



AAQEP Annual Report for 2025

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 the following initial licensure programs, 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:

- SPED (Special Education)
- READ (Reading Intervention)

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. In 2024-2025, there were approximately 5,400 students attending SOU choosing from among 41 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 (Education Studies Major 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. The major now has multiple concentrations, including Multiple Subjects Licensure, for students to choose from based on their chosen specialization. Undergrads working toward a grades K-6 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 were 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's School of Education 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. After being paused for one year, the SPED MAT program was revived for the 2024-25 academic year with a SPED Licensure undergraduate pathway that officially began in Fall 2025.

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 had 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 indefinitely on hold as of the 2024-25 academic year.

Reading Endorsement: In 2023, SOU began offering this online 24-credit endorsement for educators who wish to deepen their knowledge and related skillset of K-12 reading intervention methods or have the desire to become Oregon-certified reading intervention specialists. This endorsement is also part of an MEd degree, so educators who wish to obtain their Master's degree along with the endorsement. This endorsement is gaining popularity and SOU has seen a noticeable increase in students enrolling in this program in the past year.

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):

<https://sou.edu/academics/education/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<i>Programs that lead to initial teaching credentials</i>			
Education Studies (Undergraduate)	Preliminary Teaching License (Multiple Subjects Endorsement)	10	8

MAT Elementary/Multiple Subjects (Graduate)	Preliminary Teaching License (Multiple Subjects Endorsement)	14	12
MAT Secondary/Single Subjects (Graduate)	Preliminary Teaching License (Varied endorsements listed below)	<i>See below</i>	<i>See below</i>
	Advanced Math	-	-
	Art	4	2
	Biology	-	-
	Business	-	-
	Chemistry	-	-
	Drama	-	-
	Health	5	5
	Language Arts	5	5
	Music	1	1
	PE	5	5
	Social Studies	1	1
	Spanish	-	-
	German	-	-
	Integrated Science	1	1
	Foundational Science	1	1
MAT SPED (Graduate)	Preliminary Teaching License (Special Education [Generalist] Endorsement)	0	1
Total for programs that lead to initial credentials		47	42
<i>Programs that lead to P-12 leader credentials</i>			
PAL - Principal Administrative License	Principal Administrative License	22	17
Total for programs that lead to P-12 leader credentials		22	17

<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
ESOL (undergraduate and graduate)	Endorsement: - ESOL	-	2
READ (reading intervention)	Endorsement - Reading Intervention	58	9
Total for programs that lead to specialized professional or no specific credentials		58	11
TOTAL enrollment and productivity for all programs		127	70
Unduplicated total of all program candidates and completers		122	65

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.)

Discontinued Programs:

- **ASD (Autism Spectrum Disorder) Specialization:** This specialization was designed for licensed SPED teachers looking to extend their knowledge and understanding of serving students on the autism spectrum. The program, aligned with the state licensing board (TSPC), required five courses and a portfolio created to address the seven domains of the specialization. The program was paused in 2024-2025 and, unfortunately, we no longer have a specialist hired to teach these courses and it did not have enough interested students to sustain it moving forward.
- **ESOL (English Speakers of Other Languages) Endorsement:** Originally, we had planned on temporarily pausing this program for the 2024-25 academic year with a teachout option as necessary for candidates still in the program. Unfortunately, due to budget cuts at the university, this program has been suspended indefinitely.

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.

122					
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.					
65					
C. Number of recommendations for certificate, license, or endorsement included in Table 1.					
75 total during the 2024-2025 AY, including 38 from Table 1					
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					
Licensure Cohort Year	Initial Cohort	Graduated in 1 year	Graduated in 1.5 years	1-year Graduation Rate	1.5-year Graduation Rate*
2023-2024	16	15	1	94%	100%
2024-2025	10	8	0	80%	n/a
* includes 1-year and 1.5-year graduates					
MAT - Elementary / Multiple Subjects Initial License (Accelerated Program)					
Licensure Cohort Year	Initial Cohort	Graduated in 1 year	Graduated in 1.5 years	1-year Graduation Rate	1.5-year Graduation Rate*
2023-2024	5	5	n/a	100%	n/a
2024-2025	7	5	0	71%	n/a
* includes 1-year and 1.5-year graduates					
MAT - Secondary / Single Subjects Licensure (Accelerated Program)					
Licensure Cohort Year	Initial Cohort	Graduated in 1 year	Graduated in 1.5 years	1- year Graduation Rate	1.5-year Graduation Rate*

2023-2024	6	5	1	83%	100%
2024-2025	4	2	1	50%	75%
* includes 1-year and 1.5-year graduates					
MAT - Elementary / Multiple Subjects Licensure (Two Year Program)					
Cohort Year(s)	Initial Cohort	Graduated in 2 years	Graduated in 3 years	2-Year Graduation Rate	3-Year Graduation Rate*
2022-2024	5	4	0	80%	n/a
2023-2025	7	6	TBD	86%	TBD
* includes 2-year and 3-year graduates					
MAT - Secondary / Single Subjects Licensure (Two Year Program)					
Cohort Year(s)	Initial Cohort	Graduated in 2 years	Graduated in 3 years	2-year Graduation Rate	3-year Graduation Rate*
2022-2024	16	11	3	69%	88%
2023-2025	15	13	TBD	73%	TBD
* includes 2-year and 3-year graduates					
MAT - SPED Licensure (Two Year Program)					
Cohort Year(s)	Initial Cohort	Graduated in 2 years	Graduated in 3 years	2-year Graduation Rate	3-year Graduation Rate*
2022-2024	2	2	n/a	100%	n/a
2023-2025	0	n/a	n/a	n/a	n/a
* Includes 2-year and 3-year graduates					
PAL - P12 Leadership Licensure					
Cohort Year (June - Dec.)	Initial Cohort	Graduated in 1.5 year	Graduated in 2-3 years	1.5-year Graduation Rate	2 or 3-year Graduation Rate*

2023-2024	20	15	3	75%	90%
2024-2025	22	TBD**	TBD**	TBD**	TBD**

* Includes 1.5-year and 2-3-year graduates **The program ends in December 2025, and data is forthcoming.

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%.

Professional Teaching Portfolio

Program	# in the Cohort	Passed on first attempt	Passed after revision	Total Pass Rate
Education Studies 2023-24	16	9	3	75%
Education Studies 2024-25	10	8	1	90%

Note: 2023-2024 cohort was below 75% Pass Rate due to one student withdrawing and 3 students not completing the licensure requirements of the program (but completing all required coursework).

Program	# in the Cohort	Passed on first attempt	Passed after revision	Total Pass Rate
MAT Elementary 2023-24	11	7	3	91%
MAT Elementary 2024-25	15	10	4	93%
Program	# in the Cohort	Passed on first attempt	Passed after revision	Total Pass Rate
MAT Secondary 2023-24	22	13	7	91%
MAT Secondary 2024-25	15	10	5	100%

Program	# in the Cohort	Passed on first attempt	Passed after revision	Total Pass Rate
MAT SPED 2023-24	0	n/a	n/a	n/a
MAT SPED 2024-25	1 (Previous candidate)	1	-	100%

State License Exams

The state of Oregon has established a Multiple Measures (MM) 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	Passed MM	Pass rate through exams or MM
2023-24	ORELA Subtests I and II	16	10	63%	2	75%
2024-25	ORELA Subtests I and II	10	6	60%	2	80%

MAT Elementary Multiple Subjects (Graduate)

Cohort Year	Test Name	# in the Cohort	Passed exam	Pass rate	Passed MM	Pass rate through exams or MM
2023-24 & 2022-24	ORELA Subtests I and II	11	11	100%	n/a	n/a
2024-25 & 2023-25	ORELA Subtests I and II	14	11	78.5%	2	93%

MAT Secondary Single Subjects (Graduate)

Cohort Year	Test Name	# in the Cohort required to take state test	Passed exam	Pass rate	Passed MM	Pass rate through exams or MM
2023-24 & 2022-24	ORELA Content Knowledge	22	18	82%	2	100%
2024-25 & 2023-25	ORELA Content Knowledge	18	13	72%	3	89%

MAT SPED (Graduate)

Cohort Year	Test Name	# in the Cohort required to take state test	Passed exam	Pass rate	Passed MM	Pass rate through exams or MM
2023-24 & 2022-24	ORELA SPED	2	1	50%	-	50%
2024-25 & 2023-25	ORELA SPED	0	n/a	n/a	n/a	n/a

READ (Reading Intervention Specialist): Endorsement

Cohort Years	Test Name	# of students who took the test	Pass rate
2023-24	Teaching Reading K-12 Praxis	3	100%
2024-25	Teaching Reading K-12 Praxis	9	100%

SPED (Special Education): Added Endorsement

Cohort	Test Name	# in the Cohort	Pass rate
--------	-----------	-----------------	-----------

Years			
2023-24	ORELA Special Education	1	100%
2024-25	ORELA Special Education	0	n/a

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

1. We continue to struggle to receive significant feedback from our First Year Alumni (Initial Licensure Programs) Survey. This survey was administered via 3 emails (1 initial email and 2 reminder emails) to 33 completers in October 2025. As of December 2025, only six had responded (18% response rate). The following data emerged for those who have completed the survey prior to December 2025:
 - Unlike previous survey results, where most indicated that they only had a *superficial* understanding of Culturally Responsive Teaching practices, the latest results suggest that they have been *substantially* (66.7%) or *adequately* (33.3%) successful in implementing CRT in their classrooms. Additionally, 33% report they have been *exceptionally* successful in integrating a global perspective and international awareness for their students.
 - All completers who took the survey reported some level of success with workplace collaboration, PD, and facilitating a productive learning environment.
 - Challenges that they face include: finding ways to engage parents/families in students' education, engaging a diverse community that supports the students, navigating AI in education, and developing a better understanding of the roles and duties of school admin in the running of a school.
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. However, they typically yield high response rates (the 2025 survey had a 100% response rate). Here are some highlights shared by 2024-2025 completers:
 - SOU's programs teach a wide array of instructional strategies. Candidates strongly agree/agree that they are confident in their ability to use multiple strategies to meet diverse learners' needs.
 - Elementary candidates strongly agree/agree that they are confident in teaching early literacy skills after taking ELA methods courses (which were revamped in 2024 based on research-based Science of Reading methods)
 - There were multiple areas of the program that candidates found helpful: from having a strong CT, the cohort model, the supervisors, to the program in general which "taught me to be an educator who values and nurtures the whole child."
 - There were few areas of the program where candidates provided critical insight, including: criticisms of courses taught by adjuncts, and specific concerns regarding the facilitation of the student teaching assessment (PTP).

Goals for the future:

- The next First Year Alumni survey for completers of Initial Licensure Programs will be sent out between May and early June 2026 to increase the response rate.
- The first Exit Survey for our Principal Administrator Licensure Program was administered in November-December 2025. Data will be available in January 2026.
- A new PTP training is being piloted during the 2025-2026 AY based on previous candidate concerns.
- There is discussion of collaborating more closely with the local ESD in an effort to gather longitudinal data from local program completers who are currently serving as teachers. Additionally, our Placement Coordinator is connecting with our local schools more often in an effort to strengthen lines of communication. We began the year by delivering 'Back to School' baskets filled with goodies for the teachers and staff at 20+ schools. We hope that this token of collaboration will open the door to having more conversations with our schools, CTs, and program completers who get hired in our region.

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

Most of the data that we have collected from employers of program completers are anecdotal in nature.

However, we recently received the 2024-2025 Oregon Educator Public Employment report from Oregon Department of Education and gathered some interesting data on SOU teacher-prep graduates. In 2024-2025:

- 695 SOU grads were employed as **licensed teachers** across Oregon
- 51 SOU grads were employed as **assistant principals** across Oregon
- 51 SOU grads were employed as **principals** across Oregon
- 52 SOU grads were employed as **'other licensed staff'** across Oregon
- 250 SOU grads were employed in **Medford SD 549C** (the district with the highest # of SOU grads)
- 105 SOU grads were employed in **Klamath County SD**
- 74 SOU grads were employed in **Ashland SD 5** (the home district where SOU is located)

Goals for the Future:

We believe that pairing quantitative and qualitative (anecdotal) data is the best way to learn from our district- and statewide-stakeholders about how our employed licensed completers are doing. Therefore, we are committed to the following:

- Continue to meet with district employers during Raider Educator Day. In the past, these conversations have been constructive in communicating what has been working for new teachers and the areas of growth identified by districts.
- Continue to hold our bi-annual Consortium meetings where we include area employers to discuss current concerns and trends in the education workforce.
- We hold an annual Teacher Job Fair for current candidates as well as local teachers in the early spring. This job fair is *a/ways* heavily-attended by regional districts, demonstrating a desire to hire SOU graduates.

H. 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.

This is an area in which we can significantly improve our data collecting strategies. We have not previously had consistent methods in place to identify employment rates for program completers, mostly because this involves self-reported data when we reach out to completers using the private email addresses that they provided when they graduated from our programs.

- Our Masters in Education (MSEd) degree program is popular with graduates from our Bachelor's Education Studies and Early Childhood programs. The MSEd program is online and asynchronous, which makes it accessible for working teachers. The following data gives us a sense of completers' ongoing education:
 - **Twenty-three** MSEd students enrolled during 2024-2025 obtained their undergraduate degree from SOU; **nine** of them earned their B.S. degree in Education Studies and **six** of them earned their B.S. degree in Early Childhood.
 - **Two** MSEd students enrolled during 2024-2025 obtained their MAT degree from SOU.
 - **Four** SOU graduates enrolled in the MSEd program during 2024-2025 will add a Reading Specialist endorsement.
- Similar to the MSEd program, we are developing systems to track returning students to the PAL program from the Education Studies and the MAT programs.

Goals for the Future

- Consistently send annual emails to program completers (alumni) each January starting in 2026 to identify if/where program completers are employed for that AY.
- Create an efficient system for identifying returning SOU students in our MSEd program and PAL program.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

SOU's School of Education continues to operate as expected despite our shrinking footprint. In 2024-2025, there were only twelve full-time faculty members, three full-time staff, and one department chair who ran eight robust programs (undergrad and graduate), including five licensure programs and other non-licensure programs (e.g., Early Childhood Education Major; These numbers do not include the certificates, minors, and microcredentials that are also housed in the School of Education.) Due to the reduced staffing capacity and reduced specializations, we have had to pause or discontinue programs as a result (mentioned above). That said, our student enrollment has remained steady and our classes are filling; therefore, we rely on several adjunct instructors on a quarterly basis to assist us with teaching courses in our programs.

3. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation		
<i>Initial License Programs:</i> Half-Day Student Teaching	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)	2024-2025 Multiple Subjects Candidate Performance Averages		
		Standard	Ed Studies	MAT
		#1 Learner Development	2.7	2.9
		#2 Learning Differences	2.7	2.9
		#3 Learning Environments	2.85	3
		#4 Content Knowledge	2.85	2.85
		#5 Application of Content	2.8	2.95
		#6 Assessment	2.8	2.9
		#7 Planning for Instruction	2.85	3
		#8 Instructional Strategies	2.6	2.85
		#9 Professional Learning	2.7	3
		#10 Leadership & Collaboration	2.6	2.95

		<table><tr><th colspan="3">2024-2025 Single Subjects Candidate Performance Averages</th></tr><tr><th>Standard</th><th colspan="2">MAT</th></tr><tr><td>#1 Learner Development</td><td colspan="2">2.9</td></tr><tr><td>#2 Learning Differences</td><td colspan="2">2.9</td></tr><tr><td>#3 Learning Environments</td><td colspan="2">2.9</td></tr><tr><td>#4 Content Knowledge</td><td colspan="2">2.9</td></tr><tr><td>#5 Application of Content</td><td colspan="2">2.9</td></tr><tr><td>#6 Assessment</td><td colspan="2">2.9</td></tr><tr><td>#7 Planning for Instruction</td><td colspan="2">2.8</td></tr><tr><td>#8 Instructional Strategies</td><td colspan="2">2.8</td></tr><tr><td>#9 Professional Learning</td><td colspan="2">3</td></tr><tr><td>#10 Leadership & Collaboration</td><td colspan="2">2.9</td></tr></table>	2024-2025 Single Subjects Candidate Performance Averages			Standard	MAT		#1 Learner Development	2.9		#2 Learning Differences	2.9		#3 Learning Environments	2.9		#4 Content Knowledge	2.9		#5 Application of Content	2.9		#6 Assessment	2.9		#7 Planning for Instruction	2.8		#8 Instructional Strategies	2.8		#9 Professional Learning	3		#10 Leadership & Collaboration	2.9	
2024-2025 Single Subjects Candidate Performance Averages																																						
Standard	MAT																																					
#1 Learner Development	2.9																																					
#2 Learning Differences	2.9																																					
#3 Learning Environments	2.9																																					
#4 Content Knowledge	2.9																																					
#5 Application of Content	2.9																																					
#6 Assessment	2.9																																					
#7 Planning for Instruction	2.8																																					
#8 Instructional Strategies	2.8																																					
#9 Professional Learning	3																																					
#10 Leadership & Collaboration	2.9																																					
Initial License Programs: Full-Day Student Teaching	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)	<table><tr><th colspan="3">2024-2025 Multiple Subjects Candidate Performance Averages</th></tr><tr><th>Standard</th><th>Ed Studies</th><th>MAT</th></tr><tr><td>#1 Learner Development</td><td>3.6</td><td>3.5</td></tr><tr><td>#2 Learning Differences</td><td>3.6</td><td>3.5</td></tr><tr><td>#3 Learning Environments</td><td>3.7</td><td>3.4</td></tr><tr><td>#4 Content Knowledge</td><td>3.8</td><td>3.4</td></tr></table>	2024-2025 Multiple Subjects Candidate Performance Averages			Standard	Ed Studies	MAT	#1 Learner Development	3.6	3.5	#2 Learning Differences	3.6	3.5	#3 Learning Environments	3.7	3.4	#4 Content Knowledge	3.8	3.4																		
2024-2025 Multiple Subjects Candidate Performance Averages																																						
Standard	Ed Studies	MAT																																				
#1 Learner Development	3.6	3.5																																				
#2 Learning Differences	3.6	3.5																																				
#3 Learning Environments	3.7	3.4																																				
#4 Content Knowledge	3.8	3.4																																				

		<table><tr><td>#5 Application of Content</td><td>3.6</td><td>3.4</td></tr><tr><td>#6 Assessment</td><td>3.6</td><td>3.5</td></tr><tr><td>#7 Planning for Instruction</td><td>3.6</td><td>3.4</td></tr><tr><td>#8 Instructional Strategies</td><td>3.8</td><td>3.5</td></tr><tr><td>#9 Professional Learning</td><td>3.7</td><td>3.5</td></tr><tr><td>#10 Leadership & Collaboration</td><td>3.6</td><td>3.6</td></tr></table>	#5 Application of Content	3.6	3.4	#6 Assessment	3.6	3.5	#7 Planning for Instruction	3.6	3.4	#8 Instructional Strategies	3.8	3.5	#9 Professional Learning	3.7	3.5	#10 Leadership & Collaboration	3.6	3.6				
#5 Application of Content	3.6	3.4																						
#6 Assessment	3.6	3.5																						
#7 Planning for Instruction	3.6	3.4																						
#8 Instructional Strategies	3.8	3.5																						
#9 Professional Learning	3.7	3.5																						
#10 Leadership & Collaboration	3.6	3.6																						
		2024-2025 Single Subjects Candidate Performance Averages <table><tr><th>Standard</th><th>MAT</th></tr><tr><td>#1 Learner Development</td><td>3.75</td></tr><tr><td>#2 Learning Differences</td><td>3.7</td></tr><tr><td>#3 Learning Environments</td><td>3.8</td></tr><tr><td>#4 Content Knowledge</td><td>3.65</td></tr><tr><td>#5 Application of Content</td><td>3.8</td></tr><tr><td>#6 Assessment</td><td>3.8</td></tr><tr><td>#7 Planning for Instruction</td><td>3.8</td></tr><tr><td>#8 Instructional Strategies</td><td>3.8</td></tr><tr><td>#9 Professional Learning</td><td>3.9</td></tr><tr><td>#10 Leadership & Collaboration</td><td>3.8</td></tr></table>	Standard	MAT	#1 Learner Development	3.75	#2 Learning Differences	3.7	#3 Learning Environments	3.8	#4 Content Knowledge	3.65	#5 Application of Content	3.8	#6 Assessment	3.8	#7 Planning for Instruction	3.8	#8 Instructional Strategies	3.8	#9 Professional Learning	3.9	#10 Leadership & Collaboration	3.8
Standard	MAT																							
#1 Learner Development	3.75																							
#2 Learning Differences	3.7																							
#3 Learning Environments	3.8																							
#4 Content Knowledge	3.65																							
#5 Application of Content	3.8																							
#6 Assessment	3.8																							
#7 Planning for Instruction	3.8																							
#8 Instructional Strategies	3.8																							
#9 Professional Learning	3.9																							
#10 Leadership & Collaboration	3.8																							

<i>Initial License Programs:</i> Professional Teaching Portfolio	<p>Candidates must score, on average, at the Proficient level throughout the portfolio. Proficient is a “2” on a 3-point scale. There are two different rubrics based on the type of license: multiple subjects or single subjects.</p> <p>Side Note: Multiple Subjects candidates must receive a score of 60 or better to pass. Single Subjects candidates must receive a score of 50 or better to pass. (The cut score changed from 2023-2024.)</p> <p>PTP Segments: I: Context for Learning II: Planning III: Instruction IV: Analysis of Learning V: Holistic Reflection VI: Mathematics (Elementary Only)</p>	<table><tr><th colspan="3">2024-2025 Multiple Subjects Candidate Performance Averages</th></tr><tr><th>PTP Segment</th><th>Education Studies</th><th>MAT</th></tr><tr><td>Segment I</td><td>1.85</td><td>1.92</td></tr><tr><td>Segment II</td><td>2.21</td><td>2.34</td></tr><tr><td>Segment III</td><td>2.57</td><td>2.49</td></tr><tr><td>Segment IV</td><td>2.45</td><td>2.33</td></tr><tr><td>Segment V</td><td>2.57</td><td>1.81</td></tr><tr><td>Segment VI</td><td>2.38</td><td>2.36</td></tr></table> <table><tr><th colspan="2">2024-2025 Single Subjects Candidate Performance Averages</th></tr><tr><th>PTP Segment</th><th>MAT</th></tr><tr><td>Segment I</td><td>2.00</td></tr><tr><td>Segment II</td><td>1.83</td></tr><tr><td>Segment III</td><td>2.37</td></tr><tr><td>Segment IV</td><td>2.07</td></tr><tr><td>Segment V</td><td>1.94</td></tr></table>	2024-2025 Multiple Subjects Candidate Performance Averages			PTP Segment	Education Studies	MAT	Segment I	1.85	1.92	Segment II	2.21	2.34	Segment III	2.57	2.49	Segment IV	2.45	2.33	Segment V	2.57	1.81	Segment VI	2.38	2.36	2024-2025 Single Subjects Candidate Performance Averages		PTP Segment	MAT	Segment I	2.00	Segment II	1.83	Segment III	2.37	Segment IV	2.07	Segment V	1.94
2024-2025 Multiple Subjects Candidate Performance Averages																																								
PTP Segment	Education Studies	MAT																																						
Segment I	1.85	1.92																																						
Segment II	2.21	2.34																																						
Segment III	2.57	2.49																																						
Segment IV	2.45	2.33																																						
Segment V	2.57	1.81																																						
Segment VI	2.38	2.36																																						
2024-2025 Single Subjects Candidate Performance Averages																																								
PTP Segment	MAT																																							
Segment I	2.00																																							
Segment II	1.83																																							
Segment III	2.37																																							
Segment IV	2.07																																							
Segment V	1.94																																							
<i>Administrator License:</i> Quarterly PAL Program Reports	<i>Standards:</i> 1. Mission, vision, and core values	2022-2024 Administrative Licensure (PAL) Average Scores (5-point rubric)																																						

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.	<div>2. Ethics, Professional Norms, and Sociopolitical Leadership</div> <div>3. Equity and Cultural Leadership</div> <div>4. Instructional Leadership</div> <div>5. Community and External Leadership</div> <div>6. Operations and Management</div> <div>7. Human Resource Leadership</div>		Quarter 1	Quarter 1	Quarter 2	Quarter 2	Summative	Summative
		Standard	Mentor	Supervisor	Mentor	Supervisor	Mentor	Supervisor
		1	2.96	2.69	3.69	3.46	4.35	4.38
		2	3.25	2.65	3.76	3.54	4.32	4.31
		3	2.91	2.43	3.55	3.53	4.15	4.23
		4	2.98	2.56	3.59	3.54	4.33	4.23
		5	2.79	2.5	3.61	3.42	4.13	4.23
		6	2.38	2.23	3.36	2.96	4.13	4.15
		7	2.65	2.17	3.23	2.9	3.9	3.9

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

Provider-selected measures	Criteria for Success	Level or extent of success in meeting the expectation								
<p><i>Initial Licensure Programs:</i> Civil Rights Training</p> <p>The state of Oregon requires all candidates within a teacher preparation program to pass the Protecting Student and Civil Rights</p>	<p><i>Criteria for Success:</i> The candidate earns a passing score on the state-administered examination or earns SOU's Civil Rights in the Classroom Training Completion certificate.</p>	<table><tr><th colspan="2">Education Studies</th></tr><tr><td>2023-24 Cohort 16 candidates</td><td>2024-2025 Cohort 10 candidates</td></tr><tr><td>16 passed</td><td>10 passed</td></tr><tr><th colspan="2">MAT - Multiple Subjects</th></tr></table>	Education Studies		2023-24 Cohort 16 candidates	2024-2025 Cohort 10 candidates	16 passed	10 passed	MAT - Multiple Subjects	
Education Studies										
2023-24 Cohort 16 candidates	2024-2025 Cohort 10 candidates									
16 passed	10 passed									
MAT - Multiple Subjects										

in the Educational Environment Examination or complete the course module for Civil Rights and Ethics .		<table><tr><td>2023-2024 Cohort 11 candidates</td><td>2024-2025 Cohort 14 candidates</td></tr><tr><td>11 passed</td><td>14 passed</td></tr><tr><td colspan="2">MAT - Single Subjects</td></tr><tr><td>2023-2024 Cohort 22 candidates</td><td>2024-2025 Cohort 24 candidates</td></tr><tr><td>22 passed</td><td>24 passed</td></tr><tr><td colspan="2">SPED</td></tr><tr><td>2023-2024 1 candidate</td><td>2024-2025 Cohort 0 candidates</td></tr><tr><td>1 passed</td><td>n/a</td></tr></table>	2023-2024 Cohort 11 candidates	2024-2025 Cohort 14 candidates	11 passed	14 passed	MAT - Single Subjects		2023-2024 Cohort 22 candidates	2024-2025 Cohort 24 candidates	22 passed	24 passed	SPED		2023-2024 1 candidate	2024-2025 Cohort 0 candidates	1 passed	n/a								
2023-2024 Cohort 11 candidates	2024-2025 Cohort 14 candidates																									
11 passed	14 passed																									
MAT - Single Subjects																										
2023-2024 Cohort 22 candidates	2024-2025 Cohort 24 candidates																									
22 passed	24 passed																									
SPED																										
2023-2024 1 candidate	2024-2025 Cohort 0 candidates																									
1 passed	n/a																									
<p><i>Initial Licensure Programs:</i> Professional Dispositions</p> <p>This candidate evaluation is conducted midterm of the first quarter between the candidate, their supervisor, and their CT. Our goal is to make sure our candidates have the professional dispositions to continue in the field.</p>	<p><i>Criteria for Success:</i> A satisfactory review requires all “Proficient” (3) or “Developing” (2) scores.</p> <p>An Action Plan is required for any areas documented as “Beginning” (1). The Leadership Team can call for a Student Study Team (SST) meeting if there are substantial concerns.</p>	<table><tr><th colspan="3">Education Studies</th></tr><tr><th>Standard</th><th>2023-2024</th><th>2024-2025</th></tr><tr><td>Professional & Ethical Conduct</td><td>3</td><td>2.9</td></tr><tr><td>Individual and Cultural Sensitivity</td><td>2.9</td><td>2.8</td></tr><tr><td>Work Habits</td><td>2.8</td><td>2.7</td></tr><tr><td>Effective Communication</td><td>2.9</td><td>2.8</td></tr><tr><td>Self Reflection</td><td>2.8</td><td>2.9</td></tr><tr><td>Collaboration</td><td>2.9</td><td>2.7</td></tr></table> <p>MAT - Multiple Subjects</p>	Education Studies			Standard	2023-2024	2024-2025	Professional & Ethical Conduct	3	2.9	Individual and Cultural Sensitivity	2.9	2.8	Work Habits	2.8	2.7	Effective Communication	2.9	2.8	Self Reflection	2.8	2.9	Collaboration	2.9	2.7
Education Studies																										
Standard	2023-2024	2024-2025																								
Professional & Ethical Conduct	3	2.9																								
Individual and Cultural Sensitivity	2.9	2.8																								
Work Habits	2.8	2.7																								
Effective Communication	2.9	2.8																								
Self Reflection	2.8	2.9																								
Collaboration	2.9	2.7																								

		<table><tr><th>Standard</th><th>2023-2024</th><th>2024-2025</th></tr><tr><td>Professional & Ethical Conduct</td><td>3</td><td>3</td></tr><tr><td>Individual and Cultural Sensitivity</td><td>3</td><td>2.95</td></tr><tr><td>Work Habits</td><td>2.9</td><td>2.81</td></tr><tr><td>Effective Communication</td><td>2.9</td><td>2.9</td></tr><tr><td>Self Reflection</td><td>2.9</td><td>2.9</td></tr><tr><td>Collaboration</td><td>3</td><td>2.9</td></tr></table> <div>MAT - Single Subjects</div> <table><tr><th>Standard</th><th>2023-2024</th><th>2024-2025</th></tr><tr><td>Professional & Ethical Conduct</td><td>2.9</td><td>2.8</td></tr><tr><td>Individual and Cultural Sensitivity</td><td>2.9</td><td>2.8</td></tr><tr><td>Work Habits</td><td>2.9</td><td>2.8</td></tr><tr><td>Effective Communication</td><td>2.9</td><td>2.75</td></tr><tr><td>Self Reflection</td><td>2.9</td><td>2.7</td></tr><tr><td>Collaboration</td><td>2.8</td><td>2.8</td></tr></table>	Standard	2023-2024	2024-2025	Professional & Ethical Conduct	3	3	Individual and Cultural Sensitivity	3	2.95	Work Habits	2.9	2.81	Effective Communication	2.9	2.9	Self Reflection	2.9	2.9	Collaboration	3	2.9	Standard	2023-2024	2024-2025	Professional & Ethical Conduct	2.9	2.8	Individual and Cultural Sensitivity	2.9	2.8	Work Habits	2.9	2.8	Effective Communication	2.9	2.75	Self Reflection	2.9	2.7	Collaboration	2.8	2.8
Standard	2023-2024	2024-2025																																										
Professional & Ethical Conduct	3	3																																										
Individual and Cultural Sensitivity	3	2.95																																										
Work Habits	2.9	2.81																																										
Effective Communication	2.9	2.9																																										
Self Reflection	2.9	2.9																																										
Collaboration	3	2.9																																										
Standard	2023-2024	2024-2025																																										
Professional & Ethical Conduct	2.9	2.8																																										
Individual and Cultural Sensitivity	2.9	2.8																																										
Work Habits	2.9	2.8																																										
Effective Communication	2.9	2.75																																										
Self Reflection	2.9	2.7																																										
Collaboration	2.8	2.8																																										
Administrator Licensure Program: Summative PAL Program Portfolio	Standards: <div><div>1. Mission, vision, and core values</div><div>1. Ethics, Professional Norms, and Sociopolitical Leadership</div><div>2. Equity and Cultural Leadership</div></div>	<div>2022-2024 Administrative Licensure (PAL) Average Scores (5-point scale)</div> <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>4.54</td><td>4.46</td><td>4.46</td><td>4.31</td><td>4.54</td><td>4.46</td><td>4</td><td>4.46</td></tr></table>	1	2	3	4	5	6	7	8	4.54	4.46	4.46	4.31	4.54	4.46	4	4.46																										
1	2	3	4	5	6	7	8																																					
4.54	4.46	4.46	4.31	4.54	4.46	4	4.46																																					

<p>At the end of the final term, the student completes a self-evaluation of the 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 summative evaluation. Candidates also turn in their hours log with artifacts and a narrative reflection.</p>	<ol style="list-style-type: none"> 3. Instructional Leadership 4. Community and External Leadership 5. Operations and Management 6. Human Resource Leadership 	
---	---	--

7. 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.

As a School of Education, we continue to make curricular and instructional strides in three very important areas: Early Literacy Education, Social Emotional Learning (SEL), and Special Education.

Early 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 EPPs in Oregon which must be in alignment as part of their regular accreditation process by Fall 2026.

Southern Oregon University hired a new literacy professor in 2024 with a significant background in literacy instruction. She immediately joined a statewide Community of Practice Consortium working together with other EPP representatives and TSPC to integrate change within our licensure programs (i.e., Education Studies, MAT, MSED, READ Endorsement, PAL, and SPED). This statewide 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.

In June 2025, SOU submitted an Early Literacy Reflection and Planning Tool to TSPC for preliminary feedback. Based on that feedback, SOU is preparing our final "Teaching Literacy" TSPC proposal for February 2026. With TSPC's approval, we will continue to move forward with programmatic revisions to ensure all statewide early literacy requirements are being met starting with the 2026-2027 academic year.

Transformative-Social Emotional Learning:

In June of 2023 Oregon's State Board of Education adopted standards for [Transformative Social and Emotional Learning](#). "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."

Two SOU faculty members were selected to join a statewide Teacher Educator Institute (TEI), in which they participated in an immersive year-long (2024-2025) institute for EPP faculty across Oregon. The institute focused on modeling and embedding SEL into courses and discussing how SEL can show up across Oregon's teacher preparation standards. The intention was to develop strategies and a multi-pronged action plan to begin implementing T-SEL standards starting in 2025-2026. The action plan strategies include:

- E. Grow T-SEL learning collaborations with external partners including [Teach from Your Best Self](#) and the Southern Oregon Regional Educators Network (SOREN). [*Teach from Your Best Self* workshops are now fully integrated into the MAT

program and candidates in the Education Studies program completed a three-day Rooted in Relationships training led by SOREN in August.]

- F. Grow T-SEL in the PAL program by identifying the areas that are currently being addressed; examine opportunities to expand partnership with Teach from Your Best Self to build out *Lead from Your Best Self*.
- G. Support the SOU School of Education's faculty and staff in growing awareness of T-SEL, T-SEL standards, and the Center for Reaching and Teaching the Whole Child (CRTWC) SEL framework for holistic integration of SEL in our many departmental programs.

In Summer of 2025, our resident expert of holistic education (and PAL Program Coordinator) was selected by the dean to take over the leadership role in implementing these strategies starting in Fall 2025. She regularly meets with a statewide group called [OCSEP](#) for monthly support.

Special Education:

There has been a significant national demand in recent years for highly-qualified special education teachers. SOU is answering the call by developing an undergraduate special education licensure concentration as part of our Education Studies Major. The pathway was officially approved by TSPC and SOU in 2024 and it is officially underway starting with the 2025-2026 academic year. Prior to the start of the new AY, **six undergraduate students** already declared the special education licensure concentration within the major and intend on graduating in 2027 with their teaching licenses in special education. One of our primary goals is to work with local school districts to support educational assistants and paraprofessionals in getting their Bachelor's/Master's degrees and their licenses in special education.