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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

207263

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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SALUTATION

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1305	Teacher Education - English/Language Arts	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

12

SECTION I: PROGRAM INFORMATION

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- (●) **Yes**
- ( ) **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	(●) Yes ( ) No	(●) Yes ( ) No
Fingerprint check	( ) Yes (●) No	( ) Yes (●) No
Background check	(●) Yes ( ) No	(●) Yes ( ) No
Minimum number of courses/credits/semester hours completed	(●) Yes ( ) No	(●) Yes ( ) No

Element	Admission	Completion
Background check	● Yes ○ No	● Yes ○ No
Minimum number of courses/credits/semester hours completed	● Yes ○ No	● Yes ○ No
Minimum GPA	● Yes ○ No	● Yes ○ No
Minimum GPA in content area coursework	○ Yes ● No	● Yes ○ No
Minimum GPA in professional education coursework	○ Yes ● No	● Yes ○ No
Minimum ACT score	○ Yes ● No	○ Yes ● No
Minimum SAT score	○ Yes ● No	○ Yes ● No
Minimum basic skills test score	● Yes ○ No	● Yes ○ No
Subject area/academic content test or other subject matter verification	○ Yes ● No	● Yes ○ No
Recommendation(s)	○ Yes ● No	○ Yes ● No
Essay or personal statement	○ Yes ● No	○ Yes ● No
Interview	● Yes ○ No	○ Yes ● No
Other Specify: Professional Dispositions & Habits Inventories; Key ass...	● Yes ○ No	● Yes ○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

4. Please provide any additional information about the information provided above:

Teacher candidates majoring in Elementary Education, Early Childhood, Health & Physical Education, Secondary Education, and Special Education must have a GPA of at least 2.75 in order to be considered for full admission. They must continue to maintain a 2.5 through completion (overall, in their major field, and in professional core). In Spring 2022, HB 3658 elimitated the Oklahoma General Education Test (OGET) for certification purposes and created additional pathways for meeting the teacher education admission reqruirement, as set by the Oklahoma State Regents for Higher Education, including: Achieve a GPA of 3.0 or higher in all general education courses, or Score at or above 22 on the ACT, to include the writing portion, or Score at or above 1120 on the SAT, to include reading (5), analysis (4), and writing (5), or Score 150 math, 156 reading, and 162 writing on the PRAXIS Core Academic Skills for Educators Test, or Score 240 or higher on the Oklahoma General Education Test (OGET), or Hold a baccalaureate degree from an accredited university. Teacher candidates in all teacher preparation programs complete all 4 tasks of the PPAT (Praxis Performance Assessment for Teachers) during their internships and before completion of their program.

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or clear responses already entered) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	Yes No	Yes No
Fingerprint check	Yes No	Yes No
Background check	Yes No	Yes No
Minimum number of courses/credits/semester hours completed	Yes No	Yes No
Minimum GPA	Yes No	Yes No
Minimum GPA in content area coursework	Yes No	Yes No
Minimum GPA in professional education coursework	Yes No	Yes No
Minimum ACT score	Yes No	Yes No
Minimum SAT score	Yes No	Yes No
Minimum basic skills test score	Yes No	Yes No
Subject area/academic content test or other subject matter verification	Yes No	Yes No
Recommendation(s)	Yes No	Yes No
Essay or personal statement	Yes No	Yes No
Interview	Yes No	Yes No
Other Specify:	Yes No	Yes No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22.
(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

- (●) Yes
- ( ) No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	144
Number of clock hours required for student teaching	640

Are there programs in which candidates are the teacher of record?

- ( ) Yes
- (●) No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	4
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	484
Number of students in supervised clinical experience during this academic year	453

Please provide any additional information about or descriptions of the supervised clinical experiences:

Supervised Clinical Experience: We have interpreted the supervised clinical experience definition in the guidance information (i.e. ...a series of supervised field experiences--including student teaching--with Pre K-12 students that occur as a sequenced, integral part of the preparation program prior to the teacher candidate becoming the teacher of record) as meaning all three of the internship experiences our teacher candidates must successfully complete for graduation. The 2021-2022 data are as follows: Pre-I (Fall 2021 n=94; Spring 2022 n=77; Total n=171), Pre-II (Fall 2021 n=91; Spring 2022 n=58; Total n=149), and Full (Fall 2021 n=52; Spring 2022 n=81; Total n=133), for a total of 453 students in supervised clinical experience this academic year (2021-2022). The 2021-2022 data for cooperating teachers are as follows: Pre-1 (Fall 2021 n=92; Spring

2022 n=75), Pre-II (Fall 2021 n=89; Spring 2022 n=58), and Full (Fall 2021 n=72; Spring 2022 n=98). Total of 253 cooperating teachers in Fall 2021 and total of 231 cooperating teachers in Spring 2023, resulting in a total of 484 CT's for the 2021-2022 academic year. (There are additional practical application experiences and immersive learning embedded in coursework throughout all programs.) *Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) was calculated based on full-time teacher education faculty that teach full, pre-II, and pre-I internships. Faculty that teach pre-II and pre-I internships were calculated at 50% due to their teaching load. Clock Hours: We have included overall clock hours (as per instructions), which is the full time that the students are on the school site (approximately 8 hours; our Clinical Education Handbook states the requirements of 7 instructional hours therefore the numbers differ). Most districts require students to be at the school at 7:30 a.m. and they leave around 3:30 p.m. The teacher candidates are required to follow the schedule and activities of their cooperating teacher. After reading through guidance information for this section, we have reported the average number of clock hours in the overall experience as requested. (Pre-I = 8 days x 8 hours, Pre-II = 10 days x 8 hours, and full internship = 80 days x 8 hours.) In addition, we have a yearlong internship option, Northeastern's Enhanced eXperience in Teaching (NEXT). The 2021-2022 NEXT cohort has 10 (Fall 2021 n=7; Spring 2022 n=3) teacher candidates. These students had a significant increase in clock hours: Average number of clock hours of supervised clinical experience required prior to student teaching: 64 (pre-I) Average number of clock hours required for year long student teaching: 896 (combination of pre-II and internship semesters--256 + 640) Comparison-- Traditional: Total clock hours in internship experiences--784 (64+80+640). NEXT: Total clock hours in internship experiences– 960 (64+256). Flexible internship options continue to provide ample internship/immersive learning opportunities while still meeting the demands of teacher candidates' busy work schedules so that they can still pay for college and still meet the state requirement for internship hours. Flexible internship options are listed below: Option 1: 4-day flexible option: 448 hours Option 2: 5-day flexible option: 440 hours Option 3: Traditional option: 640 hours. Adjunct Faculty: The guidelines state the following (and our cooperating teachers (P-12) fall into at least two of these categories). We suggest three criteria, any one of which would imply inclusion in the count: - If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty; - If they receive a stipend from the teacher preparation program for their participation; - If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public. Included in this total number of adjuncts are cooperating teachers (P-12) supervising in Pre-I, Pre-II, and the full internship.

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. (§205(a)(1)(C)(ii))

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	385
Subset of Program Completers	133

Gender	Total Enrolled	Subset of Program Completers
Male	54	18
Female	331	115
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	75	21
Asian	2	0
Black or African American	8	2
Hispanic/Latino of any race	18	6
Native Hawaiian or Other Pacific Islander	0	0
White	221	79
Two or more races	54	25
No Race/Ethnicity Reported	7	0

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2021-22**

If your program has no teachers prepared, check the box above and leave the table below blank (or clear responses already entered).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	9
13.1202	Teacher Education - Elementary Education	59
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	31
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	9
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3

CIP Code	Subject Area	Number Prepared
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	3
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	3
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- (●) **Yes**
- ( ) **No**

No teachers prepared in academic year 2021-22

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	9
13.1202	Teacher Education - Elementary Education	59
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	31

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	

CIP Code	Academic Major	Number Prepared
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	

CIP Code	Academic Major	Number Prepared
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

Respond to the following assurances. 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

Note: This section is preloaded from the prior year's IPRC.

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.

- [x] **Yes**
- [ ] **No**

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

- [x] **Yes**
- [ ] **No**

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

Northeastern State University is fortunate to operate in locations that provide teacher candidates opportunities to practice in local area schools which serve families from a variety of backgrounds, children from marginalized populations, ethnicities, social economic statuses, English language learners, and children with varying needs and abilities. Clinical placement decisions are based upon student characteristics including ethnicity of the population, mobility rates, percentage of children requiring free/reduced lunch, percentage of children requiring special education services, and percentage of English Language Learners. We continue to evaluate our curriculum to reflect the needs of school partners. Stakeholders are given opportunities for input and inclusion in the decision-making process for teacher education every fall, spring, and summer semesters. Many unique partnerships between NSU and local area school districts are already in place to address the teacher shortage in the state of Oklahoma (i.e.'Grow Your Own Teachers' programs for concurrent high school students). Newly developed and innovative partnerships are consistently being planned and implemented to address the teacher shortage, trauma informed instruction, struggling readers, multi-tiered structured interventions, and the most recent pandemic and virtual needs of school districts. We have programs in place to give teacher candidates a variety of internship opportunities (i.e. rural, urban, international, yearlong).

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

During the 2021-2022 academic year, the mathematics department proposed to merge/relocate the math education program under the bachelor's of mathematics program. Therefore, candidates majoring in mathematics can choose from two options; 1) mathematics or 2) mathematics education. Candidates still take the same educational pedagogical courses as they previously did under the mathematics education degree. This proposal was approved by the state regents in Spring of 2021. The proposed goal is to increase the number of students selecting the Mathematics BS degree and mathematics education option, with the goal of 3 more students than the previous academic year.

3. **Did your program meet the goal?**

- Yes
- **No**

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

In spite of very intentional recruiting efforts and monitoring of program quality, we were unable to increase by 3 students from the previous academic year but remained somewhat stable in number of students when comparing the two previous academic years with N = 18 (2021-2022) and N = 20 (2020-2021). During the 2021-2022 academic year, we recruited for mathematics majors who would select the mathematics education option, by teaching concurrent high school students College Algebra at Coweta High School and Stilwell High School. Examples of events we attended these events and had faculty on hand to visit with interested students include: Senior Day (September 21, 23, 2021), TRIO Day (October 28, 2021), Riverhawk Rally (November 6), Riverhawk Transfer Day (November 11), NSU Honors College Presentation (November 13, 2021), Native Strong Day (January 21, 2022), Riverhawk Jam (February 12, 2022), Gear Up Day (March 8, 2022), Riverhawk Hype (March 26, 2022), VIP Junior Day (April 13, 2022), TCC at Northeast Campus (March 31, 2022), and Riverhawk Transfer Day (April 27, 2022) In mathematics courses prior to and near the beginning of the program, we make students aware of the Teach Grant Oklahoma Teacher Shortage Employment Incentive program. Recruitment will continue to be conducted at the Riverhawk Rallies, Riverhawk Jam, and SOAR. Another venue involves visiting mathematics content classes and describing the alternative placement process and information concerning careers in mathematics education. Through mathematics courses, students will be made aware of the Teacher Shortage Employment Incentive Program (TSEIP) and the TEACH Grant, as well as the benefits of choosing a career in mathematics education. Faculty in the program also follow up as a second point of outreach by making personal calls or sending emails to those we interact with at various recruiting events. The Chair of the Department also follows up with personal emails to anyone who has reached out to NSU via our website showing interest in our programs.

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

The department implemented the transition to a single degree with two degree options, mathematics education and mathematics. There is a commonality of courses students will experience regardless of their degree option, which provides opportunities to encourage more to consider mathematics education either by traditional teacher preparation or through alternative teacher certification. The M. Ed. The Mathematics Education program is supporting those with a mathematics degree who also plan to teach. The total of undergraduate mathematics and mathematics education majors has remained relatively flat over the past several years with occasional slight increases or decreases.

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

Even during post pandemic times, recruitment opportunities have been impacted. The climate for public school teachers continues to be somewhat negative from the perception of teachers and the general public. Prospective teachers seem to be dissuaded from becoming teachers when in-service teachers commonly complain about financial compensation, working conditions, and shortage of supplies. While a very difficult environment to recruit students into the secondary mathematics teaching profession, we continue to do so with passion and intentionality. Traditionally, the ratio in the programs has been 2 to 1 mathematics education to mathematics. The computer science program has grown tremendously, and there is a good possibility that students who might otherwise have chosen to major in a mathematics field have migrated to computer science or to other industry related careers that utilize mathematics skills.

Review Current Year's Goal (2022-23)

7. **Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.**

- [x] **Yes**
- [ ] **No**

8. Describe your goal.

To combat declining numbers of mathematics teacher candidates and to remove financial barriers to becoming a mathematics teacher, faculty in the department will submit a NSU Noyce Track I grant to support STEM majors who plan to teach middle school or high school mathematics or science.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- [x] **Yes**
- [ ] **No**

10. Describe your goal.

The NSU Noyce Scholars Program recruits and supports talented mathematics, biology, chemistry, and physics majors as NSU Noyce Scholars to become 6-12 mathematics and science teachers. The goal for this project is to increase the number of highly qualified STEM teachers who graduate from NSU and then teach in high-need secondary schools in rural and urban areas of northeastern Oklahoma. This goal will be achieved by building on NSU's demonstrated excellence in the preparation of undergraduates in STEM fields.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

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))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

A physics emphasis has been developed and embedded into the Applied Physics Program and the Biology emphasis and Chemistry emphasis are being moved into the science content areas. By moving the science emphases into content areas, the goal is to encourage students who are majoring in science content areas to consider a career in education through either a conventional route or an alternative placement (certification) route. The goal has been to have the emphases of physics, chemistry and biology embedded in the science content areas by the fall of 2023, and we have met that goal. The Earth/space emphasis will no longer be offered. We are hoping to graduate between 5-8 students per year.

3. **Did your program meet the goal?**

- Yes
- **No**

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

Recruitment was conducted during the 2020-2021 academic year. Potential students were recruited at various venues such as Tulsa Community College SE campus. Other recruitment venues include the Academic Fair and the Riverhawk Jam. Recruitment through the undergraduate science content areas are planned as we currently are in the process of transitioning the Science Education Program emphases to the science content areas (such as biology and chemistry), as well as communicating to students the alternative placement process and the benefits of a career in science education. Through science content courses, students will be made aware of the Teacher Shortage Employment Incentive Program (TSEIP) and the TEACH Grant, as well as the benefits of choosing a career in science education. The changes to the emphases, such as adding a physics emphasis, was developed to help recruit students in much-needed areas. We are also looking at increasing the numbers of Science Education students through the analysis of competing programs to determine possible changes that would support recruitment and retention of science education majors, particularly in Oklahoma where the need is so great. The current chair of the program reaches out to potential students who have expressed interest through our NSU website.

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

By moving the science emphases into content areas, the goal is to encourage students who are majoring in science content areas to consider a career in education through either a conventional route or an alternative placement (certification) route. The goal has been to have the emphases of physics, chemistry and biology embedded in the science content areas by the fall of 2023, and we have met that goal. It remains to be seen if this impacts our science education numbers.

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

Recruitment opportunities were impacted by the pandemic situation. Furthermore, the current state of education is one of dissatisfaction due to lack of educational funding, support and the negative- but accurate- perceptions of the difficulties of an education career. NSU receives emails from schools in the area that are desperate for science teachers, but the science education numbers at NSU remain low. By moving the emphases into content areas, the goal is to encourage students who are majoring in science content areas to consider a career in education through either a conventional route or an alternative placement (certification) route.

Review Current Year's Goal (2022-23)

7. **Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.**

- **Yes**
- **No**

8. **Describe your goal.**

A new goal would involve communicating to high school students the benefits of an education career as well working more closely with Tulsa Community College to market education careers.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

Having the three emphases embedded into science content areas could potentially lead to student interest in science teaching. We are researching the possible development of an Education Certificate that might encourage science content majors to earn undergraduate credit towards the requirements of alternative placement in Oklahoma, such as the required classroom management course. Again, we hope to graduate between 5-8 students per year. Hopefully, the educational situation in OK will improve and people will begin pursuing careers in education again.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

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))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Increase the number of students selecting special education as their major.

3. Did your program meet the goal?

- ( ) **Yes**
- (●) **No**

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

This goal for the undergraduate program was not accomplished. The pandemic negatively impacted the programs ability to recruit in person. Other recruitment efforts took place such a webinars and program faculty teaching the University Strategies course but this was not enough to grow the program beyond four students. The graduate program exceeded the goal. The graduate college held many different webinars and amped their advertisement for the graduate program.

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

Recruitment of students for the special education undergraduate and graduate program will continue. Efforts will be amplified. Faculty in the special education program will attend on-campus events on the Tahlequah and Broken Arrow campuses. Faculty will also venture off campus to recruit at colleges that have two-year programs. Information about the benefits of becoming a special education teacher, job opportunities within the field, and sources for funding the degree, such as the TEACH grant, will also be shared.

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

n/a

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

8. Describe your goal.

The new goal for the special education program is to recruit and retain students who will teach in the field of special education in Oklahoma Public Schools. This goal includes seeking students interested in the non-traditional pathway to special education teacher certification to better fill this field's current teacher shortage.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

The Goal for the 2023-24 AY is to increase the number of students in both the undergraduate (UG) program and the graduate program and for those who are seeking the non-traditional pathway to special education teacher certification. To accomplish this goal, the SPED program will amp up advertising for the UG program, the Accelerated Degree Program (ADP) and attend in-person conferences and webinars to advertise the SPED UG and grad programs. Advertising NSU's SPED boot camp is also a priority this 2023-24 AY. The

SPED program has also proposed an online delivery for the UG program and hopes to implement this program beginning the Fall 2023 semester.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 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:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
- ● No

10. Describe your goal.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

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 RTI'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 (%)
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	3			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	6			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
002 -ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
002 -ART Evaluation Systems group of Pearson Other enrolled students	1			
002 -ART Evaluation Systems group of Pearson All program completers, 2021-22	1			
002 -ART Evaluation Systems group of Pearson All program completers, 2019-20	3			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2021-22	1			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	1			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2021-22	1			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1			
079 -CHEROKEE Evaluation Systems group of Pearson All program completers, 2021-22	2			
079 -CHEROKEE Evaluation Systems group of Pearson All program completers, 2019-20	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	240	5	45
105 -EARLY CHILDHOOD EDUCATION 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 (%)
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	31	249	21	68
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	39	248	33	85
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	31	249	27	87
108 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
108 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
108 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	1			
150 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
150 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
150 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	51	259	51	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	59	256	56	95
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	54	252	53	98
151 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
151 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	4			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	51	261	51	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	60	258	54	90
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	54	257	52	96
107 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
107 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2021-22	9			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	17	247	16	94
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	15	251	14	93
201 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	2			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	3			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	3			
125 -MIDDLE-LEVEL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	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 All program completers, 2020-21	4			
125 -MIDDLE-LEVEL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2021-22	8			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2020-21	10	256	10	100
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2019-20	14	255	14	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	49	257	49	100
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	7			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	149	249	118	79
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2021-22	6			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2021-22	121	261	121	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	63	257	63	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	87	261	87	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	135	262	135	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2021-22	1			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2020-21	4			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	42	257	42	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2021-22	3			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2020-21	30	248	22	73
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2019-20	90	252	86	96
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2021-22	9			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2020-21	11	255	10	91
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2019-20	5			
113 -PHYSICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
119 -SPANISH Evaluation Systems group of Pearson All program completers, 2021-22	2			
119 -SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5543 -SPEC ED: CORE KNOWLEDGE & MILD TO MOD APPL Educational Testing Service (ETS) All program completers, 2021-22	1			
085 -SPECIAL EDUCATION COMPREHENSIVE ASSESSMENT Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2021-22	3			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2020-21	3			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2019-20	9			
203 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	4			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2021-22	2			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2020-21	1			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2019-20	3			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

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 RTI'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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	133	114	86
All program completers, 2020-21	154	132	86

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	142	133	94

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

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

Note: This section is preloaded from the prior year's IPRC.

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**

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

All teacher candidates complete a course that includes the use of technology in curriculum and instruction (EDUC 4823 Technology and the 21st Century Learner) and they design lessons that include appropriate

use of technology. In the previous year, course modifications were implemented based on data received from a student survey. Students expressed a desire for fewer topics explored in greater depth. Students also felt that some of the current concepts/topics taught in the course were not relevant to their future classroom experiences. In addition to student feedback, CAEP requires evidence that teacher candidates are proficient in applications of technology for enhancement of P-12 learning such as: model and apply technology standards (ISTE); demonstrate knowledge and skill proficiencies including; accessing databases, digital media, and/or electronic sources track and share student performance data digitally. The changes to EDUC 4823 in the previous year (2020-2021) addressed concerns from students and CAEP recommendations by narrowing the curriculum and aligning student learning outcomes with technology standards. Students continue to explore critical thinking, problem solving and digital communication through hands on activities and application in the areas of robotics, web-based resources, digital tools, M-learning and social media either through the course or through service learning projects. All teacher candidates also complete a teacher work sample in an electronic database, which includes designing instruction for students with varying needs and abilities as well as the collection, analysis and display of data to document student achievement in authentic classroom settings. Within the teacher work sample assignment, candidates provide an analysis of student learning for each learning goal, and a reflection on how to strengthen their teaching to improve student learning. Teacher work samples are approved by PK-12 teachers in their classroom and evaluated by university faculty. They yield data not only about individual candidate performance, but also aggregated data about areas of strength and areas for improvement in the teacher preparation program as a whole. We continue to use a more streamlined assessment system using Anthology (formerly Chalk & Wire) and Blackboard. We are striving to better provide updated data from our key assessments electronically to faculty and administrators in order to more efficiently use the data for continuous improvement. We have completed the process of revising all key assessments, checking for validity and reliability and have implemented the newly revised key assessments. Many of our teacher preparation programs also use Zoom Use of Technology for blended courses to better meet the needs of our teacher candidates busy schedules. The educator preparation program spent approximately $3,631.23 during the 2021-2022 academic year to support instructional technology. These funds directly supported instruction and included the purchase of classroom technologies through each department, including materials to support activities conducted in the Reading Clinic, materials for science pedagogy class, multiple purchases to support instruction in the classroom, materials for activities in Health & Physical Education courses, and materials for STEAM pedagogy. These purchases, technology strategies in the coursework, and technology work space labs enhance learning of teacher candidates and provide opportunities for faculty to model effective use of technology in PK-12 classrooms. Finally, all Special Education teacher candidates are required to create and submit an Assistive Technology device for a key assessment that aligns with all three principles of universal design for learning. These Assistive Technology devices must be two dimensional or three dimensional in nature. Teacher candidates are required to identify how their device would benefit a student with communicative needs and they must demonstrate how their device works. There are plans to purchase more Assistive Technology materials in the future so that teacher candidates have authentic practice utilizing equipment before implementing them to individual students with disabilities.

This page has been saved.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

Provide the following information about your teacher preparation program. (§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

a. Teach students with disabilities effectively

All teacher candidates take a course in working with children with disabilities, SPED 4433 - Introduction to Education of Children with Exceptionalities. Candidates are required to complete clinical experiences in classrooms with children who have disabilities. Within the introductory SPED course, students are required to observe a student with a disability in the classroom and interview a parent or sibling of a child with a disability. They also are required to critique several research articles on current trends and issues in Special Education. In addition, our program has a strong emphasis on addressing students' learning styles from a variety of perspectives. In every lesson plan, candidates must address how they would modify or accommodate learning and assessment experiences to meet individual student needs aligned with Individualized Education Programs (IEPs).

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.*

All teacher candidates take a course in working with children with disabilities, SPED 4433 - Introduction to Education of Children with Exceptionalities. In this course, teacher candidates learn that IEPs are written by a team of professionals and that members of this team must include general education teachers, an LEA representative, the Special Education teacher, and any related service providers. Responsibilities of general education teachers include designing and delivering customized services and instruction within the general education classroom. Teacher candidates must also develop a paper for which they identify students, teachers, and parents rights in special education including the Council for Exceptional Children Ethical Principles and Practice standards. All Special Education coursework aligns with Council for Exceptional Children Teacher Preparation Standards.

c. Effectively teach students who are limited English proficient.

All elementary education majors are required to take ELED 4372 Strategies for English Language Learners in Elementary & Middle Grades (Course description: Teacher candidates will learn to apply effective strategies in the classroom for students from diverse families, cultures, and communities. The strategies learned in this course will allow teacher candidates to understand how various evidence based strategies benefit English Language Learners in public schools.) This course covers not only effective strategies for English Language Learners, but language acquisition as well. All other teacher preparation programs have embedded ELL strategies within their curriculum so that teacher candidates are fully prepared to accommodate the learning needs of ELL students in their future classrooms. We collect evidence at the unit level of teacher candidates' knowledge, skills, and dispositions regarding learner differences, including students with disabilities and limited English proficiency, in the Educational Psychology course candidates take their first semester in the teacher preparation program and again at the end of their program during the Learning Project they complete during their full internship. This evidence is in the form of artifacts submitted to an electronic portfolio that demonstrates competency of two InTASC Model Core Teaching Standards. The competency demonstrated early in the program is "Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards" (OK Competency 3, InTASC Standard 2). The competency demonstrated during the full internship Learning Project is "The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, the community; and adapts instruction based upon assessment and reflection" (OK Competency 7, InTASC Standard 7).

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

The special education program prepares teacher candidates to work with children with varying disabilities and to provide evidence-based academic, behavior, social, and functional strategies. Candidates write multiple individualized education programs (IEPs); observe student behavior to develop functional behavior assessments (FBAs)and positive behavior intervention plans (BIPs); conduct individual assessments using current academic achievement tests; use/learn to administer assessments such as the Diagnostic Assessment in Reading and the Wide Range Achievement Test and collect data to individualize instruction; understand the eligibility process and response to intervention; and participate in role playing scenarios, as well as authentic IEP meetings, during their clinical experiences. As of the 2020-2021 academic year, all Special Education teacher candidates are required to take all three reading courses which have tutoring experiences embedded within them therefore allowing the teacher candidate to gain valuable experience working with struggling readers. SPED teacher candidates are required to take READ 4213 - Remediation for Dyslexia & Struggling Readers (Course description: Students focus on how the brain learns to read, factors affecting reading abilities in school-aged children, what dyslexia is, how to assess it, and how to remediate dyslexia and help struggling readers in a school setting. Students will administer and analyze reading data from children and research best practices for effective interventions). SPED students are also now required to take The SPED program continues to develop partnerships with area schools working toward more tutoring opportunities. Teacher candidates currently create real life scenario IEPs and FBA/BIPs utilizing the EdPlan IEP database system used by all Oklahoma public school systems to enable an easy transition into the classroom setting. Within their major, special education candidates are required to take a series of courses designed to develop content knowledge, foster teaching skills, and identify dispositions needed to teach students with a variety of disabilities. A required service learning project/assignment will be added in the future.

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*.

Candidates write multiple individualized education programs (IEPs); observe student behavior to develop functional behavior assessments and positive behavior intervention plans; conduct individual assessments using current academic achievement tests; use/learn to administer assessments such as the Diagnostic Assessment in Reading and the Wide Range Achievement Test and collect data to individualize

instruction; understand the eligibility process and response to intervention; and participate in role playing scenarios, as well as authentic IEP meetings, during their clinical experiences. Teacher candidates currently compose their IEPs using the same database system EdPlan that is used by the State of Oklahoma.

c. Effectively teach students who are limited English proficient.

Our teacher candidates learn many accommodations for English Language Learners since it is embedded within our curriculum and the Council for Exceptional Children (CEC) standards. The majority of our courses address minority populations including those whose primary language is not English.

This page has been saved.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

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.

Northeastern State University's College of Education offers a number of exciting immersive learning opportunities for teacher candidates, including a full-year internship, clinical experiences and coursework offered at rural and urban public schools, international clinical experiences, robotics in the curriculum for all preservice teachers to enhance critical thinking skills, and hands-on preservice experiences through our reading clinics. These experiences are the result of multiple partnerships with our stakeholders. Northeastern's Enhanced eXpeience in Teaching (NEXT) provides preservice teachers with the opportunity to intern in the public schools for a full year, rather than the traditional one-semester clinical experience. NEXT develops and enhances the internship experience for each participant. The NEXT pre-service teaching professionals are cultivated and encouraged to explore best teaching practice, research based pedagogical techniques and positive classroom behavior management strategies. NEXT is preparing future teachers by providing them with opportunities to have more time, more attention and collaboration with top mentor teachers in the field. The rigorous NEXT program is structured so that preservice teachers complete their program in the same amount of time as the traditionally prepared teachers. Teacher candidates participating in NEXT had a significant increase in clock hours from the previous year and completed an average of 256 hours the first semester and 640 hours the second semester of clinical field experiences in a co-taught classroom environment with several local partnered school districts. See website for NEXT details: https://coe.nsuok.edu/clinicaleducation/pre-internship-2.aspx Teaching and Urban Reform Network (TURN): Preservice teachers are immersed in the culture, challenges and opportunities of education in urban public school settings through the Teaching and Urban Reform Network (TURN) experiences, respectively. Preservice teachers take the core courses Educational Psychology and Clinical Teaching/Pre-Internship I at the school site, in conjunction with the internship experience. The TURN programs were created as early identification options for pre-service teachers who exhibit dispositions, academic performance and desire to commit to serving and teaching in urban or rural schools and communities. The preservice teachers interact with executive staff and school board members, parents, teachers and P-12 students. Every course assignment objective includes ways to use culturally relative instruction, inclusiveness of all socioeconomic demographics, heterogeneous pedagogy and cultural awareness and sensitivity. See website link: https://coe.nsuok.edu/clinicaleducation/pre-internship-1.aspx Seeking Knowledge & Immersive Learning Leaders in a Suburban setting (SKILLS): Beginning Spring 2020, NSU College of Education begin the SKILLS internship opportunity. SKILLS (Seeking Knowledge &

Immersive Learning is a Suburban setting) in a unique Pre I Internship placement for teacher candidates to have the opportunity to intern on a suburban campus in south Tulsa (Jenks Public Schools) with 1530 students and more than 30 languages represented. During this internship, interns will also have the opportunity to participate in a STEAM lab and experience all the exciting things children are learning through a Community School Approach. This program provides a field-based clinical experience in a suburban public school. Students are in the classroom for a minimum of 12 full days, once a week, during the semester. Students complete the internship requirement, EDUC 3313, and EDUC 3113 co-currently during the one day per week on-site attendance. See website link:https://coe.nsuok.edu/clinicaleducation/pre-internship-1.aspx International Clinical Experiences: NSU's teacher candidates can complete a clinical experience in an international setting. During the Fall 2019 semester, teacher candidates gained valuable immersive experiences while at Amadeus International School in Vienna, Austria. Since the Pandemic, this option was put on hold, but future trips are in the pre-planning stage. New partnerships are being planned, including a new option for candidates to complete their full internship with the American School Foundation of Chiapas in Tuxtla Gutierrez, Chiapas, Mexico. Due to the COVID pandemic, students were not able to travel internationally during the Spring 2021 semester. See website link: https://visinternship.weebly.com/school.html Robotics and Innovative Learning All preservice teachers experience robotics through which critical thinking, problem solving, teamwork and leadership are fostered. The robotics program continues to be implemented and embedded within the Technology in Education classes. The robotics labs on the Tahlequah and Broken Arrow campuses provide space and equipment necessary for the preservice teachers to build and test robots and apply curriculum, mentor and interact with elementary, middle, high school, and university students. Feedback from teacher candidates indicates that they feel better prepared to facilitate critical thinking, problem solving, teamwork and leadership in their P-12 students based on these experiences. The College of Education continues to analyze data on the program's impact on the teacher candidates' critical thinking ability. Both STEAM maker labs on the Tahlequah and Broken Arrow campuses provide ample opportunity for teacher candidates and local area schools/teachers to utilize and manipulate the newest technology available for classrooms. Many of the technology/robotics opportunities for our teacher candidates stem from the COE's Innovation and Discovery Education Academy (IDEA). The STEAM maker lab on the Tahlequah campus along with robotics labs were relocated to a larger facility in Fall 2021, allowing for the revamping of the structure of the center and was opened as the Innovation and Discovery Education Academy (IDEA). Here are a list of some of the IDEA) Local, national and international activities: --IDEA is heavily involved in the public schools surrounding our campuses. The IDEA director and faculty train teachers in how to set up robotics teams and practice scrimmages at the local level. -IDEA and the STEAM Maker Lab implement multiple summer camps for area children each summer on the Tahlequah and Broken Arrow campuses. See website link: https://coe.nsuok.edu/Outreach/RoboticsAcademy/default.aspx Reading Clinics The Cappi Wadley Literacy Center is located on the Tahlequah campus. Candidates gain practical experience working in the clinic under the supervision of Northeastern State faculty, while P-12 students from Tahlequah and surrounding communities are brought in by their parents for tutoring in reading and literacy skills. The Wadley Center has helped several school districts through tutoring offerings and parent resources on parent night. These efforts have been sustainable and the NSU reading programs serve as an example for other reading programs across the nation. Services provided at the center include trauma-informed instruction, dyslexia screening and training, tutoring, and more. For the 2021-2022 academic year, 141 K-12 students used the center. This included services from face to face math tutoring (3), speech-language pathology (26), computer based reading assessment (145), face to face assessment (44), face to face tutor session (24), dyslexia screening (49), and professional development (6). See website link for all services provide by the CappiWadley Literacy Center: https://academics.nsuok.edu/Portals/23/pdfs/CappiWadleyBrochure.pdf The Broken Arrow Reading Clinic is on the BA campus and is a hub for schools, teachers, and parents. Each year, the BA literacy clinic serves students of varying diverse backgrounds to improve reading proficiency and receive direct one-to-one instruction with trained reading specialists and pre-service teachers. The BA literacy clinic has observation rooms and trained directors to assist with student feedback and teach parenting classes on ways to improve their own children's reading skills at home. In addition, the reading department also established a relationship with the NSU Optometry Clinic (later renamed the Leslie Walls Vision Center) to help children with vision needs. Moreover, the reading department maintains relationships with multiple public schools in the Tulsa-Metro area. The Broken Arrow Reading Clinic offers literacy and tutoring services as a free service to P-12 students each academic year. For the 2021-22 academic year, 77 P-12 students used the clinic, including face to face math tutoring (21), computer based reading assessment (14), computer based tutoring (30), face to face assessment (6), face to face tutoring (1), and dyslexia screening (5). Due to the high need for reading strategies and resources in the Northeastern part of Oklahoma, the College of Education opened another reading clinic on the Muskogee campus. This reading center partners up with other interdisciplinary programs at NSU to provide numerous services to the community. During the 2021-2022 academic year, 14 P-12 students used the center, including computer based assessment (9), computer based tutoring (9), face to face assessment (18), face to face tutor session (9), dyslexia screening (5). See website link for information pertaining to all College of Education Reading Centers: https://coe.nsuok.edu/Outreach/#Reading_Sustainability Annual Accreditation Overviews,including CAEP Annual Report, are available at: https://coe.nsuok.edu/Accreditation/

Supporting Files

No files have been provided.

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:

Dr. Kelli Carney

TITLE:

Assistant Dean of the College of 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. Vanessa Anton

TITLE:

Dean of the College of Education