
Our MAT – ELEM candidates attend our program after achieving an undergraduate degree and meet the prerequisite coursework across subject areas for admissions. For the 2017-18 cohort, our candidates scored below the state means (239.4 compared to 246.4 and 243.7 compared to 248.7) for Subtest I and Subtest II. For the data presented, this is the only year our candidates did not exceed the state means.

Even though our candidates scored below the state mean, our candidates still had a high percentage of candidates passing the test on their first attempt (95% and 100%, respectively). For the 2018-19 cohort, our candidates scored above the state means (250.8 compared to 243 and 254.6 compared to 243) for Subtest I and Subtest II. For the 2019-20 cohort, the candidates scored above the state mean (250.1 compared to 235.4 and 250.1 compared to 235.4). Our candidates had a high pass rate on the first attempt (Subtest I: 80% and 82% and Subtest II: 93% and 100%).

Cohort GPA for Admissions
The MAT – Elementary cohort GPAs at admissions average to be above the 3.0 range. For 2018-19 the mean is 3.2; for 2019-20, the mean is 3.2, and for the current 2020-21 cohort, the mean is 3.3 at admissions.

Springs Charter GPA at Admissions is provided here. The 2020-21 is the first time the CoE is running this cohort. The GPA is lower than 3.0, at 2.96; however, some candidates have since completed additional prerequisite coursework. An area for improvement is to increase the admissions GPA of the Springs Charter cohort. With more time for recruiting and more specific advising, these two components will improve the cohort GPA.

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
Five indicators were chosen from the observation that requires candidates to have content, pedagogical and professional knowledge to perform. For both cohort years, candidates demonstrated growth in each of the chosen indicators from the first observation to their final observation of student teaching.

Growth from the first to their last observation was, for 2018-19, .2 points and .7, and for 2019-20 was between .5 and .6 points. During the 2019-20 academic year, one candidate scored at the unsatisfactory level at the midterm; however, there were no scores at this level for the final observation.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Three indicators were chosen from the evaluation for this component. In each of the indicators, candidates demonstrated growth from the midterm to their final evaluation. For both Focus for Learning: Standards and Objectives/Targets and Learning Target and Directions, the growth was between 0.3 and 0.1 points between the midterm and final, respectively. However, for Connections to Research and Theory, the midterm's growth to the final was .7 points. There were not candidates scoring at the Does Not Meet Level at either assessment point.

Teacher Performance Assessment
(Each edTPA[®] item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Two indicators were chosen from the edTPA®. The cohort mean for both indicators is consistent across all three cycles (Planning for Learning at 2.7 and Subject-Specific Pedagogy at 2.8). In all cohorts, except for 2019-20, most candidates scored at a level 3. During 2019-20 for Subject-Specific Pedagogy, more candidates scored at a level 2 (n=4) compared to level 3 (n=3). This may be attributed to candidates teaching virtually.

MAT - Secondary
MAT – Secondary Data

Content Area Tests
(State Passing score 220)
Our MAT – Sec candidates attend our program after achieving an undergraduate degree in their subject area or the equivalent of a minor in the subject area. In reviewing all the subjects, we have very small numbers of students taking various content tests.

For many subject areas (art: 2018-19 and 2019-20, agriculture: 2017-18 and 2018-19, biology: 2017-18 and 2018-19, business: 2017-18 and 2018-19, chemistry: 2018-19, English language arts: 2017-18, 2018-19 and 2019-20, health: 2017-18, 2018-19, and 2019-20, math: 2018-19 and 2019-20, middle grade science: 2017-18, music: 2018-19 and 2019-20, social science: 2018-19, and Spanish 2017-18) 100% of the candidates passed the test on their first attempt. The physical education test seems to be more difficult for our candidates to pass on their first attempt (2017-18: 71%, 2018-19: 73%, and 2019-20: 43%). The average mean of our PE candidates is below the state's mean in each of the cohort years. For the 2017-18 cohorts, the cohort means were higher than the state in the following subjects: business and middle grades science. For the 2018-19 cohort, the means were higher than the state in the following subjects: biology, business, chemistry, math, and social science. For the 2019-20 cohort, the means were higher than the state in the following subjects: art, math, music, social, and science.

Cohort GPA for Admissions
The MAT – Secondary cohort GPAs at admissions average to be at or above the 3.0 range. For 2018-19 the mean is 3.4, 2019-20, the mean is 3.0, and for the current 2020-21 cohort, the mean is 3.3 at admissions.

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
Five indicators were chosen from the observation that requires candidates to have content, pedagogical and professional knowledge to perform. Scores are aggregated for the cohort. In each of the five indicators, scores either stayed the same or increased from their first to last observation (largest growth as .4 points). For the 2018-19 cohort, one candidate scored

unsatisfactorily (Using Questioning and Discussion Techniques and Engaging Students in Learning); for the 2019-20 cohort, one candidate scored unsatisfactory (Using Assessment in Instruction). At the final observation, for each cohort year, no candidates scored unsatisfactory in any indicators.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Three indicators were chosen from the evaluation for this component. In each indicator, the mean scores increased from the midterm to final (.3, .2, and .3, respectively). All candidates scored as emerging, meeting, or exceeding expectations. For the final evaluation, more candidates scored as exceeding in each of the three indicators than any other category. The mean for Connections to Research and Theory has the lowest score or a 2.

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Two indicators were chosen from the edTPA®. However, due to our low number of candidates in each subject area, we are limited in discussing the PE results for three cohort years and 2019-21 for language arts. For the 2017-18 academic year, more students scored at a level 2 than others. The CoE had a change of instructor that focused more on edTPA® development, and the frequency of candidates scoring more than a level 2 increased. Language arts also had more candidates scoring at a level three (5) than level 2 (2).

Alumni and Employer Data
Alumni & Employer Data

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Two indicators are being utilized as evidence: Ensure learners apply concepts and methods of the discipline to real-world contexts and Create experiences that require learners to use the correct academic terminology.

For ensuring learners apply concepts, EOU completers ranked themselves above the state mean for two years: 2017: 6.7 compared to 6.4, and 2019: 6.7 compared to 6.4. In 2018, EOU completers scored themselves below the state mean by 0.3 points, 6.0 compared to 6.3. For creating experiences. Again, the 2017 and 2019 survey completers ranked themselves above the state mean. For 2017, EOU alumni scored themselves at 0.2 points higher, 6.6 compared to 6.4, and in 2019, again alumni scored themselves 0.2 points higher, 6.6 compared to 6.4.

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Three indicators are being utilized as evidence: Ensure learners apply concepts and methods of the discipline to real-world contexts and Create experiences that require learners to use the correct academic terminology.

In 2017, for both indicators, employers of EOU completers mean scores were greater than the state mean (ensuring 7.2 compared to 6.7 and creating experiences 7.4 compared to 6.9). For ensuring learners apply concepts, in 2018, employers scored candidates 0.3 points less (6.5 compared to 6.8), and in 2109 the means were again 0.03 points less (6.6 compared to 6.9). For creating an experience that requires learners to use the correct academic terminology, in 2108 employers, means were 0.2 points different from the state means (6.8 compared to 7) and in 2019 0.4 points difference (6.6 compared to 7).

Summary of Evidence for Content and Pedagogical Knowledge
EOU teacher candidates have provided multiple pieces, across time, of evidence that demonstrate that our candidates meet the intent of the component and they are effective in the area of professional growth and self-assessment. During the admissions process, candidates are guided to successfully fill a requirement to demonstrate their content knowledge with passing their content test, meeting the TSPC required score. In addition, the cohort GPAs are consistently above the 3.0 mark. The included indicators from program assessments, provide evidence that our teacher candidates and completers are at or above the "developing" stage of establishing goals for growth, self-assessment, and success. And finally, EOU MAT – Elem candidates were successful with the culminating experience.

1b. Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory
The following evidence is provided to demonstrate that EOU candidates demonstrate component 1b, application of learning theory in practice, the impact of language acquisition/literacy on learning, pedagogical knowledge, learners, and learning theory.

The data presented for this component are from multiple measures across time in the program (during program, clinical experiences (student teaching), and post-completion). Data are indicators pulled from the observation tool (2 cycles per cohort), the evaluation tool (2 cycles per cohort), the teacher performance assessment (1 cycle per cohort year – three total), the alumni survey (3 cycles), and the employer survey (3 cycles).

Undergraduate
Undergraduate Data

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic,

3 = Proficient, and 4 = Distinguished)
Three indicators that demonstrate learning, learning theory and application were pulled from our observation tool. These include: Communicating with Students, Using Questioning and Discussion Techniques, and Engaging Students in Learning. In each of the three indicators, the cohort means increased from the first observation to their final observation (between .3 and .5 points growth).

In all cases, more candidates scored at the distinguished level for the final observation. During the 2019-20 year, one candidate scored unsatisfactory at the first observation; all candidates scored as basic or higher for the final observation.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Two indicators are being utilized as evidence from the evaluation tool: Differentiated Methods and Connections to Research and Theory. For the 2018-19 academic year, for both indicators, our candidates demonstrated growth from the midterm to the final (.5 and .7, respectively). One candidate scored as not meeting for the midterm but improved as all candidates scored as emerging or better.

For each indicator, the number of candidates scoring as not meeting and emerging decreases (7 and 17 at the midterm compared to 2 and 9 at the final).

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator is being utilized from the edTPA®: Using Knowledge of Students to Inform Teaching and Learning. Across all three cohorts, candidates scored between level 2-4, with most candidates scoring at a level 2 (2017-18: 33/44: 75%; 2018-19: 27/34: 79%; and 19/32: 59%). The cohort means were within .2 points from year to year (3, 3.1, and 2.9).

MAT - Elementary
MAT – Elementary Data

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
Three indicators from the observation were pulled as evidence for this component: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning. In each of these candidates must demonstrate their ability to understand learning. In each of the indicators, our candidates showed growth from the first observation to the last. For the 2018-19 cohort, candidates had the lowest mean score in Using Questioning and Discussion Techniques (2.5); consequently, this indicator had the greatest growth at the final

observation (3.2), with an increase of .7 points. A large percentage of our candidates scored in the proficient and distinguished categories for the final observation (Communication: 14/15: 93%, Questioning and Discussion: 13/15: 87%, Engaging Students in Learning: 15/15: 11%). For the 2019-20 cohort, candidates all showed growth from their first observation to the final. The least amount of change was for Engaging Students in Learning with a 0.1 point increase from the first observation to the final. This small growth could be an implication of COVID and having all candidates transition to recorded observations, and in many cases, asynchronous observations.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
During the 2018-19 academic year, there was growth from the midterm to the final evaluation for both indicators. For Differentiated Methods, MAT – Elem candidate scores increased by .6 points, and for Connections to Research and Theory, scores increased by .7 points from the midterm to the final. In both indicators, the overall cohort means were above 2.5 points for the final (2.7 and 2.6), with all candidates scoring as meeting or exceeding expectations.

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator is being analyzed to provide evidence for component 1b from the edTPA®: Using Knowledge of Students to Inform Teaching and learning. In all three cohorts, the cohorts mean was above a level 3, with 2017-18 and 2018-19 with means of 3.1 and 2019-20 with a mean of 3.2. For all three cohorts, all candidates scored a level 2 or above, with most (17, 8, and 6, respectively) scoring a level 3.

MAT - Secondary
MAT – Secondary Data

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
Three indicators were chosen to provide evidence for component 1b: Learners, Learning Theory, and Application from the observation: Communicating with Students, Using Questioning and Discussion Techniques, and Engaging Students in Learning. In all of the indicators, MAT – Sec candidates' mean scores improved from the first to the final observations. For Communicating with Students, during the 218-19 cohort, the mean increased .3 points from the first to the final observation, with 78% (25/32) of the cohort scoring at the proficient or distinguished level. For the 2019-20 cohort, there was a .1 increase from the first to the last observation, with all students scoring at the proficient or distinguished level.

For Using Questioning and Discussion Techniques, for the 2109-19 cohort, there was no growth in the mean from the first to the final; however, more candidates scored at the proficient or distinguished level (first observation: 40%: 13/32 compared to final: 77%: 23/30).

For the 2019-20 cohort, there was a .2 point growth from the midterm to the final, with no candidates scoring at the unsatisfactory level. For the indicator, Engaging Students in Learning for the 2018-19 cohort, a 0.4 point increased from the first observation to the final. Most students scored at the proficient or distinguished level (first: 78%: 25/32 compared to final: 84%). For the 2019-20 cohort, all candidates scored at the proficient or distinguished level for the final observation.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Two indicators are used as evidence: Differentiated Methods and Connections to Research and Theory. In both indicators, MAT – Sec candidates' mean scores increased from the midterm to the final, with the greatest increase in Differentiated Methods with a 0.6 point increase. Also, all candidates scored as meeting or exceeding expectations on the final.

The mean growth was still demonstrated for Connections to Research and Theory, with a .2 point increase from the midterm to final. On the final evaluation, most candidates (87%, 26/30) scored as either meeting or exceeding, and no candidates scoring not meeting.

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
The MAT - Sec data provided by the edTPA® is limited due to each endorsement area having their own handbooks. Two endorsement areas can be discussed: physical education (three cycles) and language arts (one cycle). The indicator being provided as limited evidence is Using Knowledge of Students to Inform Teaching and learning. For physical education, most candidates scored at a level three or above (2017-18: 6/7 candidates, 2018-19: 7/10 candidates, and 2019-20: 6/6 candidates). In addition, no candidates scored at a level 1. For the 2019-20 language arts cohort, most candidates scored at a level three or above (4/7), and no candidates scored at a level 1. Although data is limited, for the 2019-20 PE and LA cohorts, both had candidates scoring at minimum, a level 2.

Alumni &Employer Survey
[Alumni & Employer Data](#)

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Three indicators are being utilized as evidence: deliver developmentally appropriate, challenging learning experiences; provide students equitable opportunities to learn by treating them

differently; and use time outside of class to develop relationships with students and learn their perspectives. For delivering developmentally appropriate, challenging learning experiences, EOU completers ranked themselves at the state mean for 2017 and 2018 (6.8) and below for 2018 (6.1 compared to 6.5).

For providing students equitable opportunities to learn by treating them differently, EOU completers means were lower than the state mean: 2017: 0.2 points less (6.8 compared to 7), 2018: 0.7 points less (6.1 compared to 6.9), and 2019 0.2 points difference (6.8 compared to 7). For using time outside of class to develop relationships with students and learn their perspectives, completers means were below the state means 2017: 0.5 points difference (5.5 compared to 6), 2018: 0.9 point difference (4.9 compared to 5.8) and 2019: .5 point difference (5.5 compared to 6).

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Three indicators are being utilized as evidence: deliver developmentally appropriate, challenging learning experiences; provide students equitable opportunities to learn by treating them differently; and use time outside of class to develop relationships with students and learn their perspectives. For deliver developmentally appropriate, challenging learning experiences, EOU completer employers means were above the state means for all indicators in 2017.

For delivering learning experiences, employers' means were 0.4 points higher than the state (7.4 compared to 7).

For providing equitable opportunities, there was a 0.2 point difference (7.3 compared to 7.1). For developing relationships, there was a 0.4 point difference (7.6 compared to 7.2). For the other years, EOU candidate employers means were lower than the state: 2018: learning experiences, 0.2 point difference (6.8 compared to 7); equitable opportunities, 0.3 point difference (6.7 compared to 7); and for developing relationships, 0.4 point difference (6.6 compared to 7). In 2019, learning experiences, 0.4 point difference (6.7 compared to 7.1); equitable opportunities, 0.3 point difference (7 compared to 7.3); and for developing relationships, 0.6 point difference (6.7 compared to 7.3). Consistent with the alumni survey, the CoE should consider reasons and solutions to provide completers with more developing relationship strategies.

Overall Interpretation of the Evidence
Overall, teacher candidates and completers are at or above the satisfactory scores indicating EOU teacher candidates can apply what they know about Learners, Learning Theory, and Application successfully. In reflection of all the data presented for this component, EOU candidates have demonstrated their ability to apply learning theories to impact their teaching; thus, the program meets component 1b. Their understanding of these areas is shown through all indicators with cohort mean scores indicating minimal need for improvement and that our candidates are scoring beyond the basic level.

1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning

The following evidence is provided to demonstrate that EOU candidates demonstrate culturally responsive practices, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning, component 1c. The data presented for this component are pulled from multiple measures across time in the program (during program, clinical experiences (student teaching), and post-completion). Data are indicators from the observation tool (2 cycles per cohort), the evaluation tool (2 cycles per cohort), the teacher performance assessment (1 cycle per cohort year – three total), the alumni survey (3 cycles), and the employer survey (3 cycles). In addition, grades from Teaching as a Profession and the ESOL Practicum courses are provided (3 cycles).

Undergraduate
Undergraduate Data

Teaching as a Profession (EDU 311)
In a review of the three academic years, all candidates successfully completed the course, with a B or better grade.

ESOL Practicum Grade (ED479)
In a review of the three academic years, most candidates successfully completed the course, with a c or better: 2017-18, 93% (28/30); 2018-19, 94% (44/47); and 2019-20, 96% (44/46).

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
One indicator from the observation tool, Demonstrating Flexibility and Responsiveness, is provided as evidence for component 1c. in each of the cohort years provided, UG candidates' mean scores improved from the midterm to the final. For the 2018-19 academic year, the mean increased 0.5 points with most candidates (92%, 33/36) scoring as either proficient or distinguished. For the 2019-20 academic year, the mean improved by .7 points, from 2.6 to 3.3 at the final observation. On the final observation, all but one candidate scored as either proficient or distinguished (98%, 39/40).

No candidates scored at the unsatisfactory level at either the first recorded observation or the final.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator (Differentiated Methods) is being utilized from the evaluation rubric to provide evidence for 1c. For the 2018-19 academic year, there was a .6 point increase from the midterm to the final. On the final, all candidates scored as meeting or exceeding expectations compared to only three recorded at the midterm.

Teacher Performance Assessment
(Each edTPA$^{®}$ item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA® indicators to provide evidence: Planning to Support Varied Student Learning Need. For the 2017-18 academic year, the cohort mean was 2.8, with most candidates scoring at a level 3 (24 candidates – 55%) and no candidates scoring at a level 1. The 2018-19 cohort has four students scoring at a level 1; however, most students scored at a level three (20/34, 59%). For the 2019-20 academic year, all candidates scored at a level 2 or better.

Sheltered Instruction Mini-Unit
(Each evaluation item (indicator) is scored on a 0-3 scale with Level 0 = Not Present, 1 = Developing, 2 = Acceptable, and 3 = Target)
There are three indicators chosen from the Sheltered Instruction Mini-Unit: Meeting ALL Learners' Needs, Links to Students Lives, and Data Interpretation. For Meeting All Learners' Needs, the lowest mean was for the 2018-19 academic year, with 3.7. For both 2017-18 and 2019-2020, the cohort means were 4.2. In all three cohorts, most candidates scored at a level 5 (2017-18: 66%, 23/35, 2018-19: 48%, 20/42, and 2019-20: 64%, 7/11). For the indicator, Links to Student Lives, the means for 2017-18, 2018-19, and 2019-20 were 3.5, 3.7, and 4, respectively. In all three cohorts, most candidates scored at a level 5 (2017-18: 13/35, 37%, 2018-19: 48%, 20/42, and 2019-20: 45%, 5/11). In addition, the means for Data Interpretation are at or above 3.7 with a range of .5 points: 2017-18 at 4, 2108-19 at 3.7, and 2019-20 at 4.3. In each of these cases, as consistent with the other indicators, most candidates scored at a level 5 (2017-18: 1/35, 49%, 2018-19: 45%, 19/42, and 2019-20: 55%, 6/11).

MAT - Elementary
MAT – Elementary Data

Teaching as a Profession
In a review of the grades for Teaching as a Profession, in most cases, expectation 2018, one student did not pass), candidates complete the course with a C or better.

Teaching in a Diverse Society Grades
Both grades for the Teaching in a Diverse Society series are being presented as evidence. Most candidates successfully passed the diversity series; the exception is in 2018-19 (one student did not pass).

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
One indicator is being utilized to provide data for this component, Demonstrating Flexibility and Responsiveness. In each of the cohort years, the means increased from their first observation to the last. For 2018-19, the mean increased by .4 points, with most candidates scoring at the

proficient and distinguished levels at the final observation (93%, 14/15). For the 2019-20 cohort, there was a .6 point increase in the mean from the first observation to the final (2.4 to 3), and all candidates scoring as proficient on the final observation.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator is being provided as evidence, Differentiated Methods. There was 0.6 points increase in the mean from the midterm to the final evaluation. In the final evaluation, all candidates are scoring at the meets or exceeds expectations level.

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, Planning to Support Varied Student Learning Needs, to provide evidence for this component. Students all scored at a level 2 or better for each of the three cohorts, with most candidates scoring at a level 3. For 2017-18, 15/22 (68%) of the candidates scored at a level 3; for 2018-19, 11/15 (73%) of the candidates scored at a level 3. And for 2019-20, 8/9 (89%) of the candidates scored at a level 3.

Sheltered Instruction Mini-Unit
Two indicators are being utilized from the Sheltered Instruction Mini-Unit: Meeting All Learners' Needs and Links to Students Lives. For all cohort years, all students scored at a level three or better for both indicators, with most candidates scoring at a level 5. For Meeting All Learners' Needs, in 2017-18 11/13 (85%), in 2018-19 8/13 (62%), and 2019-20 12/12 (100%) of students scored at a level 5. For Links to Students Lives, in 2017-18 12/13 (92%), in 2018-19 10/13 (78%), and 2019-20 12/12 (100%) of students scored at a level 5.

MAT - Secondary
MAT – Secondary Data

Teaching as a Profession
In a review of the grades for Teaching as a Profession, candidates completed the course with a C or better in most cases. In the past three years, everyone has received an A in the class.

Teaching in a Diverse Society Grades
Both grades for the Teaching in a Diverse Society series are being presented as evidence. In all years, candidates successfully passed the diversity series, with a C or better.

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
One indicator is being utilized to provide data for this component, Demonstrating Flexibility and Responsiveness. In each of the cohorts, the mean increased from the first observation to the final. For the 2018-19 cohort, the mean increased 0.3 points from 2.8 to 3.1. In 2019-20. The mean increased 0.2 points, from 2.6 to 2.8 on the final. All students scored as basic or better in both

cohorts, with most scores at the proficient and distinguished levels (2018-19: 87%, 26/30 and 2019-20: 78%, 18/23).

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator is being provided as evidence, Differentiated Methods. The mean improved from the midterm to the final by .4 points, from 2.1 to 2.5 for the final evaluation. At the final evaluation, most candidates (97%, 29/30) scored as meeting or exceeding expectations.

Teacher Performance Assessment
(Each edTPA$^®$ item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, Planning to Support Varied Student Learning Needs, to provide evidence for this component. Due to the small number of candidates for each endorsement, only two endorsement areas will be discussed: physical education (three cycles) and language arts (one cycle). For PE, candidates scored at a level three or better (2017-18 and 2019-20: 100%). The exception is 2018-19, with four candidates scoring a two or less (4/9, 44%). For English Language Arts, all candidates scored a level 3 or better.

Alumni & Employer Survey
Alumni & Employer Data

Alumni Survey

(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
One indicator is being utilized as evidence, set up a classroom that motivates learners with diverse needs. For each year, candidate means were less than the state means: 2017, 0.3 points (6.2 compared to 6.5; 2018, 0.3 points (6.1 compared to 6.4); and 2019, 0.3 points (6.2 compared to 6.3)

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
One indicator is being utilized as evidence, set up a classroom that motivates learners with diverse needs. For 2017, employers of EOU completers means were greater than the state means by 0.4 points (7.4 compared to 7). For 2018 EOU employers' means were the same (7) as the state and below for 2019 by 0.3 points (6.8 compared to 7.1.

Summary of the Evidence for Culturally Responsive Teaching
The various indicators from indicators used in their field experiences, assignments, and overall course grades are provided as evidence that our teacher candidates understand, create, and support environments for all learners, including those with various cultural backgrounds promoting a responsive learning environment. Our teacher candidates are trained to treat all learners equally, share their beliefs, and promote diversity and fairness through all lenses.

1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice

The following evidence is provided to demonstrate that EOU candidates assess student learning, demonstrate assessment and data literacy, and utilize the data to inform their teaching. The data presented for this component are pulled from multiple measures across time in the program (during program, clinical experiences (student teaching), and post-completion). Data are indicators from the observation tool (2 cycles per cohort), the evaluation tool (2 cycles per cohort), the teacher performance assessment (1 cycle per cohort year – three total), the alumni survey (3 cycles), and the employer survey (3 cycles).

Undergraduate
Undergraduate Data

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
One indicator from the observation indicator is being utilized as evidence, Using Assessment in Instruction.

There was growth in each of the cohort years from the first recorded observation to the final observation. In 2018-19, there was 0.3 growth (2.7 to 3.0), and in 2019-20, there was 0.5 point growth (2.6 to 3.1). At the final observation, most candidates scored at the proficient or distinguished levels (2018-19: 86%, 31/36 and 2019-20: 98%, 39/40). For the 2018-19 final observation, one candidate did score at the unsatisfactory level.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Four indicators are being utilized to provide data for this component: Assessment of p-12 Learning, Checking for Understanding and Adjusting Instruction through Formative Assessment, Data-Guided Instruction, Assessment Techniques. For all four indicators, the mean from the midterm to the final evaluation increased: Assessment of p-12 Learning, 0.6 points (1.8 to 2.4); Checking for Understanding and Adjusting Instruction through Formative Assessment, 0.4 points (2.1 to 2.5); Data-Guided Instruction, 0.4 points (1.9 to 2.3); and Assessment Techniques, 0.2 points, (2.9 to 3.4). In all four indicators, all candidates scored as emerging or better on the final assessment; with most scoring as meets or exceeds expectations: Assessment of p-12 Learning, 94% (33/35); Checking for Understanding and Adjusting Instruction through Formative Assessment, 94% (33/35); Data-Guided Instruction, 91% (32/35); and Assessment Techniques 94% (33/35).

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Three indicators were chosen from the edTPA® indicator: Planning Assessments to Monitor and Support Student Learning, Analysis of Student Learning, and Using Assessment to Inform Instruction. For planning assessments, for all three years, candidates mostly scored at a level two or better, and with most candidates scoring at a Level 3: 2017-18, 68% (30/44); 2018-19, 74% (25/34); and 2019-20 47% (15/32). For analysis, most candidates mostly scored at a level two or better (exception is 2019-20 with one candidate scoring a one), and with most candidates scoring at a Level 3: 2017-18, 68% (30/44); 2018-19, 68% (23/34); and 2019-20 41% (13/32).

For using assessment, most candidates mostly scored at a level two or better (exception is 2019-20 with one candidate scoring a one), and with most candidates scoring at a Level 3: 2017-18, 66% (29/44); 2018-19, 65% (22/34); and 2019-20 56% (18/32). Candidates scoring at a Level 3 is down in 2019-20; this may be attributed to candidates moving to remote Instruction for the winter/spring terms.

MAT - Elementary
MAT – Elementary Data

Observation
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator from the observation indicator is being utilized as evidence, Using Assessment in Instruction. There was growth in each of the cohort years from the first recorded observation to the final observation. In 2018-19, there was 0.4 growth (2.7 to 3.1), and in 2019-20, there was 0.6 point growth (2.4 to 3.0). At the final observation, most candidates were scoring at the proficient or distinguished levels (2018-19: 87% (13/15), and 2019-20: 100% (13/13).

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Four indicators are being utilized to provide data for this component: Assessment of p-12 Learning, Checking for Understanding and Adjusting Instruction through Formative Assessment, Data-Guided Instruction, Assessment Techniques. For all four indicators, the mean from the midterm to the final evaluation increased: Assessment of p-12 Learning, 0.2 points (2.3 to 2.5); Checking for Understanding and Adjusting Instruction through Formative Assessment, 0.2 points (2.3 to 2.5); Data-Guided Instruction, 0.2 points (2.2 to 2.4); and Assessment Techniques, 0.3 points, (2.2 to 3.5). In all four indicators, all candidates scored as emerging or better on the final assessment; with most scoring as meets or exceeds expectations: Assessment of p-12 Learning, 100% (15/15); Checking for Understanding and Adjusting Instruction through Formative

Assessment, 93% (14/15); Data-Guided Instruction, 93% (14/15); and Assessment Techniques 100% (15/15).

(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Three indicators were chosen from the edTPA®: Planning Assessments to Monitor and Support Student Learning, Analysis of Student Learning, and Using Assessment to Inform Instruction. For planning assessments, for all three years, candidates mostly scored at a level two or better, and with most candidates scoring at a Level 3: 2017-18, 59% (13/22); 2018-19, 60% (9/15); and 2019-20 67% (6/9). For analysis, most candidates mostly scored at a level two or better, and with most candidates scoring at a Level 3: 2017-18, 68% (15/22); 2018-19, 53% (8/15); and 2019-20, 89% (8/9). For using assessment, most candidates mostly scored at a level two or better, and with most candidates scoring at a Level 3: 2017-18, 77% (17/22); 2018-19, 67% (10/15); and 2019-20 67% (6/9). Candidates scoring at a Level 3 is down in 2019-20; this may be attributed to candidates moving to remote Instruction for the winter/spring terms.

MAT - Secondary
MAT – Secondary Data

Observation
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator from the observation tool is being utilized as evidence, Using Assessment in Instruction. There was growth in each of the cohort years from the first recorded observation to the final observation. There was 0.4 growth; in 2018, 2.5 to 2.9, and in 2019-20, from 2.6 to 3.0). At the final observation, most candidates were scoring at the proficient or distinguished levels (2018-19: 83% (25/30), and 2019-20: 83% (19/23).

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Four indicators are being utilized to provide data for this component: Assessment of p-12 Learning, Checking for Understanding and Adjusting Instruction through Formative Assessment, Data-Guided Instruction, Assessment Techniques. For all four indicators, the mean from the midterm to the final evaluation increased: Assessment of p-12 Learning, 0.3 points (2.1 to 2.4); Checking for Understanding and Adjusting Instruction through Formative Assessment, 0.5 points (2.1 to 2.6); Data-Guided Instruction, 0.2 points (2.0 to 2.2); and Assessment Techniques, 0.2 points, (2 to 2.2). In all four indicators, all candidates scored as emerging or better on the final assessment; with most scoring as meets or exceeds expectations: Assessment of p-12 Learning, 100% (30/30); Checking for Understanding and Adjusting Instruction through Formative

Assessment, 97% (29/30); Data-Guided Instruction, 97% (29/30); and Assessment Techniques 93% (28/30).

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Three indicators were chosen from the edTPA®: Planning Assessments to Monitor and Support Student Learning, Analysis of Student Learning, and Using Assessment to Inform Instruction. Due to small endorsement numbers, only PE for all three cycles and language art for 2019-20 can be utilized. For planning assessments, the 2108-19 cohort had the lowest mean of 1.8, with 6/9 candidates scoring at a Level 2 or better. For 2017-18 and 2019-20, most candidates scored at Level 3 or better (86%, 6/7 and 100%, 6/6). All language arts candidates scored at a Level 3 or better. For analysis in 2017-18 and 2019-20, PE candidates mostly scored at a level three or better (86%, 6/7 and 100%, 6/6). The exception is in the 2018-19 cohort, with 4/7 candidates scoring a Level 2 or less. For language arts, all candidates scored a Level 2 or better.

For using assessment, all candidates scored at a level two or better. For 2017-18 and 2019-20, most candidates scored at Level 3 or better (57%, 4/7 and 100%, 6/6). In 2018-19, 3/7 candidates scored a Level 3. For language arts, all candidates scored a Level 3 or better.

Alumni & Employer Survey
Alumni & Employer Data

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Two indicators are utilized as evidence from the alumni survey: Use assessments to engage learners in monitoring their progress/achievement and Conduct a variety of standards-based formative and summative assessments. Across both indicators, EOU alumni means were at or above the state means. For using assessments, 2017 and 2019, the means were the same (6.5), and in 2018 there is a 0.3 point difference (6.7 compared to 6.4).
For Conducing a variety of assessments, 2017 and 2019, the means 0.2 points above the state means (both 7.2 compared to 7.0), and in 2018 there is a 0.1 point difference (7.0 compared to 6.9).

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Two indicators are being utilized as evidence from the employers of EOU completers survey: Use assessments to engage learners in monitoring their progress/achievement and Conduct a variety of standards-based formative and summative assessments. In 2017, employers' mean scores of EOU completers 0.1 points higher (6.7 compared to 6.6) for using assessments. In 2018, the EOU employer means were less by 0.2 points (6.3 compared to 6.5). In 2019, the EOU employer means were the same as the state (6.6). For Conducing a variety of assessments, in 2018, the EOU

employer means were the same (6.7). In 2018, the EOU employer means differed by 0.2 points (6.5 compared to 6.7). In 2019, the EOU employer means differed by 0.2 points (6.7 compared to 6.9).

Summary of the Evidence for Assessment and Data Literacy
Throughout the programs, candidates are provided with the groundwork for culturally responsive best practices teaching, inclusive techniques, technology, and curriculum strategies are thematically woven together, and instructional planning and assessment. The data reveals the candidates fulfill all program/coursework obligations. The indicators used as evidence indicate that our candidates remain on target and continue to grow through the profession. Based on the survey feedback and internal edTPA reflection, the teacher candidate can evaluate their performance through mentor teacher/candidate goal discussions during and after each experience. As they move through the program, the data ensures that all program faculty work consistently with the candidates to refine their skills and knowledge to develop as an educator.

1e. Creation and development of positive learning and work environments
The following evidence is provided to demonstrate that EOU candidates create and develop positive learning and work environments. The data presented for this component are pulled from multiple measures across time in the program (during program, clinical experiences (student teaching), and post-completion). Data are indicators from the observation tool (2 cycles per cohort), the evaluation tool (2 cycles per cohort), the teacher performance assessment (1 cycle per cohort year – three total), the alumni survey (3 cycles), and the employer survey (3 cycles).

Undergraduate
Undergraduate Data

Observation
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Three indicators from the observation tool are being utilized as evidence: Creating an Environment of Respect & Rapport, Managing Classroom Procedures, and Managing Student Behavior. For each indicator, candidate mean scores increased from the first to the last observation. For creating an environment, the mean scores increased 0.5 points, from 3.0 to 3.5. For managing procedures, the mean increased 0.4 points, from 2.9 to 3.3. For managing behaviors, the mean increased 0.3 points, from 2.9 to 3.2.
One candidate scored unsatisfactory on the final observation for managing behaviors. For all other indicators, all candidates scored at basic or better; and in all indicators, most candidates as proficient or distinguished (creating an environment: 89%, 32/36; managing procedures: 89%, 32/36; and managing behavior: 92%, 33/36).

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)

One indicator from the evaluation tool is utilized as evidence, Safe and Respectful Learning Environment. There was growth from the first recorded observation to the final observation; there was 0.6 growth from 2.3 to 2.8. Most candidates scored at the meets or exceeds the final evaluation (97%, 34/35).

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, Learning Environment. The means for each cycle were all 3. In all cases, most candidates scored a level 3 (2017-18: 91%, 41/45; 2018-19: 97%, 33/34; and 2019-20: 97%, 31/32. In two years (2017-18 and 2018-19), one candidate from each scored a Level 2.

MAT - Elementary
MAT – Elementary Data

Observation
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Three indicators from the observation tool are being utilized as evidence: Creating an Environment of Respect & Rapport, Managing Classroom Procedures, and Managing Student Behavior. For each indicator, candidate mean scores increased from the first to the last observation. For creating an environment, the mean scores increased 0.1 points, from 3.3 to 3.4. For managing procedures, the mean increased 0.4 points, from 2.9 to 3.3. For managing behaviors, the mean remained the same from the first observation to the final. All candidates scored at basic or better; and in all indicators, most candidates as proficient or distinguished (2018-19: creating an environment: 100%, 15/15; managing procedures: 80%, 12/15; and managing behavior: 100%, 15/15).

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation tool is being utilized as evidence, Safe and Respectful Learning Environment. There was growth from the first recorded observation to the final observation; there was 0.3 growth from 2.6 to 2.9. All candidates scored at the meets or exceeds level on the final evaluation.

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, Learning Environment. The mean for 2017-18 was 3, and 2018-19 and 2019-20 were both at 3.1.
All candidates scored at Level 3 or better.

MAT - Secondary
MAT – Secondary Data

Observation
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Three indicators from the observation tool are being utilized as evidence: Creating an Environment of Respect & Rapport, Managing Classroom Procedures, and Managing Student Behavior. For each indicator, candidate mean scores increased from the first to the last observation. For creating an environment, the mean scores increased 0.3 points, from 2.9 to 3.2. For managing procedures, the mean increased 0.5 points, from 2.8 to 3.3. For managing behaviors, the mean increased 0.4 points, from 2.9 to 3.3. For creating an environment, all candidates scored at the basic level or better. In both managing procedures and creating an environment, one candidate scored at the unsatisfactory level.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation tool is being utilized as evidence, Safe and Respectful Learning Environment. There was growth from the first recorded observation to the final observation; there was 0.2 growth from 2.3 to 2.5. Most candidates scored at the meets or exceeds the final evaluation (93%, 28/30).

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, Learning Environment. Due to the small number of candidates in each endorsement area, only physical education (3 cycles) and language arts (1 cycle) are provided. The PE mean for 2017-18 was 3.1, 2018-19 was 2.5, and 2019-20 was 3.2. The language arts mean is 3.3. In both endorsement areas, all candidates scored at a Level 2 or better.

Alumni & Employer Survey
Alumni & Employer Data

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Two indicators are provided as evidence from the alumni survey: Maintain effective classroom discipline and Provide students equitable opportunities to learn by treating them differently. In 2017 and 2019, the EOU alumni means were greater than the state means by 0.4 points (6.5 compared to 6.1, for both years) for maintaining effective discipline. In 2018, the EOU alumni means were 0.3 points less than the state means. For providing students equitable opportunities, the EOU alumni means were lower for all three years: 2017: 0.2, 6.8 compared to 7; 2018: 0.8, 6.1 compared to 6.9; and 2019: 0.2, 6.8 compared to 7.

(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)

Two indicators are being utilized as evidence from the employers of EOU completers survey: Maintain effective classroom discipline and Provide students equitable opportunities to learn by treating them differently. For maintaining effective discipline, the employers of EOU completers means were lower for all three years: 2017: 0.2, 6.6 compared to 6.8; 2018: 0.1, 6.5 compared to 6.6; and 2019: 0.2, 6.6 compared to 6.8. For providing students equitable opportunities, in 2017, the employers of EOU alumni mean was greater than the state mean by 0.2 points (7.3 compared to 7.1). The employer of EOU completer means were lower for the remaining two years: 2018: 0.3, 6.7 compared to 7.0; and 2019: 0.3, 7.0 compared to 7.3.

Summary of the Evidence for Positive/Learning Environment

Throughout the programs, candidates explore, test, and evaluate best practices to create an environment of respect & rapport, manage classroom procedures, and govern student behavior to implement fidelity in the classroom. The data shows that when candidates create their learning environments, mean scores increased. Our programs allow candidates time to consistently and accurately improve best classroom management behavior practices for their teaching environment.

Evaluation of each tool indicates that the teacher candidate is on track to provide consistent and accurate standards for delivering high-quality instruction and displaying high-quality instructional practices and curricula, leading to the goal of fidelity—student success.

1f. Dispositions and behaviors required for successful professional practice

The following evidence is provided to demonstrate that EOU candidates demonstrate the disposition and behaviors for successful professional practice. The data presented for this component are pulled from multiple measures across time in the program (during program, clinical experiences (student teaching), and post-completion). Data are indicators from the observation tool (2 cycles per cohort), the evaluation tool (2 cycles per cohort), the alumni survey (3 cycles), and the employer survey (3 cycles).

Undergraduate
[Undergraduate Data]

Observation

(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)

Two indicators are presented as evidence for component 1f: Demonstrating Flexibility and Responsiveness and Reflecting on Teaching. For Demonstrating flexibility, undergraduate candidates for both years demonstrated growth from the first recorded observation to the final. In 2018-19, the mean score increased by 0.5, from 2.8 to 3.3, and in 2019-20, the mean score increased by 0.7 points, from 2.6 to 3.3. For reflecting on teaching, the mean score increased from the first recorded to the final.

In 2018-19, the mean score increased by 0.4, from 3.0 to 3.4.

(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Five indicators from the evaluation tool are presented as evidence: Demonstrates Punctuality, Meets Deadlines and Obligations, Preparation, Advocacy to Meet the Needs of Learners or for the Teaching Profession, and Responds Positively to Feedback and Constructive Criticism. In each of the indicators, the mean scores increased from the midterm to the final evaluation. For Demonstrates Punctuality, the mean increased 0.1 points, from 2.6 to 2.7. For Meets Deadlines and Obligations, the mean increased by 0.3, from 2.4 to 2.7. For Preparation, the mean increased 0.3 points, from 2.4 to 2.7. For advocacy, the mean increased 0.3 points from 2.5 to 2.8. For responding to feedback, the mean increased 0.2 points, from 2.7 to 2.9. No undergraduate candidates scored at the unsatisfactory level for either the midterm or final evaluation in each of the indicators. All candidates scored as either meeting or exceeding expectations on the final evaluation for demonstrating punctuality, advocacy, and feedback.

MAT - Elementary
MAT – Elementary Data

Observation
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Two indicators are presented as evidence for component 1f: Demonstrating Flexibility and Responsiveness and Reflecting on Teaching. For Demonstrating flexibility, undergraduate candidates for both years demonstrated growth from the first recorded observation to the final. In 2018-19, the mean score increased by 0.4, from 2.9 to 3.3, and in 2019-20, the mean score increased by 0.6 points, from 2.4 to 3.0. For reflecting on teaching, the mean score increased from the first recorded to the final.
In 2018-19, the mean score increased by 0.2, from 3 to 3.2.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Five indicators from the evaluation tool are presented as evidence: Demonstrates Punctuality, Meets Deadlines and Obligations, Preparation, Advocacy to Meet the Needs of Learners or for the Teaching Profession, and Responds Positively to Feedback and Constructive Criticism. For Demonstrates Punctuality, the mean remained the same at 2.9. For Meets Deadlines and Obligations, the mean increased by 0.2, from 2.5 to 2.7. For Preparation, the mean increased 0.2 points, from 2.5 to 2.7. For advocacy, the mean increased 0.2 points from 2.5 to 2.7. For responding to feedback, the mean increased 0.1 points, from 2.8 to 2.9. In each of the indicators, all candidates scored as emerging or better on the midterm and final evaluation. All candidates scored as either meeting or exceeding expectations on the final evaluation for all indicators.

MAT - Secondary
MAT – Secondary Data

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
Two indicators are presented as evidence for component 1f: Demonstrating Flexibility and Responsiveness and Reflecting on Teaching. For Demonstrating flexibility, undergraduate candidates for both years demonstrated growth from the first recorded observation to the final. In 2018-19, the mean score increased by 0.3, from 2.8 to 3.1, and in 2019-20, the mean score increased by 0.3 points, from 2.6 to 2.9. For reflecting on teaching, the mean score increased from the first recorded to the final. In 2018-19, the mean score increased by 0.3, from 2.8 to 3.1.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Five indicators from the evaluation tool are presented as evidence: Demonstrates Punctuality, Meets Deadlines and Obligations, Preparation, Advocacy to Meet the Needs of Learners or for the Teaching Profession, and Responds Positively to Feedback and Constructive Criticism. In each of the indicators, the mean scores increased from the midterm to the final evaluation. For Demonstrates Punctuality, the mean increased 0.1 points, from 2.6 to 2.7. For Meets Deadlines and Obligations, the mean increased by 0.3, from 2.4 to 2.7. For Preparation, the mean increased 0.2 points, from 2.3 to 2.5. For advocacy, the mean remained the same at 2.1. For responding to feedback, the mean increased 0.3 points, from 2.5 to 2.8. In each of the indicators, all candidates scored as emerging or better on the midterm and final evaluation. All candidates scored as either meeting or exceeding expectations on the final evaluation for all indicators.

Alumni & Employer Survey
Alumni & Employer Data

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Two indicators are presented as evidence: Reflect on and self-evaluate teaching to improve practice and Demonstrate respect for learners and families, even when they are not in your presence. For reflecting on teaching, each year, EOU completers scored less than the state means. In 2017, the mean was 0.4 points less (7.4 compared to 7.8), and in 2018, the mean was 0.6 points less (7.1 compared to 7.7).
In 2019, the mean was 0.4 points less (7.4 compared to 7.8). For demonstrating respect for families, each year, EOU completers scored less than the state means. In 2017, the mean was 0.4 points less (7.4 compared to 7.8). In 2018, the mean was 0.6 points less (7.1 compared to 7.7).

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)

Two indicators are presented as evidence: Reflect on and self-evaluate teaching to improve practice and Demonstrate respect for learners and families, even when they are not in the Teacher's presence. For reflecting on teaching, in 2017, employers of EOU completers mean scores were greater than the state mean by 0.6 points (8 compared to 7.4).
However, for 2018 and 2019, the means were less than the state by 0.5 points (6.9 to 7.4) and 0.3 points (7.3 and 7.6). For demonstrates respect, in 2017, employers of EOU completers mean scores were greater than the state mean by 0.4 points (8.1 compared to 7.7). However, for 2018 and 2019, the EOU completers' means were less than the state by 0.2 points (7.4 to 7.6) and 0.4 points (7.5 and 7.9).

Summary of the Evidence for Dispositions and Behaviors Required for Successful Professional Practice

Dispositions and behaviors required for successful professional practice provide a window of evaluation opportunity to showcase our candidates are professionally demonstrating growth and professional maturity serving as a positive role model to students, colleagues, parents/guardians, and the community of the CoE excellence serving as an ethical member of all EOU educational partnerships. Section 1f's data highlight that EOU CoE candidates demonstrate the dispositions and behaviors required of educators.

STANDARD 1 CONCLUSION

The evidence provided for standard one includes multiple measures for each component, across program. The evidence presented provide clear evidence that candidates in the undergraduate, MAT – Elementary, and MAT – Secondary are performing at a high level. Based on the evidence, we are confident candidates are prepared.

Standard 2: Completer Professional Competence and Growth

Program completers adapt to working in a variety of contexts and grow as professionals.

2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/ guardians/caregivers in a variety of communities

The following evidence is provided to demonstrate that EOU candidates understand and engage in local school and cultural communities and foster relationships with families/guardians/caregivers. The data presented for this component are pulled from multiple measures across time in the program (clinical experiences and post-completion), including the evaluation tool (2 cycles per cohort), the alumni survey (3 cycles), and the employer survey (3 cycles).

Undergraduate
Undergraduate Data

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Two indicators from the evaluation tool are being used as evidence for component 2a: Demonstrates Effective Communication with Parents or Legal Guardians and Advocacy to Meet the Needs of Learners or for the Teaching Profession. In both indicators, the overall mean scores increased from the midterm to the final evaluation. For Demonstrates Effective Communication with Parents or Legal, the mean scores improved .9 points from 1.6 to 2.5. At the final evaluation, all candidates scored as emerging or better; with candidates meeting or exceeding as the majority (94%, 33/35). For Advocacy to Meet the Needs of Learners or for the Teaching Profession, the mean score increased .3 points, from 2.2 to 2.5. At the final evaluation all candidates scored as emerging or better; with candidates meeting or exceeding as the majority (97%, 34/35).

MAT - Elementary
MAT – Elementary Data

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Two indicators from the evaluation tool are being used as evidence for component 2a: Demonstrates Effective Communication with Parents or Legal Guardians and Advocacy to Meet the Needs of Learners or for the Teaching Profession. In both indicators, the overall mean scores increased from the midterm to the final evaluation. For Demonstrates effective communication,

the mean increased .3 points, from 2.3 to 2.6 points. At the final observation, 93% (14/15) of the MAT – Elem candidates scored meeting or exceeding expectations. For advocacy, again, the candidate mean score improved from the midterm to the final by .2 points (2.5 to 2.7). All candidates scored as meeting or exceeding at the midterm; however, more candidates scored as exceeding (67%, 10/15) on the final.

MAT - Secondary
MAT – Secondary Data

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Two indicators from the evaluation tool are being used as evidence for component 2a: Demonstrates Effective Communication with Parents or Legal Guardians and Advocacy to Meet the Needs of Learners or for the Teaching Profession. In both indicators, the overall mean scores increased from the midterm to the final evaluation. For Demonstrates effective communication, the mean increased .5 points, from 1.9 to 2.4 points. At the final observation, 97% (29/30) of the MAT – Elem candidates scored meeting or exceeding expectations. For advocacy, again, the candidate mean score improved from the midterm to the final by .2 points (2.1to 2.3). At the final evaluation, all candidates scored as meeting or exceeding.

Alumni & Employer Survey
Alumni & Employer Data

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Three indicators are being utilized as evidence: Use time outside of class to develop relationships with students and learn their perspectives, communicate with families from diverse backgrounds to improve learner development, and Develop connections to community resources. For Using time outside of class to develop relationships, EOU CoE Alumni scored near or above a 5. For 2018, alumni mean scores were at 4.9, while bot the 2017 and 2019 alumni had a mean of 5.5. In all cohorts, the scores were below the state means. For communicating with families, the 2018 alumni responders mean was lowest compared to the other two years (2018: 5.4 compared to 6.2 and 2017 and 2019: 6.1 compared to 6.3 in both indicators). For developing connections, EOU alumni, again, had the greatest difference in the mean in comparison to the state for the 2018 academic year by .9 points (5 compared to 5.9).

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Three indicators are being utilized as evidence: Use time outside of class to develop relationships with students and learn their perspectives, communicate with families from diverse backgrounds to improve learner development, and Develop connections to community resources. In using

time outside of class, the employers mean was below the state mean across all three respondent years. The 2018 academic year had the greatest difference of .9 (4.9 compared to 5.8). For both 2017 and 2019, employer means were only .5 points below the state mean (both indicators 5.5 compared to 6). For communicating with families, 2018 had the greatest difference during 2018 with .8 difference between EOU graduates and other EPPs (5.4 compared to 6.2). For both 2017 and 2019, EOU graduate employers were only .2 points below the state mean (6.1 compared to 6.3). For developing connections, again the 2018 employers had the greatest difference in mean with a .9 points difference (5 compared to 5.9). For both 2017 and 2019, the means were different by .4 points (both years had 5.6 compared to 6).

Summary of Evidence for Understanding and Engaging Local School and Cultural Communities

Reflecting on all data presented, teacher candidates Understand and engage local school and cultural communities. The evaluation demonstrated their overall growth in the Communication with Parents or Legal Guardians and Advocacy to Meet the Needs of Learners or for the Teaching Profession by the final evaluation. Alumni data show lower mean scores than employers. Although lower, candidates were near (with 4.9 from 2018 being the lowest) a mean score of 5 or better. For the 2017 cohort, our EOU employers had higher means than the state means scores.

2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts
The following evidence is provided to demonstrate that teacher candidates understand and engage in culturally responsive educational practices. The data presented for this component are pulled from multiple measures across time in the program (clinical experiences and post-completion), including indicators from the evaluation tool (2 cycles per cohort), the teacher performance assessment (1 cycle per cohort year – three total), the alumni survey (3 cycles), and the employer survey (3 cycles).

Undergraduate
Undergraduate Data

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation tool is being used as evidence for component 2a, Differentiated Methods. the overall mean scores increased from the midterm to the final evaluation by 0.5 points, from 2 to 2.5. For both the midterm and the final, all candidates scored as emerging or better; however, on the final, 94% (33/35) of the candidates scored as meeting or exceeding expectations.

Teacher Performance Assessment
(Each edTPA$^®$ item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, Planning to Support Varied Student Learning Needs. Each cycle's means were all in the Level 2 range (2017-18: 2.8, 2018-19: 2.7, and 2019-20: 2.5). In two years, 2017-18 and 2018-19, most candidates scored a level 3: 54% (24/44) and 59% (20/34). In 2017-18 and 2018-19, candidates scored at a level 1 (2 and 4, respectively).

ESOL Practicums
In the undergraduate program all candidates are required to complete the ESOL concentration. As part of the coursework, candidates are required to complete two practicums working with students from diverse linguistic and cultural backgrounds. (ED 421 L: ESOL Practicum 1 and ED 479: Practicum in ESOL Education).

MAT - Elementary
MAT – Elementary Data

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation tool is being used as evidence for component 2a, Differentiated Methods. the overall mean scores increased from the midterm to the final evaluation by 0.6 points, from 2.1 to 2.7. On the final, 94% (33/35) of the candidates scored as meeting or exceeding expectations.

Teacher Performance Assessment
(Each edTPA$^®$ item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, Planning to Support Varied Student Learning Needs. Each cycle's means were all in the Level 2 range (2017-18 and 2018-19: 2.7, and 2019-20: 2.9). In all three years (cycles), most candidates scored a level 3: 2017-18, 59% (13/22); 2018-19, 73% (11/15); and 2019-20, 89% (8/9).

Service Learning Project (Teaching in a Diverse Society series)
As part of the Teaching in a Diverse Society course, candidates participate in a 15-hour project. This project requires candidates to work with individuals outside of their classroom, and that differ from themselves. Proposals are developed and submitted to ensure candidates are working with diverse individuals.

MAT - Secondary
MAT – Secondary Data

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation rubric is being used as evidence for component 2a, Differentiated Methods. the overall mean scores increased from the midterm to the final evaluation by 0.4 points, from 2.1 to 2.5. On the final, 97% (29/30) of the candidates scored as meeting or exceeding expectations.

Teacher Performance Assessment
(Each edTPA$^®$ item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, Planning to Support Varied Student Learning Needs. Two endorsement areas can be discussed: physical education (three cycles) and language arts (one cycle). For two years, the mean was at a level 3, 2017-18 at 3.6, and 2019-20 3.7. The mean for 2018-19 was lower at 2.6. For both 2017-18 and 2019-20, all candidates scored at a Level 3 or better. In 2018-19, only 5/9 candidates scored at a Level 3 or better. For English language arts, the mean score was 3.3 and all candidates scored at a Level 3 or better.

Service Learning Project (Teaching in a Diverse Society series)
As part of the Teaching in a Diverse Society course, candidates participate in a 15-hour service-learning project. This project requires candidates to work with individuals outside of their classroom, and that differ from themselves. Proposals are developed and submitted to ensure candidates are working with diverse individuals.

Alumni & Employer Survey
Alumni & Employer Data

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Two indicators are presented as evidence: Incorporate language development strategies to make content accessible to English Language Learners and Provide students equitable opportunities to learn by treating them differently. For incorporating language, in both 2017 and 2018, the EOU alumni mean was the same as the state mean, at 6.2. In 2018, the mean was 0.2 points less, at 6.0 compared to 6.2. For providing equitable opportunities, EOU alumni scored lower than all state means; in 2018, 0.2 points lower (6.8 compared to 7); 2018, 0.8 points lower (6.1 compared to 6.9); and 2019, 0.2 points lower (6.8 compared to 7.0).

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Two indicators are being utilized as evidence: Incorporate language development strategies to make content accessible to English Language Learners and Provide students equitable opportunities to learn by treating them differently. For incorporating language, employers of

EOU completers scored lower than all state means; in 2018, 0.3 points lower (6.4 compared to 6.5); 2018, 0.1 points lower (6.4 compared to 6.5); and 2019, 0.3 points lower (6.4 compared to 6.7). For providing equitable opportunities, employers of EOU completers mean score was 0.2 points higher than the state (7.3 compared to 7.1). For the remaining two years, 2018 and 2019, employer means were less than the state, at .03 points less (6.7 compared to 7.0) and 0.3 points (7.0 compared to 7.3).

Summary of Evidence for Cultural Responsiveness
The CoE has provided evidence from teacher candidates demonstrating their ability to engage in culturally responsive best practices as part of their program and as validated in the Alumni Survey, and the Employer.

2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts
The following evidence demonstrates that EOU candidates create productive learning environments and use strategies to create learning environments. The data presented for this component are pulled from multiple measures across time in the program (during the program, in clinical experiences (student teaching,) and post-completion), including indicators from the observation tool, (2 cycles per cohort), the evaluation tool (2 cycles per cohort), the teacher performance assessment (three cycles across years), the alumni survey (3 cycles across years), and the employer survey (3 cycles across years).

Undergraduate
Undergraduate Data

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
There are four indicators from the observation tool that are being utilized for evidence: Establishing a Culture for Learning, Managing Student Behavior, Using Questioning and Discussion Techniques, and Engaging Students in Learning. For Establishing a Culture for Learning, in 2018-19, the mean increased by .4 points, from 3 to 3.4. In all cases, candidates scored at the basic level or better, and 39% (14/36) scored distinguished at the final observation. For Managing Student Behavior, in 2018-19, there was an increase in the mean scores from 2.9 to 3.2. At the final, more candidates scored at the distinguished level; however, one candidate did score unsatisfactory. For using questions, in both cohort year, candidates means did improve from the first scored observation to the final. For 2018-19, there was .4 points increase in the mean from 2.7 to 3.1. In both observations, all candidates scored at basic or better, but there were less at the basic level on the final in comparison to the midterm (5 compared to 13). For 2019-20, there was .7 points of growth from the first observation to the final. No candidates scored at unsatisfactory at either observation. At the final observation, most candidates (95%, 38/40) scored at the proficient or distinguished levels.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator is being used as evidence for this component from the evaluation tool, Safe and Respectful Learning Environment. Candidates demonstrated growth from the midterm to the final evaluation of .5 points (from 2.3 to 2.8 points). All candidates scored as emerging or better on both evaluations; however, most candidates scored at the exceeds level (80%, 28/25)for the final evaluation.

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Two indicators were chosen from the edTPA®, provide evidence for this component: Engaging Students in Learning and Deepening Student Learning. For Engaging Students in Learning, most candidates (2017-18: 28/44, 2018-19: 27/34, and 2019-20: 18/32) scored at a level 3. Only in 2017-18, did candidates scores at a level 1 (2/44). For Deepening Student Learning, most candidates (2017-18: 27/44, 2018-19: 23/34, and 2019-20: 25/32) scored at a level 3. Only during the 2018-19 year did a candidate score at a level 1 for this indicator.

MAT - Elementary
MAT – Elementary Data

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
There are four indicators from the observation tool that are being utilized for evidence: Establishing a Culture for Learning, Managing Student Behavior, Using Questioning and Discussion Techniques, and Engaging Students in Learning. For Establishing a Culture for Learning, in 2018-19, the mean increased by .2 points, from 3.1 to 3.3. In all cases, candidates scored at the basic level or better, and for the final all candidates scored at either the proficient or distinguished levels. For Managing Student Behavior, in 2018-19, there was no increase in the mean scores from the first to the final observation (3.1). For using questions, in both cohort year, candidates means did improve from the first scored observation to the final. For 2018-19, there was .7 points increase in the mean from 2.5 to 3.2. In both observations, all candidates scored at basic or better, but there were less at the basic level on the final in comparison to the midterm (2 compared to 8). For 2019-20, there was .6 points of growth from the first observation to the final (2.3 compared to 2.9). No candidates scored at unsatisfactory at either observation. At the final observation, most candidates (92%, 12/13) scored at the proficient level. For the indicator Engaging Students in Learning, there was growth from the first observation to the final in both cohort years. In 2018-19, there was .4 points in growth (2.9 to 3.3) and 2019-20 thee was .5 point growth (2.5 to 3). In the 2019-20 cohort, one candidate did score at the unsatisfactory level at their first observation, but improved by the final, as no candidates scored at this level.

Evaluation

(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator is being used as evidence for this component from the evaluation tool, Safe and Respectful Learning Environment. Candidates demonstrated growth from the midterm to the final evaluation of .3 points (from 2.6 to 2.9 points). All candidates scored as meeting or exceeding on both evaluations; however, most candidates scored at the exceeds level (87%, 13/15) for the final evaluation.

Teacher Performance Assessment

(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
Two indicators were chosen from the edTPA®, provide evidence for this component: Engaging Students in Learning and Deepening Student Learning. For Engaging Students in Learning, most candidates (2017-18: 14/22, 2018-19: 8/15, and 2019-20: 7/9) scored at a level 3. For Deepening Student Learning, most candidates (2017-18: 15/22, 2018-19: 9/15, and 2019-20: 4/9) scored at a level 3. Only during the 2017-18 year did a candidate score at a level 1 for this indicator.

MAT - Secondary
MAT – Secondary Data

Observation

(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
There are four indicators from the observation tool that are being utilized for evidence: Establishing a Culture for Learning, Managing Student Behavior, Using Questioning and Discussion Techniques, and Engaging Students in Learning. For Establishing a Culture for Learning, in 2018-19, the mean increased by .1 points, from 2.9 to 3. In all cases, candidates scored at the basic level or better, and for the final most candidates scored at either the proficient or distinguished levels (28/32). For Managing Student Behavior, in 2018-19, there was .4 points increase in the mean scores from the first to the final observation (2.9 to 3.3). For using questions, in both cohort year, candidates means stayed the same or improved from the first scored observation to the final. For 2018-19, there was no increase in the mean at 2.8. One candidate scored at the unsatisfactory level at the first observation but improved, as there were no unsatisfactory scores at the final. For 2019-20, there was .2 points of growth from the first observation to the final (2.4 compared to 2.6). No candidates scored at unsatisfactory at either observation. For the indicator Engaging Students in Learning, there was growth from the first observation to the final in both cohort years. In 2018-19, there was .4 points in growth (2.6 to 3) and 2019-20 thee was .2 points growth (2.8 to 3).

Evaluation

(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator is being used as evidence for this component from the evaluation tool, Safe and Respectful Learning Environment. Candidates demonstrated growth from the midterm to the final evaluation of .2 points (from 2.3 to 2.5 points). Most candidates scored as meeting or

exceeding on both evaluations (29/31 and 28/30); however, most candidates scored at the exceeds level (57%, 17/30) for the final evaluation.

Teacher Performance Assessment

(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)

Two indicators were chosen from the edTPA®, provide evidence for this component: Engaging Students in Learning and Deepening Student Learning. Due to limited endorsement sizes, only PE for three years and English language arts for 2019 will be discussed.   For Engaging Students in Learning, most PE candidates (2017-18: 3/7, 2018-19: 6/10, and 2019-20: 7/9) scored at a level 3. In 2019-20, language arts candidates scored at a level 2 and 3 only. For Deepening Student Learning, most PE candidates (2017-18: 3/7, 2018-19: 5/10, and 2019-20: 4/6) scored at a level 3. In 2017-18, one candidate scored a level 5. In 2019-20, language arts candidates scored at a level 2 and 3 only.

Alumni & Employer Survey
Alumni & Employer Data

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)

Three points are being used from the alumni survey to provide evidence on EOU graduate performance. The data presented are not disaggregated by the program. For Create experiences that require learners to use the correct academic terminology, in two years (2017 ad 2019), EOU graduate's mean scores were higher than the state (7.2 compared to 6.6 and 7.2 compared to 6.6, respectively). The means for 2018 differed by .2 points (6.2 compared to 6.4).

For the indicator Develop activities in which learners work together to solve problems, EOU graduate's mean was higher than the state for 2019. For the other two years (2017 and 2018), the means differed by .1 point (6.7 and 6.8) and .4 (6.2 and 6.6). For the indicator Use technology to enhance instruction, EOU candidates' means were the same or higher for all years.

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)

Three points are being used from the employer survey to provide evidence on EOU graduate performance. For the indicator Create experiences that require learners to use the correct academic terminology, administrators scored EOU graduates higher than the state mean in 2017 (7.4 compared to 6.9).

The means differed by .2 points (6.8 compared to 7) in 2018 and .4 points in 2019 (6.6 compared to 7). For the indicator Develop activities in which learners work together to solve problems, administrators scored EOU graduates at 6.5 or higher (2017: 7.6, 2018: 6.8, and 2019: 6.5). In 2017, the mean was .6 points higher than the state (7.6 compared to 7); in 2018 was the same (6.8), and in 2019 it was .5 points lower (6.5 compared to 7).

Overall Interpretation of the Evidence for Content and Pedagogical Knowledge
In reviewing all the data provided, teacher candidates successfully demonstrate that they can create productive learning environments and use strategies to create learning environments. The teacher candidate experiences several opportunities to learn pedagogical development throughout

their journey at EOU. The CoE strategically places candidates in diverse practicum and student teaching assignments to increase the overall impact of their hands-on exploratory opportunities. After careful analysis of their pedagogical assessment, our candidates met the expectations. The alumni and employer data provide evidence that our completers (self-scored and employer scored) successfully create productive learning environments.

2d. Support students' growth in international and global perspectives

The following evidence demonstrates that EOU candidates create productive learning environments and use strategies to create learning environments. The data presented for this component are pulled from multiple measures across time in the program (clinical experiences (student teaching,) and post-completion), the evaluation tool (2 cycles per cohort), the alumni survey (3 cycles across years), and the employer survey (3 cycles across years).

Undergraduate
Undergraduate Data

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation tool is being used to provide evidence, Critical Thinking. There was an increase in the mean score from the midterm to the final of 0.4 points (1.9 to 2.3). All candidates scored as emerging or better for both cycles; and for the final evaluation, most candidates scored as meeting or exceeding expectations (33/35).

MAT - Elementary
MAT – Elementary Data

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation tool is being used to provide evidence, Critical Thinking. There was an increase in the mean score from the midterm to the final of 0.3 points (2.2 to 2.5). All candidates scored as emerging or better for both cycles; and for the final evaluation, all candidates scored as meeting or exceeding expectations (15/15).

MAT - Secondary
MAT – Secondary Data

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation tool is being used to provide evidence, Critical Thinking. There was an increase in the mean score from the midterm to the final of 0.3 points (2.2 to 2.5).

All candidates scored as emerging or better for both cycles; and for the final evaluation, most candidates scored as meeting or exceeding expectations (29/30).

Alumni & Employer Survey
Alumni & Employer Data

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
One indicator is being used from the alumni survey to provide evidence for supporting students' growth in international and global perspectives, assist students in analyzing subject-specific concepts from multiple perspectives. The mean for 2017 was the same as the states at 6.2. differed by .2 points (6.2 compared to 6.4). For 2018 and 2019, EOU graduate's mean scores were lower than the state (6.1 compared to 6.3 and 6.2 compared to 6.3, respectively).

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
One indicator is being used from the alumni survey to provide evidence for supporting students' growth in international and global perspectives, assist students in analyzing subject-specific concepts from multiple perspectives. The mean for 2017 was higher than the state at 7.0 compared to 6.7. For 2018 and 2019, EOU graduate's mean scores were lower than the state (6.2 compared to 6.6 and 6.4 compared to 6.8, respectively).

Overall Interpretation of the Evidence for growth in international and global perspectives
This component is one of the challenging elements of the College of Education. We have provided two pieces of evidence, pre-service evaluations, and in-service alumni and employer data; however, the college will need to identify further or develop more robust evidence for this component. However, the college does feel that candidates are being provided with opportunities; we cannot offer numerical data. The undergraduate candidates complete the ESOL coursework, and the MAT candidates are all meeting the diversity series.

2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection
The following evidence is provided to demonstrate that EOU candidates establish goals for their professional growth and engage in self-assessment, goal setting, and reflection. The data presented for this component are pulled from multiple measures across time in the program (during the program, in clinical experiences (student teaching,) and post-completion), including indicators from the observation tool (2 cycles per cohort), the evaluation tool (2 cycles per cohort), the teacher performance assessment (three cycles across years), the alumni survey (3 cycles across years), and the employer survey (3 cycles across years).

Undergraduate
Undergraduate Data

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
One indicator from the observation tool is being utilized to provide evidence for this component, Reflecting on Teaching. There was mean growth of 0.4 from the first recorded observation to the final (3 to 3.4). In all cycles, all candidates scored at the basic level or better.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation tool is being used to provide evidence, Participates in Professional Development (PD). There was an increase in the mean score from the midterm to the final of .2 points (2.5 to 2.7). All candidates scored as emerging or better for both cycles; and for the final evaluation, all candidates scored as meeting or exceeding expectations.

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, provide evidence for this component, Analyzing Teaching Effectiveness. All candidates scored at a level 2 or better, with most candidates scoring at a level 3 (2017-18: 21/44, 2018-19: 25/34, and 2019-20: 18/32).

MAT - Elementary
MAT – Elementary Data

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)

One indicator from the observation tool is utilized to provide evidence for this component, Reflecting on Teaching. There was a mean growth of 0.2 from the first recorded observation to the final (3.0 to 3.2). In 2018-19, for both observations provided, all candidates scored at the basic level or better. On the first observation in 2019-20, one candidate did score at the unsatisfactory level for reflection.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation tool is being used to provide evidence, Participates in Professional Development (PD). There was an increase in the mean score from the midterm to the final of .1 points (2.6 to 2.7). On the final evaluation, most candidates (14/15) scored meeting or exceeding expectations, except for one who scored as not meeting.

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, provide evidence for this component, Analyzing Teaching Effectiveness. All candidates scored at a level 2 or better, with most -candidates scoring at a level 3 (2017-18: 15/22, 2018-19: 11/15, and 2019-20: 7/9).

MAT - Secondary
MAT – Secondary Data

Observation
(Each observation item (indicator) is scored on a 1-4 scale with 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, and 4 = Distinguished)
One indicator from the observation tool is utilized to provide evidence for this component, Reflecting on Teaching. There was a mean growth of 0.2 from the first recorded observation to the final (3.0 to 3.2). In 2018-19, for both observations provided, all candidates scored at the basic level or better. On the first observation in 2019-20, one candidate did score at the unsatisfactory level for reflection.

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
One indicator from the evaluation tool is being used to provide evidence, Participates in Professional Development (PD). There was an increase in the mean score from the midterm to the final of .1 points (2.6 to 2.7). On the final evaluation, most candidates (14/15) scored meeting or exceeding expectations, except for one who scored as not meeting.

Teacher Performance Assessment
(Each edTPA® item (indicator) is scored on a 0-5 Level scale with a Level 1 = Not Ready to Level 5 = Highly Accomplished beginner)
One indicator was chosen from the edTPA®, provide evidence for this component, Analyzing Teaching Effectiveness. Due to limited endorsement sizes, only PE for three years, and English language arts for 2019 will be discussed.   For PE, for 2017-18 and 2109-20, all candidates scored at a level 2 or better; most candidates scored at a level 3 (2017-18: 6/7 and 2019-20: 4/6). In 2018-19, one candidate (1/9) scored a Level 1. For English language arts, all candidates scored at a level 2 or better; most candidates scored at a level 3 (3/7).

Alumni & Employer Survey
Alumni & Employer Data

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Two indicators are being used as evidence: Reflect on and self-evaluate teaching to improve practice and Engage in professional learning to build skills and acquire new discipline-specific knowledge. EOU alumni mean scores were less than the state for all three years across both

indicators. However, on reflecting, alumni means ranged from 7.4 (2017 and 2019) to 7.1 (2018), and on engaging in professional learning, means ranged from 6 (2018) to 6.9 (2017 & 19).

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
Two indicators are being used as evidence: Reflect on and self-evaluate teaching to improve practice and Engage in professional learning to build skills and acquire new discipline-specific knowledge. In 2017, for both indicators, employers of EOU alumni mean scores were higher than the state (reflection: 8 compared to 7.4 and engaging in professional learning: 8.1 compared to 7.5). For reflection, employer means differed by .5 points (2018: 6.9 compared to 7.4 and 2019: 7.3 compared to 7.6).

Summary of Evidence for Establishing Goals and Growing as a Professional
Reflecting on the multiple measures provided as evidence, EOU has provided evidence of engaging in self-assessment and reflection. Alumni of our programs and employers have scored us at the <u>six</u> and above range. However, continuous improvement to provide more substantial evidence for goal setting has begun as we strive to improve our programs. Discussions have occurred to develop a reflection for goal setting at all program levels. For example, having students establish core level goals by journaling through self-reflective analysis on their current knowledge of pedagogy, andragogy, content areas, and curriculum, and then encouraging students to set additional sub-goals during and after each practicum and student teaching experience as they move through the program. Reflection parameters were developed to track goal progress for each teacher candidate.

2f. Collaborate with colleagues to support professional learning
The following evidence demonstrates that EOU candidates create productive learning environments and use strategies to create learning environments. The data presented for this component are pulled from multiple measures across time in the program (during the program, in clinical experiences (student teaching,) and post-completion), including indicators from the observation tool, (2 cycles per cohort), the evaluation tool (2 cycles per cohort), the teacher performance assessment (three cycles across years), the alumni survey (3 cycles across years), and the employer survey (3 cycles across years).

Undergraduate
[Undergraduate Data](#)

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Two indicators that align directly with component 2f are being presented: Participates in Professional Development (PD) and Collaboration. In academic year 2018-19, in both indicators, the candidates mean improved from the midterm to the final. For Participates in Professional Development (PD), the mean increased by .2 points from 2.5 to 2.7. On the final, all candidates scored as meeting or exceeding expectations. For Collaboration, the mean

increased .3 points from 2.5 to 2.8 at the final. Again, on the final, all candidates scored as meeting or exceeding expectations.

MAT - Elementary
[MAT – Elementary Data](#)

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Two indicators that align directly with component 2f are being presented: Participates in Professional Development (PD) and Collaboration. For indicator Participates in Professional Development (PD), candidates improved .1 point from the midterm to the final (2.6 to 2.7). There was one candidate in both the midterm and final that was scored as not meeting. For Collaboration, the mean score remained the same between the midterm and the final evaluation. All candidates were scored as either meeting or exceeding expectations.

MAT Secondary
[MAT – Secondary Data](#)

Evaluation
(Each evaluation item (indicator) is scored on a 0-3 Level scale with Level 0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, and 3 = Exceed Expectations)
Two indicators that align directly with component 2f are being presented: Participates in Professional Development (PD) and Collaboration. For indicator Participates in Professional Development (PD), candidates improved .1 point from the midterm to the final (2.4 to 2.5). All candidates were scored as either meeting or exceeding expectations. For Collaboration, the mean score remained the same between the midterm and the final evaluation at 2.7. All candidates were scored as either meeting or exceeding expectations.

Alumni & Employer Survey
[Alumni & Employer Data](#)

Alumni Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)
One indicator is presented as evidence, Work with colleagues to improve learner development. For both 2017 and 2019, EOU completer means were greater than the state by 0.1 points (7.1 compared to 7.0). For 2018, the completer mean was lower than the state by 0.3 points (6.4 compared to 6.7).

Employer Survey
(Likert scale was used on a 1-10 scale: "1" meaning they had no preparation and "10" meaning they started their jobs with expert-level skill.)

One indicator is presented as evidence, Work with colleagues to improve learner development. In 2017, employers of EOU alumni mean score was higher than the state by 0.7 points (8.2 compared to 7.5). For 2018 and 2019, the employer means were lower by 0.3 (7.1 compared to 7.4) and 0.2 (7.5 compared to 7.7).

Summary of Evidence for Collaboration with Colleagues
The CoE provides continuous opportunities for teacher candidates to work with other professionals. For the undergraduate program, candidates are placed in field experiences beginning with their first term. During Field experiences, candidates work in classrooms twice a week, following their Mentor Teacher contract hours. For student teaching, candidates are following their Mentor teacher contract hours and days for 15 weeks. For MAT, candidates follow their Mentor Teacher contract hours and days for the entire ten months. There is an emphasis on teacher candidates and mentor teachers working in partnership to plan, teach, and assess instruction. EOU candidates demonstrate their ability to collaborate and continue this when in service.

STANDARD 2 CONCLUSION
The evidence provided for standard two includes multiple measures for each component across the program. The evidence presented provides clear evidence that candidates in the undergraduate, MAT – Elementary, and MAT – Secondary are performing at a high level. Based on the evidence, we are confident EOU College of Education completers continue to grow as professionals and work collaboratively.

Standard 3: Quality Program Practices

The EOU College of Education is committed to developing and administering quality programs. Our commitment is demonstrated through our coherent curriculum that is aligned to state, national, and professional standards and is consistently delivered across sites and programs. The Advisory Council reviews our curriculum to ensure the curriculum meets the needs of the field. This section will provide evidence for each of the components of Standard 3, including EOUs expectations for quality assurance and improvement.

3a. Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable

Aligned Curriculum

The College of Education has created alignment matrices of courses and the standards for the [elementary undergraduate program](link), [MAT-Elementary](link), and [MAT-Secondary](link). As provided on the matrices, each program is aligned to the College of Education Outcomes, the Oregon Teacher Standards and Practices Commission standards, and the InTASC standards.

All course syllabi include the alignment of the course outcomes to the program, state, InTASC standards, and other relevant specialized professional standards, as applicable. A sampling of program mater syllabi is provided as evidence that alignment of the standards is completed at a microlevel.

Undergraduate

- [EDU 317 Elementary Science Methods](link)
- [EDU 409A: Year Two Fall Field Experience](link)
- [EDU 411: Curriculum, Instruction, and Assessment](link) (course 3/3 of series)

MAT – Elementary

- [EDU 609C: Winter Field Experience](link)
- [EDU 615: Elementary Classroom Management](link)
- [EDU 633: Elementary Social Science Methods](link)

MAT – Secondary

- [EDU 620A: Teaching in a Diverse Society I](link) (course 1/2 of series)
- [EDU 624: Exceptionalities](link)
- [EDU 652: Student Teaching](link)

Curriculum Alignment Efforts

After our program redesign in 2017 and implementation, In 2019, the college implemented Curriculum Leads for each course (1/18/2019 CoE meeting agenda). The purpose of Curriculum Leads is to ensure instructors across sites and programs are sharing the same curriculum and meeting as a group to make curricular and assessment decisions for all sites. Responsibilities of the Curriculum lead include: maintaining the course-specific curriculum resource folder (found within the Curriculum Resources Shared Drive); apply changes to both UG and the MAT courses (syllabi, documents); ensure that everyone uses the correct version of the syllabi, incorporates required assignments, and reminders of any applicable Campus Labs requirements; and facilitate meetings with instructors of the courses to ensure consistency of courses across sites. The Curriculum Lead Responsibilities and Assignments document is provided here.

In addition to requiring instructors to meet during their individually scheduled times, the College of Education has also dedicated time during college meetings to ensure alignment. Some of the agenda are provided here as evidence of the college's commitment to this work (Opening Session Agenda 2020, 1/27/2020, 2/6/2019).

Summary for Coherent Curriculum and Alignment

The College of Education is committed to delivering coherent curriculum, across programs and sites, that is aligned to program, state, and professional standards.

3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts.

Quality Clinical Experiences:

Undergraduate Program

Candidates in the undergraduate program complete field experiences in three classrooms, and conclude the program with student teaching in accordance with *OAR 584-400-1040* . A table documenting the placement, academic term, course, clinical experience description, time in placement, and assessments is provided. Teacher candidates are only placed in their endorsement seeking area (multiple subjects), and are provided experiences in both primary and upper elementary multiple-subject classrooms. The intent of the field experiences is to provide the candidates with multiple opportunities to work with a variety of elementary aged children, and develop their skills as educators. The culminating activity of student teaching will be 15 weeks in length. During the Student Teaching experience, the candidate will complete the edTPA$^{®}$ portfolio assessment and gradually transition into full time teaching. The Mentor Teacher and candidate are encouraged to co-teach, with the candidate taking on responsibility of lead teacher (under the Mentor Teacher's mentorship) for a minimum of three weeks.

Of note, during the 2020-21 academic year, candidates may remain with their fall Mentor Teacher during the academic year's remaining field experiences. This is an accommodation the CoE has had to implement because due to COVID, it has been challenging to find willing Mentor Teachers.

Description of the field experiences: During the junior year, the first field experience (309A) is a 15 consecutive day experience starting on the first day of the K-12 academic calendar in their placement school district. This placement (placement 1) continues for the fall field experience (309B). During this field experience, teacher candidates are in placement two full days per week following their mentor teacher contract days and hours, totaling 20 days throughout the EOU term. During the spring term, teacher candidates are placed in their second placement (placement 2) to complete a two-day a week field experience, following their mentor teacher contract days and hours.

During the second year of the program (senior year), candidates again participate in a 15 consecutive day experience that focuses on classroom management (placement 3). Once the EOU fall term begins, candidates return to this placement to complete the fall field experience. During this field experience, teacher candidates are in placement two full days per week following their mentor teacher contract days and hours, totaling 20 days throughout the EOU term.

During the winter mini-term A (5 weeks long), teacher candidates begin their final placement (placement 4). During mini-term A, teacher candidates complete a two-day a week field experience, following their mentor teacher contract days and hours. Starting in the 6th week of the winter term, teacher candidates begin their student teaching experience. This experience continues through the EOU spring term and ends when the placement site breaks for summer.

MAT Programs
In accordance with *OAR 584-400-1040,* candidates in the MAT - Elementary and MAT - Secondary program complete three field experience courses (EDU 609A, EDU 609B, and EDU 609C) and conclude the program with student teaching (EDU 651 or EDU 652, respectively). Tables (MAT -Elementary, MAT Secondary) documenting the placement, academic term, course, clinical experience description, time in placement, and assessments are provided. The MAT initial licensure program exceeds the 15-week field experience requirement (as required by TSPC, *OAR 584-400-1040*), as teacher candidates are in placement for the entire academic year. Starting with the fall placement (first day of the K-12 academic calendar in their placement school district) and consecutively throughout the program (final day of the K-12 academic calendar in their placement school district), teacher candidates are in clinical experiences full-time following their mentor teacher contract days and hours, except for Fridays in placement 1.

The student teaching clinical practice requirement for MAT is to complete 15 full-time consecutive weeks, the second half of winter term (6 weeks, including EOUs exam week before spring break) and all of the spring term (10 weeks). During student teaching, teacher candidates are required to gradually take on more daily responsibilities until the candidate has assumed full responsibility of the classroom for a minimum of three weeks. After the teacher candidate has completed the minimum of three weeks of teaching, the candidate may remain in full control or

begin incrementally reducing their classroom responsibilities in collaboration with the Mentor Teacher. Teacher Candidates remain in their student teaching placement full-time until the K-12 school district finishes the academic calendar.

Teacher candidates are only placed in their endorsement seeking area and are provided experiences in both age ranges (primary and upper elementary or middle and high school), to the best of our ability. Starting with winter mini-term B (5 weeks long), teacher candidates officially begin their clinical practice.

Of note, during the 2020-21 academic year, candidates may remain with their fall Mentor Teacher during the academic year's remaining field experiences. This is an accommodation the CoE has had to implement because due to COVID, it has been challenging to find willing Mentor Teachers.

Establishing mutually agreeable expectations for Field Experiences/Student Teaching

After receiving feedback during our fall 2017 Advisory Council meeting (12/1/2017 minutes), work to clarify the expectations of field experiences and student teaching needed to be done, and the College of Education actively began looking at ways to improve the field Experience Curriculum. In the spring of 2018, in consultation with our Advisory Council (5/4/2018 minutes), the College of Education adopted the Developmental Curriculum for Clinical Experiences (Henning, Erb, Schener Randles, Fults, & Webb, 2016). The Developmental Curriculum for Clinical Experiences provides explicit experiences in the following five domain areas: Development, Learning, and Motivation; Curriculum; Instruction; Assessment; and Professionalism. The list of experiences allows the teacher candidates to begin assuming roles and responsibilities during the program's first term. The experiences are developmental and gradually increase in demand until the student teaching experience. The College of Education did reorganize some of the expectations to better align with the College of Education expectations. The specific list of duties aligned to the course/term is provided for the undergraduate program and the MAT programs.

Additional feedback from Mentor Teachers, University Supervisors, and the Advisory Council, the CoE has determined that quick view documents are needed to provide supports to Mentor Teachers, as reading the program handbook does not always happen.
The college took this information, and in 2019, Field Experience brochures were created for each placement. These brochures are shared with course instructors (Field Experience) and University Supervisors (Student Teaching) and reviewed during the initial triangle meeting.

Meeting the Need of the Region

Oregon, like many states, is currently reporting a teacher shortage. Oregon allows for qualified candidates (fingerprints/background clearance, employer sponsorship, a bachelor's degree or higher, and evidence of substantial preparation in the subject area) to teach with a restricted teaching license. A Restricted License is valid for three years, with the intent that candidates will have completed an EPP during this time. The MAT program allows for candidates on restricted teacher licenses to work while completing the MAT program. This allowance has provided

districts with faculty teaching on a Restricted License the opportunity to complete their initial teacher preparation program during the 10-months of the MAT program.

Documented Partnerships with K-12

Memorandum of Understanding Agreement

Partnerships with school districts vary across the state. The College of Education ensures that we have a Memorandum of Understanding Agreement (MOU) prior to placing a student in the partnering district. The Placement Coordinator, after receiving confirmation of placement, reviews the completed MOUs to ensure a MOU is in place for the district. If a new MOU is required, a student will not be notified of their confirmed placement in the district until the MOU is completed and signed by EOU administration.

Partnership Coordinator

In spring of 2016, a formalized plan was developed to secure district partnerships to meet the expectations of national accreditation. During the 2016-17 academic year, a faculty member was given .5 FTE to serve as a Partnership Coordinator, with the intent to work with districts to co-construct beneficial relationships between the College of Education and districts. The Partnership Coordinator reached out to districts to begin discussions of partnership possibilities between the college and the district.

Due to staff transitions for the 2017-18 academic year, a new Teacher Licensing Officer/Field Placement Coordinator/Assessment and Accreditation Manager was hired during the summer prior to the fall term. Also, that same summer, due to faculty relocations, the .5 FTE was split into .25 FTE and was divided between two faculty members at two sites. With three persons overseeing the development of this role and the development of partnerships, ensure connections were being sought and maintained consistently became a concern.

After reviewing the College of Education systems in 2019-2020, and concerns about placements (addressed in Process for Securing Candidate Placements below), it was determined that the college of Education needed to have one person in charge of securing placements and overseeing the coordination of partnerships. In the summer of 2020, the College of Education hired a Placement Coordinator and Licensure Officer. The Placement Coordinator and Licensure Officer assists with the cultivation and management of relationships with key internal and external constituents, including developing, communicating with, and enhancing relationships with field sites and partners. Having one person serving in this role has allowed the College of Education to become more consistent in our communication with partners, districts, mentors, supervisors, and candidates.

Process for Securing Candidate Placements

With undergraduate sites across the state, securing placements was overseen by individuals at each site. The site coordinator at the onsite locations were tasked with securing placements. Communication of placements was shared with the Licensing Officer/Field Placement Coordinator/Assessment and Accreditation Manager.

Due to transition for the 2017-18 academic year, a new Teacher Licensing Officer/Field Placement Coordinator/Assessment and Accreditation Manager was hired. Old processes were

not known, and communication about placements was lost across sites with districts, Mentor Teachers, University Supervisors, and candidates. In addition, it was evident that field experience expectations were inconsistent across sites. In winter of 2018, A Placement Committee was formed and new processes were developed to fix the communication issues. Again, each site lead was expected to secure placements for candidates at their site. For the EOU main campus (undergraduate and all MAT candidates), the Teacher Licensing Officer/Field Placement Coordinator/Assessment and Accreditation Manager and the Partnership Coordinator were responsible for identifying placements. The Partnership coordinator secured placements in the La Grande region, and Placement Coordinator secured all placements outside of the region. Documentation of these placements were shared on a live document.

Common issues were being discussed at Placement Committee Meetings, including when site leads should reach out districts to secure placements (too soon, or too late); difficulty in securing placements in a timely manner; securing placements over summer (when K-12 was on summer break); delays in communication with candidates, Mentor Teachers, and University Supervisors; inconsistencies on the live placement document; and keeping accurate placement data. In addition, During the 2019 fall Advisory Council meeting (12/6/2019 minutes), the college spoke to the council about the placement process. During the break after the discussion, a district partner asked if the process could be made easier by securing placements for the next academic year during spring. This idea was brought up during the Placement Committee, and it was determined that we would pilot this process for the 2020-21 academic year. Each site began looking and securing placements during the winter and spring months. In review of CoE systems in 2019-20, it was evident a change needed to be made in securing placements.

In Summer of 2020, a new Placement Coordinator and Licensing Officer was hired. This person is expected to secure all placements, across sites, and maintain the placement data in a place where it can be accessed by CoE faculty. Having one person serving in this role has allowed the College of Education to become more consistent in our communication with partners, districts, mentors, supervisors, and candidates. Although the 2020-21 academic year has had its many challenges, the implications of having one individual overseeing the process has been impactful.

Mentor Teacher Trainings
Before 2017, the Teacher Licensing Officer/Field Placement Coordinator/Assessment and Accreditation Manager provided communication with Mentor Teachers. In reviewing our systems, it was determined that because we were often using the same teachers as mentors, training was not consistently being offered across sites. In the fall of 2017, the La Grande undergraduate program piloted face-to-face training given by the program advisor and Placement Coordinator. After this first fall, it was evident that it would be challenging for the CoE to offer face-to-face training due to the number of locations and scheduling conflicts.
Starting with the 2018-19 academic year, to provide consistent Mentor Teacher training, The CoE recorded a series of training videos. The recorded videos ensure all mentors are receiving the same information. The training videos include an Orientation Training Video explaining the program, how to report issues, and mentors of Student Teachers, a video on Co-Teaching, and how to complete the observation tool.
Sending these videos allows for Mentor Teachers to watch the videos at their convenience and the ability to refer back to them.

The videos are sent in a welcome/training email provided to Mentor Teachers before or in the first week of the experience. In addition to the email and videos, a University Supervisor is also provided. The University Supervisor is expected to review the expectations and answer any questions the Mentor Teachers have during the first triangle meeting at the beginning of the term.

The attached document provides the placement identification and related materials that are sent to Mentor Teachers for each placement. The links provided are the videos that are included within the emails to the recorded training videos.

Summary of Evidence for Quality Clinical Experiences

The CoE continues to improve the quality of clinical experiences by updating the curriculum (with input from stakeholders), improving processes, and improving our Mentor Teacher training and communication. We look forward to the continued improvements that will continue to happen due to our various changes in the past few years.

3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation

Advisory Council

The College of Education is required, as part of the Oregon State Standards for Education Preparation Providers (584-410-0090), is required to engage in partnerships with ourPre-K-12 partners. The College of Education meets with our Advisory Council, previously the College of Education Consortium twice (fall and spring) of an academic year. The purpose of the Advisory Group is to advise and to provide leadership in the development, evaluation, improvement of high quality undergraduate and graduate teacher preparation programs, and innovation.

The Advisory group is composed of stakeholders from across the state, including school district partners, agencies, alumni, current teacher candidates (representatives from each program), district administrators, in-service teachers, Mentor Teachers, University Supervisors, College of Education Staff, College of Education faculty and instructors, and others. Attached is a sampling of the Advisory Council sign ins, that indicate the group they represent:

- 11/18/2016
- 12/1/2017
- 5/4/2018
- 5/17/2019

All agenda meeting minutes and corresponding reports are available for public viewing on the EOU College of Education website, from 2011 through fall of 2019.

Data Collection

The college uses expertise from the Advisory Council to review assessment tools for quality and to assess the quality of data being provided. The Advisory Council has previously shared feedback about assessment tools and provided suggestions. One suggestion, was to consider the

adoption of the Danielson Framework for Teaching as the observation tool for teacher candidates. In the state of Oregon many districts utilize the Danielson Framework as their evaluation tool for educators. It was suggested that by using this tool by the initial teacher preparation programs, we would be further preparing candidates to work in the region. After a pilot in spring of 2017, it was determined that the college would use the Danielson for observations.

A second piece of feedback from the Advisory Council was about the Mentor Teacher observation tool. Mentor Teachers had indicated their concern about the tool and the amount of time it took to complete the tool. After reflection on how the tool was being utilized, it was determined that a change needed to be made. The formal observation tool was reworked. The Mentor Teacher observation now allows for qualitative feedback to be provided to the candidate and program. [Feedback](#) provided from the Advisory Council indicated that the form is more helpful, and mentors appreciate how the form is more time efficient.

Analysis
During the fall Advisory Council meeting, key assessment data are shared for initial teacher education programs and add-ons. The Advisory Council provides its analysis and thoughts and suggestions for continued improvements. A sampling of the agendas is provided as evidence of the CoE sharing data and analysis provided by the Advisory Council.

- [12/4/2020 Advisory Council Agenda](#)
- [12/6/2019 Advisory Council Minutes](#)
- [12/1/2017 Advisory Council Minutes](#)

Innovation
Over the past years, the Advisory Council has played in entrogal part in the continued improvement of our initial teacher preparation programs. Feedback from this group has changed program assessments (as discussed above), change our placement procedures, provided analysis and next steps, and most importantly, driven some of the innovations that has taken place in the CoE.

Initial Teacher Preparation Program Redesign

In 2014, the CoE began a multi-year process of program redesign. Faculty from all initial preparation programs, from various sites, and with varying years of experience at the college started reviewing TSPC program requirements, researching best practices and high-quality programs, addressing CoE faculty concerns, and identifying the region's needs with input from the advisory council. During the 2016-17 academic year, as the redevelopment process reached the final year, the Advisory Council reviewed and provided their feedback in determining program outcomes, courses, content, and the final sequencing of courses. As the courses were developed, the program coordinators, curriculum leads, and program faculty were responsible for ensuring that all courses aligned with College of Education outcomes, state, and national standards. Prior to submission of the updated program, the CoE shared the completed redesigned programs to the Council.

Special Education

Over the course of the many meetings, Advisory Council participants have shared their concerns about the lack of special educators in the region and state. With this information, the CoE determined that we can be part of the solution. The College of Education is currently in process of developing a Special Education Initial Licensure program. The curriculum was developed with the help of district partners during planning and curriculum review meetings. Currently, this program is progressing through the university system and will be moving forward through the various state level processes this spring.

ESOL

In addition to needing special educators, the Advisory Council shared the need for teachers trained in ESOL. When the CoE began initial conversations about initial teacher preparation program redesign, one consideration we knew needed to be considered was providing the region with more ESOL trained teachers. With this knowledge, in addition to changes in the reading endorsement standards, it was determined that all Teacher Candidates in the undergraduate initial teacher education program would complete the coursework for the ESOL endorsement. The data can be seen here.

 In a review of the number of candidates enrolled in the ESOL endorsement program, growth in program enrollment was immediately documented with the new program's rollout in 2018. However, after exploring the rates of candidates applying with the ESOL endorsement on their initial license, there was a large gap in the number of candidates prepared (during their junior year) and those requesting the endorsement added. EOU identified that candidates, although completing the coursework, were not taking the TSPC required test (NES ESOL test) to add the endorsement to their preliminary license.

In an effort to increase the number of EOU teacher candidates adding their ESOL endorsement to their initial license, starting with the 2018-20 cohort, all candidates are required to *attempt* the NES ESOL test. This requirement was added as a transition point within the program. With the

requirement of candidates attempting the test, EOU anticipates an increase in the number of applicants requesting the ESOL endorsement.

3d. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards

Recruitment

It is important that our initial teacher preparation programs with our partners and stakeholders to recruit quality candidates for the college. Recruitment efforts happen in a variety of ways:

- College of Education representation at Mountaineer Days to meet the CoE advisor and Dean, share information about the various programs, answer any questions from potential students, and receive advising information prior to committing to EOU.
- ED 142: Educational Orientation - Provides students with initial information about teacher
- education programs at EOU. Designed as a group seminar
- course, freshmen students are encouraged to enroll in this course.
- ED 242: Educational Concepts– Provides prospective teachers with information of basic elements and principles of learning related to elementary and secondary classrooms.
- Oregon Teacher Pathway Program - The goals of the Oregon Teacher Pathway program (OTP) are to 1) diversify teacher education by increasing the number of quality diverse teachers in Oregon and 2) produce quality teachers trained in culturally responsive practice. To reach these goals, the program focuses on recruiting, educating, and retaining pre-service teachers of color and pre-service teachers interested in becoming culturally responsive teachers.

Admissions Requirements

Admission Requirements for the Undergraduate Program

To be eligible to apply for admission, you must meet the criteria below.
- Junior standing by fall term.
- Within 110 credits of degree completion.
- Cumulative GPA of 3.0
- Verified 30 hours of experience with elementary age students in a school setting.

GPA Requirement

EOU has determined that the minimum GPA for in individual applying for the undergraduate program must have a minimum of 3.0. If an applicant has below a 3.0, the applicant must provide a written document stating the factors that contributed to their GPA and strategies they will use to be successful in the undergraduate program. This document will be submitted with the application. A waiver may be granted based on the written document. Students with a 2.5 or lower GPA are unable to apply.

Admission Requirements for the MAT Program

MAT - Elementary

Prerequisite coursework
- Science: 3 courses
- Social Science: 2 courses
- Math: Math 211, Math 212 and Math 213, or equivalent
- Language Arts/Humanities: 3 courses
- Art/Health/Fitness: 2 courses

Additional Requirements
- Cumulative GPA of 3.0
- Verified 30 hours of experience with elementary age students in a school setting.

GPA Requirement

EOU has determined that the minimum GPA for in individual applying for the MAT program must have a minimum of 3.0. If an applicant has below a 3.0, the applicant must provide a written document stating the factors that contributed to their GPA and strategies they will use to be successful in the MAT program. This document will be submitted with the application. A waiver may be granted based on the written document. Students with a 2.5 or lower GPA are unable to apply.

MAT - Secondary

Prerequisite coursework

A In order to qualify for the MAT-Single Subject endorsement area(s), the teacher candidate must have preparation equivalent to a major in the field. If the teacher candidate does not have a major in the subject, a content specialist will review the coursework and determine if preparation in the subject area is sufficient.

Additional Requirements
- Cumulative GPA of 3.0
- Verified 30 hours of experience with elementary age students in a school setting.

GPA Requirement

EOU has determined that the minimum GPA for in individual applying for the MAT program must have a minimum of 3.0. If an applicant has below a 3.0, the applicant must provide a written document stating the factors that contributed to their GPA and strategies they will use to be successful in the MAT program. This document will be submitted with the application. A waiver may be granted based on the written document. Students with a 2.5 or lower GPA are unable to apply.

Continuous Improvement for Admissions

A significant barrier for program admissions was a previous requirement for the cohort average on a nationally normed assessment (ACT or SAT). Some issues with this requirement included

applicants not taking the test before admissions to EOU (not required for admissions at community colleges) and when applicants initially took the test. MAT applicants were especially apprehensive about applying because of the requirement. If an applicant did not have the required test, candidates must take the test for admissions. For MAT candidates, this required individuals already with a bachelor's degree to take the test with high school students. Many candidates found this burdensome and unnecessary.

The College Change the test required for admissions, but the test is not needed in the state for licensure.

Many candidates shared their concerns about the test's cost and the lack of a required passing score. For the 2021-22 applications, the requirement of a nationally normed test has been removed from the application.

Advising
The undergraduate and MAT programs have dedicated advisors, located in the La Grande College of Education, that are available to help advise candidates prior to admissions into program and during program. The advisor is available to review program plans to help ensure candidates meet program prerequisites prior to submitting an application to the College of Education.

Admissions Process
The undergraduate program admissions process begins with completion of the application materials. As part of the application packet, students are required to submit a brief essay answering the following question:

> The lessons we take from accomplishments or obstacles can be fundamental to later success. Discuss an accomplishment, challenge, or realization that sparked a period of personal growth and a new understanding of yourself or others. . Each application is reviewed, the essay is scored, and the reviewer provides their approval for the candidate to move to the interview phase.

Application materials are reviewed by a subcommittee of the Admissions, Retention, and Dismissal (ARD) committee to ensure candidates meet the prerequisites and meet program expectations (A representative from the ARD committee will convene an undergraduate admissions subcommittee). Upon review of the files, the subcommittee will convene to discuss candidates and make recommendations for candidates to move to the interview process. If a candidate is not recommended to the interview phase, the applicants not granted admission to the programs process will be followed.

Candidates are emailed, sharing with them that their application is moving forward to the next phase. They are prompted to set up an admissions interview. Interviews are held across various days and times to ensure candidates are provided a time that best fits into their schedules. Student applying for the undergraduate program participate in small group interviews, facilitated

by two undergraduate faculty, and when possible, across sites. Interviews for the MAT program are conducted by the program advisor and program coordinator. [Interview questions](#) are aligned with the dispositions that are monitored throughout the program (CPAST). Students must pass the interview with an average of 8 points out of 16.

Once the interview score is entered, the interview team makes a recommendation for admissions. The admissions recommendations are shared with the ARD committee, and the ARD committee discussed the applicants and makes the final selection for each cohort's admissions. Recommendations are made holistically based on the application (prerequisites, GPA, essay score) and interview score. After ARD has selected candidates, letters are emailed to each candidate stating full admittance or conditions of their provisional acceptance. Throughout the application process, it is shared with candidates that acceptance is conditional on meeting program prerequisites and passing the background check.

Once students have submitted all requirements, candidates are prompted to register for classes. If a candidate defers the start of their program, candidates have one year before reapplying for the program. Applicants not granted admission to the applied program will be notified by a formal letter from undergraduate elementary education office coordinator.

If the applicant chooses to reapply the following year, the applicant must submit a new application and required documents, including new letters of recommendation, updated transcripts, new essay response, etc. Applicants will also be re-interview by the admissions team.

Monitoring Candidate Progress
Transition Points
The College of Education has determined the following requirements and assessments are required for retention in the program and utilized in transitioning from key points in the program. Transition points are monitored by the Quality Assurance Committee and the Admissions, Retention, and Dismissal Committee. Data are shared with program advisors (for advising), program chairs (for program improvement), with the College of Education faculty, and the EOU Advisory Committee (for Unit improvement). Program Advisors and Teacher Candidates meet every term to discuss progress towards completing each transition point's requirements. All requirements must meet the minimum threshold of achievement for retention.

- [Undergraduate Program Transition Points](#)
- [MAT Program Transition Points](#)

When the minimum threshold of achievement is not met, candidates are referred to ARD for the possible development of an intervention plan, retention in the current transition point until passed, or dismissal from the program.

Advising

Candidate progress in initial teacher preparation programs is monitored by faculty, staff, and administrators in the CoE. In 2018-19, the MAT program piloted a required meeting between candidates and the advisor to track and share progress at the end of each term. The advising meeting was an opportunity for candidates to connect with advisors, which often was not otherwise happening. With the success of the advising meeting for MAT, the advising meetings were applied in the undergraduate program for the 2019-20 cohort. While the meetings were beneficial for undergraduate faculty to meet with candidates, a logistical issue was found to provide faculty advisors with the information needed to provide accurate advising. Being piloted the 2020-21 academic year, a live document was created for each program that lists requirements and allows for responsible parties to input data as it is received. This document provides for faculty to provide accurate advising without requesting the information from the program advisor before the meeting.

Admissions, Retention, and Dismissal Committee

The Admission, Retention, and Dismissal (ARD) committee is responsible for overseeing the admission process and policies, monitoring teacher candidate progress of program expectations and standards towards program completion, and deliberates on retention and dismissal decisions.

The ARD committee is responsible for monitoring teacher candidate progress of program expectations and standards towards program completion. The ARD committee may recommend dismissal of a candidate in the program based on concerns regarding courses, candidate dispositions, field experiences, and student teaching.

The following information is taken from the [Admissions, Retention, and Dismissal Handbook](#).

Referral Form

Any concerns regarding candidate academics, dispositions, field placement, and student teaching will be submitted and documented via the appropriate referral form. The referral form is located on the Resources for Cooperating Teachers and University Supervisors, EOU COE webpage. A referral can be submitted by Mentor Teachers, University Supervisors, school district staff, school principal, and/or program faculty.

All referral form submissions will be brought before the ARD committee at the nearest scheduled meeting. If the concern requires an immediate response, an emergency meeting will be held. The referring person is invited to the meeting.

Intervention Contract

If the teacher candidate is referred to the ARD committee, it can be, but not always, recommended that the student be placed on an Intervention Contract. If concerns are severe, a candidate can be removed without implementing a contract.

If at any time a third contract is required, the student will be removed from the program.

> An Intervention Contract identifies the areas of concern, provides a plan for improvement, specifies expected performance levels, and provides dates for further

review to assess the candidates' progress. During the ARD committee meeting, if the candidate is recommended for an Intervention Contract, the following steps are followed.

Procedures for a Creating Intervention Contract:

Step 1: The concern is brought before the ARD committee at the next scheduled meeting. The referring person is invited to the meeting.

Step 2: During the ARD committee meeting, the concern is reviewed and input is provided from the committee and referring individual. Two representatives are selected to meet with the student (one must be an ARD committee member who will follow the process through to completion). The ARD committee will develop an outline of concerns to be shared with the candidate. It may be determined that the concern warrants an Intervention Contract.

Step 3: The representatives will contact the candidate to meet within 24 hours of the ARD committee meeting.

Step 4: The representatives and the candidate will meet to review the issues as outline by the committee. The representatives and the candidate will begin drafting the contract.

Step 5: After the meeting, the candidate is allowed 24 hours to finalize the proposed contract and submit to the ARD Committee Chair.

Step 6: After receiving the proposed contract from the candidate, the Committee Chair will send the proposed contract to the ARD committee for Feedback and approval. Feedback and approval must be submitted back to the Committee Chair within 24 hours.

Step 7: The Committee Chair finalizes the Intervention Contract. The chair provides the finalized contract to the representatives.

Step 8: The representatives will contact the student for a meeting within 24 hours.

Step 9: The representatives meet with the candidate to clarify and sign the contract. Failure to sign the contract will result in immediate dismissal from the program.

Step 10: The signed contract is provided to the Committee Chair. The ARD representative will contact those individuals needing to know of the Intervention Contract.

Procedures for Intervention Contract Compliance:

Step 1: Within individual contracts, scheduled review dates are specified. The ARD representative deemed responsible for cases will follow the Intervention Contract schedule for review.

Step 2: The ARD representative will update the ARD Committee on candidate progress during the monthly meetings.

Satisfactory Completion of the Intervention Contract:

If at the end of the review term in which the Intervention Contract is created, the candidate successfully completes the contract specifications, the committee can recommend the candidate no longer be on the Intervention Contract.   Even if the Intervention Contract is successfully completed, it may be determined that another Intervention Contract is warranted. Steps 1-10 are followed. If at any time a third contract is required, the student will be removed from the program.

Unsatisfactory Completion of the Intervention Contract:

If the candidate does not successfully complete the Intervention Contract, the candidate may be removed from the field experience, student teaching, and/or the teacher licensure program. The decision will be made by the ARD committee in collaboration with the cohort advisor, university supervisor, and Directors of Educator Preparation. The Dean of the College of Education will be notified of program termination decisions.

Candidate Academics

Concerns regarding candidate academics are the purview of the faculty. When a faculty member has a concern regarding candidate academics, the faculty will complete the ARD Academic Referral form (located in the Resources for Cooperating Teachers and University Supervisors page on the COE webpage).

If a candidate is referred for academic concerns, the following steps are followed.

Procedure for Academic Concerns:

> **Step 1:** The faculty will complete the ARD Academic Referral form (located in the Resources for Cooperating Teachers and University Supervisors page on the COE webpage).

> **Step 2:** The concern is brought before the ARD committee at the next scheduled meeting.

> **Step 3:** During the ARD committee meeting, the concern is reviewed. The ARD committee will send a letter to the candidate noting the candidate's academic standing and a restatement of the programs academic policy regarding grades and program requirements.

Unsatisfactory Completion of Academic Requirements:

Candidates who do not meet expectations as listed below, may be placed on an academic Intervention Contract or dismissed from the program.

- Overall program GPA of 3.0 or better
- Minimum of a C- in each professional education course (EDU)
- Grade of S (satisfactory) in Field Placement and/or Student Teaching
- Demonstrate behaviors that is consistent with MAT program policies, the Competent and Ethical Educator, and EOU disposition expectations.

Candidates who are placed on an Academic Intervention Contract must meet all contract provisions to remain in program. Academic Intervention Contracts follow the 10 steps as provided.

Candidate Dispositions

Concerned individuals regarding candidate interactions (e.g., phone call, email, etc.), attendance, and/or reports by others (e.g., feedback from staff, mentor teachers, school administrators, etc.) will be asked to complete the ARD Disposition, Field Placement, and Student Teaching Referral. Concerns regarding a candidate's professional responsibilities may be brought to the ARD committee based on multiple sources of information, including, but not limited to:

- Disposition survey submitted by Mentor Teacher
- Referral form submitted by faculty, mentor teacher, or university supervisor any time during the program.

Procedures for Disposition Concerns:

Prior to the scheduled ARD meeting, the ARD chair will access and identify any referrals or disposition concerns that need to be addressed by the committee.

Step 1: The concern is brought before the ARD committee at the next scheduled meeting. The referring person is invited to the meeting. The program coordinator will also be invited.

Step 2: During the ARD committee meeting, the concern is reviewed and input is provided from the committee and referring individual. Two representatives are selected to meet with the student (one must be an ARD committee member who will follow the process through to completion). The ARD committee will develop an outline of concerns to be shared with the candidate. It may be determined the concern warrants an Intervention Contract.

Step 3: The representatives will contact the candidate to meet within 24 hours of the ARD committee meeting.

Step 4: The representatives and the candidate will meet to review the issues as outline by the committee.

- If an Intervention Contract is not required and the candidate responds appropriately the procedure ends. The representatives will discuss the results of the meeting with the Chair within 24 hours after the student meeting.
- If an Intervention Contract is required, the representatives and the student will begin drafting the contract. The case will then proceed to Step 5 in the Intervention Contract. Procedures for compliance and completion will be followed.

Field Experiences

All field experiences are conducted in a school with an experienced teacher as determined by the Placement Committee, school principal, and Mentor Teacher. Except for extreme cases, the Placement Committee will not place teacher candidates in situations where they may come into contact with their immediate relatives. When making field experience placements the Placement Committee will place undergraduate candidates in placements no more than 50 miles commuting distance of the site location, and for MAT candidates in placements no more than 50 miles

commuting distance from their home address. All final placement decisions are determined by the committee.

Decisions regarding field placement success or failure are ultimately determined by the ARD committee. Determinations are based on all appropriate documentation, such as, but not limited to: university supervisor observations, mentor teacher observations, disposition surveys, lesson plans, etc.

Any individual with a concern regarding a teacher candidate during the field experiences will be asked to complete the ARD Disposition, Field Placement, and Student Teaching Referral. Candidate concerns regarding professional responsibilities may be brought to the ARD committee based on multiple sources of information, including, but not limited to:

- Disposition survey submitted by Mentor Teacher
- Referral form submitted by faculty, mentor teacher, or university supervisor any time during the program

If the concern does not require immediate removal from the experience, The ARD committee will follow the same procedures for Disposition Concerns.

Securing a Placement

The College of Education cannot guarantee a field experience or student teaching placement. The decision to accept a teacher candidate into a district is solely at each district's discretion.

If a school or district informs the College of Education that they will not accept a teacher candidate due to dispositional issues, the College of Education will only conduct two additional placement searches within that term. If a placement cannot be secured during the two subsequent searches, due to dispositional concerns, the College of Education will not be required to continue looking in the current or future terms.

The Chair of the ARD committee will contact the candidate to meet with the whole ARD committee to review the issues as identified by the school or district. The candidate will be informed of the decision for program removal, graduation options, and/or appeal options. Candidates are not permitted to contact schools or districts to arrange a placement. Any candidate attempting to contact schools or districts to arrange a placement will result in a referral to the ARD committee for possible suspension or dismissal from the program.

If a placement is identified, and the student is removed from this placement, procedures for Immediate Removal from Field Experience will be followed.

Immediate Removal from Field Experience

Immediate removal from a field experience can be initiated by the field experience site and/or the university. When the request for removal is made, the following process should be followed. The actual process will be determined by the EOU representative and school representative, respectively.

Procedure if Immediate Removal is Required:

Step 1: The ARD Committee chair is informed on the same day of the request.

Step 2: The Chair will inform the committee of the removal. The Chair will call an emergency ARD meeting to discuss the case.

Step 3: During the ARD committee meeting, the concern is reviewed. Two representatives are selected to meet with the student (one must be an ARD committee member who will follow the process through to completion). The ARD committee will develop an outline of concerns to be shared with the candidate. It will be determined if the concern warrants an Intervention Contract or immediate removal from program.

- If an Intervention Contract is required, the representatives and the student will begin drafting the contract. The case will then proceed to Step 5 in the Intervention Contract protocol. Procedures for compliance and completion will be followed.
- If immediate removal is determined, the Chair of the ARD committee will contact the candidate to meet with the whole ARD committee to review the issues as outlined by the committee and field experience site. The candidate will be informed of the decision for program removal, graduation options, and appeal options.

Student Teaching

All field experiences are conducted in a school with an experienced teacher as determined by the Placement Committee, school principal, and Mentor Teacher. The Placement Committee will not place teacher candidates in situations where they may come into contact with their immediate relatives. When making field experience placements, the Placement Committee will consider the preferences of the candidate; however, the committee makes the final decision regarding teacher candidate placements.

Decisions regarding student teaching success or failure are ultimately determined by the ARD committee. Determinations are based on all appropriate documentation, such as but not limited to: university supervisor observations, mentor teacher observations, disposition surveys, lesson plans, etc.

Any individual with a concern regarding a teacher candidate during student teaching will be asked to complete the ARD Disposition, Field Placement, and Student Teaching Referral. Candidate concerns regarding professional responsibilities may be brought to the ARD committee based on multiple sources of information, including, but not limited to:

- Disposition survey submitted by Mentor Teacher
- Referral form submitted by faculty, mentor teacher, or university supervisor any time during the program

If the concern does not require immediate removal from the experience, The ARD committee will follow the same procedures for Disposition Concerns.

Immediate Removal from Student Teaching

Immediate removal from student teaching can be initiated by the student teaching site and/or the university. When the request for removal is made, the following process should be followed. The actual process will be determined by the EOU representative and school representative, respectively.

Procedure if Immediate Removal is Required:

Step 1: The ARD Committee chair is informed on the same day of the request.

Step 2: The Chair will inform the committee of the removal. The Chair will call an emergency ARD meeting to discuss the case.

Step 3: During the ARD committee meeting, the concern is reviewed. Two representatives are selected to meet with the student (one must be an ARD committee member who will follow the process through to completion). The ARD committee will develop an outline of concerns to be shared with the candidate. It will be determined if the concern warrants Intervention Contract or immediate removal from program.

- If an Intervention Contract is required, the representatives and the student will begin drafting the contract. The case will then proceed to Step 5 in the Intervention Contract protocol. Procedures for compliance and completion will be followed.
- If immediate removal is determined, the Chair of the ARD committee will contact the candidate to meet with the whole ARD committee to review the issues as outlined by the committee and student teaching site, within 48 hours of the removal. The candidate will be informed of the decision for program removal, graduation options, and appeal options.

In the event of two removals or failures of field placement and/or student teaching, the teacher candidate will be removed from the program and no further placements will be allowed.

Dismissal

Once the candidate has been dismissed from the program, the student will be unable to register for or complete student teaching, and or additional education courses at EOU. Students will be administratively withdrawn from any education course(s) for which they are registered.
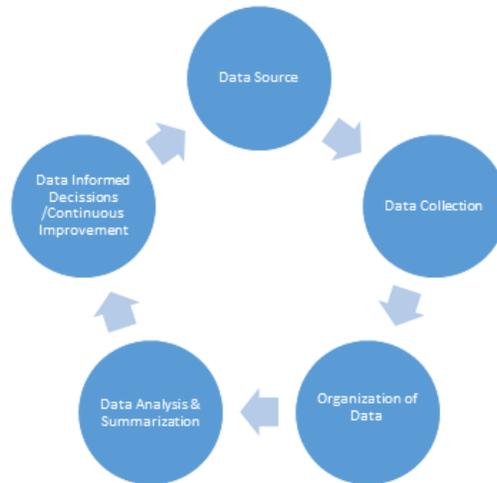
Appeal Process

After the ARD committee decision has been made, the student has 12 months to the date of removal to submit a letter of appeal to the Dean of the College of Education.

The Dean will make a decision on the appeal and inform the committee of the decision. The Dean makes the final decision in regards to appeal cases in the College of Education.

3e. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system

The College of Education utilizes an Assessment Review Model for continuous monitoring of student learning, providing evidence for program effectiveness, assisting in identifying areas for continuous improvement, and providing evidence-based decision-making. Data are collected, organized, analyzed, summarized, and utilized. Below is the flowchart describing the Assessment Review Process:

Staring in the summer of 2020, the College of Education has transitioned to Campus Labs for data collection (see Additional Context, Data Management Change).

Quality Assurance Committee
In 2018-19, Quality Assurance Committee was developed. The assurance Quality Assurance Committee is responsible for reviewing program data to ensure candidates are meeting minimum the threshold of achievement scores. In addition, the committee completes the first analysis of data, once pulled from the data management system.

Once data are submitted by the responsible party (instructor, University Supervisor, or Mentor Teacher), the Educational Assessment Manager ensures all data are submitted. Once data collection is complete and verified by the Educational Assessment Manager, the manager will prepare the data for sharing. The raw data are shared with the program leads. Program leads share their data to the Quality Assurance Committee. The committee will analyze data and share any concerns with ARD. An update is shared with the faculty at the next CoE meeting, and shared with the Advisory Council.

Unfortunately, the process has required new leadership to ensure the process is being followed. For the data being shared in this report, upon completion of the data tables, the tables were

shared with the Quality Assurance Committee, prior to being shared with faculty at the CoE Meeting for analysis.

Opening Session
At the start of every academic year, time is dedicated to review of program requirements, program alignment, and review of program and college data. Minutes are provided as evidence of the work completed during these days.

- 2018-19
- 2019-20
- 2020-21

Continuous improvement meetings for program
Starting in the 2018-19 academic year, the initial teacher preparation programs have conducted continuous improvement meetings. Faculty bring suggestions for program improvement. These meetings are opportunities for improvements to be made to programs for the next academic year.

Advisory Council
As provided in 3c, The College of Education meets with our Advisory Council, twice (fall and spring) during the academic year. The purpose of the Advisory Group is to advise and to provide leadership in the development, evaluation, improvement of high quality undergraduate and graduate teacher preparation programs, and innovation.

3f. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment. Evidence related to this standard will include documentation of program practices and resources as well as the program's rationale for its structure and operation.

The CoE has the capacity to develop and maintain high quality program and support teacher candidates throughout their program.

Faculty
The College of Education has the faculty to administer and teach in the various programs. A table with current faculty, their highest degree, what program they teach in, and what courses they teach are provided.

Faculty Development Fund
The Faculty Development Fund Committee is charged with the distribution of faculty development funds for faculty research and travel. Each year numerous faculty take advantage of these funds to assist them with travel to professional meetings and shows as well as for research related expenses not typically covered by program budgets.

- FDFC will provide funds per faculty member up to the annual allocation limit. The current annual funding limit is $3,000.

- The first priority for the FDFC is to reimburse travel to international, national, state, and regional meetings, conferences, or shows where the faculty will present original scholarly work. Because of the limited amount of funding available, second and third priority requests will be held until late in the academic year to ensure funding for higher priority activities.
- Often scholarship activities are collaborative efforts between faculty or between faculty and students. Because of limited funds, FDFC will restrict awards to the cost of one presenter's travel costs when "joint" presentations are made. Faculty are encouraged to share the travel award

College of Education Staff
The College of Education has adequate support staff to carry out the needs of the College of Education. The CoE's support staff includes:

- 1.0 FTE undergraduate advisor
- 0.8 FTE graduate program advisor
- 0.8 FTE Placement Coordinator & Licensing Specialist
- 1.0 FTE College Operations Manager (shared with the College of Business)
- 1.0 FTE Administrative Support Specialist for MAT/MS/MB and Graduate Admissions

Classroom Technology
The CoE classrooms have the technology necessary to utilize in teaching and

The College has two dedicated classrooms include multimedia teaching stations with computers, projectors, document cameras, laptop hookups, microphones, cameras, and interactive Smartboards. Faculty and staff are provided desktops and/or laptops. Faculty are a variety of software through institutional site-licensing, including Microsoft Office, Zoom, Campus Labs, Canvas, and Google Apps for Education for students/staff collaboration. Additional information about academic technology can be found on the Information Technology webpage

Center for Teaching, Learning & Assessment
The CTLA's primary focus is to ensure that faculty and staff responsible for creating effective learning environments for our students, wherever they are, have access to aggregate data that can inform Advisory Group discussions and decisions about the types of professional development and resources needed to enhance student learning.

A CTLA advisory group was developed in the spring of 2020. All four colleges have representation on the CTLA advisory group.   The advisory group is currently determining a new assessment process, including deciding the assessment cycle and professional development for faculty.

Summary of Evidence of Capacity
The College of Education has quality faculty and staff that support the programs. Resources are sufficient to train and model best practices.

Standard 4: Program Engagement in System Improvement

4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes

Restricted Licensed Candidates

Oregon allows for qualified candidates (fingerprints/background clearance, employer sponsorship, a bachelor's degree or higher, and evidence of substantial preparation in the subject area) to teach with a restricted teaching license. A Restricted License is valid for three years, with the intent that candidates will have completed an EPP during this time. The MAT program allows for candidates on restricted teacher licenses to work while completing the MAT program. This allowance has provided districts with faculty teaching on a Restricted License the opportunity to complete their initial teacher preparation program during the 10-months of the MAT program.

Restricted Licensed candidates complete the traditional course work of the MAT program. However, rather than the traditional student teaching experience, Restricted Licensed candidates complete the expectations of student teaching in their own classroom. Restricted Licensed candidates are required to have a district-provided Mentor Teacher, meeting the qualifications as set by TSPC. A University Supervisor is also provided as another support for the candidate.

ESOL Endorsement

As discussed in 3c, to meet the need of the region and state, the coursework for the ESOL endorsement is required as part of the undergraduate program. The data for the increase in ESOL trained teachers can be viewed here.

Special Education

As discussed in 3c, The College of Education is currently in process of developing a Special Education Initial Licensure program. The curriculum was developed with the help of district partners during planning and curriculum review meetings. Currently, this program is progressing through the university system and will be moving forward through the various state level processes this spring, with hopes of having our first cohort in fall of 2021-22.

4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support

Oregon Teacher Pathway

The Oregon Teacher Pathway (OTP) is a pathway program designed to 1) recruit, educate, and graduate students of color who are interested in becoming teachers; and 2) recruit, educate, and graduate students interested in learning how to become culturally responsive teachers. One of the program's goals is to respond to the needs of our schools by training culturally responsive teachers who are capable of working with students and families from various diverse backgrounds. For OTP, this training begins at the pre-educator preparation level with high school students. As a recruitment tool, EOU has offered the following incentives: high school students participating in OTP are provided college credit for completing the high school class, elementary

classroom experience, mentoring, and receive additional incentives for attending EOU and pursuing education after high school, including reduced college tuition and extra supports for success.

OTP began in the Fall of 2014 with two high school partners, and one other school was added during the semester. During the 2019-20 academic year, OTP had ten active partner high schools and the BMCC pathway. For the 2020-21 academic year, it is anticipated that OTP will have 13 high school partners. The table provides the enrollment and demographic information over time for the OTP program. In addition, district participation and student participation has continually increased.

High school partners are provided with OTP mentors to assist in bridging the experience from high school and college. In most cases, graduates from the OTP high school class serve as the EOU mentor for the same school they attended. The provided table shares the number of mentors and demographic information over time. The number of OTP mentors continues to increase with the growth of the program.

The total number of high school students who have completed the high school program since 2015 is 187 (with 5 repeaters). Of those 182, 64 have become EOU OTP mentors. On average 35% of the students who complete the high school OTP program attend EOU. In 2019 our first 6 students graduated from the program. Four of the six are licensed and currently hold their first teaching positions, one is enrolled in the MAT program, and one is taking a gap year as a paraprofessional before beginning the MAT program. The provided table shares the number of graduates.

Center for Culturally Responsive Practices
The Center for Culturally Responsive Practices (CCRP) is a resource and research center for school district faculty and administrators, university faculty and administrators, and pre-service teachers to explore and integrate culturally responsive pedagogy and practices in P-20 educational settings. CCRP is grounded in the belief that everyone has the ability to learn and achieve an education and has the right to be provided optimal learning environments that are responsive to their cultural and linguistic needs. By providing teachers with a framework for creating a culturally responsive atmosphere, they are able to create strong continuity between home and school and increase student success in the classroom.

The center provides:

- Access to current research in culturally responsive pedagogy and practices.
- Resources that identify how culturally responsive practices can be used to promote equity and engaged learning across the curriculum.
- Access to tools on how culturally responsive practices can be used to reach educational learning outcomes and standards.
- Engagement in a collegial, safe environment to explore and discuss the difficulties and perceptions of learning and development of culturally responsive teaching.
- Opportunities to collect data, perform research, and promote the scholarship of culturally responsive practices.

- A support for continuing assessment, research and implementation of strategies to improve teaching and learning based research.
- Participation in forums to share research and teaching strategies with colleagues and in the surrounding community.

CCRP continues to be recognized locally, across the state, and nationally and has received commendation by the Governor, TSPC, and the HECC for the work in sharing culturally responsive practices. EOU is committed to providing access to the CCRP trainings. The linked document provides evidence of the various training and attendees to these training opportunities.

 The table provides evidence of EOUs commitment to CCRP and offering of CCRP trainings with renowned researchers in the field of equity and culturally responsive pedagogy and practices. Long after the events our livestreams and webpages are regularly accessed by students, educators, and community members (https://livestream.com/eou/events/3823828). CCRP provides professional development across disciplines and businesses throughout the region and has been recognized for our expertise.

4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned

Career Fair
The College of Education Career Fair is held every spring for Teacher Candidates completing their student teaching experience. The day is organized into three parts. The morning session is an opportunity for candidates to hear from a panel of district partners on various subjects, including the interview process, hot topic discussions, "surviving the first year" talk by a first year teacher, and evaluations. One candidate, before the career fair, volunteers to participate in a fishbowl mock interview.

The first part of the afternoon is a traditional career fair. School districts from the state and surrounding states (including Alaska) talk with candidates to recruit candidates for their district. The final session of the afternoon allows candidates to participate in interviews with school districts. These interviews are intended for practice; however, in some cases, districts have been known to show interest in candidates and even offer an intent to hire.

Center for Culturally Responsive Practices
As shared in 4b, The Center for Culturally Responsive Practices (CCRP) is a resource and research center for school district faculty and administrators, university faculty and administrators, and pre-service teachers to explore and integrate culturally responsive pedagogy and practices in P-20 educational settings. All day free workshops are provided for in-service teachers.

4d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs

Oregon Association of College for Teacher Education (OACTE) – Alumni and Employer Surveys
Currently, the state of Oregon does not have the capacity to provide EPPs with completer data.

Public and nonprofit independent instructions, participants of OACTE, contracted to develop a survey (2014) for beginning teachers and their supervisors. The survey was to be sent to beginning teachers and their employers, who completed their preparation at an OACTE participating university, were recommended for licensure, were working in Oregon public schools, and were in their first two years of teaching.

Although the data collected in these surveys is not disaggregated by the program, because the initial teacher preparation programs are intentionally very close, assumptions about the initial licensure programs can be made.

The CoE values the information provided by the survey and has been seeking additional means for this information. The administration of CoE has participated in meetings with third parties about other available surveys, but the cost is a barrier. The CoE has discussed the development of an EPP created survey and has collected emails from completers, but has not presented a draft of a survey to the Advisory Council.

4e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates

Program Reports

The College of Education has continually met requirements established by the Teacher Standards Practices Commission (TSPC).

Most recently, in August of 2019, the College of Education submitted program reports to TSPC documenting the college's ability to demonstrate meeting TSPCs program standards for initial teacher preparation programs and add on endorsements. The submitted reports were reviewed by an outside committee as organized by TSPC. The state review committee reviewed the submitted program reports and submitted their report for review by the TSPC Executive Director. The final approved reports from the review committee were presented to TSPC during the June 23rd commission meeting. The final reports indicated that all programs met all standards for programs. The college was commended for not receiving any Areas of Improvement or Stipulations.

Included below are the program reports submitted from the College of Education to TSPC and the findings reports from the review committee submitted and approved by the TSPC commission.

EOU Reports

Initial Teacher Preparation Programs:
- Undergraduate Dual Elementary Multiple Subjects and ESOL
- Master of Arts in Teaching – Elementary
- Master of Arts in Teaching – Secondary

Add on Programs:
- English to Speakers of Other Languages (ESOL)

- [Reading](#)
- [Special Education](#)

The College of Education initial teacher preparation and add on programs will submit program reports again to TSPC following the approved TSPC cycle (approximately 2026).

National Accreditation
As provided earlier, the College of Education is perusing AAQEP accreditation for continued growth and improvement of programs and meeting the state timeline for EPPs to achieve national accreditation ([Bill 78](#) and [amendment](#)) by July 1,2025.

Meeting State Standards for Educator Preparation Providers
The College of Education is required to provide evidence for the state standards for Educator Preparation Providers (584-410-0010). The following state-specific standards include:

- [Cultural Competency and Equity](#)
- [English Language Learners](#)
- [EPP Partnerships](#)
- Verification of Candidate Recommendation (Field Audit) – completed at same time as site visit

4f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments

The CoE has continued to improve its processes to ensure effectiveness. In the past five years, the CoE has had turnover in key roles, and been impacted by a pandemic; however, we continue to be innovative and strive to provide high-quality educator preparation programs.

Continuous Improvement Meetings

Starting in the 2018-19 academic year, the initial teacher preparation programs have conducted continuous improvement meetings. Faculty bring suggestions for program improvement. The recommendations are vetted in various ways: surveys to Mentor Teacher, University Supervisors, Teacher Candidates; conversations with the Advisory Council, focus groups, and teacher candidates' feedback. Program decisions for the next academic year are determined through a series of meetings. Provided is continuous improvement meeting agendas from the past years. Additional agendas can be provided upon request.

Undergraduate
- [1/10/1219](#) – Meeting one
- [3/4/2019](#) – Meeting two

MAT
- [1/17/2019](#) – Meeting one
- [3/11/2019](#) – Meeting two
- [6/5/2019](#) – Meeting three

Progress Towards the College of Education Strategic Plan

The [College of Education Strategic Plan for 2019-2029](#) aligns with the [EOU Ascent 2029](#).

Strategic Plan GOAL 1: Pursue AAQEP initiatives in curricula and programs.

Areas for noting is the CoE progress towards the following objectives:

- Objective 2: Promote and support AAQEP reporting initiatives. – *The College of Education is submitting the Quality Assurance Report, will have the site visit in spring term, and submit the AAQEP annual report as required.*
- Objective 3: Create a consistently aligned initiative that will align all EOU COE sites. – *This work continues through new leadership in critical roles, new by-weekly meetings with onsite leads and the college chair, and creating of handbooks.*
- Objective 5: Expand and enhance academic programs and campus/community services related to teacher licensure. – *The CoE is in process of developing a new undergraduate initial special education program, with intent to have a fall 2021-22 cohort.*
- Objective 6: Expand and enhance academic programs and campus/community services related to teacher education. – *The Coe has submitted two grow your own grants, funding pending. The college equity plan was funded for 2020-2021, with continuous AY funding AY 202, anti-racism program curricula development, funded grant.*

Strategic Plan GOAL 2: Pursue distinctive initiatives in new certificate curricula and programs.

- Objective I: Develop and promote new certificate programs and curricula. – T*rauma certificate developed and being offered.*

- Objective 2: Develop and promote new majors and curricula. – *Undergraduates special education initial licensure program*
- Objective 4: Expand learning opportunities and outreach with a particular focus on certificates. – *Trauma certificate developed and being offered.*
- Objective 5: Expand and enhance academic programs and campus/community services related to community and regional needs. - *The Coe has submitted two grow your own grants, funding pending. The college equity plan was funded for 2020-2021, with continuous AY funding AY 202, anti-racism program curricula development, funded grant.*
- Objective 6: Expand and enhance academic programs and campus/community services related to current barriers. - *The Coe has submitted two grow your own grants, funding pending. The college equity plan was funded for 2020-2021, with continuous AY funding AY 202, anti-racism program curricula development, funded grant.*

STANDARD 4 CONCLUSION

The College of Education has put forth a great amount of faculty focus towards system improvements within the college. The CoE engages with partners to ensure we are supporting the needs of our region and state. We are striving to meet the workforces needs to diversity the educator pool by developing and maintaining programs aimed at recruitment and educational opportunities. We continue to be innovative, even in times of adversity.

CONCLUSION: FINDINGS AND RECOMMENDATIONS

The Eastern Oregon University College of Education has strong programs that prepare both undergraduate and graduate-level candidates to be successful educators. The process of completing the Quality Assurance Report has provided the college with areas of strength and areas for continued improvement.

The college will continue identifying more robust evidence for 2d. We will continue looking at ways to collect our own alumni and employer data beyond the OACTE survey and information shared at the Advisory Council meetings.

We remain excited and ready for the challenge of continually improving our programs. But most importantly, we are confident that we produce educators that meet the college's mission; the *College of Education prepares competent and engaged professionals.*