



Univ. of Science and Arts of Oklahoma
Traditional Report AY 2019-20
Oklahoma



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text" value="Music"/>	<input data-bbox="1295 90 1572 132" type="text" value="1"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Professional education courses including Educational Psychology, School and Society, Education of the Exceptional Child, Human Development & Learning (or Child Development for Early Childhood candidates), Applied Professional Studies, and Clinical Experience classes address the issues of preparation for teaching students with diverse backgrounds and needs as listed above. In addition, foreign language competency (generally two semesters) is required. Deaf education majors not only have a minimum 20-hour area of concentration, but also 12 semester hours of math, 12 semester hours of science, 12 semester hours of language arts, and 12 semester hours of social studies. Elementary and Early Childhood majors complete at least 12 semester hours of math, 12 semester hours of science, 12 semester hours of language arts and 12 semester hours of social studies. Methods classes also address areas for differentiating instruction based on student needs as they apply in specific contexts. Membership on the Teacher Education Committee includes representation from public school administration, public school teachers, current teacher candidates from different programs, and a faculty representative from each program area. Clinical experiences are designed to provide diversity of school type as well

as student diversity (academic needs, grade levels, ethnicity, socioeconomic background, etc.).

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal was to continue to support our prospective mathematics teachers through the successful completion of their student teaching and their program requirements. We had also hoped to hire a new mathematics faculty member during the summer of 2020 since our math education faculty member announced his resignation in spring of 2020; however, the COVID-19 situation put hiring on hold.

3. Did your program meet the goal?

- Yes
 No

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

We did meet the goal of continuing to support our prospective mathematics teachers with progression in the program. We were unable to hire a math education faculty member due to COVID-related hiring holds. Math department faculty stepped in to receive additional Teacher Education training and support candidates alongside Education faculty.

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

Provide continued support for mathematics faculty representatives in supporting mathematics candidates. Math department faculty representatives attend all Teacher Education Committee meetings and receive additional training in requirements. Provide additional support for mathematics candidates from Professional Education faculty and administration.

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Our goal for the 2020-2021 academic year will be to continue to train mathematics faculty member representatives who will be able to assist our mathematics prospective teachers. Our goal will be to continue to support our current prospective mathematics teachers.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Our goal is to continue to support our mathematics teacher candidates as they progress through their program.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal was to add one science prospective teacher to our program in 2019-2020.

3. Did your program meet the goal?

- Yes
 No

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

One new prospective science teacher was admitted to the Teacher Education program in 2019-2020.

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

We continue to recruit prospective science teachers and support candidates in admission and progression through the program as well as continuing to provide support for science faculty advising these candidates.

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Our goal is to add one prospective teacher in science in 2020-2021.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Our goal will be to support one prospective science teacher progressing through the program and add one prospective science teacher candidate to the Teacher Education program.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal was to prepare 5 prospective teachers in deaf education through to completion of student teaching in 2019-2020. Our goal was to admit 3 prospective teachers in deaf education to Teacher Education.

3. Did your program meet the goal?

- Yes
 No

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

We had 5 prospective teachers in deaf education complete student teaching in 2019-2020 through support from advisors and Education faculty, especially during the sudden changes caused by the COVID-19 pandemic. We did admit 3 prospective Deaf Education teachers to the Teacher Education program through continued support from advisors and faculty.

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

We continue to seek additional methods of recruiting and providing support as candidates progress through the Deaf Education program.

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Our goal for 2020-2021 is to prepare 2 prospective teachers through to completion of our deaf education program.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Our goal for 2021-2022 is to prepare 4 prospective teachers through to completion of our deaf education program.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

All of our candidates receive instruction in preparing to teach limited English proficient students within their certification area; however, we do not offer a separate certification program for prospective teachers in the certification area of limited English proficient students.

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson Other enrolled students	2			
004 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
030 -DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2019-20	6			
030 -DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2017-18	3			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	5			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	9			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	8			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	9			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	2			
137 -JOURNALISM Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
125 -MIDDLE-LEVEL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
125 -MIDDLE-LEVEL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	6			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	23	259	21	91
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	9			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	10	263	10	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2018-19	21	267	21	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2017-18	15	271	15	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson Other enrolled students	3			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	3			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	9			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
075 -OPTE: PK-8 Evaluation Systems group of Pearson Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2019-20	16	254	16	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2018-19	12	252	12	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2017-18	12	259	12	100
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2017-18	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2018-19	3			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2017-18	2			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	3			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2017-18	2			

Summary Pass Rates

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	19	18	95
All program completers, 2018-19	21	21	100
All program completers, 2017-18	15	15	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Our program focuses on the International Society for Technology in Education National Educational Technology Standards (ISTE NETS) for Students. The NETS essentially take an interdisciplinary approach to providing students with a road map for being successful and productive in a global environment. However, ISTE has also provided the Standards for Educators and the Standards for Education Leaders. By exposing our prospective teachers to these three sets of NETS standards, they begin to see how integral the immersion of technology becomes across the learning community. These standards become a focal-point as we introduce a variety of instructional technology platforms. We demonstrate the relevance of these tools in the educational environment and always connect these tools back to the ISTE Standards and current educational research. From the first technology class, students are introduced to data collection and how it can be used effectively with students. As the course moves through the semester, the students develop their own unique ways to collect data from the class. Students are encouraged to try a variety of formative assessment tools each week during the semester as they explore data collections. In fact, after the second week, the students are responsible for teaching the class, and one of the first items of business each lesson is to gain an understanding of a student's prior knowledge. Students create their own assessment tools to do this, then reflect on this data after they have taught the lesson. Students then take the data that was collected at the beginning of a lesson and combine it with a post lesson assessment to see what changes, if any, are represented in the data. When students next teach a lesson, they will have had time to reflect on their teaching, review the data, and make any necessary changes to their lesson plan. As a result of the students participating in both the role of the

teacher and the role of the student, they are constantly using and analyzing data. Running through this course, all students are participating in two online spaces: OneNote and Canvas. Using both of these platforms gives students the opportunity to use instructional technology to manage data for teaching and learning. Students are required to blog about their experiences each week and the links are shared in Canvas. Students design their lessons and deploy their lessons on these platforms, giving them an opportunity to see how to effectively use a learning management system to manage all of the data that is required to teach a lesson. The overarching goal of this program is to prepare our prospective teachers with the skills necessary to engage a generation of learners who have lived a life immersed in technology, but do not necessarily have the skills to become productive, literate, and collaborative in a global economy that will evolve in ways that can only be answered with speculation. We also want our teachers to realize that technology is only a tool that enhances the many intricacies of teaching and learning. Used wisely and effectively, technology becomes an enabler, but it does not replace the essence of what teaching and learning is all about. Therefore, we prepare our students with a framework of proven instructional methodologies as well as emerging technical competencies to position themselves as effective teachers for the 21st century. Our program prepares prospective teachers to use the principles of Universal Design for Learning (UDL) beginning in an early professional education course titled Education of the Exceptional Child, which is a course required of all certification areas. They are introduced to the principles of UDL, conduct research on the effective practice of UDL principles on our campus, and then present their findings to their classmates and faculty. The UDL principles are reinforced throughout other education courses and clinical experiences through lesson planning and implementation of principles in teaching experiences.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

All of our programs require prospective teachers to prepare lesson plans that include adjustments, adaptations, modifications, and accommodations for diverse learners. All formal clinical experiences require the candidate to research and gather contextual information related to diversity and special needs within his/her clinical experience placements. All programs require prospective teachers to successfully complete a professional education course titled, Education of the Exceptional Child, in which various exceptionalities are carefully considered with emphasis on methods and techniques of identification, instruction, and finding available resource assistance. Specifically included in the course, but not limited to, are learning disabilities, autism spectrum disorder, emotional/behavioral disorder, deaf, blind, other health impaired, severe-profound/multi-handicapped, gifted/talented, and mental illness. Attention to IEPs and resulting lesson plan and teaching modifications and accommodations are introduced in Education of the Exceptional Child and reinforced in various methods courses. Courses such as Human Development and Learning, Child Development, and Educational Psychology also include attention to exceptionalities, multiple intelligences, an diverse learning styles/modalities.

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

In the professional education course, Education of the Exceptional Child, prospective teachers explore components of an Individualized Education Plan and participate in class activities that help prepare them for being a member of an individualized education program team. Prospective teachers may have clinical experience participating in individualized education program teams during their Professional Trimester/Student Teaching.

c. Effectively teach students who are limited English proficient.

Preparing all prospective teachers to effectively teach students who are limited English proficient is an integral part of our Diversity Action Plan. This is evidenced by the following excerpt from our diversity proficiencies: Teacher Candidates are expected within the Knowledge Category to: Be aware of the needs of and effective strategies for working with an English Language Learner (ELL), such as: a) Building blocks of language, b) Stages of second language acquisition, c) Context matters; students are competent in home language, d) Different dialects of English, e) How to use multiple assessments to determine what students know, f) Important connections between language & culture. Teacher Candidates are expected within the Skills category to: a) Demonstrate a variety of strategies/techniques proven to be effective with ELL, b) Demonstrate a high novice proficiency in a foreign language. These elements are addressed in many of the professional education courses and throughout the methods courses. One course example is School and Society where course curriculum and discussion emphasizes considerations for working with students who are ELL or LEP, and prospective teachers are required to reflect on and write about their own strengths and areas of growth within our diversity proficiencies.

2. Does your program prepare special education teachers?

- Yes
 No

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

a. Teach students with disabilities effectively

We prepare prospective teachers in the special education area of Deaf Education certification. All of the Deaf Education classes focus on deaf and hard of hearing (DHH) students and what they need to be successful in school. In Curriculum Development and Instruction 2, students learn how to work with DHH students with additional disabilities.

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

Five weeks of the semester in the required Deaf Education course, Curriculum Development and Instruction 2, is devoted to learning the IEP process. Along with the readings, students learn how to use EdPlan and create an IEP for their case study student from the Jane Brooks satellite campus of the Oklahoma School for the Deaf (OSD) housed on USAO's campus. To create the IEP case study, each USAO student is assigned one student from Jane Brooks OSD and works with them one-on-one for 30 minutes for at least 10 weeks. Through this one-on-one time and discussing with the actual teacher from Jane Brooks, USAO Deaf Education teacher candidates are able to create IEP goals in EdPlan.

c. Effectively teach students who are limited English proficient.

USAO Deaf Education prospective teachers take three courses, Language Development 1, 2 and 3 during their time here. Language Development 1 focuses on normal language development from birth to age 6 and then apply this knowledge to DHH students. During Language Development 2, students focus on elementary age students and how best to support their language development. Language Development 3 teaches how to best support middle and high school students who need language support. In each class, students learn assessments, strategies, and curriculum to teach students with limited English proficiency. English proficiency is also supported with USAO students working with DHH students from the Jane Brooks satellite campus of the Oklahoma School for the Deaf during all three courses.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

USAO's Teacher Education program utilizes the co-teaching model of student teaching. USAO has developed a base of over 600 mentor teachers trained in the co-teaching approach. We have received positive feedback from teacher candidates, mentor teachers, and administrators in response to the co-teaching model and in response to our Teacher Education program and the preparation of our teacher candidates overall. USAO's teacher certification programs in Music, Deaf Education, Math, Science, Social Studies, English, Elementary, and Early Childhood have all been nationally recognized. Our Art certification program is state approved. Our Physical Education certification program is currently state approved. USAO's Teacher Education program as an entire Educator Preparation Provider (EPP) is nationally accredited through the Council for the Accreditation of Educator Preparation (CAEP).

Supporting Files

CAEP 2021 EPP Annual Report - USAO	
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You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Sarah Layman

TITLE:

Chair, Division of Education & Speech-Language Pathology; Director of Teacher Education

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Sarah Layman

TITLE:

Chair, Division of Education & Speech-Language Pathology; Director of Teacher Education