AAQEP Annual Report for 2024

Provider/Program Name:	Southern Oregon University - School of Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 2030

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.

This Annual Report covers all initial licensure programs, the advanced licensure program for administrators, and added endorsements or specializations.

Initial Licensure Programs:

Bachelor of Science in Education Studies (multiple subjects endorsement)

Masters of Arts in Teaching (multiple subjects endorsement)
Masters of Arts in Teaching (single subject endorsement)
Masters of Arts in Teaching (special education endorsement)

Advanced Programs:

*Principal Administrative License (*PAL)

Added Endorsement:

English Speakers of Other Languages (ESOL)

SPED (special education)

READ (reading intervention)

Specialization:

*ASD (*Autism Spectrum Disorder)

Historical Context - University

Southern Oregon University, located in Ashland, Oregon, serves all of southern Oregon as a regional state university. It is one of the seven public universities within the state of Oregon. There are about 5,800 students attending SOU choosing from among 37 majors.

University Vision: Southern Oregon University will become an inclusive, sustainable university for the future that will guide all learners to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose.

University Mission:
- We inspire curiosity and creativity, compel critical thinking, foster discovery, and cultivate bold ideas and actions
- We achieve student success , professional preparation, and civic engagement through service excellence, evolving technologies, and innovative curriculum
- We foster access, equity, inclusion, and diversity in thought and practice
- We prepare our learners to be responsible, engaged citizens in our democracy
- We promote economic vitality, sustainability,cultural enrichment, and social well-being in our region, the state, the nation, and the world

University Values:
- The well-being and success of all learners
- Critical thinking, discovery, and engaged learning
- Equity, diversity, and inclusion
- Creativity and collaboration
- Excellence, continuous improvement, and accountability
- A healthy, safe, and civil campus
- Economical vitality and environmental sustainability
- Improving our community, region, and world

Historical Context - School of Education

Bachelor's of Science with licensure: Prior to 1987 elementary, secondary, and special education teachers were qualified through an undergraduate program leading to initial certification. Following several national reports on education quality, the Oregon State System of Higher Education developed a report calling for the redesign of teacher preparation programs to a five-year sequence. At that time the Oregon Teacher Standards and Practices Commission (TSPC) increased the expectations for teacher preparation with a stronger field-based component. The School of Education leadership determined that a graduate program should be created to provide a more rigorous preparation with a year-long residency requirement. During this transition, the undergraduate elementary education program was eliminated. In 2007-08 the undergraduate program (BS in Elementary Education) was reinstated with an increase in acceptance requirements. In 2019-20 the degree name was changed to Education Studies to reflect a growing interest and need for an education degree beyond a traditional classroom teacher. Undergrads working toward a

teaching license apply for the licensure pathway during their junior year. Many of those who choose to focus on the Education Studies degree *without* licensure apply for the MAT program after graduation.

Masters of Arts in Teaching with licensure: In 1990 the graduate level (5th year) teacher preparation programs were initiated within the SOU School of Education. These included preparation for teachers to be endorsed for multiple subjects teaching in self-contained classrooms (K-9), secondary endorsement for assignments in subject areas (5-12), and special education (K-12). The MAT elementary and secondary programs have been updated to provide a one-year and two-year option to meet the needs of local candidates. In 2015 the MAT elementary and secondary programs went through a redesign process reducing the requirement for a second summer of coursework.

SOU has maintained a graduate program to prepare students to become Special Education teachers. In 2019 the SPED program was redesigned to fall under the MAT as a graduate initial licensure program. The program was paused for the 2023-24 academic year. The SPED program has been revived for the 2024-25 academic year; plans are underway for new pathways and a redesign.

Administrator Licensure Program(s): For many years, SOU has been preparing in-service teachers as administrators. It was known as the IAL and CAL programs. This program was redesigned in 2021 to meet new Oregon state requirements and is now named the Professional Administrator's Program (PAL).

ESOL: SOU has been preparing students and in-service teachers to serve students for whom English is a second language through the English Speakers of Other Languages (ESOL) endorsement. There is a final ESOL exam participants are required to pass in order to add the endorsement to their teaching license. SOU has offered a 20-credit program with four coursework courses and one practicum/portfolio course, however, this program is on hold as of the 2024-25 academic year pending new hire(s) and redesign.

Mission Statement for the School of Education:
"We are a community of learners committed to preparing teachers for educational challenges and opportunities of a changing and increasingly diverse society."

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):

sou.edu/academics/education/

2. 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 2023-2024

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 08/24)	**Number of Completers** in most recently completed academic year (12 months ending 08/24)
Programs that lead to initial teaching credentials			
Education Studies (undergraduate)	Preliminary Teaching License. Endorsement: *Elementary Multiple Subjects*	17	21
MAT Elementary Multiple Subjects (graduate)	Preliminary Teaching License. Endorsement: *Elementary Multiple Subjects*	19	13
MAT Secondary Single Subjects (graduate)	Preliminary Teaching License. Varied endorsements below:		
	Advanced Math	2	2
	Art	6	1
	Biology	2	2
	Business	1	0
	Chemistry	1	1

	Drama	3	3
	Health	8	4
	Language Arts	9	4
	PE	8	4
	Social Studies	5	3
	Spanish	3	1
	German	1	0
	Integrated Science	1	0
	Foundational Science	1	0
MAT SPED (graduate)	Preliminary Teaching License. Endorsement: *Special Education (Generalist)*	0	2
Total for programs that lead to initial credentials		87	61

Programs that lead to additional or advanced credentials for already-licensed educators			
PAL - Principal Administrative License	Principal Administrative License	**Number of Candidates** enrolled in most recently completed academic year (18 months ending 12/23)	**Number of Completers** in most recently completed academic year (18 months ending 12/23)
		14	14
		Number of Candidates enrolled in most recently completed academic year (12 months ending 08/24)	**Number of Completers** in most recently completed academic year (12 months ending 08/24)

ESOL (undergraduate and graduate)	Endorsement: - ESOL		**3**
READ (reading intervention)	Endorsement - Reading Intervention		**3**
SPED (special education)	Endorsement: - Special Education (Generalist)		**1**
Total for programs that lead to additional/advanced credentials		14	21
Programs that lead to credentials for other school professionals or to no specific credential			
ASD (autism spectrum disorder)	ASD Specialization		1
Total for additional programs			1
TOTAL enrollment and productivity for all programs		101	83
Unduplicated total of all program candidates and completers		100	82

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.)

Added:

ASD (Autism Spectrum Disorder) Specialization: This specialization is designed for licensed SPED teachers looking to extend their knowledge and understanding of serving students on the autism spectrum. The program is aligned with the state licensing board (TSPC) and requires five courses and a portfolio created to address the seven domains of the specialization. Candidates are required to sit for an oral exam with questions developed from each of the domains. While this specialization would qualify a teacher to be on a team testing for autism, it is not enough for a full autism assessment.

READ (Reading Intervention) Endorsement: This online program provides a pathway for licensed teachers to add the Reading Intervention Endorsement to their Oregon License. While it does not need to be completed as part of a masters degree, SOU does offer it in conjunction with other core courses within the MSEd graduate program. This 24-credit endorsement provides educators with research-validated strategies and assessment tools to support the needs of the individual learner. In addition, there is a 90-hour practicum through which candidates apply the knowledge learned through the coursework.

Paused:

MAT (Special Education): 2023-24 academic year. Planned minor redesign with new faculty and new candidates as of 2024-25.

ESOL (English Speakers of Other Languages): Pausing for the 2024-25 academic year for redesign and hiring of a new faculty.

ASD (Autism Spectrum Disorder): Pausing for the 2024-25 academic year

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

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.

82 (initial only)

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.

55 (initial only)

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

55 (initial only)

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.

Education Studies - Undergraduate Initial License
Once candidates are accepted into the licensure pathway of the Education Studies degree, the expected timeframe for completion varies based on whether they are local or distance students.

Local Students - one year for local students with the 1.5 timeframe being one and a half years.

Summer start of licensure senior year	Initial Cohort	Graduated in one year	Graduated in one to 1.5 years	Graduated in 1.5+ years	Graduation rate one year	Graduation rate one to 1.5 years	Graduation rate 1.5+ years
2022	4	2	■	1	50%	■	25%
2023	7	2	1	■	29%	14%	■

Note: Using either Multiple Measures for the state Content Knowledge test or the new field-based assessment replacing edTPA, we have been able to add <u>seven</u> additional completers from cohort years prior to 2022 who finished beyond the traditional timeframe. We anticipate additional completion for candidates from 2023 in the coming months.

Distance Students - two years with the 1.5 timeframe being three years.

Summer start of licensure senior year	Initial Cohort	Graduated in two years	Graduated in two to three years	Graduated in three + years	Graduation rate two years	Graduation rate two to three years	Graduation rate three + years
2022	13	8	2	1	62%	15%	1%
2023	9	8	■	■	89%	■	■

Note: Using either Multiple Measures for the state Content Knowledge test or the new field-based assessment replacing edTPA, we have been able to add <u>ten</u> additional completers from cohort years prior to 2022 who finished beyond the traditional timeframe. We anticipate additional completion for candidates from 2023 in the coming months.

MAT - Elementary Multiple Subjects (one year program)
The graduate program's expected timeframe is one year (12 months) with the 1.5 timeframe at 1.5 years (18 months)

Summer Start	Initial Cohort	Graduated in 12 months	Graduated in 13 - 18 months	Graduated in 18+ months	Graduation rate 12 months	Graduation rate 13 - 18 months	Graduation rate 18+ months
2022	2	2	■	■	100%	■	■

2023	5	4			80%		

Note: Using either Multiple Measures for the state Content Knowledge test or the new field-based assessment replacing edTPA, we have been able to add <u>three </u>additional completers from cohort years prior to 2022 who finished beyond the traditional timeframe. We anticipate additional completion for candidates from 2023 in the coming months.

MAT - Secondary SIngle Subjects (one year program)
The graduate program's expected timeframe is one year (12 months) with the 1.5 timeframe at 1.5 years (18 months)

Summer Start	Initial Cohort	Graduated in 12 months	Graduated in 13 - 18 months	Graduated in 18+ months	Graduation rate 12 months	Graduation rate 13 - 18 months	Graduation rate 18+ months
2022	0						
2023	6	4	1		67%	17%	

Note: Using either Multiple Measures for the state Content Knowledge test or the new field-based assessment replacing edTPA, we have been able to add <u>six </u>additional completers from cohort years prior to 2022 who finished beyond the traditional timeframe.

MAT - Elementary Multiple Subjects (two year program)
The graduate program's expected timeframe is two years with the 1.5 timeframe at three years.

Fall Start	Initial Cohort	Graduated in 2 years	Graduated in 2-3 years	Graduated in 3+ years	Graduation rate in 2 years	Graduation rate in 2-3 years	Graduation rate in 3+ years
2021	14	10	2		71%	14%	
2022	5	4			80%		

MAT - Secondary SIngle Subjects (two year program)
The graduate program's expected timeframe is two years with the 1.5 timeframe at three years.

Fall Start	Initial Cohort	Graduated in 2 years	Graduated in 2-3 years	Graduated in 3+ years	Graduation rate in 2 years	Graduation rate in 2-3	Graduation rate in 3+

						years	years
2021	18	12			67%		
2022	16	11	3		69%	19%	

Note: Using either Multiple Measures for the state Content Knowledge test or the new field-based assessment replacing edTPA,. we anticipate additional completion for candidates from 2023 in the coming months.

SPED - Graduate program (one year program)
The graduate program's expected timeframe is one year (12 months) with the 1.5 timeframe at 1.5 years (18 months)

Fall Start	Initial Cohort	Graduated in 2 years	Graduated in 2-3 years	Graduated in 3+ years	Graduation rate in 2 years	Graduation rate in 2-3 years	Graduation rate in 3+ years
2021	3		3			100%	
2022	2	2			100%		

PAL (formerly IAL) - P12 Leadership
The administrator's program's timeframe is 1.5 years (18 months) with the 1.5 timeframe at two and a quarter years (27 months)

Summer Start	Program completion date	Initial Cohort	Completed in 18 months	Completed in 19-27 months	Completed in 27+ months	Graduation rate 18 months	Graduation rate 19-27 months	Graduation rate 27+ months
2022	Dec. 2023 (23-24 reporting year)	13	12	1				

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%.

Teacher Performance Assessment
Professional Teaching Portfolio

	# in the Cohort	Passed on first attempt	Passed after revision
Education Studies 2022-23	19	10	8
Education Studies 2023-24	16	9	3

Note: Several candidates are revising their PTP portfolios during the 2024-25 year.

	# in the Cohort	Passed on first attempt	Passed after revision
MAT Elementary 2022-23	14	13	1
MAT Elementary 2023-24	11	7	3

	# in the Cohort	Passed on first attempt	Passed after revision
MAT Secondary 2022-23	13	7	5
MAT Secondary 2023-24	22	13	7

	# in the Cohort	Passed on first attempt	Passed after revision
MAT SPED 2022-23	4	3	1
MAT SPED 2023-24	0	n/a	n/a

State License Exams

*The state of Oregon has established a Multiple Measures option for Initial Licensure candidates who do not pass the state licensure exam(s).

Education Studies (undergraduate)

Cohort Year	Test Name	# in the Cohort	Passed exam	Pass rate through exams	# using multiple measures	Pass rate using multiple measures *
2022-23	ORELA Subtests I and II	19	10	53%	6	100%
NOTES	One student pending; one student returned to Mexico; one student left teaching field					
		# in the Cohort	Passed exam	Pass rate	# using multiple measures	Pass rate using multiple measures *
2023-24	ORELA Subtests I and II	16	10	63%	2	100%
NOTES	Three students pending; one student removed from program					

MAT Elementary Multiple Subjects (graduate)

Cohort Year	Test Name	# in the Cohort	Passed exam	Pass rate	# using multiple measures	Pass rate using multiple measures *
2022-23	ORELA Subtests I and II	15	12	80%	2	100%
NOTES	One student dropped from program					
2023-24	ORELA Subtests I and II	11	11	100%	n/a	n/a

MAT Secondary Single Subjects (graduate)

Cohort Year	Test Name	# in the Cohort required to take state test	Passed exam	Pass rate	# using multiple measures	Pass rate using multiple measures *
2022-23	ORELA Content Knowledge	15	13	87%	n/a	n/a
NOTES	Two students pending					
2023-24	ORELA Content Knowledge	22	18	82%	2	100%
NOTES	Two drama candidates for which there is no state exam					

MAT SPED (graduate)

Cohort Year	Test Name	# in the Cohort required to take state test	Passed exam	Pass rate	Pass rate using multiple measures *
2022-2023	ORELA SPED	4	4	100%	
2023-2024	ORELA SPED				

ESOL (undergraduate and graduate): *Endorsement*

Cohort Years	Test Name - ORELA	# in the Cohort	Pass rate
2022-23	English Speakers of Other Languages	7	**100%**
2023-24	English Speakers of Other Languages	4	**100%**

READ (reading intervention): *Endorsement*

Cohort Years	Test Name	# in the Cohort	Pass rate

2022-23	**Teaching Reading K-12 Praxis**	2	100%
2023-24	**Teaching Reading K-12 Praxis**	3	100%

SPED (special education): *Added Endorsement*

Cohort Years	Test Name	# in the Cohort	Pass rate
2022-23	ORELA Special Education	7	100%
2023-24	ORELA Special Education	1	100%

ASD (Autism Spectrum Disorder): *Specialization*

Cohort Years	Test Name	# in the Cohort	Pass rate
2022-23	Board Review (SOU Professors and Professionals)	2	100%
2023-24	Board Review (SOU Professors and Professionals)	2	100%

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

1. Generally, we are not getting significant feedback from our First Year Alumni survey. For those who have completed the survey prior to December 2024:
   - They report they provide regular communication to families, although only from a general perspective. They are reserving specific details for in-person conference time.
   - Most indicate they have only a superficial understanding of Culturally Responsive Teaching practices. Interesting to note that those from culturally diverse backgrounds score themselves much higher in this area.
   - Most recognize they have more to learn about developing a classroom environment conducive to learning.
   - All of our graduates indicate they regularly reflect on their practice as an educator.
   - Most graduates indicate they are willing to take risks in their collaborative work with colleagues to get more from professional development.

2. The Initial Licensure Programs conduct Exit Surveys at the end of the programs. These can provide some insights into how candidates are feeling regarding their preparation, although there are limitations. Here are some highlights:

Education Studies
1. *Ten of the sixteen students (62.5%) completed the survey.*
2. *Most of the responses across the survey indicated that students responded affirmatively or positively (with 'strongly agree' or 'agree' on the Likert scale questions) to the program systems that we have in place. Few students elaborated on these comments and only one pattern was detected that contradicted these statements (see #3).*
3. *The greatest area of constructive feedback revolved around our literacy methods, PE methods, art methods, and music methods courses.*
   - *Three students (33%) disagreed with the statements that they felt prepared to teach in these areas.*
   - *In regards to PE, art, and music, one student commented: "1 class on learning to do this isn't enough"*
   - *In regards to literacy methods, one student commented: " We had two classes on teaching ELA and one of them was pretty inadequate so I'm going to say no. I learned more knowledge that I could apply in my classroom in Sasha's class than any other class I've taken in this program"*
4. *In regards to the PTP (Professional Teaching Portfolio), more than one student recommended that future students start earlier than they think they should. Another student recommended that there be more PTP workshops.*

MAT
22 total respondents.
16/6 - Ration of those earning bachelor's degree at SOU/elsewhere.
17/5 - Ratio of multiple subjects/single subjects.

Q10 - Considering adding an additional endorsement: 1 SPED, 3 ESOL, 7 additional Single Subjects. This tells me we ought to reach out to past graduates and have some kind of defined pathway for added endorsements. We should keep this on people's radar. In a lot of cases, this might be a nice contribution to single subject methods class enrollment, as well as a good way to stay connected with our grads and their schools.

Q 12-13 - Literacy and Math Support classes: We need to modify or eliminate these questions.
Questions aimed at how prepared students feel - I feel equipped, et cetera… suggest that students have a pretty high level of confidence as the exit, as most responded agree/strongly agree. I would like to know how they'd answer the same questions a year after teaching.

One question of note - Q 15 - equipped to play a transformative role… I note the very high # of strongly agree responses. This indicates to me that students feel a significant level of empowerment and purpose.

PTP comments were generally and maybe a little bit surprisingly positive, although, I think that speaks clearly to the great job done in preparation workshops completed by Susan Faller. It's interesting to note the contrasts, too - One student wishes we hadn't mentioned it so early, so they didn't have to worry about it and another wishes we had worked on it much earlier.

I question the value of the MAT 520 guide group offered every term. It seems like we could increase its value by offering it perhaps 2 terms instead of 4.

Q 29 - Paid work hours. So many of our students work more than 20 hrs/wk. Many of them work full time. I think we have to continue to modify our program to reflect the economic reality of our students.

Q35 - Strong response to the cohort model being a helpful factor.

Helpful parting comments:
- A student notes that communication between SOU and cooperating teachers similar to our orientation to the handbook for students would be helpful. Logistically, this seems difficult and is why we have the startup conference between supervisors and CTs, but the point is well taken, and I will look for opportunities to be in more direct contact with classroom CTs, either myself or through our field placement officer.
- A call for more formalized SEL instruction. I think the workshops offered through the SEL certificate program might be encouraged; students could take as electives. The feedback I received about the quality of these workshops was positive. The students who took them valued the experiences.
- A very generous comment about preparation for the PTP, requesting we consider how we might have a little more live practice runs, while the commentator understood the limitations of CTs and whatnot to actually pull this off. Worth thinking about, though. One place to think about modified prep for PTP might be methods courses, where students presumably produce pieces of curriculum. (Note: This is being done in the Curriculum Design and Assessment courses as "signature assignments")

Goals for the future:
The leadership team is discussing the idea of developing a more intentional process for gathering data from program completers. We are considering identifying about 10% of each cohort to follow in their first years of teaching. Our goal would be to

communicate more in person by visiting their classrooms once a year and sitting down for some discussion. We would like to develop a system that would allow us to follow these graduates for five years. Our Placement Coordinator is open to supporting this process and the Assessment Coordinator will lay the foundation during the winter and spring of 2025 by visiting some alumni in their classrooms and developing protocols for data collection.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

We have little data or evidence from employers. We are working to develop a more intentional process for collecting information from the employers of our program completers. Here are a few of the ongoing projects/ ideas:

1. Continue to meet with employers for a luncheon at the Raider Educator Day. In 2024, the conversations were generally positive with some specific concerns raised around new teachers developing thorough lesson planning and curriculum mapping. It will be important to develop specific protocols and questionnaires to submit to employers for their feedback.
2. We are working to create a database for every school in southern Oregon. We want to be able to create a survey for employers and provide them with the specific new teachers they have on staff who came through our SOU programs. The survey would be anonymous, but by providing the administrators with the names of our graduates, we hope to make it easier for them to respond.
3. We will continue to hold our Consortium meetings where we include area employers to discuss current concerns and trends in education.
4. We hold an annual Job Fair in the early spring. The Coordinator for this event is planning to develop a survey she could integrate into this fair as well as informal face-to-face conversations to gather more information to support program improvement. At the 2024 Job Fair, she had several informal conversations with employers who generally felt SOU graduates were prepared to start teaching independently. They specifically noted the strength of the year-long residency requirement as compared with other online programs requiring just the minimum number of weeks required by the state.

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.

- We have created a Master Graduate spreadsheet into which we capture personal emails from graduates and job placements. This is a work in progress and requires the Assessment Coordinator to reach out each fall after graduation to find out where people are working. We are not prepared to give even preliminary numbers as of this report.

2022-23 Education Studies	2022-23 MAT	2022-23 PAL	2023-24 Education Studies	2023-24 MAT
Not available	Not available	100% reporting employed	Not available	Not available

The Leadership Team will continue to work on developing other ways to stay connected with alumni.

- We offer a Masters in Education MSEd which is popular with graduates from our Education Studies licensure degree as they can earn a graduate degree with an emphasis in a variety of areas such as STEM, Early Childhood, Adult Leadership, etc. We are developing systems to easily identify those returning students.
- Our Administrative Licensure program (PAL) begins at full capacity. As with the MSEd program, we are developing systems to track returning students from the Education Studies and the MAT programs.
- Although not degree-seeking, SOU has developed a variety of workshops and certificates in the area of Early Childhood Development, Social Emotional Learning, and School Mental and Behavioral Health.

4. 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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Half-Day Student Teaching (final)		**Education Studies - Initial Licensure** (average scores) (3 pt. scale) 	Standard	2022-23	2023- 24	 	#1 Learner Development	3	2.9	 	#2 Learning Differences	3.3	2.9	 	#3 Learning Environments	2.9	2.9	 	#4 Content Knowledge	2.9	2.8	 	#5 Application of Content	3	2.9	

Criteria for Success:
Candidates must score "Proficient" in at least six of the ten categories. Proficiency is scored against a three-point rubric with "proficient" being a "3". Reviewers are asked to score based on expectations for this point within a student teaching year-long residency. (Based on InTASC Standards)

#6 Assessment	3	2.8
#7 Planning for Instruction	2.9	2.9
#8 Instructional Strategies	3	2.8
#9 Professional Learning	3	2.9
#10 Leadership & Collaboration	3	2.8

MAT - Initial Licensure   (average scores) (3 pt. scale)

Standard	2022-23 Elementary	2022-23 Secondary	2023- 24 Elementary	2023- 24 Secondary
#1 Learner Development	2.9	2.8	2.9	2.9
#2 Learning Differences	2.9	2.9	2.9	2.8
#3 Learning Environments	2.8	3	2.8	2.9
#4 Content Knowledge	2.7	2.7	2.9	2.9
#5 Application of Content	2.9	3	2.9	2.9
#6 Assessment	2.9	2.7	2.9	2.9
#7 Planning for Instruction	2.9	2.9	3	2.9
#8 Instructional Strategies	2.8	2.9	3	2.8
#9 Professional Learning	2.9	3	3	3
#10 Leadership & Collaboration	2.9	3	3	2.8

| Full-Day Student Teaching (final) | *Criteria for Success:* Candidates must score "Proficient" in all of the ten categories. Proficiency is scored against a four-point rubric with "proficient" being a "3". Reviewers are asked to score based on expectations for the end of their year-long residency. (Based on InTASC Standards) | **Education Studies - Initial Licensure**   (average scores) |

Education Studies - Initial Licensure   (average scores)

Standard	2022-23 (4 pt. scale)	2023- 24 (4 pt. scale)
#1 Learner Development	3.3	3.5
#2 Learning Differences	3.3	3.4
#3 Learning Environments	3.3	3.4
#4 Content Knowledge	3.3	3.4
#5 Application of Content	3.1	3.2
#6 Assessment	3.2	3.3
#7 Planning for Instruction	3.3	3.2
#8 Instructional Strategies	3.2	3.4
#9 Professional Learning	3.4	3.6
#10 Leadership & Collaboration	3.5	3.6

MAT - Initial Licensure   (average scores) (4 pt. scale)

Standard	2022-23 Elementary	2022-23 Secondary	2023- 24 Elementary	2023- 24 Secondary
#1 Learner Development	3.6	3.4	3.4	3.3
#2 Learning Differences	3.6	3.3	3.7	3.2
#3 Learning Environments	3.4	3.5	3.6	3.4
#4 Content Knowledge	3.5	3.4	3.5	3.3
#5 Application of Content	3.5	3.5	3.4	3.4

#6 Assessment	3.4	3.4	3.6	3.4
#7 Planning for Instruction	3.5	3.4	3.6	3.3
#8 Instructional Strategies	3.6	3.3	3.6	3.3
#9 Professional Learning	3.6	3.5	3.8	3.4
#10 Leadership & Collaboration	3.6	3.3	3.7	3.3

Professional Teaching Portfolio

Criteria for Success: Candidates must score Proficient throughout the portfolio. Proficient is a "2" on a 3-point scale. There are two different handbooks based on multiple subjects or secondary.

Multiple Subjects candidates must receive a score of 48 or better. Secondary candidates must receive a score of 38 or better.

NOTE: Scores for 2022-23 are *not* included as the point scales were changed drastically between the 1st and 2nd year pilots.

Education Studies - Initial Licensure   (Averages 20223-24) 3pt scale

Segment I - Context for Learning			
Prompts 1-2	Prompts 3-5	Prompts 6-7	Learner Contextual Chart
2.2	2.5	2.5	2.7

Segment II - Planning					
Prompt 8	Prompt 9	Prompt 10	Prompt 11	Prompts 12-13	Prompt 14
2.5	2.2	2.1	2.1	2	2.4

Segment III - Instruction	
Prompts 15-16	Prompts 18-19
2.5	2.5

Segment IV - Learning Analysis					
Prompt 20	Prompt 21	Prompts 22-23	Prompts 24-25	Prompt 26	Prompt 27
2	2.5	2.3	2.2	2	1.8

Segment V - Holistic Reflection				
Prompts 28-29				
2.6				

Segment VI - Math				
Prompt 30	Prompt 31	Prompt 32	Prompts 33-34	Prompts 35-37
2	2	2	2.5	2.6

MAT Multiple Subjects - Initial Licensure (Averages 20223-24) 3pt scale

Segment I - Context for Learning			
Prompts 1-2	Prompts 3-5	Prompts 6-7	Learner Contextual Chart
2.9	2.6	2.9	2.9

Segment II - Planning					
Prompt 8	Prompt 9	Prompt 10	Prompt 11	Prompts 12-13	Prompt 14
2.4	2.7	2.4	2.8	2.4	2.9

Segment III - Instruction	
Prompts 15-17	Prompts 18-19
2.9	2.7

Segment IV - Learning Analysis					
Prompt 20	Prompt 21	Prompts 22-23	Prompts 24-25	Prompt 26	Prompt 27
1.9	2.7	2.7	2.9	1.8	2.2

Segment V - Holistic Reflection
Prompst 28-29
2.6

Segment VI - Math				
Prompt 30	Prompt 31	Prompt 32	Prompts 33-34	Prompts 35-37
1.9	2	2.6	2.7	2.3

MAT Secondary - Initial Licensure (Averages 20223-24) 3pt scale

Segment I - Context for Learning			
Prompts 1-2	Prompts 3-5	Prompts 6-7	Contextual Learner Chart
2.4	2.7	2.4	2.8

Segment II - Planning					
Prompt 8	Prompt 9	Prompt 10	Prompt 11	Prompt 12-13	Prompt 14
2.3	2.5	2.4	2.4	2.3	2.6

Segment III - Instruction	
Prompts 15-17	Prompts 18-19
2.3	2.4

Segment IV - Learning Analysis					
Prompt 20	Prompt 21	Prompts 22-23	Prompts 24-25	Prompt 26	Prompt 27
2	2.5	2	2.1	1.9	2.2

		Segment V - Holistic Reflection				
		Prompts 28-29				
		2.4				

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation					
PAL Program - Quarterly Reports	*Criteria for success:* At the end of each term, the student completes a self-evaluation of the quarterly evaluation form, rating themselves for each standard and substandard, and providing evidence. They go over their self-evaluation with their mentor who rates them, signs the form, and then turns it into the program coordinator. The coordinator also completes a supervisor quarterly evaluation. Candidates also turn in their hours log with artifacts and a narrative reflection.	**Administrative Licensure (PAL)** Averages (5 pt. rubric)					

Administrative Licensure (PAL)
Averages (5 pt. rubric)

	Quarter 1	Quarter 1	Quarter 2	Quarter 2	Quarter 3	Quarter 3
Standard	Mentor	Supervisor	Mentor	Supervisor	Mentor	Supervisor
1	3	2.79	3.69	3.46	4.32	4.36
2	3.23	2.75	3.76	3.54	4.34	4.29
3	2.91	2.54	3.55	3.53	4.18	4.21
4	2.98	2.66	3.59	3.54	4.3	4.21
5	2.8	2.61	3.61	3.42	4.13	4.21
6	2.42	2.36	3.36	2.96	4.13	4.14
7	2.71	2.3	3.23	2.9	3.91	3.91

Standards:

	1. Mission, vision, and core values 2. Ethics, Professional Norms, and Sociopolitical Leadership 3. Equity and Cultural Leadership 4. Instructional Leadership 5. Community and External Leadership 6. Operations and Management 7. Human Resource Leadership	
PAL Program - Summative Portfolio	*Criteria for success:* At the end of the final term, the student completes a self-evaluation of the evaluation form, rating themself for each standard and substandard, and providing evidence. They go over their self-evaluation with their mentor who rates them, signs the form, and then turns it into the program coordinator. The coordinator also completes a supervisor summative evaluation. Candidates also turn in their hours log with artifacts and a narrative reflection.	**Administrative Licensure (PAL)** Averages for each Standard _table below_

Administrative Licensure (PAL)
Averages for each Standard

1	2	3	4	5	6	7	8
4.5	4.43	4.43	4.29	4.5	4.43	4	4.43

	Standards:	
	1. Mission, vision, and core values 2. Ethics, Professional Norms, and Sociopolitical Leadership 3. Equity and Cultural Leadership 4. Instructional Leadership 5. Community and External Leadership 6. Operations and Management 7. Human Resource Leadership 8. Clinical Practice	
PAL Program - Practicum Experiences	Based on proficiency scores by university supervisor and mentor.	**Administrative Licensure (PAL)** Averages for Practicum Experiences | **Mid - Program**	**Summative**
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4.52	4.21	

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation

Professional Dispositions

Initial Licensure Programs

Criteria for Success:
This evaluation is conducted midterm of the first quarter. Our goal is to make sure our candidates have the professional dispositions to continue in the field. A satisfactory review requires all "Proficient" or "Developing" scores.

An Action Plan is required for any areas documented as "Beginning". The Leadership Team can call for a Student Study Team (SST) meeting if there are substantial concerns.

Education Studies (Averages on a 3 pt. scale)

Standard	2022-23	2023-24
Professional and Ethical Conduct	3	3
Individual and Cultural Sensitivity	2.9	2.9
Work Habits	2.9	2.8
Effective Communication	2.9	2.9
Self Reflection	2.9	2.8
Collaboration	3	2.9

MAT (Averages on a 3 pt. scale)

Standard	2022-23 Elementary	2022-23 Secondary	2023-24 Elementary	2023-24 Secondary
Professional and Ethical Conduct	2.9	3	3	2.9
Individual and Cultural Sensitivity	2.9	2.9	3	2.9
Work Habits	2.9	3	2.9	2.9
Effective Communication	2.9	3	2.9	2.9
Self Reflection	2.8	2.9	2.9	2.9
Collaboration	3	3	3	2.8

Signature Assignments
 	
2023-24 data
	Initial Licensure Courses:
	
	● Curriculum Design
	  ○ UBD plan
	● Assessment
	  ○ Learning Analysis (Math)
	● Classroom Management
	  ○ Learning Community Org. Plan
	
	Administrative Licensure (PAL)
	
	● Leadership for Social Justice
	  ○ Equity Audit and Action Plan
	
	● Social Foundations and Organizational Culture
	  ○ Case Study
	
	● Human Thriving
	  ○ Personal and Professional Thriving Plan
		Initial Licensure (Average scores)

Initial Licensure (Average scores)

	2022-23 Ed. Studies	2022-23 MAT Elem.		2022-23 MAT Secondary
Curriculum Design UBD	92%	2 yr. 97%	1 yr. 96%	2 yr. 76.4%
Assessment: Learning Analysis	41.4 83%	2 yr. 47.1 94%	1 yr. 37.5 94%	NO cohort
Classroom Management Organ. Plan	Not collected yet	Not collected yet		90%

Administrative Licensure (PAL) (averages)

Equity Audit: Average Scores from Fall 2022

Part 1	Part 2a	Part 2b	Part 2c	Part 3	Part 4	Part 5
30 pts. possible	50 pts. possible	30 pts. possible	50 pts. possible	40 pts. possible	30 pts. possible	25 pts. possible
27.46	48	29.36	48.57	38.08	29.14	24.76

Case Study (100 pts. possible) Average = 77%

85	91	91	100	100	91	91
100	85	85	85	0	0	

Personal/Professional Thriving Plan (80 pts. possible) - Average 78

75	80	75	80	80	80	75

80	80	80	80	80	80	70

Civil Rights Training	The state of Oregon requires all candidates within a teacher preparation program to pass the [Protecting Student and Civil Rights in the Educational Environment Examination](#) or complete the course module for [Civil Rights and Ethics.](#)	
		Education Studies
		2022-23 Cohort 19 candidates / 2023-24 Cohort 16 candidates
		19 passed / 16 passed
		MAT - Elementary
		2022-23 Cohort 15 candidates / 2023-24 Cohort 11 candidates
		15 passed / 11 passed
		MAT - Secondary
		2022-23 Cohort 15 candidates / 2023-24 Cohort 22 candidates
		15 passed / 22 passed

5. 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.

Literacy:

In May of 2023 Oregon's governor established the [Early Literacy Educator Preparation Council to develop a framework](#) for Educator Preparation Programs to better present research-based strategies for effectively teaching reading and writing in grades K-5. This council has created a framework and expectations for teacher prep programs in Oregon which must be in alignment as part of their regular accreditation process. The Framework:

- is focused on grades kindergarten through grade 5.
- builds from students' and families' funds of knowledge.
- is based on long-term research derived from the science of reading and writing, including but not limited to foundational skills such as phonics, phonemic awareness, decoding, as well as background knowledge, vocabulary, reading comprehension, writing skills.
- is also based on research that includes how children's brains develop and how they make connections to content.
- recognizes the relevance, limitations, and continually evolving nature of research.
- considers developmentally appropriate practices and reaching all learners including students with disabilities, students who are multilingual learners, talented & gifted learners.

Southern Oregon University has hired a new professor with a significant background in literacy instruction. She is part of a statewide Community of Practice Consortium working together with other representatives from teacher preparation programs to integrate change within our programs. This state focus adds a substantial tension to program revision / development as it is expected that the design continue to meet other statewide requirements:

A. Oregon's Early Literacy Framework;
B. Oregon's Dyslexia Standards;
C. Oregon Standards for Language Arts and Literacy;
D. existing Oregon standards guiding teacher preparation, including Culturally Sustaining Practices to Promote Equity, Strengthening Social, Emotional and Culturally Sustaining Teaching, and Standards for Competent and Ethical Performance of Oregon Educator.

Our literacy expert will be working with the leadership team to meet standards that fall under Dispositions, Skills, Comprehension, Writing, Assessment. These standards will be combined with efforts underway to prepare teachers for supporting multilingual students and those with reading difficulties as well as students who are gifted.

Our work began in 2023-24 with a redesign of the two reading and language arts methods courses. This work was started by an adjunct instructor who is a consultant for many school districts in the country around the Science of Reading. She developed an introductory course in which she focused on the science of reading through a program called Language Essentials for Teachers of

Reading and Spelling, or LETRS. It was developed by reading expert Louisa Moats. She further enhanced preservice teachers' knowledge around literacy in their second course which is offered in the fall term of their student teaching year.

Building on these revisions, our full time literacy professor is working to better understand how our candidates are taking what they are learning from the university to the field. She has surveyed students to capture some qualitative data; here is a sample of one candidate's comments:

- "I'd passed the ORELA, what else did I need to know? I observed my CT a few times doing phonics lessons and then jumped in. I got better at it over time, but I realize that I never knew why I was doing what I was doing, and I certainly made mistakes. I realize now that I was stuck on spelling when phonics is all about sound. So when I read that "the students with the weakest [literacy score] gains were consistently taught decoding by teachers with knowledge at the 25th percentile or below" (Birsh & Carreker, p338) I realized that "Oh no, that was me!" The text authors imply that teaching structured literacy badly might be worse than not teaching it at all."

To support the continued renovation of our literacy program, she is working with Oregon Literacy Leaders Network and the Oregon Council for Teachers of English. She has also worked through a CORE Learning Certification as a Professor of Literacy.

Social Emotional Learning:

In June of 2023 Oregon's State Board of Education adopted standards for Transformative Social and Emotional Learning expectations. "Oregon's vision for SEL provides intentional focus on the social and emotional elements of learning, teaching, and cultivating affirming school cultures through a transformative approach that teaches to the whole child, builds on their strengths, perspectives, and contributions, and guides the interactions and relationships between students and adults."

As our K-12 partner schools initiated a response to these new expectations, Southern Oregon University has stepped in to provide a leadership role to support. We have developed an SEL microcredential based on coursework and workshops designed to meet the schedules of working professionals. We offer an Holistic Teaching pathway as part of the Education Studies undergraduate degree. This pathway includes a course specific to social emotional learning. Two faculty members are part of a state consortium of teacher preparation program leaders who meet monthly to explore the framework and share ways to improve our preparation of future teachers. Our goal is to identify specific knowledge and skills throughout our program of study - to embed these naturally within the course content and to model for our candidates how to do the same in their own classrooms.

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.

6. 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

	Standard 1
Goal for the 2024-25 year	Initial Licensure Programs: *Professional Teaching Portfolio* (PTP): In partnership with Eastern Oregon University, we have developed a field-based assessment tool to replace the edTPA.
Actions	We will be revising this tool based on the two years of our pilot. In addition, we will be enhancing the PTP website to provide a variety of resources and tools to support candidates from both universities. We will enhance the "norming" process for reviewers from both universities to assure reliability and validity in the scoring.
Expected outcomes	Candidates will find the PTP process rigorous yet authentic in measuring their performance in the field. Final scores will increase with additional supports provided through courses and workshops, as well as the PTP website.
Reflections or comments	Candidates, mentor teachers, and reviewers have been very positive about the PTP as compared to the edTPA. It will be important to maintain a high level of support for candidates and effective training for reviewers.

Goal for the 2024-25 year	Advanced Licensure Program: *The Principal Administrative Licensure Program* (PAL) has completed its first cycle. In this next year, we will see the completion of a second cohort and the continuation of additional cycles which overlap. The Leadership Team will work with instructors and community administrative leaders to refine program / course content to maintain relevance.
Actions	We will develop Exit Surveys for candidates to complete in December 2024 and beyond to identify strengths and concerns. The Leadership Team will document conversations with area administrative leaders to consider and share with instructors. The PAL Coordinator will provide documentation of candidate work quality for state and AAQEP reports.
Expected outcomes	We look to capture more information about the current state of education leadership in southern Oregon to balance with the goals of the PAL program. Developing a data collection system will provide the Leadership Team with clarity on strengths and weaknesses of the candidates; this would support planning for improvement.
Reflections or comments	The Assessment Coordinator and the PAL Coordinator will need to find an efficient way to meet regularly to share data.

	Standard 2
Goal for the 2024-25 year	*Signature Assignments:* We have done some initial work to identify 3-5 "Signature Assignments" for both the Initial Licensure and the Advanced Licensure programs. These are in key areas to establish a strong professional foundation for the candidates' roles as new educators or new administrators.
Actions	Review the identified Signature Assignments, collaborate with instructors to maintain consistency, develop a plan for reporting scores to the Licensure Specialist.
Expected outcomes	Through these assignment scores, we will be able to dive deeper into specific aspects to determine how well we are preparing candidates for professional growth during their teacher preparation and beyond.

Reflections or comments	It would be especially rewarding to use this data to collaborate with K-12 partners in identifying professional development in southern Oregon that would target the areas of need for our graduating alumni.
Goal for the 2024-25 year	*Teach From Your Best Self:* This is a collaborative project through which SOU's Writing Project and the Southern Oregon Regional Education Network are integrating with the School of Education to meet a variety of needs for new teachers. Areas identified as driving the most success: ● Developing community through shared language and practice ● Naming a sense of purpose and drawing upon that for decision-making ● Validating oneself as a valued member of a community ● Sharing concrete practices and strategies to implement in their teaching.
Actions	We will continue to extend this project to our student teaching candidates during their year-long residency with the hope they will then move into a professional cohort after graduation. We will collaborate with current leaders in these cohorts to create surveys and connections with program completers.
Expected outcomes	Based on the past experiences prior to including the MAT candidates, we hope to see new teachers who understand the importance of knowing themselves and developing an authentic sense of professional purpose. We expect to see these new teachers engaging with colleagues and developing healthy communities.
Reflections or comments	The Assessment Coordinator will need to connect with the members of these cohorts to develop a trusted relationship in order to then gather data on how well our courses prepared them for their own classrooms.
Goal for the 2024-25 year	*Raider Educator Day/ Job Fair*: This event has the potential to serve initial licensure and advanced licensure candidates. It is also being developed as a recruiting tool for students and community members interested in teaching as a career. Finally, we are bringing in SOU alumni as special guests giving us a chance to enhance communication with program completers.

Actions	In the 2025 year, these two events will be combined into a single day. The Raider Educator Day will take up a Friday morning and the Job Fair will commence in the same afternoon. Planning will include administrators throughout the southern Oregon area as well as SOU Admissions people. By combining these events and holding it on a Friday rather than a Saturday, it is hoped to increase attendance. This change in schedule will also allow for inclusion of the Principal Administrator Program candidates. There will be a Keynote speaker followed by one-hour sessions unique to the audience of either new prospective educators and current graduating candidates. Following: mock interviews / holistic teaching and learning club. (breakfast? - maybe partner with admissions) Coordinating with admissions to capture students who are not yet IN education but have indicated an interest. Educational Assistants will be invited - working with admin to find support.
Expected outcomes	We will be highlighting a relevant theme based on last year's surveys. We anticipate participants will connect / network with area administrators and teachers. Through panel talks and mock interviews, we believe candidates will become more comfortable with interviewing and increase their awareness of various districts. Through feedback in table talks and through presentations, we want to emphasize the variety of positive strategies for developing the classroom environments.
Reflections or comments	This event has the potential to help our candidates learn more about the expectations in today's classroom. Holding the event on a Friday is problematic for getting practicing teachers to participate.
	Standard 3
Goal for the 2024-25 year	*Literacy:* SOU will continue to refine its literacy courses for Initial Licensure candidates and those earning their Reading Intervention endorsement.
Actions	Our Literacy Professor will refine the design of her courses to support candidates to develop a disposition that reflects they believe all students can learn to read and write when provided systematic, explicit instruction using evidence-based practices. She will build in regular practice on the skills for phonological awareness, decoding, word recognition, and oral language. These courses will build on reading and writing skills learned through the elementary grades to show progression.

Expected outcomes	Our initial licensure candidates in the elementary setting will be well-prepared to support the reading and writing instruction *during* their student teaching year. They will also be ready to implement any current curriculum once they are in their own classrooms.
Reflections or comments	It will be important to track survey questions from both graduating candidates and mentor teachers to determine positive progress. This has been an area of weakness in past surveys. It will be interesting to partner with the local Southern Oregon Education Services District (SOESD) to direct students and alumni to resources and trainings available to extend their knowledge.
Goal for the 2024-25 year	*K-12 Partnerships and Placements*: The Placement Coordinator position has been expanded for the 2024-25 academic year. As a full time position, the coordinator is taking over responsibility for training field supervisors, communication and training for mentor teachers, and implementing / analyzing a variety of survey data throughout the year. General Duties for this position.
Actions	The Placement Coordinator will work closely with the Assessment Coordinator to identify specific project work that aligns with this standard. They will then work with the Leadership Team to refine this work to improve our very important presence in the field.
Expected outcomes	There will be more intentional collection of data from surveys. Communication with K-12 partners will be enhanced to become more proactive rather than reactive.
Reflections or comments	The Placement Coordinator has an established reputation in the K-12 partnerships, so this extension will all her to provide more substantial support than simply placing candidates into classrooms for student teaching.
	Standard 4
Goal for the 2024-25 year	*SPED Licensure Pathway:* Based on the significant need for special education teachers, we have designed a pathway for students to earn a bachelor's degree in Education Studies with a SPED licensure. This directly aligns with Standard 4b: *Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and*

	support. This pathway has been approved at the university and state levels and will begin in Fall 2025.
Actions	Our Initial License Leadership Team worked to identify the required courses for the BS degree and the SPED Licensure. Recognizing this needed to be budget-neutral, we are cross-listing the undergraduate courses with the graduate MAT courses meaning students in both programs will be in the same courses. Each course has been revised to differentiate the higher level work expected of the graduate students. This revision work will continue to be refined by the new SPED Professor hired in 2024. This professor will also lead the marketing for this new opportunity to connect with our local partners.
Expected outcomes	We have ten students in the MAT two year initial licensure and/or added endorsement in the 2024-26 academic year. We are expecting about a dozen enrolling in this new undergraduate pathway in fall 2025. We expect to enhance our partnerships with southern Oregon schools in need of SPED teachers by providing a pathway for paraprofessionals and others to extend their education earning a BS degree and licensure.
Reflections or comments	We are considering varied formats for coursework to extend reach throughout Oregon and northern Calif. We would like to be intentional as well to work collaboratively with program completers through Exit Surveys and ongoing school visits once they have completed our program to maintain a current understanding of the needs in today's SPED classrooms.

7. 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.

none

8. Anticipated Growth and Development

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

- We have added two new pathways at the undergraduate level to support candidates financially.
  - The first is a SPED licensure pathway as part of the Education Studies degree. There is a significant need for SPED teachers and a significant interest among current paraprofessionals working in the schools. One barrier is the scheduling as course offerings would need to be held after school in the early evenings. Another challenge is how to most effectively balance in-person with online learning formats.
  - The second pathway focuses on our secondary candidates. We have established a Secondary Teaching Certificate approved by the state for licensure. Candidates in content-specific programs could choose to take licensure courses as part of their undergraduate program. One challenge is the joint advising and selection process for these candidates to assure they are "ready" for the rigor of such an accelerated pathway.

- We have developed new systems for gathering important information about our programs and candidates. These include mid-year and end-of-the-year surveys of both candidates and mentor teachers. We are revising the data collection system to identify key information required for AAQEP annual reports (as well as those for the state and university) such as, test scores or scores from Multiple Measures option, specific scores from the PTP (Professional Teaching Portfolio), and identification and scores from Signature Assignments from key courses. The challenge is in identifying Signature Assignments, working with instructors to maintain validity, and identifying who provides the scores for input to the spreadsheet.

- We have integrated a successful program into our MAT licensure year. Jay Schroder has developed this "Teach From Your Best Self" professional development program as part of a joint project with SOU's Oregon Writing Project and the local Southern Oregon Regional Education Network (SOREN). This report highlights the very positive professional development through this program. This project has been serving practicing teachers for several years, and in 2024-25, the MAT students at SOU are piloting a cohort through this project. We are looking to gather feedback from candidates and expanding to include the undergraduate students in the future. The challenge is that this TFYBS project is really best designed for in-person meetings and workshops; because we are expanding our program offering to more distance students using ZOOM and online formats, there is less personal connection for those students.

9. 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).

Literacy Preparation:
Based on a new requirement from the state, teacher prep programs in Oregon must be in alignment with an extensive Literacy Framework as part of their regular accreditation process. This framework is based on research of the science of reading, brain

development in ages K-5, and developmentally appropriate practices for all students. (see details above) We will be developing our plans for integration over the next few years meeting state requirements by our next statewide accreditation.

Social Emotional Learning:
Oregon's State Board of Education has adopted standards for [Transformative Social and Emotional Learning](#) expectations. "Oregon's vision for SEL provides intentional focus on the social and emotional elements of learning, teaching, and cultivating affirming school cultures through a transformative approach that teaches to the whole child, builds on their strengths, perspectives, and contributions, and guides the interactions and relationships between students and adults." Teacher Preparation Programs are working to develop authentic ways to prepare new teachers in SEL. We are working with the Center for Reaching and Teaching the Whole Child as a statewide consortium. This is a yearlong project for 2024-25. Goal is to authentically embed SEL into our programs by the next statewide accreditation.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Susan Faller, Assessment Coordinator	*Dr. Serena St. Clair,* Interim Dean for School of Education

Date sent to AAQEP:	12/12/24