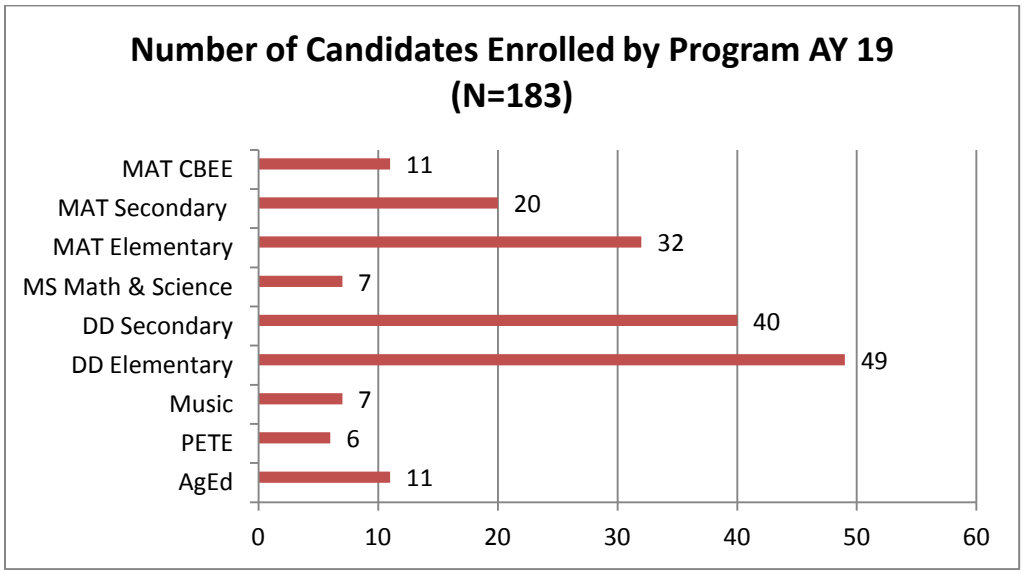
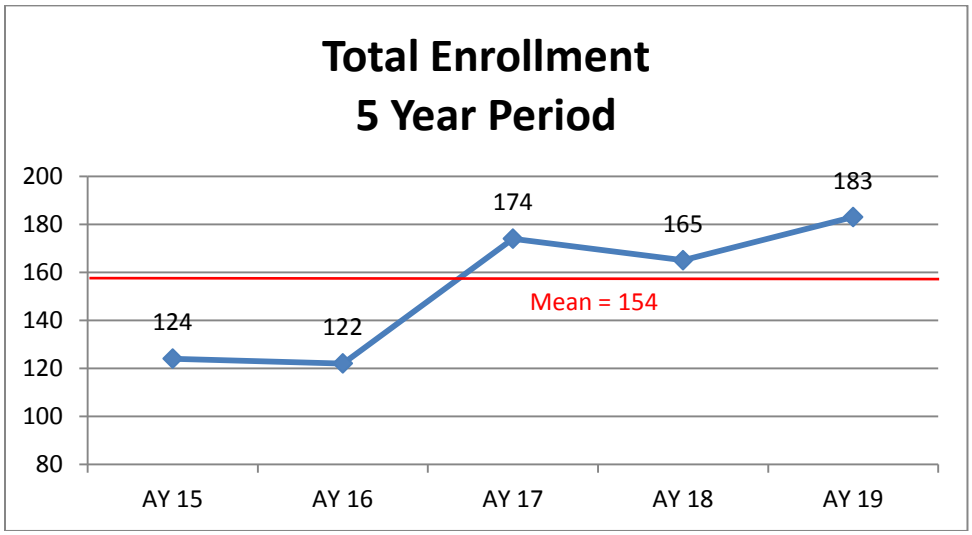
Note: The data presented in this annual report represents candidates that were admitted to and completed teacher licensure programs for the academic year 2018-2019 (AY19); it excludes the advanced programs in School Counseling and ESOL as they have different key assessments.

Program Enrollment

In AY 19, candidates were enrolled in nine initial licensure programs in the Professional Teacher Educator (PTE) Unit at Oregon State University, represented by four colleges: College of Education, Agriculture Science, Liberal Arts (Music), and Public Health & Human Sciences (PE). These programs offer undergraduate degrees (BS), as well as graduate degrees (MAT, MS) that lead to licensure. Six programs are offered at the OSU-Corvallis Campus: Elementary & Secondary Double Degree (BS), Science & Mathematics Education (MS), Agriculture Education (MS), Physical Education (MS), and Music Education (MAT); two programs are offered at OSU-Cascades: Elementary & Secondary Education (science, mathematics, ELA, social studies). Finally, there is the MAT Clinically Based Elementary Education program in conjunction with the Beaverton and Portland Public School Districts.



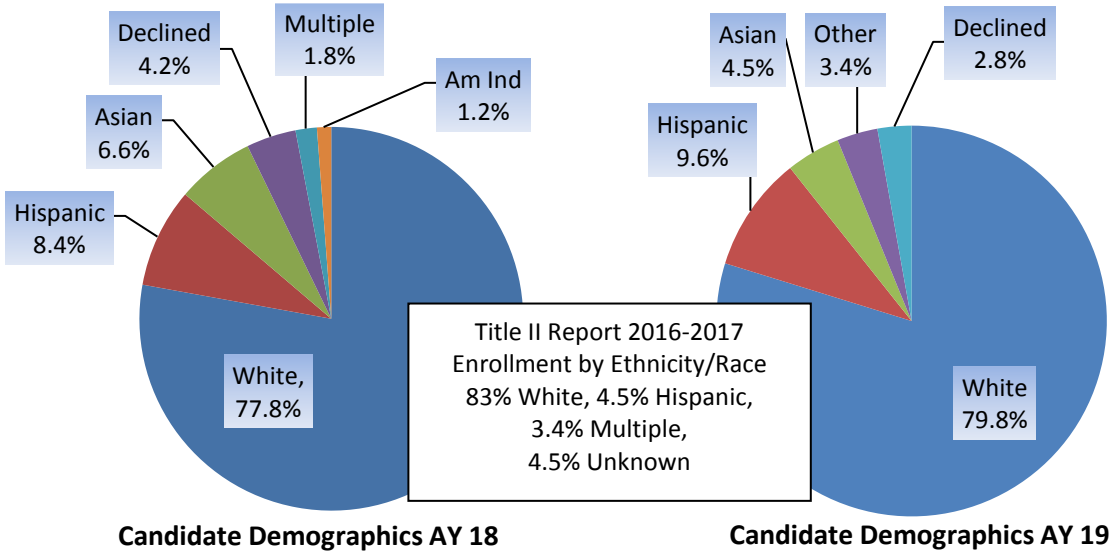
The average enrollment over a five-year period was 154 candidates from 2014-2019. In AY 19, the total number of candidates enrolled in all nine programs increased by 18 from the previous year. The total enrollment has fluctuated due to teacher demand which has also varied over this same time frame. The PTE Unit enrollment follows state enrollment trends for 2014-2017 (as per Title II Report).



Candidate Demographics by Unit
(N = 183)

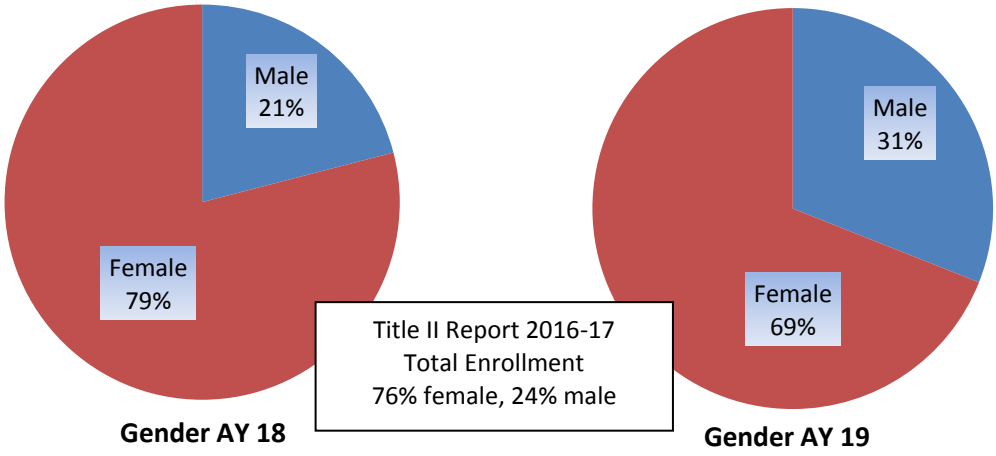
Ethnicity/Race

In the PTE Unit, the majority of candidates are White (79.8%), with 9.6% self-identified as Hispanic, 4.5% Asian, and 2.8% declined to respond. Population demographics in the state of Oregon are slightly more diverse: White 77.1%, Hispanic or Latino 17.6%, African American 13.3%, Asian 5.6%, American Indian & Alaska Native 1.2% (US Census 2015). There are small changes to slightly less diverse candidate demographics from 2017-18 to 2018-19.



Gender

Candidates are predominately female (69%) in the initial licensure programs; about 30% are male. This is a significant change from previous years.



Diversity

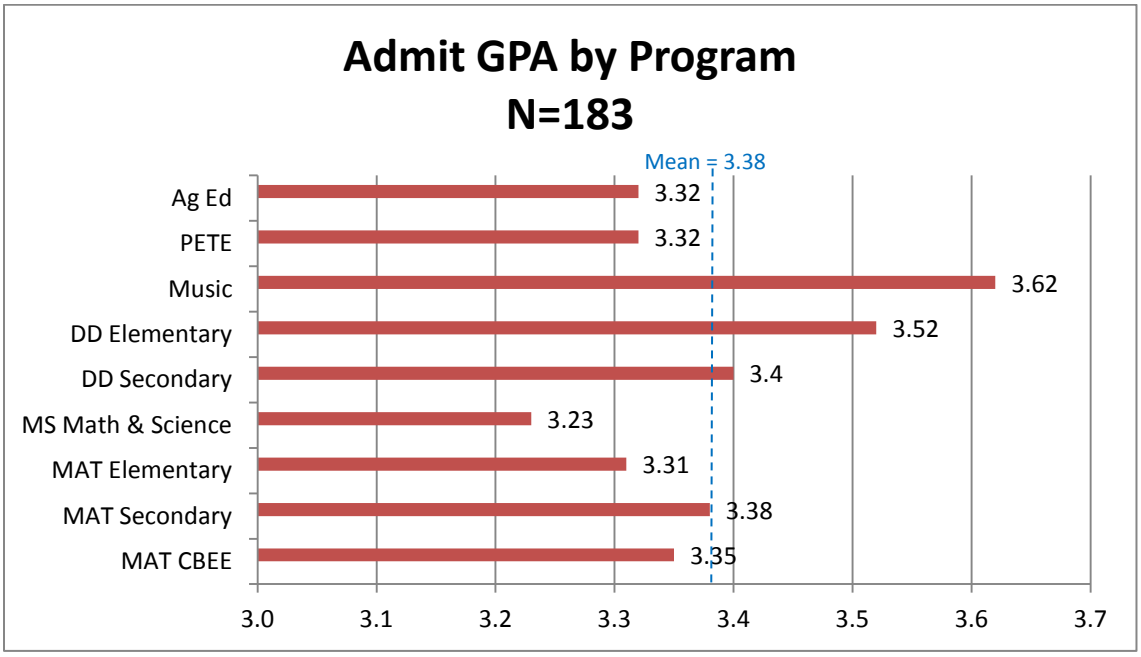
- In secondary programs, 19% of females were awarded STEM related endorsements.
- The three elementary education programs report 8 male candidates out of 76 completers (10.5%).
- STEM, Music and Physical Education report about 60% female enrollment.
- There were only 3 candidates in the elementary education programs where English was not their first language.

Admission Requirements

Candidates admitted to the PTE unit must have an acceptable GPA and demonstrate foundational knowledge and skills in reading, writing, and mathematics, as well as content knowledge specific to the endorsement they are pursuing. They must also pass a state exam on protecting student and civil rights. The key assessments that reflect candidates' overall aptitude include: Admission GPA, Content Knowledge GPA, Content Exams, and the Civil Rights Exam.

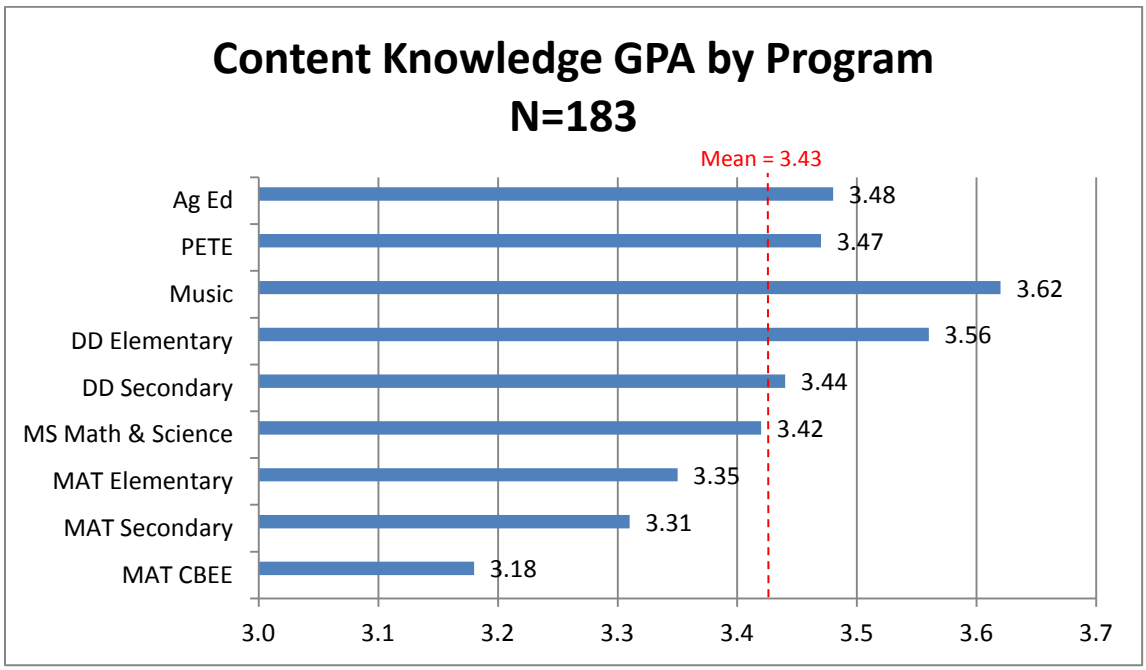
Admission GPA
The Admission Grade Point Average (GPA) is the accumulative and final GPA (4.0 scale) based on completion of all undergraduate courses. In the Double Degree, the Admission GPA represents candidates' GPA in their first degree; Education is considered their second degree.

In AY 19, 90% of the candidates admitted had at least a 3.0 GPA; the Unit Mean was 3.38 (2.20-4.00). All programs maintained a minimum average Admit GPA of 3.0/cohort.



Content Knowledge (CK) GPA
Candidates' Content Knowledge (CK) GPA is calculated based on content specific courses completed as undergraduates. The CK GPA represents candidates' understanding of content-specific principles and concepts based on their performance in content courses. CK GPAs are calculated for each candidate using specific Content Knowledge (or Content Mastery) forms that list required courses for each subject.

In AY 19, 90% of the candidates had a minimum CK GPA of 3.0; the Unit Mean was 3.43 (2.45-4.00). All programs maintained a minimum Content GPA of 3.0/cohort.


Content Knowledge GPA by Program
N=183
Mean = 3.43
Ag Ed
PETE
Music
DD Elementary
DD Secondary
MS Math & Science
MAT Elementary
MAT Secondary
MAT CBEE
3.48
3.47
3.62
3.56
3.44
3.42
3.35
3.31
3.18
3.0
3.1
3.2
3.3
3.4
3.5
3.6
3.7

Content Exams

Prior to admission, most candidates are expected to pass content examinations in their subject area/endorsement as a pre-requisite for admission. Currently, ORELA (Oregon Educator Licensure Assessments) employs the Pearson National Evaluation Series (NES) for all content areas, except for Agriculture which takes Praxis exams. The exception is elementary education – some candidates may take Elementary Education Tests I and II after admission but prior to completing their program, which they must pass to be eligible for a recommendation for licensure.

In AY 19, 182 candidates took 283 exams ("takers") to earn endorsements in one or more subjects and demonstrate their content knowledge (Table 1). Candidates' mean scores exceeded cut scores significantly. Social Studies continues to have highest number of retakes due to the broad range of subject knowledge on the exam.

Table 1. PTE Content Exam Scores

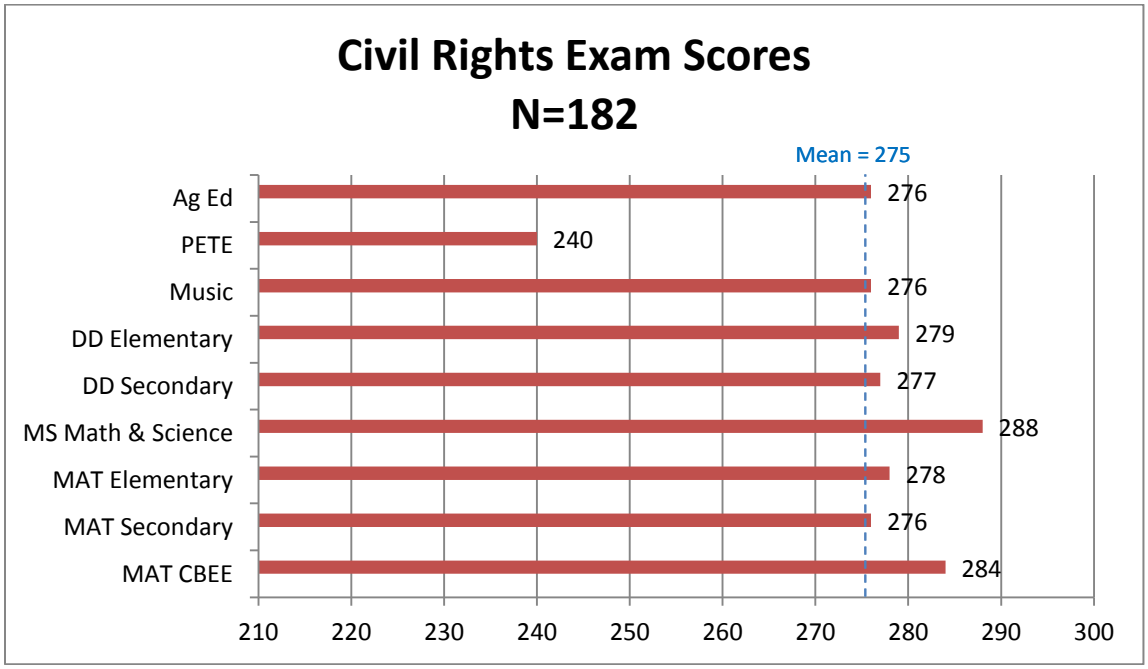
Assessment Name (Testing Agency & Assessment Code)	Takers	Mean	Range	Pass Rate	Retakes	Cut Score
Agriculture (Praxis 5701)	11	168	160-190	100%	0	147
Biology (NT305)	13	267	238-292	100%	0	220
Chemistry (NT306)	5	265	250-296	100%	0	220
Elementary Education-Test 1 (NT102)	91	250	220-286	100%	1	220
Elementary Education-Test 2 (NT103)	91	256	220-296	100%	1	220
English Lang Arts (NT301)	12	256	230-284	100%	0	220
English to Speakers of Other Languages (ESOL) (NT507)	30*	257	226-285	100%	0	220
Family and Consumer Sciences (NT310)	3	253	235-263	100%	0	220
General Science (NT311)	6	254	239-265	100%	0	220
Health (NT505)	11	252	237-262	100%	0	220
Mathematics (NT304)	6	253	222-289	100%	0	220
Middle Grades Mathematics (NT203)	3	239	225-264	100%	0	220
Music (NT504)	7	265	255-277	100%	0	220
Physical Education (NT506)	6	240	226-254	100%	1	220
Physics (NT308)	1	283	283	100%	0	220
Social Science (NT303)	17	245	220-278	100%	5	220

*Pre-service candidates only

ORELA Protecting Student and Civil Rights in the Educational Environment Exam
Candidates must pass a state-required exam which ensures that all potential PK-12 educators are knowledgeable in understanding legal foundations and equity in school environments as measured by the ORELA Protecting Student and Civil Rights in the Educational Environment exam (see test domains and competencies below). This exam is also considered an assessment for measuring professional dispositions as it aligns to InTASC Standard 9 Professional Learning and Ethical Practice.

ORELA Protecting Student and Civil Rights Test Domains
Legal Foundations
001 Understand federal and state laws that protect individual civil rights and prohibit discrimination in educational settings, as well as ethical standards for educators in Oregon.
002 Understand federal and state court decisions related to individual civil rights and discrimination in educational settings.
Equity in the School Environment
003 Understand strategies for ensuring equity, inclusion, and cultural awareness in the educational environment.
004 Understand the implications of student diversity for teaching and learning and how to interact with all students in ways that promote their self-confidence and achievement of educational goals.
005 Understand situations involving equitable student access to educational courses, programs, and experiences, and nondiscriminatory grading and advising.

In AY 19, 100% of our candidates passed this exam; the Unit Mean was 275 (range 245-297). The qualifying (cut) score of 240 is determined by TSPC, which our candidates exceeded.



Field Experience

Candidates are assessed on their ability to meet pedagogical content knowledge and professional pedagogical knowledge and skills during their student teaching/field experiences. The primary assessments are the Teacher Performance Assessment (edTPA), Classroom Observations, Dispositions Survey, and Team Evaluations.

Classroom Observations

Obviously, classroom observations are the primary means of formally monitoring individual candidate performance during the internship so any concerns that may arise for a specific candidate are acted upon immediately – up to and including preparing a Plan of Assistance. Here we discuss how classroom observation data generally drive program improvement.

The EPP-created Classroom Observation Protocol asks cooperating teachers (CT) and university supervisors (US) to assess candidates' teaching practice against 13 rubrics across five domains: Planning (2), Instruction (5), Classroom Management (3), (academic) Language (1), and Assessment (2). The performance target for candidates is "proficiency" with respect to the given the rubric criteria, which numerically corresponds to a 3 on a 4-point scale. As should be expected, candidates typically work their way up from initially relatively low scores for the first observation, perhaps a few 1s or 2s, depending on the rubric, and must attain an overall average score of 3 (with no 1s) by the final observation. Thus, we are looking primarily at growth rates within and across domains and given that programs often conduct a different number of observations on different observation schedules, the best way to view classroom observation data across programs is to compare them by performance domain.

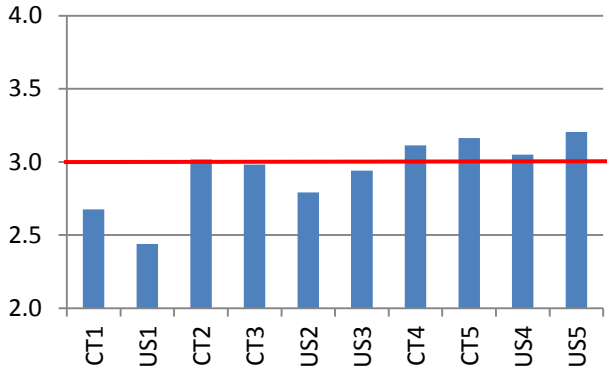
We provide a few representative charts, below, for illustrative purposes from two of our larger programs: the Double Degree (5th-year undergraduate) elementary and secondary programs offered at our Corvallis campus and the MAT (graduate) elementary and secondary programs offered at our Cascades campus. Generally, we applied the same logic to analyzing these data as with other assessments: the performance target is "proficient" (3) and we look for significant deviations in average performance at similar time points during student teaching.

What stands out first is that we see more or less expected growth in candidates' performance over time, i.e., for the most part, candidates are, on average, attaining proficient scores by the end of their internship. However, there are some factors that complicate this analysis from a unit perspective. For example, in AY 19, Ag Ed and Music candidates completed their internships during the fall and winter terms whereas all the other programs have year- or two year-long (MAT CBEE) internships. Additionally, some programs place candidates in multiple schools over the course of the internship so some candidates are being observed by multiple CTs (but almost always by the same university supervisor). This is the case for our MAT programs in which candidates intern in two placements at two different grade levels fall and winter-spring (Elementary: K-2 or 3-5 and Secondary: middle school or high school) whereas Double Degree candidates intern in the same placement year-long. Undoubtedly, this difference in the internships, as well as other factors, accounts for at least some of the differences in the scores between the Corvallis and Cascades cohorts.

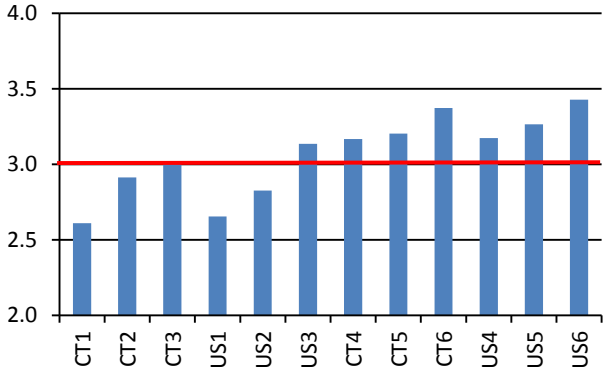
In AY 18 (and earlier), we noticed that across programs in many instances CTs tended to score candidates higher than university supervisors at about the same points in the internship. To address this issue for 2018-19, we implemented a policy which requires that CTs and university supervisors conduct the first observation of the placement concurrently and then reconcile their scores – the idea being to ensure that both evaluators agree on the behaviors and practices described in the observation protocol as well as on the levels of proficiency indicated by the scores – all to improve inter-rater reliability, which appears to be supported by somewhat more uniform scores for AY 19 (and as depicted in the charts, below).

Another observation is the apparent difference in scores between elementary and secondary candidates in each domain. Thought most secondary candidates eventually reach standard, it seems they may need more support. This finding has prompted an investigation into the situation that is not yet complete.

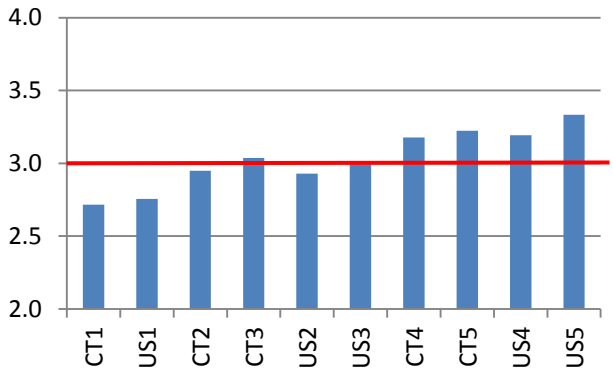
DD Elem. Instruction (N= 45)



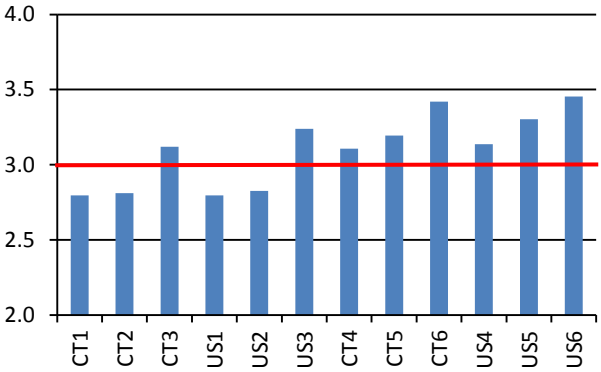
MAT Elem. Instruction (N=22)



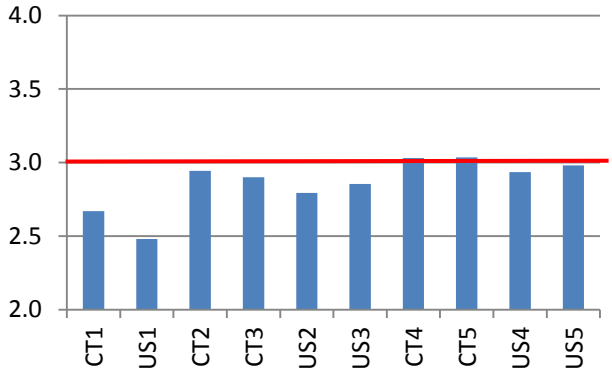
DD Elem. Classroom Management



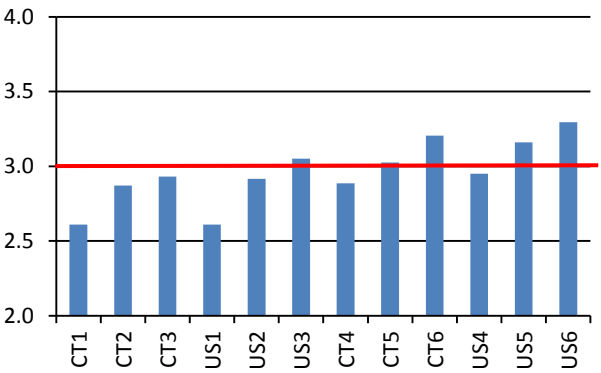
MAT Elem. Classroom Management



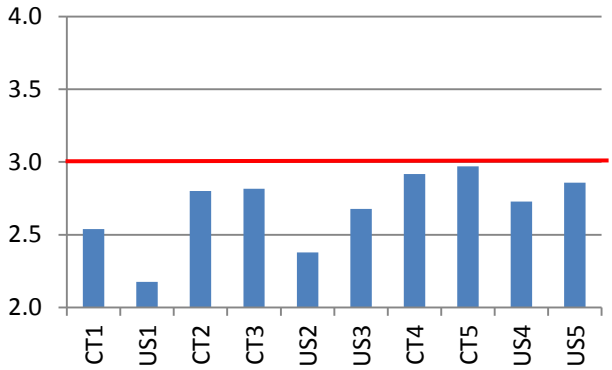
DD Elem. Assessment



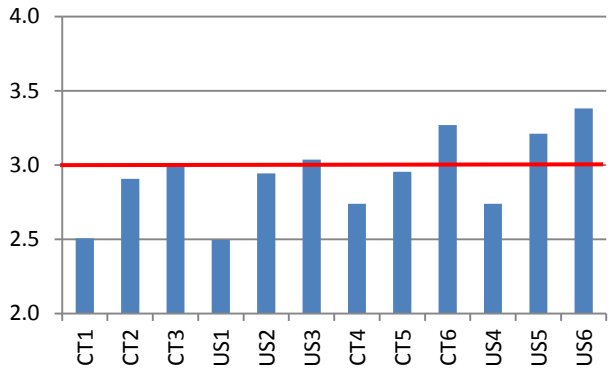
MAT Elem. Assessment



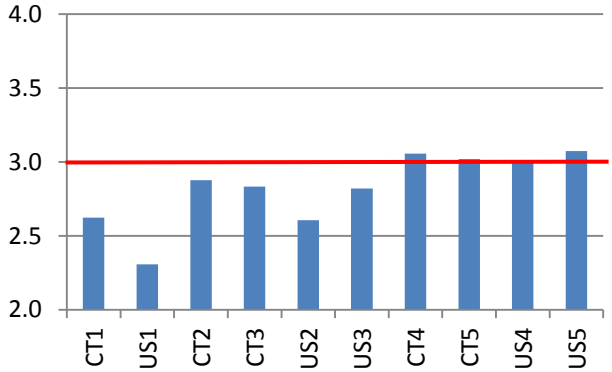
DD Sec. Instruction (N=40)



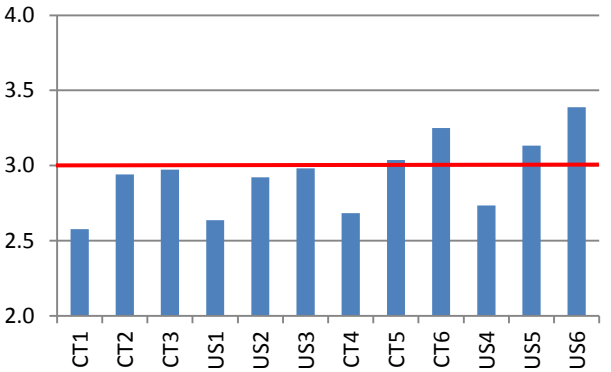
MAT Sec. Instruction (N=18)



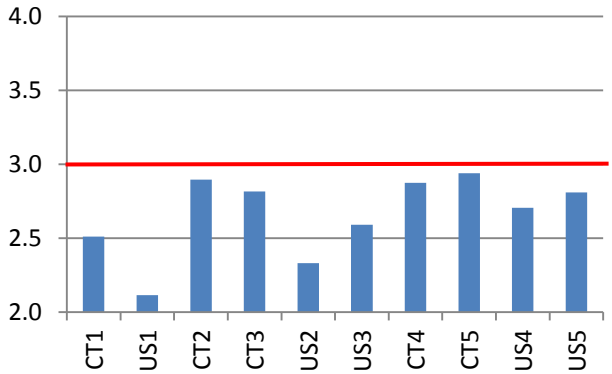
DD Sec. Classroom Management



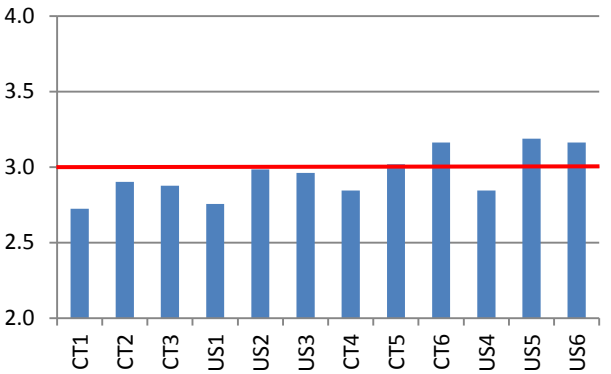
MAT Sec. Classroom Management



DD Sec. Assessment



MAT Sec. Assessment



edTPA (Teacher Performance Assessment) Portfolios

edTPA is a performance-based, subject specific assessment and support system developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) and produced by Pearson. edTPA features a common architecture to measure knowledge and skills that all teachers need: Planning, Instruction, and Assessment. For most subjects, each task has 5 rubrics (for a total of 15 rubrics/portfolio) that measure similar competencies/skills. Elementary Education has three additional rubrics in a separate math assessment task for a total of 18 rubrics. Rubrics are scored from 1 to 5 on a scale of increasing proficiency. A score of 3 is considered generally representative of a proficient level of performance for a beginning teacher.

The passing scores as established by TSPC are 35 for 15-rubric portfolios and 42 for 18-rubric portfolios.

Table 2. AY 19 average scores of edTPA portfolios submitted for official scoring.

edTPA Portfolio	N	Average Score	Range	OR**	Nat.***	OSU-OR
Agricultural Education	9	47.2	42-51	NR	46.4	+0.8*
Elementary Education (DD)	45	55.8	40-72	53.1	51.8	+2.7
Elementary Education (MAT)	22	56.9	44-72	53.1	51.8	+3.8
Elementary Education (MAT CBEE)	8	53.6	48-58	53.1	51.8	+0.5
FACS (DD)	3	46.7	45-49	NR	44.4	+2.3*
Health (DD)	9	44.0	37-56	40.1	38.0	+3.9
PE	6	42.2	39-45	39.7	39.4	+2.5
Music	6	48.3	46-52	46.8	45.7	+1.5
Secondary ELA (MAT)	4	51.8	42-58	47.0	46.1	+4.8
Secondary ELA (DD)	6	48.2	46-50	47.0	46.1	+1.2
Secondary HHS (MAT)	6	48.8	40-55	45.7	44.7	+3.1
Secondary HHS (DD)	6	48.0	44-52	45.7	44.7	+2.3
Secondary Math (MAT)	2	43.0	40-46	40.3	40.0	+2.7
Secondary Math (DD)	4	44.3	41-51	40.3	40.0	+4.0
Secondary Math (MS)	2	47.0	Low N	40.3	40.3	+6.7
Secondary Science (MAT)	5	48.2	42-53	42.9	42.1	+5.3
Secondary Science (DD)	8	45.6	27-55	42.9	42.1	+2.7
Secondary Science (MS)	5	41.4	37-44	42.9	42.1	-1.5
	156					**+2.74**

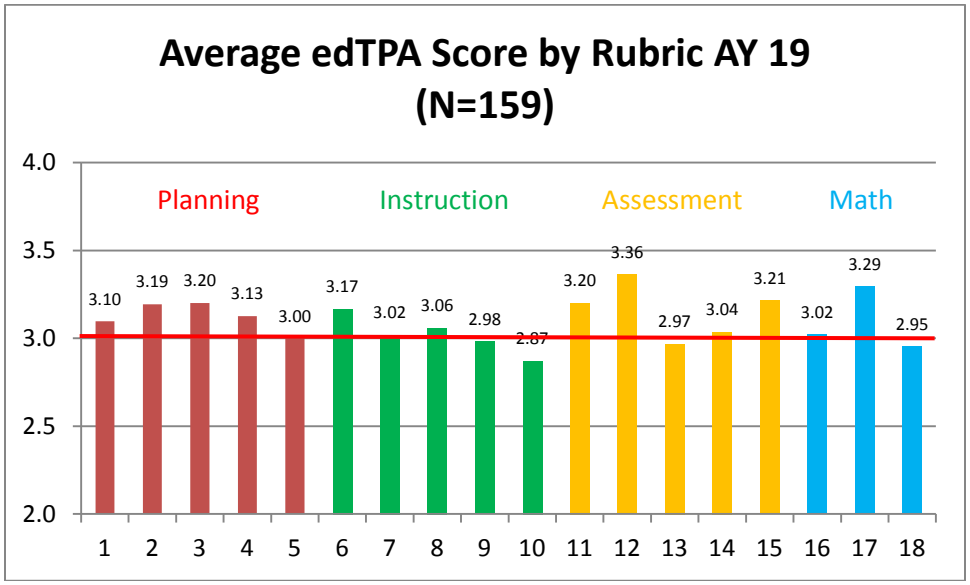
*OSU-Nat.
** edTPA State Performance Summary August 2018 - June 2019 Oregon
***edTPA National Performance Summary August 2018 - June 2019

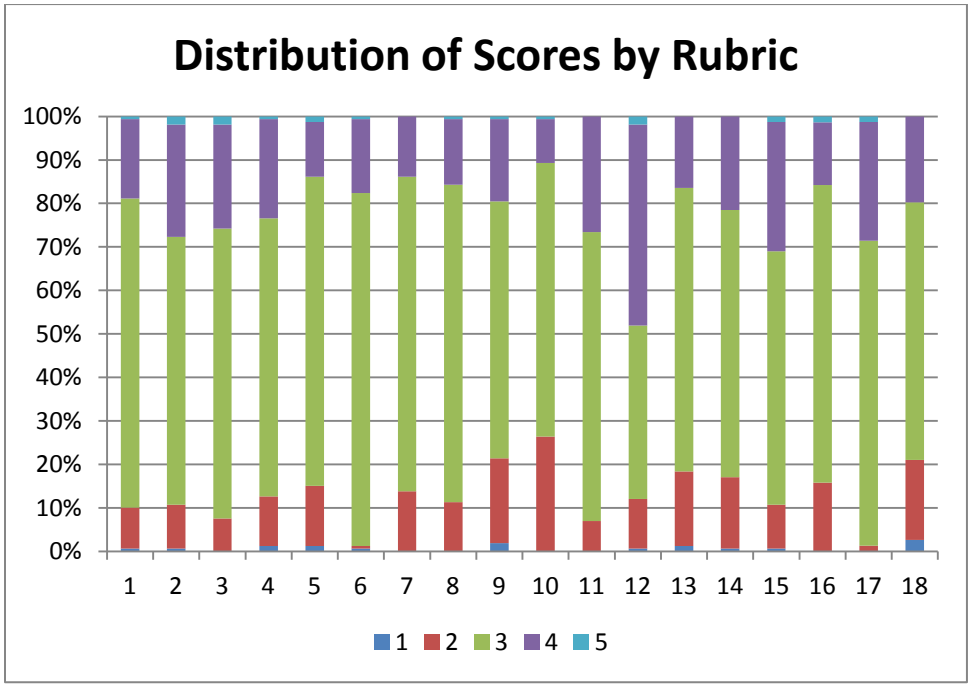
For AY 19, the initial passing rate on the edTPA was 98% (153 of 156). Three candidates did not initially pass edTPA: two did not achieve passing scores and one due to a condition code. Two candidates subsequently revised and resubmitted their portfolios for official rescoring and passed. The third candidate chose not to resubmit their portfolio and consequently did not receive a recommendation for licensure.

On the unit level, in order to assess our candidates' performance as beginning teachers using the edTPA, we first calculated the average rubric scores across all programs, which we compared to a Level 3 as this score represents an acceptable level of proficiency for novice teachers and, thus, serves as a performance target (see the chart below).

Using this logic, we note first that as a unit our candidates on average met or exceeded the level 3 performance target on 14 of 18 rubrics and were close to the target on the other 4 (within .13), which suggests that the candidate training and support systems we have in place are generally helping our candidates meet the edTPA performance expectations. The lower scores on two rubrics, 10 (Analyzing Teaching Effectiveness) and 13 (Student Use of

Feedback) are common across most of the programs. Inasmuch as our programs extensively promote reflective practice the issue for candidates seems to be citing principles from research or theory to support proposed changes in their instruction. As for student use of feedback, the edTPA expects candidates to provide their students primarily with written feedback but this is particularly challenging for performance-based disciplines such as Music and PETE where feedback tends to be given orally and in the moment. The Task 3 prompt corresponding to rubric 13, 2c, challenges candidates in other programs as well with respect to developing authentic and systematic ways for their students to use the feedback candidates provide. Nevertheless, we continue to strive to find strategies to support candidates in these areas. We note also the relatively lower average scores for rubric 18 (Using Evidence to Reflect on Teaching). Rubric 18 applies only to elementary handbooks and assesses candidates on the Task 4 mathematics re-engagement lesson much as rubric 10 assesses the literacy lessons. The lower average score for this rubric can be attributed to the performance of a few candidates who failed to fully respond to the prompts.





Team Evaluations

Team Evaluations are jointly completed by the candidate and their cooperating teacher and university supervisor formatively at some midterm point, which varies across programs, and then summatively at the end of the internship. The primary purpose of the formative evaluation is to identify a candidate's strengths and areas for improvement. Consequently, there is no set performance target for the formative assessment except that some kind of intervention occurs, up to the creation of a Plan of Assistance for the candidate and beyond, if a candidate receives any rubric scores of 1. Inasmuch as the Danielson Framework is intended to evaluate the skills, practice, and dispositions of professional teachers across the career spectrum, the performance target for candidates on the summative assessment is an overall minimum average score of 2.00 and no rubric scores of 1. This scoring is consistent with what is reported by other EPPs using the Danielson Framework with their candidates.

The data (see the table below) indicate that, on average, candidates substantially exceed the performance target even at the formative assessment but some of these high scores may be due to some unfamiliarity with the instrument, which was introduced in AY 19, on the part of CTs and supervisors thus suggesting more training on the Framework may be needed. However this may be, there are still some important findings indicated by the data. First, as might be expected, early in their internships candidates are most challenged by classroom management (rubrics 2c and 2d) and by assessment (rubrics 1f and 3d). But candidates also experience average or above average growth in these areas suggesting that program supports are helping candidates meet standard. Second, candidates experience the greatest amount of growth on rubric 4e, Growing and Developing Professionally, which also tends to validate the efficacy of program supports.

Team Evaluation (Danielson Framework) Average Scores by Component 2018-2019	Team Eval 1 N=149*	Team Eval 2 N=144*	Diff.
Domain 1: Planning and Preparation			
1a: Demonstrating Knowledge of Content and Pedagogy	2.80	3.16	+0.36
1b: Demonstrating Knowledge of Students	2.80	3.29	+0.49
1c: Setting Instructional Outcomes	2.70	3.02	+0.31
1d: Demonstrating Knowledge of Resources	2.86	3.32	+0.46
1e: Designing Coherent Instruction	2.80	3.10	+0.30
1f: Designing Student Assessments	2.56	2.96	+0.40
Domain 2: The Classroom Environment			
2a: Creating an Environment of Respect and Rapport	3.22	3.55	+0.32
2b: Establishing a Culture for Learning	2.99	3.15	+0.16
2c: Managing Classroom Procedures	2.49	3.01	+0.53
2d: Managing Student Behavior	2.72	3.05	+0.33
2e: Organizing Physical Space	3.02	3.39	+0.37
Domain 3: Instruction			
3a: Communicating with Students	2.73	3.05	+0.32
3b: Using Questioning and Discussion Techniques	2.61	3.01	+0.40

3c: Engaging Students in Learning	2.75	3.10	+0.35
3d: Using Assessment in Instruction	2.59	2.95	+0.36
3e: Demonstrating Flexibility and Responsiveness	2.79	3.19	+0.39
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching	3.04	3.41	+0.36
4b: Maintaining Accurate Records	2.84	3.13	+0.29
4c: Communicating with Families	2.54	3.04	+0.50
4d: Participating in the Professional Community	2.80	3.12	+0.32
4e: Growing and Developing Professionally	2.78	3.36	+0.57
4f: Showing Professionalism	3.12	3.41	+0.30
Overall Average	**2.80**	**3.17**	**+0.37**

***** Candidates in Music and PE and one MAT (Cascades) candidate were evaluated using a previous version of the Team Evaluation instrument and are not included in this table. Also not included are three candidates who were evaluated after June, 2019.

Dispositions for Teaching Survey

This survey is typically completed separately by the candidate's cooperating teacher and/or university supervisor at two points during the internship; either very early in the program or at some midterm point and again at the end of the internship, though several programs conduct more than two such assessments, both formal and informal, and some programs require candidates complete several self-assessments against these criteria during the internship. Additionally, all candidates sign a dispositions "contract" before beginning student teaching, which both informs them of and puts them on notice for program expectations. The Survey criteria overlap somewhat with the Professional Responsibilities domain of the Team Evaluation thus providing triangulating evidence of candidates' dispositions for teaching.

The scores in the table below are unit averages on a 4-point scale. Candidates must consistently receive scores of 3 or 4 and very few scores of 2 for all criteria on the formative assessments ("Disp 1") or they may be placed on a Plan of Assistance. Though the survey is an important tool for monitoring the progress of individual candidates, inasmuch as more than 95% of candidates earn individual average scores on the summative assessment ("Disp 2") greater than 3.00 (with no criterion scores less than 2), the data do not suggest any unit-wide or program level areas for improvement with the possible exception of criterion 19. Some programs have instituted a capstone school service project or arranged for their candidates to receive training in the AVID program or in school-based programs such as PBIS (positive behavior interventions and supports) to address this criterion.

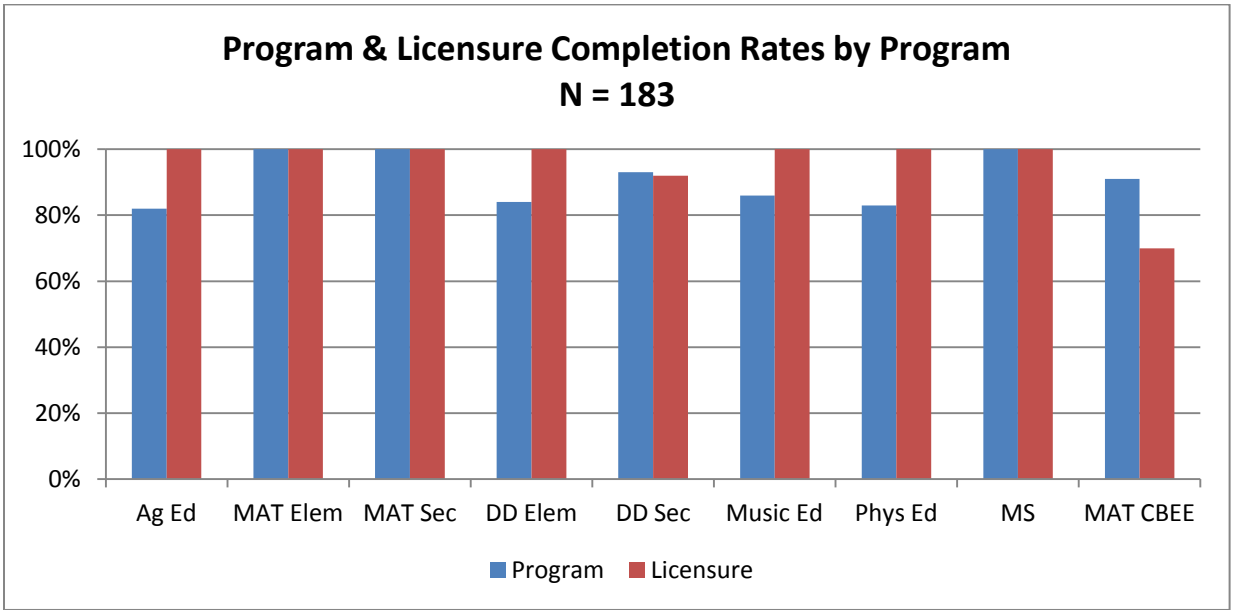
Candidate Dispositions Survey Average Scores by Criterion 2018-2019	Disp 1 N=167	Disp 2 N=160	Diff.
Ethics and Professionalism			
1. Complies with laws and regulations.	3.34	3.64	+0.31
2. Complies with district, school, and university policies.	3.34	3.61	+0.27
3. Maintains confidentiality.	3.36	3.61	+0.25
4. Maintains professional appearance.	3.40	3.68	+0.28
5. Demonstrates regular attendance and punctuality for class and appointments.	3.39	3.62	+0.23
6. Is prepared to teach and learn.	3.26	3.47	+0.21
7. Demonstrates integrity and ethical behavior.	3.43	3.74	+0.31
8. Addresses issues and problems professionally.	3.26	3.53	+0.27
Diversity and Equity			
9. Exhibits enthusiasm/passion for teaching and learning.	3.36	3.60	+0.24
10. Has high expectations for self and students.	3.23	3.61	+0.37
11. Demonstrates commitment to meeting students' diverse needs.	3.12	3.47	+0.35
12. Respects the beliefs and perspectives of others.	3.38	3.66	+0.28
13. Appreciates human diversity and cultural differences.	3.40	3.65	+0.26
14. Develops positive and appropriate relationships.	3.38	3.61	+0.24

Reflective Practitioner and Lifelong Learner			
15. Demonstrates responsiveness to feedback.	3.32	3.61	+0.28
16. Demonstrates commitment to reflective practice.	3.18	3.55	+0.37
17. Demonstrates commitment to lifelong learning and professional development.	3.33	3.62	+0.29
18. Demonstrates commitment to collaborate with others.	3.32	3.60	+0.28
19. Engages in school-wide initiatives.	3.11	3.46	+0.35
20. Demonstrates appropriate written and oral communication.	3.22	3.47	+0.25
Overall Average	**3.31**	**3.59**	**+0.28**

Completion & Licensure Rates

The percentage of candidates that completed each licensure program was tracked and reported as "Program Completion Rate." The percentage of candidates that were awarded a teaching license was also calculated as "Licensure Completion Rate." It is important to note that a candidate can complete a program without obtaining a teaching license; however, he/she cannot get a license without completing the program.

In AY 19, 167 of 183 (91%) candidates in the PTE unit completed one of the licensure programs during the academic year, and of these completers 161 of 167 (96%) were awarded a teaching license by August 30, 2019. The remaining candidates may have earned a degree in the following academic year after completing an additional content course in summer (DD) or continuing student teaching in fall and were then able to be awarded a teaching license.



In AY 19, 161 candidates were awarded a total of 219 endorsements in 16 different areas. Elementary Education and ESOL were the most frequently awarded endorsements followed by Social Studies, Language Arts, and Biology.