**ORELAAQEP Annual Report for 2022**

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| Provider/Program Name: | Eastern Oregon University |
| End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): | June 30, 2028 |

**PART I: Publicly Available Program Performance and Candidate Achievement Data**

1. **Overview and Context**

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

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| The mission of EOU:  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.    The Core Themes and objectives can be found on the [EOU Mission and Core Themes page](https://www.eou.edu/institutional-effectiveness/mission-core-themes/).  **EOU College Structure**  EOU has four colleges: College of Education (COE), College of Business (COB), College or Arts, Humanities, and Social Sciences, and College of STM and Health Science.  Additional programs offered at EOU include: a partnership with College of STM and Health Science, a partnership with OHSU School of Nursing, Eastern Promise, and Military Science & ROTC.  EOU currently offers 37 degrees, with 22 of them being fully online degrees.  EOU’s current enrollment is approximately 3,000 students including those attending online. Within the state, EOU serves the highest percentage of students eligible to receive the Federal Pell Grant. Of the student population, 28% identify as culturally and ethnically diverse.  EOU was recently ranked among the best value colleges in the Northwest for return-on-investment.  **Organization of the Unit - College of Education**  The College of Education (CoE) consists of the dean’s office, chair, the Educational Assessment Manager/Placement & Licensure Coordinator, program advisors, program coordinators, and faculty.  *On-Site Locations*  In addition to the EOU La Grande campus, the CoE offers the undergraduate initial teacher preparation program onsite at the following locations:   * Gresham - Mt. Hood Community College * Ontario - Treasure Valley Community College * Pendleton - Inter-Mountain Education Service District   **Organization of Initial Teacher Preparation Programs**  The College of Education (CoE) offers initial teacher preparation programs (undergraduate and graduate), add-on programs (graduate or endorsement only), and additional programs.  Initial Licensure Programs:   * 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 as determined by Oregon Teacher Standards and Practices Commission     - 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 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   **Program Design:**  ***Undergraduate Initial Teacher Preparation:***  The undergraduate dual program in elementary-multiple subjects and ESOL at Eastern Oregon University is a two year cohort based program that builds upon a foundation of multidisciplinary coursework. All candidates complete an [Elementary Education Degree with a concentration in ESOL](https://drive.google.com/file/d/1aIsWH0kvW_4xnQ0Ffui5kVBDuvXNucDs/view?usp=sharing). Most candidates also complete a [Multidisciplinary Major](https://drive.google.com/open?id=1_29qj_Q7R3OAEXb8xhs6OipfWIsh4Qa1), unless they transfer in an AAOT degree and opt to complete the [content area pathway](https://drive.google.com/open?id=1nSjqYwmLbFWo2FESkb590UF6rZWa0Hy6) in lieu of the Multidisciplinary Major. Candidates complete most, if not all, of the multidisciplinary coursework prior to entering the two-year program.  The full-time, intensive dual program blends classroom experience along with academic coursework every term. Throughout the hybrid program, coursework includes face to face and online components. The program utilizes a combination of [10-week courses and 5-week courses](https://drive.google.com/file/d/1aIsWH0kvW_4xnQ0Ffui5kVBDuvXNucDs/view?usp=sharing). Regular 10-week terms are split into two mini-terms (A terms are weeks 1-5 and B terms are weeks 6-10) with the intent that candidates can focus on fewer course concepts at a time in an intensive manner, while ESOL and field experience courses are still delivered in the traditional 10-week format.  The dual program is offered at four sites: Gresham, Hermiston/Pendleton, La Grande, and Ontario.  ***Master of Arts in Teaching (MAT) - Elementary or Secondary Initial Teacher Preparation:***  The College of Education’s full-time, intensive Master of Arts in Teaching (MAT) program blends professional experience obtained in classroom settings along with academic preparation.  The MAT cohort program is a 10-month hybrid program. [Most courses](https://drive.google.com/open?id=1Lu92QzI1NiijiJYXD0LjjI-d7SuiAf9W9AP-BAcU3aA) are organized into 5 week mini-terms coinciding within the EOU 10-week academic term (e.g. fall A includes weeks 1-5, fall B includes weeks 6-10). The first term of the program (summer) is 6 weeks, with the first week of the term in residence on the La Grande campus.  During [each mini-term](https://docs.google.com/file/d/0B8CjoJh1QNRKTUZuX2ZrNmV4S0E/edit) (summer, fall, and winter only), candidates are required to 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 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 - B placement) in the appropriate endorsement seeking area, typically completing two different grade levels.  Candidates are expected to be in placement during all teacher contract hours, except for Fridays in placement A.  The field experience expectations are developmental and culminate with a 15-week student teaching experience.  The Student Teaching experience meets requirements as set by the Oregon Teacher Standards and Practices Commission ([584-400-0140](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=245359)) for preservice candidates.  In order to enter the MAT-Secondary program, at minimum they need to have completed a minor related to the content of the endorsement they seek, preferably a major. Math, Biology, Chemistry, Physics, General Science, and Social Science are exceptions to this general guideline as faculty content area specialists in these areas have provided guidance for more specific entrance requirements.  Some endorsement programs offered as part of the MAT-Secondary program require full programs: Art, Music, and PE. Building upon the content area foundation from their undergraduate studies, candidates in these programs complete the same courses as other candidates in the MAT-Secondary program, with the exception that the methods courses and field experiences are by endorsement. Within other general courses in the program, candidates tailor concepts and applications to selected endorsement areas. |

**Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

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| https://www.eou.edu/college-of-education/ |

1. **Enrollment and Completion Data**

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022**

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| **Degree or Certificate** granted by the institution or organization | **State Certificate, License, Endorsement, or Other Credential** | **Number of Candidates** enrolled in most recently completed academic year (12 months ending 08/22) | **Number of Completers** in most recently completed academic year (12 months ending 08/22) |
| ***Programs that lead to initial teaching credentials*** | | | |
| Undergraduate | Preliminary License – Multiple Subjects | *35* | 41 |
| Undergraduate | Preliminary License - Generalist Special Education | *1* | 0 |
| Master of Arts in Teaching | Preliminary License – Multiple Subjects | 28 | 25 |
| Master of Arts in Teaching | Preliminary License – Secondary | 62 Total | 38 |
|  | *Endorsement: Art* | *6* | 3 |
|  | *Endorsement: Biology* | *0* | 2 |
|  | *Endorsement: Chemistry* | *0* | 1 |
|  | *Endorsement: Science* | *1* | 1 |
|  | *Endorsement: Physics* | *1* | 0 |
|  | *Endorsement: Language Arts* | *11* | 12 |
|  | *Endorsement: Math* | *1* | 6 |
|  | *Endorsement: PE* | *17* | 8 |
|  | *Endorsement: Health* | *9* | 6 |
|  | *Endorsement: Social Studies* | *11* | 7 |
|  | *Endorsement: World Language/Spanish* | *3* | 1 |
|  | *Endorsement: Music* | *10* | 2 |
|  | *Endorsement: Business* | *3* | 1 |
| Total for programs that lead to initial credentials | | 126 | 104 |
| ***Programs that lead to additional or advanced credentials for already-licensed educators*** | | | |
| N/A |  | 0 | 0 |
| Total for programs that lead to additional/advanced credentials | | 0 | 0 |
| ***Programs that lead to credentials for other school professionals or to no specific credential*** | | | |
| N/A |  | 0 | 0 |
| Total for additional programs | | 0 | 0 |
| TOTAL enrollment and productivity for all programs | | 147 | 116 |
| Unduplicated total of all program candidates and completers | | 126 | 104 |

**Added or Discontinued Programs**

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

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| In AY 21-22, the College of Education added a Special Education Initial Teacher Licensure. This is a two year program. We will run a complete cohort (AY 21-23) before running a second cohort (AY 23-25). This program will be included in our next AAQEP visit. |

1. **Program Performance Indicators**

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

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| A. **Total** **enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here. |
| 230 candidates were enrolled during the AY 21-22.  This number includes those that were enrolled and completed, as our reporting year is Sept. 1-Aug 31. Our UG is a two year cohort, so they are included as completers, not enrolled. Same for our MAT Programs as they start before the enrollment date, but end within the reporting year. |
| B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here. |
| 104 unique completers |
| C. **Number of recommendations** for certificate, license, or endorsement included in Table 1. |
| 104 candidates were recommended for preliminary license in the undergraduate and graduate programs. |
| D. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe. |
| AY 21-22:  UG Elementary - 92% at the end of their program; 97% completed at 1.5 times the expected timeframe.  UG Special Education - no data to present  MAT Elementary - 92% completed at the end of their program; 96% completed at 1.5 times the expected timeframe.  MAT Secondary - 73% completed at the end of their program; 92% completed at 1.5 times the expected timeframe. |
| E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%. |
| In Oregon, we have two state license examination requirements, content tests and the edTPA.  The following data is pulled from July 2021-June2022. EdTPA Elementary Education: Literacy with Mathematics Task 4 or Early Childhood is required to be passed by all Oregon Multiple subject candidates. For the AY 21-22 cohorts, EOU’s pass rate on the ***first attempt*** for the Early Childhood edTPA wass 100%, while that state average was 95%. For Elementary Education: Literacy with MAthematics Task 4, EOU’s pass rate on the ***first attempt*** was 98%, while the state average was 95%. For the Secondary program, candidates are required to complete the EDTPA in their content area; this leads to low n for individual content area reporting purposes. Overall, 80% of secondary candidates passed on the first attempt. The secondary cohort had an overall pass rate of 92.5%.  Content tests:  EOU had a total of 209 test takers report their scores for AY 21-22. EOU had a 78% pass rate, while the state had an 84% pass rate.  Oregon Teacher Standards and Practices Commission (TSPC) has adopted multiple measures as a way for candidates to demonstrate their content knowledge. The rationale includes:  ❖ Utilizing multiple measures in assessment is a strengths-based approach that will allow candidates to demonstrate the knowledge and skills required to be effective in the classroom.  ❖ Utilizing multiple measures as an assessment policy supports efforts to diversify the teaching profession and helps provide all students with the teachers they need to learn and be successful.  ❖ A multiple measures approach models for teacher candidates an approach to assessment that will be applicable in their practice.  EOU requires that all candidates attempt the content exams. In cases where the exam is not passed, EOU will explore multiple measures for candidates. For AY 21-22, EOU utilized multiple measures for elementary education candidates eight times. |
| F. Narrative explanation of **evidence available from program completers**, with a characterization of findings. |
| EOU is part of the Oregon Association of Colleges for Teacher Education (OACTE). OACTE contracts with a local firm to conduct the program completer survey for all participating EPPs. EOU receives this report in the spring of 23 for AY 21-22.  In analysis of our 20-21 results, we had 15 candidates respond to the survey. Of the respondents, 87%, (13) were hired as full time teachers when they were completing the survey. Of the respondents 10 completed in 2019 and 5 completed in 2020. The survey was on a 1-10 point scale. In regards to learners and learning, the area of highest satisfaction was in Providing students equitable opportunities to learn by treating them as individuals (7.7). The area of lowest satisfaction was Incorporate language development strategies to make content accessible to English Language Learners (6.4). For Content knowledge, the area of highest satisfaction was Develop activities in which learners work together to solve problems (7.3). The area of lowest satisfaction was Assist students in analyzing subject-specific concepts from multiple perspectives (6.5). For instructional practice, the area of highest satisfaction were Conduct a variety of standards-based formative and summative assessments (7.9) and Use technology to enhance instruction (7.9). The area of lowest satisfaction was Deliver research-based, interdisciplinary instruction (6.5). For Professional Responsibility, the area of highest satisfaction was Demonstrate respect for learners and families, even when they are not in your presence (7.9). The area of lowest satisfaction Develop connections to community resources (5.9). |
| G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings. |
| EOU is part of the Oregon Association of Colleges for Teacher Education (OACTE). OACTE contracts with a local firm to conduct the employer survey for all participating EPPs. EOU is waiting for the results from the contracted firm. |
| H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study. |
| The Oregon Statewide Longitudinal Data System has recently been created after years of work with state and EPP representation. Upon request from EOU, we received the EOU Oregon Educator Public Employment Report in November. For this reporting, the data file includes data  between September 1, 2010 to August 31, 2020; data after this date is not yet available. From the report provided, for the last three reporting years available (this data is 3 years behind as it required three years to follow the candidates), in each of the years, EOU has been in the 90% range: 15-16 - 94%, 16-17-93%, and 17-18-97%. For years 16-17 and 17-18, all candidates hired were within two years of completing their program. EOU also has a preliminary teacher three-year retention rate at 80% or above for the respective years: 15-16 - 82%, 16-17-91%, and 17-18-80%.  EOU has been interested in identifying where EOU trained, licensed alumni are working. Utilizing the data provided from the Oregon Statewide Longitudinal Data System, we were able to plot locations of EOU trained licensed alumni for AY 20-21, we had 236 alumni teaching across the state! |

1. **Candidate Academic Performance Indicators**

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

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| **Provider-Selected Measures** | **Explanation of Performance Expectation** | **Level or Extent of Success in Meeting the Expectation** |
| edTPA | The edTPA is a culminating assignment required by the state of Oregon. This assessment [aligned](https://drive.google.com/open?id=1anrq8X9BiqWuAcz10wZAq3sYU1HqxCNIeJEamINtHXM) to the College of Education, state, professional, and national standards.  Candidates must meet the minimum requirement set by the state of Oregon on their endorsement handbook. The edTPA® is a proprietary instrument, developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) and Pearson. | EdTPA Elementary Education: Literacy with MAthematics Task 4 or Early Childhood is required to be passed by all Oregon Multiple subject candidates. For the AY 21-22 cohorts, EOU’s pass rate on the ***first attempt*** for the Early Childhood edTPA wass 100%, while that state average was 95%.  For Elementary Education: Literacy with MAthematics Task 4, EOU’s pass rate on the ***first attempt*** was 98%, while the state average was 95%.  For the Secondary program, candidates are required to complete the EDTPA in their content area; this leads to low n for individual content area reporting purposes. Overall, 80% of secondary candidates passed on the ***first attempt.***  Of the 40 secondary students that took the edTPA in their content area, there were only 8 students that did not pass. All 8 students were in two content areas: physical education and secondary mathematics. The secondary cohort had an overall pass rate of 92.5%. There are three students from this cohort that have not yet chosen to retake.  In physical education and secondary mathematics four students (in each content area) did not pass the edTPA. Of the four PE candidates, three had errors in their submission. Of the four, two candidates (both received an error in their submission), have not yet passed. |
| Content Tests (ORELA) | *Elementary -*  Elementary teacher candidates are required to successfully complete the Elementary Education Subtests I and II.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 prior to student teaching. In addition, the ORELA® is used to document teacher candidate development towards College of Education, state, professional, and national standards; and is used to make improvements in the program. This assessment [aligned](https://drive.google.com/open?id=1IqhqE35zUHoki_mVH3cQGyo_w8zCS_K72I5qRZi4GE4) to the College of Education, state, professional, and national standards.  *Secondary* - 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 in order to be eligible for recommendation for licensure.  Scores are set by TSPC (Minimum score 220) https://www.orela.nesinc.com/Home.aspx | For elementary education candidates, EOU has a passing rate of 77% for subtest 1, while the state has a pass rate of 81%. For subtest 2, EOU has a pass rate of 74% while the state has 88%.  Our secondary candidate numbers are low in many content areas, so EOU can only report on endorsement areas with a large enough n. For candidates taking the health exam, EOU has a pass rate of 90%, while the state pass rate is 98%. The EOU pass rate for language arts is 100%, while the state is at 95%. The EOU pass rate for physical education is 89%, while the state is at 92%. The EOU pass rate for social sciences is 64%, while the state is at 85%. |
| Observation Forms - Danielson Framework for Teaching© | The University Supervisor Observations are used at two transition points in program.  One observation is completed during late fall term (weeks 7-10) 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 ([UG](https://docs.google.com/document/d/1ZZEJxEKXoPCWO1S6mMnkyscTrfRx4IFWhKzFLkqDvrE/edit) or [MAT](https://docs.google.com/document/d/1TSZEwNYXDjkWvxD4UyQmbSDgMA4zcwJJ1ELBbwzBhq0/edit)).   The observations are also used to document teacher candidate development during the program towards College of Education, state, professional, and national standards  and are used to make improvements in program. This assessment is [aligned](https://drive.google.com/open?id=1c6MYjBggtgdFOXsDTCgKdHZFVvWuuChJ_brnM1I3wU8) to the College of Education, state, professional, and national standards.  Winter Year 2:  #1 - minimum of 15 pts  Spring Year 2:  #2 - minimum of 16 pts  #3 - minimum of 17 pts  #4 - minimum of 18 pts | Minimum threshold for Observation #4 was 18 pts.  MAT - ELE SC:  100% met minimum threshold  MAT - ELE:  93% met minimum threshold  MAT - SEC:  100% met minimum threshold  UG - ELE:  97% met minimum threshold |
| Evaluation Student Teaching Evaluations - Candidate Preservice Assessment of Student Teaching (CPAST) | 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 rubrics 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.  In addition, the CPAST is used to document teacher candidate development during student teaching towards College of Education, state, professional, and national standards,  and used to make improvements in the program. This assessment is [aligned](https://drive.google.com/open?id=1sQNSpca8ELeIyoy4aU_h-3YfZCy4e2btG_FBxxB9gjQ) to the College of Education, state, professional, and national standards.  Winter - minimum of 35 pts  Spring - minimum of 38 pts | Minimum threshold for the final student teaching evaluation was 38 pts.  MAT - ELE (SC):  100% met minimum threshold  MAT - ELE:  94% met minimum threshold  MAT - SEC:  100% met minimum threshold  UG - ELE:  97% met minimum threshold |

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

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| **Provider-Selected Measures** | **Explanation of Performance Expectation** | **Level or Extent of Success in Meeting the Expectation** |
| Alumni Survey | Public and nonprofit independent instructions, participants of OACTE, contracted to develop a survey (2014) for beginning teachers and their supervisors.  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.  Provided to candidates, who completed their preparation at an OACTE participating university, were recommended for licensure, were working in Oregon public schools and were in their first three years of teaching. | In analysis of our 20-21 results, we had 15 candidates respond to the survey. Of the respondents, 87%, (13) were hired as full time teachers when they were completing the survey. Of the respondents 10 completed in 2019 and 5 completed in 2020. The survey was on a 1-10 point scale. In regards to learners and learning, the area of highest satisfaction was in Providing students equitable opportunities to learn by treating them as individuals (7.7). The area of lowest satisfaction was Incorporate language development strategies to make content accessible to English Language Learners (6.4). For Content knowledge, the area of highest satisfaction was Develop activities in which learners work together to solve problems (7.3). The area of lowest satisfaction was Assist students in analyzing subject-specific concepts from multiple perspectives (6.5). For instructional practice, the area of highest satisfaction were Conduct a variety of standards-based formative and summative assessments (7.9) and Use technology to enhance instruction (7.9). The area of lowest satisfaction was Deliver research-based, interdisciplinary instruction (6.5). For Professional Responsibility, the area of highest satisfaction was Demonstrate respect for learners and families, even when they are not in your presence (7.9). The area of lowest satisfaction Develop connections to community resources (5.9). |
| Employer Survey | Public and nonprofit independent instructions, participants of OACTE, contracted to develop a survey (2014) for beginning teachers and their supervisors.  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.  Provided to employers of candidates who completed their preparation at an OACTE participating university, were recommended for licensure, were working in Oregon public schools and were in their first three years of teaching. | EOU is waiting for results from the survey firm that is hired through OACTE for this report. However, we are still obtaining employer information during our advisory council meetings. |
| COE Exit Survey | Candidates are provided the Exit Survey at the completion of the program in an effort to gain understanding of their perspective of their experience of the program components. | Across the data collected in the completer survey, all candidates (100%) stated the program as prepared or mostly prepared in the following areas: Analyze common core standards to understand and teach disciplinary content and Conduct a variety of standards-based formative and summative assessments. The following three areas received the most scores as unprepared and mostly prepared with 8, 7, and 8 respectively: Engage with families about student progress; participate in the school community to get to know stakeholders, i.e. administrators, staff, parents and community members; and Support students' growth in global perspective.  Looking at an overall satisfaction of the programs, taking the overall number of times completers indicated prepared or mostly prepared vs the number of times they reported unprepared and mostly prepared, EOu scored an overall satisfaction rate of 93%. |

1. **Notes on Progress, Accomplishment, and Innovation**

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

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| There are three main areas to review in this section to highlight Eastern Oregon University College of Education; IA Program, universal Lesson Plan template and the Professional Teaching Portfolio.  IA Program:  The IA Program (Instructional Assistant Program) is an innovative strategy to recruit teachers into the program and allow IAs to continue teaching throughout the program. The COE understands the value IAs bring to the classroom and school and with the shortage of teachers the COE saw a way to assist Instructional Assistants to enroll in the teacher preparation program while still working as IAs in their current school. This allows the IAs to continue to support the students in the school they know while utilizing their wealth of knowledge during their student teaching as they continue to work and earn credit toward their degree and teaching certificate. This innovation is supported by TSPC.  Universal Lesson Plan Template:  The College of Education made progress as a faculty to collaborate and approve a Lesson plan template to be used across all programs; initial licensure and endorsement (specifically ESOL). While inevitably adjustments will need to be made this will be done through the COE’s continuous improvement process. The initial feedback from faculty and students is positive as before there were two different lesson plan templates used with different expectations. The use of consistent expectations has removed a layer of misunderstanding and allowed faculty to teach more in depth. It has also allowed students to have greater understanding of lesson plan concepts and apply them across multiple courses.  Professional Teaching Portfolio:  The state of Oregon removed the requirement for Educator Preparation Programs to use edTPA as the performance assessment. An accomplishment for the College of Education was developing a new performance assessment called the Professional Teaching Portfolio (PTP). A group of faculty worked to brainstorm and develop th new assessment under the requirements set for by Oregon. The COE then collaborated with Southern Oregon University to refine the assessment and develop a system for valid and reliable scoring. |

**Part II: Self-Assessment and Continuous Growth**

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

1. **Self-Assessment and Continuous Growth and Improvement**

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

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|  | **Standard 1**  **Program completers perform as professional educators with the capacity to support success for all learners.** |
| **Goals for the 2022-23 year** | Implement the Professional Teaching Portfolio |
| **Actions** | * Create a matrix to defines where each portfolio component is taught in each course * Training sessions with the COE at EOU and collaborative training sessions with Southern Oregon University * Develop a system for continuous improvement - feedback loop |
| **Expected outcomes** | * Matrix developed * Training documents developed (i.e. candidates, university supervisors, instructors) * Feedback loop defined |
| **Reflections or comments** | This is year one implementation, therefore, the COE anticipates the need for revision as the portfolio is piloted. |
|  | **Standard 2**  **Program completers adapt to working in a variety of contexts and grow as professionals.** |
| **Goals for the 2022-23 year** | Use data from Alumni Survey and Employer Survey to improve program components for the current educational environment |
| **Actions** | * Provide survey to all completers and employers * Analyze data and summarize with a COE taskforce * Choose three areas for improvement and develop strategies for implementation and share with stakeholders * Note areas of success and share with stakeholders |
| **Expected outcomes** | * Program aligned with the needs of stakeholders across the state * COE faculty and staff understanding |
| **Reflections or comments** | This will need to be an on-going yearly process. |
|  | **Standard 3**  **The program has the capacity to ensure that its completers meet Standards 1 and 2.** |
| **Goals for the 2022-23 year** | Develop standard operating procedures for curriculum mapping practices |
| **Actions** | * Use Alumni and Employer survey results and feedback from Continuous Improvement conversations with stakeholders to redesign licensure programs * Create matrix of curriculum maps for each program including essential threads (i.e. 21st Century Skills, Trauma-Informed Practices, Diversity) |
| **Expected outcomes** | * Program coherence and understanding by all stakeholders (i.e. candidates, instructors, mentors, university supervisors) |
| **Reflections or comments** | This will need to be an on-going yearly process. |
|  | **Standard 4**  **Program practices strengthen the P-20 education system in light of local needs and in keeping with the program’s mission.** |
| **Goals for the 2022-23 year** | Continue to collaborate with school districts to enroll Instructional Assistants into the teacher preparation program to meet the needs of recruiting and developing high-quality educators. |
| **Actions** | * Meet with school districts in Oregon to develop the IA Pathway for their district (this includes working with Regional Network) * Continue to refine requirements for IA candidates - use feedback to assess opportunities |
| **Expected outcomes** | * Well-prepared educators to meet the teacher shortage in the state of Oregon |
| **Reflections or comments** |  |

1. **Evidence Related to AAQEP-Identified Concerns or Conditions**

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

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| N/A |

1. **Anticipated Growth and Development**

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

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| A challenge all educator preparation programs face and EOU is notexception is the lack of interest in the teaching profession. We see fewer and fewer people interested in the career, therefore, it is a challenge to bring candidates into the program. We are working on recruitment efforts (i.e. high school programs, education clubs, IA Pathway). We believe our unique approach to think nimbly and work with our stakeholders, for example developing the IA Pathway, can lead to better results.  Another challenge is the continued increase in the cost of tuition. Candidates are struggling to stay in programs due to the necessity to continue working (some full-time) while in program. This is a barrier for students. |

1. **Regulatory Changes**

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

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| N/A |

**10. Sign Off**

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| Provider’s Primary Contact for AAQEP (Name, Title) | Dean/Lead Administrator (Name, Title) |
| Angela Vossenkuhl, Interim Chair | Rae Ette Newman, Interim Dean |

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| --- | --- |
| Date sent to AAQEP: | 12/30/2022 |