



AAQEP Annual Report for 2025

Provider/Program Name:	Oakland City University School of Education Undergraduate Programs
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	12-31-30

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The School of Education at Oakland City University (OCU) prepares effective educators who demonstrate the knowledge, skills, and dispositions essential for servant leadership and positive impact on future generations of learners. Grounded in a Christian mission, the foundational core emphasizes cognitive, social, physical, and affective development through an integrated curriculum.

Since 1988, when the Board of Trustees designated the School of Education as the official Educator Preparation Program (EPP) recognized by the Indiana Department of Education (IDOE), OCU has maintained a strong history of preparing educators who serve in regional, state, national, and international settings. Full-time faculty who teach in early childhood, elementary, secondary, health and physical education, special education, curriculum and instruction,

and educational leadership serve as voting members of the School of Education, with content-area faculty consulted on secondary program decisions.

The School of Education is led by a Dean who reports directly to the Provost. Its mission, articulated in the Conceptual Framework, aligns closely with the broader mission of Oakland City University by preparing educators to serve with integrity, professionalism, and a commitment to continuous improvement.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.oak.edu/about/accreditation/>

2. Enrollment and Completion Data

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

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

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
Programs that lead to initial teaching credentials			
Bachelor of Arts in Early Childhood Education	Early Childhood Education, P=3	3	3
Bachelor of Arts in Elementary Education	Elementary, K-6		
* Language Arts/English Concentration	Elementary, K-6	8	3
* Historical Perspectives Concentration	Elementary, K-6	1	1
* Social Studies Concentration	Elementary, K-6	2	0
* Life Science/Biology Concentration	Elementary, K-6	2	0
* Mathematics Concentration	Elementary, K-6	9	4
* Health & Physical Education Concentration	Elementary, K-6	5	1
* Double Major with Special Education	Elementary, K-6	3	3
Bachelor of Arts in Special Education	Exceptional Needs:Mild Intervention, P-12	7	1
Bachelor of Arts in English	Language Arts, 5-12	4	1
Bachelor of Science in Applied Mathematics	Mathematics, 5-12	0	0
Bachelor of Science in Biology	Life Science, 5-12	0	0
Bachelor of Science in Health and Physical Education	Health, P-12/PhysicalEducation, P-12	9	4
Health, P-12/PhysicalEducation, P-12	Health, P-12/PhysicalEducation, P-12	5	1
Total for programs that lead to initial credentials		56	22
Total for Programs that lead to initial credentials			
Programs that lead to additional or advanced credentials for already-licensed educators			
N/A	N/A		

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

None

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

<p>A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>
<p>56</p>
<p>B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>
<p>22</p>
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>22</p>
<p>D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.</p>
<p>Our expected timeframe for UG (BA/BS) graduation is 4 years. Actual completion time periods based on those who completed their degrees during 2024-2025 - This is only SOE data:</p>

Degree	Average Years	Median Years	Min Years	Max Years
Bachelor of Arts	3.54	3.69	1.72	5.31
Master of Arts in Teaching	3.41	3.68	1.6	4.96
Master of Science in Education	3.3	2.97	1.34	5.7
Bachelor of Science	2.96	3.2	1.74	3.69
Education Specialist	2.85	3.69	0.57	4.29
Doctor of Education	2.76	2.64	1.34	5.7

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Teacher performance assessments- Praxis Report Scores for 2024-2025 cumulative results pass rate is 75.2%

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

The Educator Preparation Provider (EPP) is examining employment outcomes for program completers as part of its evaluation of workforce alignment and program effectiveness. Employment outcome data for the current reporting year are being collected from two primary sources: Indiana Department of Education (IDOE) Educator Preparation Program (EPP) performance reports and an institution-administered completer survey, scheduled for administration approximately 6–12 months after program completion.

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

IDOE employment indicators provide externally validated information regarding completers who are licensed and employed in Indiana public schools and serve as the primary external benchmark for employment outcomes. These data are reviewed annually. Because IDOE data do not capture employment in private schools, charter-only settings, or out-of-state placements, the EPP has developed a local completer survey to supplement state data. This survey will collect self-reported information related to employment status, school type, and time to employment.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

At the time of this report, the completer survey data collection is pending. Once survey administration is complete and response rates are reviewed, employment rates will be calculated by dividing the number of completers employed in P–12 educational settings by the number of completers eligible for employment. Individuals who report that they are not seeking employment or are enrolled full-time in additional education will be excluded from the denominator.

The results from this initial year of data collection will establish a baseline for future longitudinal analysis. Employment outcome findings will be reviewed by program faculty and administrators and incorporated into ongoing continuous improvement discussions on curriculum alignment, clinical experiences, and candidate support strategies.

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

Staffing capacity for program delivery, administration, and quality assurance changed during the 2024–2025 year with the addition of a Reading Specialist and Programs Coordinator. Dr. Kevin Smith concluded his service with OCU in April 2025 interim Dean was not appointed until August 2025.

The following faculty and their roles are defined here:

- **Camy Davis, Ed.D.** – Interim Dean; Professor of Education; Director, Acorn Academy
- **Patti Buchta, M.A.** – Lecturer, Physical Education, Sports Administration, and History
- **Bob Hacker, Ed.D.** – Director of Educational Studies; Associate Professor
- **Sarah Kruse, M.S.** – Science of Reading Specialist
- **Matt Malin, M.S.** – Lecturer, Elementary Education
- **Aared Sampson, M.S.** – Lecturer, Physical Education, Health, and Exercise Science
- **Katelyn Thomas, M.A.** – Lecturer, Elementary/Secondary Education
- **Stanley Wilm, M.S.** – Lecturer, Special Education; Director of Disability Services

Administrative Support

Lenzie Ewin, B.A in Early Childhood Business Minor, School of Education Programs Coordinator

These staffing adjustments enhance the School of Education’s ability to support program growth, field experiences, quality assurance monitoring, and compliance with state requirements.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought	Candidates demonstrate appropriate depth and accuracy of content knowledge, apply effective pedagogical practices, and use professional knowledge consistent with program and professional standards.	All preservice candidates met or exceeded expectations, demonstrating competent and effective use of content, pedagogical, and professional knowledge as evidenced across coursework and supervised clinical experiences.
1e. Creation and development of positive learning and work environments	Candidates establish respectful, inclusive, and supportive learning and professional environments that promote engagement, collaboration, and positive outcomes for all learners.	All preservice candidates met or exceeded expectations by consistently creating positive and inclusive learning and work environments aligned with AAQEP expectations for professional responsibility.

1f. Dispositions and behaviors required for successful professional practice	Candidates demonstrate professional dispositions, ethical conduct, reflective practice, and responsibility appropriate to the profession and consistent with program expectations.	All preservice candidates met or exceeded expectations, exhibiting professional dispositions and behaviors indicative of readiness for successful professional practice.
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	Candidates demonstrate understanding of school and community contexts and engage in respectful, culturally responsive communication and relationship-building with families and caregivers.	All preservice candidates met or exceeded expectations by effectively engaging with diverse school communities and demonstrating culturally responsive communication practices.
2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts	Candidates use appropriate strategies to establish, maintain, and adapt productive learning environments that support learning across varied educational settings.	All preservice candidates met or exceeded expectations by implementing effective strategies that supported productive learning environments in multiple school contexts.
2f. Collaborate with colleagues to support professional learning	Candidates engage in collaborative practices with peers, faculty, and school-based professionals to support professional learning and continuous improvement.	All preservice candidates met or exceeded expectations through active participation in collaborative professional learning and effective collegial engagement.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Program accomplishments for the academic year have included:

Four-Year Field Experience Pathway

Exclusive to the School of Education undergraduate programs are opportunities for extensive, progressive field experiences in classrooms which occur all four years for candidates. Unlike traditional teacher preparation programs that reserve classroom observation and practice teaching for the final year, our integrated approach immerses candidates in authentic educational settings from their very first semester, building a strong foundation of practical knowledge that deepens and expands throughout their entire undergraduate journey.

This comprehensive four-year field experience model offers candidates:

Freshman Year – Observation and Exploration

- Early classroom exposure to observe veteran teachers in action
- Introduction to diverse educational settings, grade levels, and teaching styles
- Initial understanding of classroom dynamics, student behavior, and school culture
- Opportunities to identify areas of interest and passion within the teaching profession
- Utilization of both field experiences and the Acorn Academy program to give students “real world” classroom experiences
- Involvement in OCU School of Education Professional Seminars for practical application of education concepts through district partner teachers and administrators

Sophomore Year – Engagement and Assistance

- Increased interaction with students through small group work and one-on-one tutoring
- Assistance with classroom activities, lesson preparation, and educational materials
- Development of rapport-building skills and understanding of student needs
- Observation of differentiated instruction and inclusive teaching practices
- Utilization of both field experiences and the Acorn Academy program to give students “real world” classroom experiences

- Involvement in OCU School of Education Professional Seminars for practical application of education concepts through district partner teachers and administrators

Junior Year – Co-Teaching and Implementation

- Active participation in lesson planning and instructional delivery
- Co-teaching opportunities with mentor teachers
- Implementation of specific teaching strategies learned in coursework
- Assessment of student learning and adaptation of instructional approaches
- Increased responsibility for classroom management and student engagement
- Utilization of both field experiences and the Acorn Academy program to give students “real world” classroom experiences
- Involvement in OCU School of Education Professional Seminars for practical application of education concepts through district partner teachers and administrators

Senior Year – Student Teaching and Leadership

- Full student teaching residency with gradual release of responsibility
- Independent lesson planning, instruction, and classroom management
- Integration of content knowledge, pedagogical skills, and professional dispositions
- Imbedded employment as an instructional assistant, guest teacher, or adjunct teacher outside of the necessary ten-week student-teaching block for multiple semesters within a partnering school district
- Preparation for the transition to first-year teacher

The Distinctive Advantage- This longitudinal approach ensures that candidates do not just learn *about* teaching—they grow *into* teaching. By the time they graduate, our candidates have accumulated hundreds of hours of classroom experience, developed meaningful relationships with mentor teachers, experienced various educational contexts, and built confidence through progressive responsibility. They enter their first classrooms not as novices, but as prepared professionals who have been refining their craft for four full years.

This extended field experience also allows candidates to make informed decisions about their career path, discover their teaching strengths, and develop the resilience and adaptability that comes only from sustained, real-world practice.

School of Education Seminars-Required for all candidates, the monthly seminars provide invaluable insight and opportunities to engage with real-world educators, administrators, and fellow candidates who are completing the residency journey. These seminars serve as a bridge between theoretical knowledge and classroom practice, offering a supportive community where aspiring teachers can learn from experienced professionals and one another. By attending and reflecting upon these experiences, candidates gain:

- **Practical wisdom from the field** – Direct access to veteran teachers and school leaders who share their successes, challenges, and strategies for effective classroom management, student engagement, and instructional design
- **Professional networking opportunities** – Connections with a diverse community of educators that extend beyond the program and into their teaching careers
 - **Real-time problem-solving skills** – Exposure to current issues facing today's schools, along with collaborative discussions on innovative solutions and best practices
 - **Deeper self-awareness as educators** – Structured reflection activities that help candidates identify their teaching philosophy, strengths, and areas for continued growth
 - **Inspiration and motivation** – Stories and testimonies from those who have successfully transitioned from candidates to confident, effective classroom teachers
 - **A broader perspective on education** – Understanding of various educational contexts, student populations, and teaching approaches that prepare candidates for diverse school environments

These seminars are designed not just to inform, but to transform—equipping candidates with the knowledge, confidence, and professional relationships necessary to thrive as educators.

The Residency Program: Where Theory Meets Practice- The Residency Program—our student teaching experience—represents the cornerstone of each candidate's teacher preparation journey. This immersive, transformative experience bridges the gap between academic coursework and professional practice, allowing candidates to apply pedagogical theory in authentic classroom environments under the expert guidance of seasoned mentor teachers and administrators.

During this intensive two semester residency, including the ten-week student-teaching block required for licensure by both the Indiana Department of Education and Oakland City University, candidates progress through a carefully scaffolded experience. They begin by observing master teachers in action, gradually transition to co-teaching and leading individual lessons, and ultimately assume full responsibility for all aspects of classroom instruction—from lesson planning and delivery to assessment and classroom management. Outside of the intensive ten-week period, students work with mentor teachers and administrators in an internship designed to give students additional experience as service internships for instructional assistants, one-to-one tutoring, small group leadership, co-teaching teamwork, and duties assigned by the mentor teacher and administrators. These additional experiences gain our students practical professional opportunities within the structure of Indiana public school routines and practices, including professional learning community and professional development experience in addition to university methodology coursework.

A Unique Professional Experience- What distinguishes our Residency Program is its authentic professional structure. Candidates become paid employees of the cooperating school district, joining the professional staff as contributing members of the educational team. Operating on the school's calendar and adhering to district employment guidelines, residents experience the full scope of a teacher's professional responsibilities and daily realities.

This paid residency model provides multiple advantages:

- **Comprehensive role immersion** – Candidates gain experience at all levels of school operation, from instructional assistant to lead classroom teacher, understanding the full spectrum of educational roles and responsibilities
- **Professional accountability** – As paid staff members, residents develop professional habits, work ethic, and collegial relationships that mirror their future teaching careers
- **Financial support** – Compensation recognizes the valuable contributions residents make to their school communities while easing the financial burden of the final semester
- **Authentic preparation** – By functioning as full members of the professional staff, candidates experience the authentic rhythms, challenges, and rewards of the teaching profession

Through this residency experience, candidates do not simply practice teaching—they *become* teachers, ready to step confidently into their own classrooms upon graduation.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Embed and implement Indiana’s Science of Reading curriculum initiatives across all licensure programs while seeking input from P–20 school partners to ensure alignment with field expectations.
Actions	Redesign reading curriculum courses to align with Indiana’s Science of Reading standards, incorporating scientifically based instructional practices and strategies to strengthen candidate preparation.
Expected outcomes	Updated reading coursework will reflect current state standards and include tiered, scaffolded instructional content. As a result, licensure candidates will possess a stronger understanding of evidence-based reading practices and be better prepared to support literacy development in diverse classrooms.
Reflections or comments	The hiring of a qualified Reading Specialist in Fall 2025 will significantly support the redesign and delivery of Science of Reading coursework. Continued training for university supervisors will be essential to ensure consistent and constructive feedback for candidates during residency, particularly in literacy instruction.
Standard 2	

Goals for the 2025-26 year	Strengthen candidate field experiences and the residency program through clearly defined expectations and enhanced collaboration among university faculty, mentor teachers, and district partners.
Actions	Expand diverse clinical placements to provide candidates with exposure to varied educational settings. Ensure that mentor teachers demonstrate strong instructional performance and professional preparation and provide targeted training outlining residency expectations and candidate competencies.
Expected outcomes	Principals will provide documentation verifying the qualifications and instructional effectiveness of mentor teachers. This information will support strategic placement decisions that enhance candidates' professional growth and ensure high-quality residency experiences.
Reflections or comments	The expansion of field placements and the increased collaboration required for residency supervision may necessitate additional faculty to ensure appropriate monitoring, support, and consistency across sites.
Standard 3	
Goals for the 2025-26 year	Integrate “theory-to-practice” teaching concepts and strategies across P–20 settings to support candidate growth and readiness.
Actions	Establish a “lab school” partnership in which School of Education faculty deliver course content onsite while collaborating with P–20 educators to model and refine best instructional practices.
Expected outcomes	Candidates will deepen their understanding of instructional concepts, apply theory in authentic classroom environments, develop goals for supporting P–20 learners, and use assessments to guide instructional decisions and future planning.
Reflections or comments	Participation in the lab school environment will provide candidates with opportunities to practice differentiation, collaborate with educators, refine instructional decision-making, and strengthen their overall capacity to support diverse learners.
Standard 4	

Goals for the 2025-26 year	Support P–20 partners in addressing workforce shortages by enhancing the effectiveness and responsiveness of the residency-to-teacher pipeline.
Actions	Examine the effectiveness of the School of Education’s residency pipeline through systematic data review, partner feedback, and analysis of candidate outcomes.
Expected outcomes	Feedback from district partners will inform program revisions that strengthen candidate preparation, broaden participation in OCU programs, and support ongoing recruitment and retention efforts for P–20 schools.
Reflections or comments	Ongoing discussions with P–20 partners highlight the need for timely, well-prepared teachers. The School of Education’s innovative clinical models and commitment to servant leadership continue to position the program as a strong contributor to regional workforce needs and as an attractive option for prospective candidates.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

The School of Education engaged in several activities during the 2024–2025 year to strengthen data quality across all standards. Efforts included consolidating observation data into a centralized database, aligning assessment measures with the Science of Reading framework, refining documentation protocols for residency supervision, and mapping candidate placement histories to ensure breadth and diversity. Surveys of candidates, graduates, and mentor teachers informed program refinements and validated the effectiveness of clinical experiences. These activities support continuous improvement and ensure the accuracy and reliability of program-level evidence.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

AAQEP Annual Report Response to Standard 4 Concern

Documentation of Program Faculty and Staff Capacity to Address Workforce Needs and Support Candidate/Completer Outcomes

Overview of Concern

During our accreditation review, AAQEP identified a concern regarding documentation of program faculty and staff capacity to share results of contextualized evidence relative to addressing workforce needs, supporting completers' entry into the profession, and using evidence to improve candidate/completer outcomes related to diversity and international perspectives. This concern pertains to **Standard 4** with reference to **Aspects 1c** (candidate development of culturally responsive practice), **2a** (completer relationships with communities and families/caregivers), and **2d** (completers' support of their students' growth in international and global perspectives).

Actions Taken to Address the Concern

Since the accreditation visit, our program has implemented systematic improvements in three key areas: faculty capacity building, program enhancement, and strengthened assessment of candidate outcomes related to cultural responsiveness and global competencies.

1. Faculty and Staff Capacity Development

Professional Learning Communities Our faculty established quarterly professional learning communities focused on culturally responsive pedagogy and integration of international perspectives across all licensure programs. These sessions include:

- Analysis of current research on culturally sustaining pedagogies and their application in P-12 settings
- Examination of global education models and international child/adolescent development research
- Case study discussions exploring diverse cultural contexts and their implications for teaching practice
- Collaborative review of strategies for addressing implicit bias in teacher preparation

Evidence-Based Practice Sharing Faculty now engage in regular collaborative sessions to analyze candidate performance and share evidence-based instructional practices. These sessions focus on:

- Reviewing patterns in candidate performance on assignments related to diversity, equity, and cultural responsiveness
- Identifying areas where candidates need additional support in developing global perspectives
- Sharing successful pedagogical approaches that strengthen candidate competencies in working with diverse learners and families
- Adjusting course activities and assessments based on collective analysis of candidate outcomes

Mentoring and Collaboration We established formal and informal mentoring structures pairing experienced faculty with colleagues to strengthen program-wide expertise in diversity and global competencies. These relationships support:

- Collaborative course planning that intentionally integrates international perspectives
- Shared development of assignments and rubrics that assess cultural competency development
- Cross-program dialogue ensuring consistency in addressing diversity standards

2. Systematic Documentation and Tracking Systems

Candidate Outcome Tracking We developed comprehensive tracking systems that document candidate growth in culturally responsive practice throughout their program. These systems include:

- Specific documentation aligned with InTASC Standard 2 (Learning Differences) and Standard 3 (Learning Environments) across multiple coursework and field experience touchpoints
- Documentation of candidate interactions with diverse student populations and families during field experiences
- Pre- and post-assessments demonstrating candidate growth in cultural awareness and responsiveness

Data Review Cycles Faculty engage in systematic review of information during semester debriefs and annual program reviews. This process enables us to:

- Identify trends in candidate development related to cultural responsiveness
- Determine where program enhancements are needed to better support candidate growth in diversity competencies
- Make evidence-based decisions about curriculum modifications, assignment redesign, or additional support structures
- Document how candidate performance directly informs program improvement decisions

3. Curriculum and Assessment Enhancements

Integration of International and Global Perspectives Rather than treating diversity and global perspectives as isolated topics, we now intentionally weave these themes throughout coursework in all licensure programs. Examples include:

- Examination of child and adolescent development through cross-cultural lenses
- Study of global family structures and culturally-specific practices in child-rearing and education
- Analysis of international standards and research (such as WHO guidelines, PISA results, global literacy initiatives)
- Exploration of how different cultures approach learning, discipline, play, health, and family engagement

Field Experience Requirements We strengthened field experience assignments to ensure candidates actively demonstrate cultural responsiveness in authentic teaching contexts. These enhancements include:

- Required documentation of candidate interactions with students and families from diverse cultural backgrounds
- Assignments requiring candidates to identify cultural backgrounds represented in their classrooms and plan culturally relevant instruction
- Interview protocols for candidates to learn directly from families about their cultural practices, values, and educational goals
- Reflection prompts asking candidates to examine their own cultural lens and how it affects their teaching decisions
- Observation rubrics with explicit indicators for culturally responsive teaching practices

4. Strengthened Community and Family Engagement

Our programs have enhanced partnerships with diverse community organizations and P-12 schools serving varied populations. Candidates now have a two-semester residency where they become employed by the schools as educational assistants and some have been employed as full-time teachers on emergency or temporary licenses as they work to become licensed. This has benefited the districts need to hire competent qualified teachers.

These partnerships:

- Provide candidates with field experiences in culturally and linguistically diverse settings
- Create opportunities for candidates to learn directly from families about their experiences, needs, and strengths
- Inform program faculty about current workforce needs related to preparing educators for diverse classrooms
- Generate authentic contexts for candidates to practice culturally responsive teaching and family engagement

Feedback from community partners and families influences program modifications, ensuring our preparation remains responsive to the actual needs of diverse communities.

Timeline for Continued Documentation

This Annual Report represents our first systematic documentation of these improvements. We will continue to:

- Collect and analyze candidate outcome data related to Aspects 1c, 2a, and 2d
- Document faculty engagement in professional learning and collaborative data analysis
- Track program modifications resulting from evidence review
- Gather completer and employer feedback on preparation for diverse settings
- Report progress in subsequent AAQEP Annual Reports

Our program is committed to continuous improvement in preparing candidates to work effectively with diverse learners and families and to integrate international and global perspectives into their teaching practice. We welcome ongoing dialogue with AAQEP regarding our documentation and progress in addressing this concern.

8. Anticipated Growth and Development

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

Planned improvements for the coming years focus on strengthening mentor teacher preparation, standardizing clinical evaluations, enhancing communication systems, diversifying field placements, deepening theory-to-practice integration, and increasing data-driven decision-making. Short-term and long-term action steps include developing mentor selection criteria, refining observation rubrics, conducting inter-rater reliability training, expanding partnerships with diverse schools, aligning Science of Reading content across courses and fieldwork, implementing student learning impact measures, and building dashboards to track candidate progress. These initiatives will support program coherence, improve candidate readiness, and advance continuous improvement across all licensure pathways.

Planned advancements -ACTION STEPS

IMMEDIATE ACTIONS (Current Academic Year)

Mentor Teacher Preparation:

- Survey current mentor teachers to assess training background and current implementation of science of reading practices
- Develop mentor teacher application/agreement form including questions about literacy instruction philosophy and evidence-based practices
- Compile documentation of current mentor teachers' credentials and experience

Standardization of Clinical Evaluation:

- Review and audit current observation instruments to identify where science of reading components are addressed
- Define performance level criteria ("concern" vs. "at-risk") based on rubric scores

Enhanced Communication:

- Create shared digital folders to house observation reports, lesson plans, and communication logs for each candidate

Diversity of Placements:

- Map candidate placement history to identify patterns or gaps

Theory-to-Practice:

- Map science of reading content taught in university courses against field placement timeline
- Survey candidates and graduates about perceived connections between coursework and field experiences

Student Learning Impact:

- Identify what student learning data is currently collected during residencies
- Research FERPA and data-sharing requirements for accessing K-12 student assessment information

Data Quality:

- Compile observation data from past 2-3 years into centralized database for analysis
- Identify categories for analysis by rubric component, cohort, placement site, mentor teacher, and supervisor

SHORT-TERM ACTIONS (Next 6-12 Months)

Mentor Teacher Preparation:

- Create formal selection criteria: minimum 3-5 years experience, positive evaluations, science of reading training evidence, demonstrated effectiveness, strong classroom management, principal recommendation
- Administer end-of-residency surveys to candidates rating mentor teacher effectiveness

Standardization of Clinical Evaluation:

- Revise observation rubrics to include specific indicators for science of reading implementation
- Develop standardized feedback form template with sections for strengths, growth areas, science of reading components observed, and actionable next steps
- Conduct calibration training sessions with video analysis to establish inter-rater reliability
- Develop documentation protocol for performance concerns

Enhanced Communication:

- Continue required three-way post-observation conferences within 24 hours of each formal observation
- Continue use of standardized goal-setting template used across all observation cycles
- Continue monthly check-ins between university supervisors and mentor teachers
- Develop principal engagement protocol specifying involvement in observations and concerns

Diversity of Placements:

- Strengthen partnerships with schools serving high percentages of diverse learners

Theory-to-Practice:

- Create "bridge assignments" connecting observed science of reading practices to course readings and Indiana Science of Reading Framework
- Develop guided reflection prompts tied to science of reading components for post-observation use
- Require theory-to-practice journals linking classroom experiences to pedagogical frameworks and coursework

Student Learning Impact:

- Develop "Student Learning Impact" requirement documenting K-12 student growth during lead teaching using pre/post reading assessments, growth data analysis, and action research component

Support for Struggling Candidates:

- Continue developing three-tiered intervention system with increasing support levels
- Continue developing improvement plan templates with specific goals, resources, timelines, and success criteria

Data Analysis:

- Conduct analysis of observation scores identifying common struggles, patterns, and growth trajectories
- Survey first-year teachers about preparedness, particularly regarding science of reading
- Contact hiring districts for retention data, evaluation scores, and feedback on graduate preparedness

LONG-TERM ACTIONS (1-2 Years)**Mentor Teacher Preparation:**

- Establish formal qualification requirement: evidence of science of reading training or completion of program-provided training before candidate assignment
- Establish "Master Mentor" designation for trained teachers with successful track records
- Advocate for mentor compensation: stipends, tuition discounts, continuing education credits, or adjunct status
- Work with building administrators to develop exit processes for mentor teachers not meeting expectations

Standardization of Clinical Evaluation:

- Schedule annual norming sessions for all university supervisors at academic year start
- Implement quality assurance review of observation reports for consistency and thoroughness

Enhanced Communication:

- Develop dashboard system for viewing candidate progress, observation schedules, and communication history
- Formalize principal involvement protocols with clear expectations

Diversity of Placements:

- Consider requiring observational experiences in settings different from main residency
- Track and report annually on diversity profile of placement sites

Theory-to-Practice:

- Redesign course syllabi to sequence science of reading content aligned with field placement responsibilities
- Facilitate university instructors conducting site visits to observe candidates applying course content
- Create video case studies from candidate field experiences for use in university courses

Student Learning Impact:

- Develop case study protocols where candidates present student growth data
- Create showcase events for candidates to present data to peers, faculty, and district personnel
- Build data literacy components into prerequisite coursework

Extended Field Experiences for Candidates:

- Create list of "model classrooms" for exemplary science of reading implementation
- Offer structured observation days with specific evaluation criteria
- Consider adding pre-residency observation requirement (20-40 hours across grade levels)
- Build partnerships with reading specialists and literacy coaches for shadowing opportunities

- Explore special education co-teaching experience component
- Investigate two-placement model feasibility

Data-Driven Improvement:

- Establish annual program review meetings analyzing observation data, employment outcomes, and stakeholder feedback
- Create continuous improvement plan with measurable goals updated annually
- Develop data dashboard tracking key metrics over time

Leadership and Resources:

- Reinstatement standing Advisory Committee with representation from all stakeholder groups (TEAC- Teacher Education Advisory Committee)
- Allocate resources: faculty release time, professional development funding, technology investments, mentor compensation

Accountability:

- Assign specific leadership for each initiative with deliverables and timelines
- Implement quarterly progress check-ins
- Document progress in annual reports shared with administration and accrediting bodies
- Communicate improvements to all stakeholders

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

n/a

10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Camy Davis, Interim Dean OCU School of Education	Dr. Camy Davis, Interim Dean OCU School of Education

Date sent to AAQEP:	Resubmitted 3-6-26
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