

# Annual Report to the Faculty Senate

From The

University Council on Teacher Education

Academic Year

September 1, 2009 - August 31, 2010

Emma Eccles Jones

College of Education and Human Services

Utah State University

## **INTRODUCTION**

During the past year, September 2009 - August 2010, the University Council on Teacher Education has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

## **MEMBERSHIP**

The University Council on Teacher Education is composed of 25 voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any

teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the Council for the 2009- 2010 academic year is identified on page 11 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 65 percent of the membership was in attendance at all meetings.

## **ACTIVITIES OF THE COUNCIL**

### **Action Items**

#### ***Program Changes***

1. The Council approved the Department of Health, Physical Education, and Recreation's R401: Human Movement Science Teaching Emphasis Change. In the past, a BS in Physical Education had three emphasis – teaching, exercise science, and pre-physical therapy. With the name of the major changing from Physical Education to Human Movement Science, the faculty recommended that the newly formed Human Movement Teaching be renamed Physical Education Teaching. This title will better align the Utah State Office of Education's subject matter endorsement areas.

2. The Council approved the School of Teacher Education and Leadership's proposal to modify the requirements of their Gifted and Talented (G/T) Endorsement. Because of market demands and to better align program standards to national G/T standards, a new course focusing on the Social/Emotional Needs of Gifted/Talented Children will replace the creativity course.
3. The Council approved a proposal from the School of Teacher Education and Leadership for a new Graduate Route to Licensure program. This will be a study option in its M.Ed Plan C. The GRL offers teaching options in Science, English as a Second Language (ESL), and Mathematics. The GRL is designed for persons holding a bachelor's degree in a science, math, or undergraduate work supportive of ESL who desire to become secondary teachers.
4. The Council voted to approve a motion to waive the Secondary Teaching Minor requirement for the GRL because each of the program of study options are areas of critical need and the teaching minor was required to enhance marketability of major teaching areas not in high demand.
5. The Council approved proposed curriculum changes by the Departments of Communicative Disorders and Deaf Education; Health, Physical Education, and Recreation; Instructional Technology and Learning Sciences; Mathematics and Statistics; Psychology; Special Education and Rehabilitation; and the School of Teacher Education and Leadership. These changes involved multiple departmental course approval forms.

### ***Policy Changes***

1. The Council approved the Department of Psychology's recommendation to not articulate SLCC's EDU 2100 Educational Psychology course to USU's PSY 3660 Educational

Psychology course. The Council determined that a lower division (2000 level) course could not articulate to an upper division (3000 level) course. They also felt strongly that the USOE policy should be adhered to – *that professional education courses are offered by colleges and universities who have USOE approval to offer teacher education programs.*

2. The Council voted to approve the School of Teacher Education and Leadership’s request to change the out-of-state student teaching fee for Secondary Education to \$350. This amount will now align with the Elementary Education out-of-state student teaching fee.

### **Information Items**

1. USU’s teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on November 7-8, 2011. In preparation for this accreditation visit, a new database is being developed. The development will be completed by Nifty Technologies.
2. The Council on Teacher Education’s Faculty Senate Report will now be sent to University Archives. All university reports will now be saved.
3. TEACH Grant procedures no longer require EEJ CEHS counseling. All counseling will now be done online directly on the federal government’s TEACH Grant website.
4. The processing of USOE endorsements and certificates has been modified to eliminate the university receipt of licensing fees. The new process will now be as follows: USU will accept the application, approve the application once all documentation is received, and complete the institutional recommendation letter. These will all be returned to the student with instructions on how to forward their application to the USOE with their

- payment. If any checks or money orders are received from students, USU will return them to the student when the institutional recommendation is made.
5. Title II - Higher Education Opportunity Act has added new teacher competency requirements in gifted/talented education. The Council recommended that these new competencies be reviewed by the School of Teacher Education and Leadership to determine how to incorporate them into their programs.
  6. The GPA for students entering teacher education has been questioned by Utah legislators. Howard Stevenson noted that all universities require a 3.0 GPA to enter their teacher education programs, except USU (2.75) and BYU (2.85). The Council concluded that USU's GPA should remain at 2.75 so not to discourage students who tend to improve their GPA once they begin their major course work. Also, it was noted that although USU's admission GPA is 2.75, most students admitted into teacher education have GPAs far above 2.75.
  7. The Department of Risk Management has recommended that we add the following statement to our writing examination information sheet. "This exam provides an opportunity for you to demonstrate your ability to *read, understand, and articulate a written response* to a written prompt which focuses on an education-related context. Competency in *reading and writing* is required for admission to all Teacher Education programs at USU. We urge you to take the exam seriously."
  8. The USOE has announced that they are designing a plan where cooperating teachers will be able to receive re-licensing points.

## STUDENT PROFILE

*Students in the Teacher Education Program.* Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 2.75 GPA and a minimum score of 21 in each of three areas (English, Social Sciences, and Natural Sciences) and 25 in Mathematics of the American College Test (ACT). In those areas where the ACT score is below the minimum, the applicant must complete the required General Education course work with a pre-established GPA.

A total of 483 students were admitted into the Teacher Education Program during the period September 1, 2009 through August 31, 2010. This total represents an increase of 1.4 percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2008-2009 and 2009-2010. Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPA. A review of these data indicate that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Two hundred eighty-three (283) students admitted into the Teacher Education Program during the 2009-2010 academic year submitted ACT scores. The mean composite ACT score of these 283 students was 25.1. During the same period of time, the mean composite ACT scores of entering

freshmen at Utah State University was 23.6. The 483 students admitted into the Teacher Education Program had a mean USU GPA of 3.42 and a mean cumulative GPA of 3.41. The Office of Analysis, Assessment and Accreditation at the University reported the following mean GPAs for all students at USU for the 2009-2010 academic year:

Fall Semester 2009:                      Mean GPA = 3.48

Spring Semester 2010:                      Mean GPA = 3.54

In addition, there were 102 students admitted to post-bachelors education licensing programs [Administrative Supervisory Certificate (AS/C); Endorsements - Secondary Education Graduate Route to Licensure, and School Counseling].

***Graduates Recommended for Certification.*** There were four hundred ninety-five (495) students recommended for educator licensing and endorsements. This total is a decrease of 12.3 percent in 2010 as compared to 2009 (see Table 6). Four hundred twenty-five (425) students were recommended for initial licensing in 2010. This total is a decrease of 8.6 percent in the number of initial licenses granted.

***Praxis Content Testing.*** Table 7 shows that there were 633 students who attempted the ETS Praxis II Content test in their major area. Five hundred thirty (530) or 83.9% passed and thus will receive NCLB “highly qualified status” when they receive their Utah Level I teaching license. Pass rates for each content area ranged from 50% to 100%. The following content areas had a 100% pass rate: Biology, Dual Elementary/Deaf Education, Geography, German, Health, Math Level II, Music, Physical Science, Psychology, School Psychology, Special Education and Theatre Arts.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they have received their Level 1 teaching license, USU strongly encourages



students to take the exam prior to graduation to enhance their marketability with school districts. Two hundred ninety-eight (298) students attempted the PLT and 273 passed the exam, resulting in a 92% pass rate.

***Placement of Program Graduates.*** The job placement rate of program graduates continues to be of interest to the Council. In 2010 a total of 495 graduates were recommended to the Utah State Office of Education for initial licensing in new concentration areas. Two hundred fifty-eight students (52%) responded to our placement survey. Of these, 198 (76%) were employed in Utah and 11 (4%) accepted teaching contracts out-of-state. These percentages represent an 86 percent placement rate for those seeking teaching positions (see Table 8). The 2010 placement rate is lower than the rate achieved in 2009, which was 88 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program should be informed that the probability for employment in some majors may not be as favorable as in other teaching areas. Placement rates for each major ranged from 33% to 100%. The following majors had placement rates less than 75%: English, Family Consumer Science Education, History, and Physical Education.

Additional statistics are as follows: twenty-seven (10.3%) were still seeking a teaching position; ten (3.8%) were not seeking a teaching position; eleven (4.2%) had secured other employment, and four (1.6%) were continuing their education.

## **SUMMARY**

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the status of the Teacher Education Program for the 2009-2010 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by our public, private, and charter schools. This need, as a minimum, requires the preparation of highly motivated, well-trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control for the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

**UTAH STATE UNIVERSITY  
COUNCIL ON TEACHER EDUCATION MEMBERSHIP  
2009-10 through 2011-2013**

College and Number	Department or Area	2007-08	2008-09	2009-10
Dean, CEHS (1)	Chairman			Carol Strong
Associate Dean, CEHS (1)				Francine Johnson
<b>Administration (1)</b>	<b>Vice Provost</b>			
Agriculture (1)	Ag. Education, Family, Consumer Sci		Lindsey Shirley	
Education (7)	Teacher Education and Leadership		Parker Fawson Martha Whitaker	
	Inst Tech	Sheri Haderlie*		
	Com Dis & Deaf Education			Debbie Golos (Beth Foley)
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology		Donna Gilbertson	
Engineering (1)	ETE	Gary Stewardson*		
Humanities, Arts & Social Sciences (3)	English	Steve Shively*		
	Fine Arts			Leslie Timmons
	Theater Arts			Colin Johnson
Natural Resources (1)	Geography			Nancy Mesner
Science (2)	Mathematics	Jim Cangelosi*		
	Biology		Richard Mueller	
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.	Scott Hunsaker*		
UEA (1)	Public Schools			Kimilee Campbell
Society of Supts. (1)	Superintendents	Marshall Garrett*		
ASUSU (1)	ASUSU	Erik Wynn*		
RCDE	Regional Campus			Jim Barta

**TABLE 1****A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION PROGRAM, 2008-09 AND 2009-2010, BY TEACHING MAJOR**

<b>MAJOR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>DIFFERENCE</b>
Early Childhood	7	9	2
Elementary Education (1-8)	114	129	15
Elementary Education (K-6)	20	33	13
Dual, Elem Educ & Early Child	23	8	-15
Dual, Elem Educ & Deaf	5	11	6
Dual, Elem Educ & Spec Educ	17	18	1
Dual, Spec Educ & Early Child	0	1	1
Special Education	30	40	10
<b>Secondary Education Majors</b>			
Chemistry	1	0	-1
English	28	23	-5
Geography	1	4	3
Health Education	3	2	-1
History	20	15	-5
Languages	14	7	-7
Mathematics	10	13	3
P.E.	9	3	-6
Physics	0	1	1
Political Science	0	0	0
Psychology	2	1	-1
Sociology	0	0	0
Theatre Arts	2	1	-1

**TABLE 1 (cont.)**

<b>MAJOR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>DIFFERENCE</b>
<b>Composite Majors</b>			
Agricultural Education	21	13	-8
Art Education	4	13	9
Biological Science	1	14	13
Earth Science	1	1	0
Engineering Technology Educ (ETE-TIED)	2	6	4
Family & Consumer Sciences Education	27	24	-3
Mathematics/Statistics	22	19	-3
Music	19	19	0
Physical Science	5	6	1
Social Studies	9	14	5
<b>Teacher Education TOTAL</b>	420	480	60
<b>Post Bachelors Licensing Program</b>			
Administrative Supervisory Certificate	29	57	28
Communicative Disorders (SLP)	5	32	27
Graduate Route Licensing SCED	n/a	41	41
School Counseling	18	34	16
<b>Post BS TOTAL</b>	222	268	44
<b>Grand TOTAL</b>	642	748	104

**TABLE 2**

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY  
ADMISSION CRITERIA  
2009-2010**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2008-2009	% of Total	2009-2010	% of Total
ACT Scores $\geq$ 21 in <u>ALL</u> four areas	140	33%	162	34%
ACT Scores $\geq$ 21 in at least one area	119	28%	115	24%
ACT Scores < 21 in <u>ALL</u> four areas	5	.5%	6	.01%
BS Degree (GPA of $\geq$ 2.75 on last 45 credits)	9	1%	2	.004%
No ACT Score available	147	35%	195	41%
<b>TOTAL</b>	420		480	

**TABLE 3**

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION  
BY TEST AREA  
2008- 2009 AND 2009-2010**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2008-2009		2009-2010	
	ACT $\geq$ 21	ACT <21	ACT $\geq$ 21	ACT <21
English	213 (81%)	43 (16%)	235 (83%)	43 (145%)
Mathematics	184 (70%)	70 (70%)	206 (73%)	75 (27%)
Social Sciences	220 (83%)	30 (11%)	242 (86%)	37 (13%)
Natural Sciences	215 (81%)	36 (14%)	233 (82%)	50 (18%)
	N=264		N=283	

**TABLE 4**

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY  
ADMISSION CRITERIA, BY MAJOR  
SEPTEMBER 1, 2009 - AUGUST 31, 2010**

<b>Teaching Major</b>	<b>Total # of Students Admitted</b>	<b># students with ACT scores <math>\geq</math> 21 in at least one area</b>	<b># of students with ACT scores &lt; 21 in all areas</b>	<b># students with B.S. degree</b>	<b># of students with no ACT scores</b>
Agricultural Education	13	0	0	0	13
Art Education	13	0	0	0	13
Biological Science	14	0	0	0	14
Chemistry	0	0	0	0	0
Communicative Disorders	32	0	0	0	32
Early Childhood	9	9	0	0	0
Earth Science	1	0	0	0	1
Elem Education (1-8)	129	123	4	0	2
Elem Education (K-6)	33	33	0	0	0
Engineering Technology Educ	6	2	0	0	4
English	23	4	0	0	19
Dual, El Ed & ECH	8	7	0	0	1
Dual, El Ed & Deaf Educ	11	11	0	0	0
Dual, El Ed & Spec Educ	18	17	0	0	1
Dual, Spec Ed & Early Child	1	1	0	0	0
FCSE	24	3	0	0	21
Geography	4	2	0	0	2
Health Education	2	0	0	0	2
History	15	1	0	0	14
Languages	7	0	0	0	7



<b>Teaching Major</b>	<b>Total # of Students Admitted</b>	<b># students with ACT scores <math>\geq</math> 21 in at least one area</b>	<b># of students with ACT scores &lt; 21 in all areas</b>	<b># students with B.S. degree</b>	<b># of students with no ACT scores</b>
Math	13	8	0	0	5
Math/Stat	19	14	0	0	5
Music	19	4	0	0	15
Physical Education	3	0	0	0	3
Physical Science	6	4	0	0	2
Physics	1	0	0	0	1
Political Science	0	0	0	0	0
Psychology	1	0	0	0	1
Social Studies	14	0	0	0	14
Sociology	0	0	0	0	0
Special Education	40	19	1	2	20
Theatre Arts	1	0	0	0	1
<b>TOTAL</b>	<b>480</b>	<b>262</b>	<b>5</b>	<b>2</b>	<b>213</b>

**TABLE 5**

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,  
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER  
EDUCATION PROGRAM  
SEPTEMBER 2009 THROUGH AUGUST 2010**

<b>Teaching Major</b>	<b>No. of Students Admitted</b>	<b>Students with ACT Scores</b>	<b>Students w/o ACT Scores</b>	<b>No. of Students with BS</b>	<b>Mean ACT Score</b>	<b>Mean USU GPA</b>	<b>Mean Cum GPA</b>
Agricultural Education	13	0	13	0	25	3.25	3.24
Art Education	13	0	13	0	28.25	3.47	3.43
Biological Science	14	0	14	0	n/a	3.12	3.28
Chemistry	0	0	0	0	n/a	n/a	n/a
Communicative Disorders	32	0	32	0	20	3.3	3.31
Early Childhood Education	9	9	0	0	24.56	3.32	3.32
Earth Science	1	0	1	0	n/a	3.55	3.67
Elem Education (1-8)	129	127	2	0	24.03	3.46	3.45
Elem Education (K-6)	33	33	0	0	24.44	3.51	3.48
Engineering Tech Ed (ETE)	6	2	4	0	30	3.41	3.35
English	23	4	19	0	27.25	3.48	3.5
Dual, El Ed & ECH	8	7	1	0	22.5	3.3	3.3
Dual, El Ed & Deaf Educ	11	11	0	0	24	3.45	3.44
Dual, El Ed & Spec Educ	18	17	1	0	25.26	3.71	3.74
Dual, Spec Educ & EC	1	1	0	0	n/a	3.12	3.36
FCSE	24	3	21	0	26.7	3.4	3.39
Geography	4	2	2	0	26	3.48	3.25
Health Education	2	0	2	0	19	3.21	3.23

<b>Teaching Major</b>	<b>No. of Students Admitted</b>	<b>Students with ACT Scores</b>	<b>Students w/o ACT Scores</b>	<b>No. of Students with BS</b>	<b>Mean ACT Score</b>	<b>Mean USU GPA</b>	<b>Mean Cum GPA</b>
History	15	1	14	0	24	3.34	3.4
Languages	7	0	7	0	n/a	3.52	3.4
Math	13	8	5	0	27.83	3.58	3.51
Math/Stat	19	14	5	0	27.3	3.58	3.65
Music	19	4	15	0	22.5	3.63	3.65
Physical Education	3	0	3	0	n/a	3.43	3.5
Physical Science	6	4	2	0	29.5	3.38	3.27
Physics	1	0	1	0	n/a	3.28	3.28
Political Science	0	0	0	0	n/a	n/a	n/a
Psychology	1	0	1	0	n/a	3.49	3.47
Social Studies	14	0	14	0	n/a	3.36	3.36
Sociology	0	0	0	0	n/a	n/a	n/a
Special Education	40	20	20	2	22.22	3.52	3.52
Theatre Arts	1	0	1	0	n/a	3.61	3.2
<b>TOTAL</b>	<b>480</b>	<b>267</b>	<b>213</b>	<b>2</b>	<b>25.11</b>	<b>3.42</b>	<b>3.41</b>

**TABLE 6**  
**TEACHER EDUCATION PROGRAM GRADUATES**  
**RECOMMENDED FOR TEACHER LICENSING**  
**2003-2010**

	2003	2004	2005	2006	2007	2008	2009	2010
<b>Dual</b>	25	29	34	34	34	44	44	31
<b>Early Childhood</b>	12	9	8	3	5	6	0	4
<b>Elementary</b>	187	175	163	151	172	156	149	112
<b>Elementary K-6</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8
<b>Secondary</b>	109	147	125	92	111	143	113	105
<b>Ungraded</b>	88	43	134	143	127	131	57	46
<b>Art</b>	5	2	8	3	6	3	3	2
<b>ComD</b>	19	28	14	11	16	26	23	13
<b>HPER</b>	24	21	24	24	8	22	16	20
<b>Lib Media</b>	8	17	17	13	6	22	11	15
<b>Music</b>	17	11	13	4	11	9	9	10
<b>School Counseling</b>	27	29	31	32	19	53	18	34
<b>School Psychology</b>	2	4	4	3	4	5	2	1
<b>Special Education</b>	109	93	119	92	123	113	120	94
<b>TOTAL</b>	632 (490)	608 (456)	694 (544)	605 (468)	642 (475)	733 (548)	565 (466)	495 (425)

\*Numbers in parenthesis indicate the number of **initial** certificates for that year.

**Table 7**

**PRAXIS RESULTS OF TEACHER EDUCATION PROGRAM GRADUATES  
RECOMMENDED FOR INITIAL LICENSING  
2009-2010**

Program	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Administrative/ Supervisory Certificate	0410-Educational Leadership & Supervision	620	4	#	19	18 (95%)	25	25 (96%)				
Ag Education	0700-Agriculture	#490	12	#	3	3	22	20 (91%)				
Art Education	0133- Art: Content Knowledge	159	4	#	3	#(100%0	18	17 (94%)				
Biology	0235- Biology: Content Knowledge	149	8	8 (100%)	8	8 (100%)	8	8 (100%)				
Business Education Bis Comp & Info Sys	0100-Business Education	590	3	3 (100%)	5	5 (100%)	n/a	n/a				
Chemistry	0245-Chemistry: Content Knowledge	151	5	4 (80%)	7	6 (86%)	0	0				
Dual: Early Childhood//Deaf Education	0014–Elementary Educ: Content Knowledge	150	0	0	0	0	2	2 (100%)				
Dual: Early Childhood/ Elementary Education	0014–Elementary Educ: Content Knowledge	150	9	7 (78%)	24	22 (92%)	4	4 (100%)				
Dual: Elementary/Deaf Education	0014–Elementary Educ: Content Knowledge	150	3	3 (100%)	6	6 (100%)	6	6 (100%)				
Dual: Elementary/Special Education	0014–Elementary Educ: Content Knowledge	150	8	8 (100%)	16	15 (94%)	9	8 (89%)				
Early Childhood	0014–Elementary Educ: Content Knowledge	150	2	2 (100%)	0	0	16	13 (81%)				
Earth Science	0571- Earth Sci: Content Knowledge	153	1	1 (100%)	2	2 (100%)	0	0				
Elementary Education	0014–Elementary Educ: Content Knowledge	150	125	109 (86%)	149	140 (94%)	130	125 (96%)				

Program	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Engineering & Technology Education	0050-Technology Education	600	5	5 (100%)	7	7 (100%)	3	3 (100%)				
English	0041-English Lang: Literature & Composition: Content Knowledge	168	27	20 (74%)	22	16 (73%)	44	22 (50%)				
Family & Consumer Science	0120-Family & Consumer Sciences	159	18	#	11	11 (100%)	26	24 (92%)				
French	0173-French: Content Knowledge	161	1	1 (100%)	0	0	0	0				
Geography	0920-: Geography	630	6	5 (83%)	2	2 (100%)	4	4 (100%)				
German	0181-German: Content Knowledge	153	1	1 (100%)	1	1 (100%)	2	2 (100%)				
Health Education	0550-Health Educ	670	16	16 (100%)	8	8 (100%)	11	11 (100%)				
History	0941- World & US History: Content Knowledge	156	44	23 (52%)	19	12 (63%)	45	23 (51%)				
Integrated Science	0435-General Sci: Content Knowledge	166	0	0	0	0	0	0				
Latin	0600-Latin	610	2	1 (50%)	0	0	0	0				
Marketing Education	0100-Business Educ	#650	3	3 (100%)	n/a	n/a	n/a	n/a				
Math Level II Endorsement	0069-Middle School Mathematics	145	10	10 (100%)	15	15 (100%)	14	13 (93%)				
Mathematics/ Math/Stats	0061-Mathematics: Content Knowledge	138	42	31 (74%)	21	20 (95%)	59	48 (81%)				
Music	0113-Music Content Knowledge	156	4	4 (100%)	9	9 (100%)	11	11 (100%)				
Physical Education/ PE/Coaching	0091- Physical Ed: Content Knowledge	152	8	8 (100%)	9	9 (100%)	7	6 (86%)				
Physical Science	0070-Chemistry, Physics, General Sci	570	0	0	0	0	4	2 (50%)				
Physical Science	0481-Physical Sci: Content Knowledge	#150	2	#	1	1 (100%)	3	3 (100%)				

Program	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Physics	0265- Physics: Content Knowledge	136	4	3 (75%)	4	3 (75%)	1	0				
Political Science	0930-Government/ Political Sci	#660	6	#	2	1 (50%)	4	3 (75%)				
Psychology	0390- Psychology	#580	6	#	1	1 (100%)	2	2 (100%)				
Sch Counseling	0420-Sch Guidance & Counseling	#580	1	#	18	18 (100%)	39	38 (97%)				
Sch Psychology	0401- School Psychologist	#580	2	2 (100%)	2	2 (100%)	1	1 (100%)				
Social Studies	0081-Social Studies: Content Knowledge	159	8	7 (86%)	6	5 (83%)	11	6 (55%)				
Sociology	0950-Sociology	#550	1	1 (100%)	0	0	0	0				
Speech	0220-Speech Communication	#570	1	#	0	0	0	0				
Spanish	0191-Spanish: Content Knowledge	161	3	3 (100%)	13	13 (100%)	21	17 (81%)				
Special Education	0014-Elementary Educ: Content Knowledge	151	22	22 (100%)	41	38 (93%)	28	24 (86%)				
Special Education	0353-Educ of Exceptional Students: Core Content Knowledge	155	13	13 (100%)	22	22 (100%)	17	17 (100%)				
Special Education	0511-Fundamental Subjects: Content Knowledge	150	25	24 (96%)	38	37 (97%)	n/a	n/a				
Special Education	0069-Middle School Math	145	3	3 (100%)	2	2 (100%)	16	14 (88%)				
Special Education	0049-Middle School English/Language Arts	155	1	1 (100%)	1	1 (100%)	13	10 (77%)				
Theatre	0640-Theatre	#660	3	#	3	3 (100%)	1	1 (100%)				
		<b>TOTAL</b>	472	352* (85%)	520	482 (93%)	633	530 (84%)				

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012		2013	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Principles of Teaching & Learning: Early Childhood	0521	160	8	7 (86%)	0	0	8	8 (100%)						
Principles of Teaching & Learning: Grades K-6	0522	160	111	104 (94%)	33	32 (97%)	130	117 (90%)						
Principles of Teaching & Learning: Grades 5-9	0523	160	11	9 (81%)	3	3 (100%)	4	4 (100%)						
Principles of Teaching & Learning: Grades 7-12	0524	160	69	66 (96%)	48	48 (100%)	156	144 (92%)						
		<b>TOTAL:</b>	199	186 (93%)	84	83 (99%)	298	273 (92%)						

# - No Utah cut-off score established

\* - Percent does not include tests with no cut-off score



**TABLE 8**

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES  
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD  
SEPTEMBER 1, 2009 THROUGH AUGUST 31, 2010**

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	56	13	8	0	0	3	1	1	67%	73%
Ag Ed	22	13	10	3	0	0	0	0	100%	100%
Art Ed	2	2	2	0	0	0	0	0	100%	100%
Biological Science	1	0	0	0	0	0	0	0	n/a	n/a
Chemistry	0	0	0	0	0	0	0	0	n/a	n/a
Com Dis	13	1	1	0	0	0	0	0	100%	100%
Earth Science	0	0	0	0	0	0	0	0	n/a	n/a
All Dual Majors	31	31	25	1	3	1	1	0	84%	90%
Early Childhood	4	1	1	0	0	0	0	0	100%	100%
Elem Educ (1-8)	112	69	54	2	2	9	2	1	81%	85%
Elem Edu (K-6)	8	3	1	1	1	0	0	0	67%	67%
English	19	13	9	0	0	3	1	0	75%	81%
ETE/ITE/TIED	3	2	2	0	0	0	0	0	100%	100%
FCSE	15	10	5	1	1	2	1	0	60%	86%
Geography	0	0	0	0	0	0	0	0	n/a	n/a
Health Education	10	2	2	0	0	0	0	0	100%	100%
History	15	10	3	0	0	6	1	0	30%	33%
Mod Languages	1	1	1	0	0	0	0	0	100%	100%
Math	20	10	10	0	0	0	0	0	100%	100%
Music Ed	10	4	0	0	1	0	1	2	n/a	n/a
PE	10	3	1	0	0	1	1	0	33%	50%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Physical Science	3	2	1	1	0	0	0	0	100%	100%
Physics	0	0	0	0	0	0	0	0	n/a	n/a
Political Science	0	0	0	0	0	0	0	0	n/a	n/a
Psychology	1	1	1	0	0	0	0	0	100%	100%
School Psychology	7	5	5	0	0	0	0	0	100%	100%
Social Studies	5	1	1	0	0	0	0	0	105%	100%
Special Education	31	16	13	3	0	0	0	0	100%	100%
Special Education Alternative	63	30	30	0	0	0	0	0	100%	100%
Speech/Theater	0	0	0	0	0	0	0	0	n/a	n/a
Library Media	15	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	34	18	12	0	3	2	1	0	67%	71%
<b>TOTALS</b>	<b>495</b>	<b>261</b>	<b>198</b>	<b>11</b>	<b>11</b>	<b>27</b>	<b>10</b>	<b>4</b>	<b>81%</b>	<b>86%</b>

NOTES: Percent (Column 10) =  $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) =  $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

\*graduate may be teaching in major or minor content area