

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

Academic Year

September 1, 2010 - August 31, 2011

Emma Eccles Jones

College of Education and Human Services

Utah State University

## **INTRODUCTION**

During the past year, September 2010 - August 2011, 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 2010- 2011 academic year is identified on page 12 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 following program changes:
  - \* A revised Social Studies Composite program to include an increase in geography courses.
  - \* The following revisions to the Elementary Teacher Education program:
    - \* reduce the number of credits for ITLS 4015 from 3 credits to 1 credit.  
  
This will allow for the integration of a two-credit assessment and differentiation course

- \* THEA 3320 as an alternative to PEP 3030, which is a required course in their Elementary Education teaching support minor. The PEP 3050 course has been an extremely difficult course to register for both on and off campus
2. The Council voted to approve the CEU/USU articulation. This approval involves all TEAL CEU/USU, FCHD CEU/USU, and HPER CEU/USU courses. All CEU courses will be listed as lower division courses. Those that are upper division will be accepted towards the degree, but will retain the CEU course number.
  3. The Council voted to approve the following MEd programs:
    - \* MEd in Communicative Disorders and Deaf Education, Emphasis in Deaf Education, Concentration in Listening and Spoken Language. This program will service students who do or do not already have the Special Education Birth to 5 licensure.
    - \* MEd in Instructional Leadership will become available Fall 2011..
  4. The Council voted to approved the elimination of the “Education Specialist in Elementary Education’ and ‘Education Specialist in Secondary Education.’ These two programs will now be encompassed in a newly titled degree, ‘Education Specialist in Curriculum and Instruction.’
  5. The Human Movement Sciences, PE Teaching Emphasis was approved to substitute SecEd 3100 with PE 4350 and SecEd 4210 with PEP 4400. The Council also voted to approve the following required courses to become electives: HEP 2000, PEP 3550, PEP 4000, and PEP 4500. This will reduce the current 150 credit program to be more competitive with other PE teacher education programs throughout the state and country.

6. The Council voted to approve the renaming of the Health Education Specialist degree to Health Education and Promotion.
7. The Council approved proposed curriculum changes by the Departments of Communicative Disorders and Deaf Education; Instructional Technology and Learning Sciences; Mathematics and Statistics; Psychology; Special Education and Rehabilitation; Theater; and the School of Teacher Education and Leadership. These changes involved multiple departmental course approval forms.

***Policy Changes***

1. The Council voted to approve the removal of the CIL exam requirement as an admission requirement to the Teacher Education programs. This change was necessitated by the university dropping it as a university graduation requirement and no longer providing funds for the CIL.
2. The Council voted to require that the new Utah State Office of Education’s Ethics Review to be completed prior to student teaching.
3. The Council approved the following statement to appear on all Teacher Education applications beginning January 2011.

*Have you received any honor code violations at Utah State University or any other institution of higher education?                      Yes                      No*

*Honor code violations are considered when admission decisions are being made. I certify that all the information submitted on this application is complete and true to the best of my knowledge. Knowingly providing false information may result in my forfeiting admission into Utah State University’s Teacher Education Programs. Applicant Signature (Required)*

4. The Council voted to approve that Physical Education Teaching majors may waive the INST 4015 course. The program documented that the technology skills covered in INST 4015 are covered throughout their PE teacher education course work.

5. The Council approved the Disability Resource Center's request that the accommodated time limit for students with certain disabilities be increased from 1 ½ hours to 2 hours.

The standard time limit for the writing exam is one hour.

### **Information Items**

1. USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on March 5-9, 2012.
2. The Council has recommended that Praxis reporting should be per student and not by the number of attempts.
3. In light of accreditation requirements, the Council is discussing options to replacing the CIL exam. Accreditation requires that all teacher education programs document the competency of their graduates in the area of technology.
4. The Secondary Teacher Education program announced the Utah Virtual Academy High School, an Ogden charter school, as a new student teaching site.
5. Announcements from the Utah State Office of Education included the following:
  - \* Effective Fall 2011 the Utah State Office of Education will no longer be offering the Integrated Science endorsement. In order to teach 7th/8th grade science, students will now be required to obtain a Middle School Science endorsement. This endorsement requires the teacher to have any of the other six science endorsements (chemistry, biology, environmental, earth, physics, or physical science).
  - \* New Praxis cut-off scores have been announced. These include: Psychology - 620; School Psychologist - 165; School Guidance and Counseling - 60; Physical

Science: Content Knowledge - 150; Theatre - 630; Agriculture - 520; and  
Government/Political Science - 660.

- \* All foreign language teachers must pass the Oral Proficiency Interview (OPI) at a minimum score of “advanced low” in order to be licensed to teach a foreign language in Utah.
  - \* Effective Spring 2010, ‘conditional licenses’ for students who do not pass their Praxis II exam will no longer be available
6. Carol Lear from UPPAC clarified the procedures for students to self-disclose any new charges after passing the background check.
- \* Student contacts their teacher education advisor
  - \* Advisor contacts Graduation, Educator Licensing, & Accreditation office. This office will then contact Renate Mullec at the Utah State Office of Education
  - \* Renata will send the student a release form, which the student signs and returns with \$69
  - \* Renate will then remove the student from the background check database
  - \* Student re-does background check. Once notification of failure is complete, students provides necessary information to UPPAC
7. The national ETS testing date for July is July 23, but due to the July 24<sup>th</sup> holiday in Utah, ETS has given permission for Utah to administer the tests on July 30.
8. Partner departments were reminded that before a student is admitted into a clinical course, a background check must be completed.

## **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 493 students were admitted into the Teacher Education Program during the period September 1, 2010 through August 31, 2011. This total represents an increase of 2 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 2009-2010 and 2010-2011. 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. Three hundred ninety-three (393) students admitted into the Teacher Education Program during the 2010-2011 academic year submitted ACT scores. The mean composite ACT score of these 393 students was 23.89. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.9. The 493 students admitted into the Teacher Education Program had a mean USU GPA of 3.48 and a mean cumulative GPA of 3.49. The Office of Analysis, Assessment and Accreditation at the University reported the following mean GPAs for all students at USU for the 2010-2011 academic year.



Fall Semester 2010: Mean GPA =3.54

In addition, there were 165 students admitted to post-bachelors education licensing programs. These programs include: Administrative Supervisory Certificate (AS/C); Endorsements - Secondary Education Graduate Route to Licensure, and School Counseling.

***Graduates Recommended for Certification.*** There were five hundred fifty-eight (558) students recommended for educator licensing and endorsements. This total is an increase of 12.7 percent in 2011 as compared to 2010 (see Table 6). Four hundred sixteen (416) students were recommended for initial licensing in 2011. This total is a decrease of 2.1 percent in the number of initial licenses granted.

***Praxis Content Testing.*** Table 7 shows that there were 527 students who attempted the ETS Praxis II Content test in their major area. Four hundred forty-three (443) or 84% 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: Agricultural Education, Art, Biology, Dual Elementary/Deaf Education, Engineering Technology Education, Family and Consumer Science Education, Geography, Health, Math Level II, Physical Science, School Psychology, Spanish, 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 six (206) students attempted the PLT and 198 passed the exam, resulting in a 96% pass rate.

***Placement of Program Graduates.*** The job placement rate of program graduates continues to be of interest to the Council. In 2011 a total of 536 graduates were recommended to the Utah State Office of Education for initial licensing in new concentration areas. Three hundred twenty-nine (61%) responded to our placement survey. Of these, 255 (76%) were employed in Utah and 20 (6%) accepted teaching contracts out-of-state. These percentages represent an 86 percent placement rate for those seeking teaching positions (see Table 8). The 2011 placement rate is higher than the rate achieved in 2010, which was 84 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 40% to 100%. The following majors had placement rates less than 75%: Administrative/Supervisory, Early Childhood, Engineering Technology Education, Modern Languages, Music and Psychology.

Additional statistics are as follows: twenty (6%) were still seeking a teaching position; seven (2.1%) were not seeking a teaching position; fifteen (4.5%) had secured other employment, and seven (2.1%) 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 2010-2011 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  
2010-11 through 2012-2013**

College and Number	Department or Area	2010-11	2011-12	2012-13
Dean, CEHS (1)	Chairman			Beth Foley
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			<i>PENDING</i>
Agriculture (1)	Ag. Education, Family, Consumer Sci	Lindsey Shirley*		
Education (7)	Teacher Education and Leadership			Sylvia Read Martha Dever
	Inst Tech			Sheri Haderlie
	Com Dis & Deaf Education		Lauri Nelson	
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology	Donna Gilbertson*		
Engineering (1)	ETE			Gary Stewardson
Humanities and Social Sciences	English			Steve Shively
Caine College of Arts (2)	Fine Arts		Leslie Timmons	
	Theater Arts			Matt Omasta
Natural Resources (1)	Geography			<i>PENDING</i>
Science (2)	Mathematics			Jim Cangelosi/ Brynja Kohler
	Biology	Richard Mueller*		
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.			Scott Hunsaker
UEA (1)	Public Schools			Tom Nedreberg
Society of Supts. (1)	Superintendents			Ron Wolff
ASUSU (1)	ASUSU	Leezanna Hill*		
RCDE	Regional Campus			Martha Archuleta

**TABLE 1****A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION PROGRAM, 2009-10 AND 2010-2011, BY TEACHING MAJOR**

<b>MAJOR</b>	<b>2009-10</b>	<b>2010-11</b>	<b>DIFFERENCE</b>
Early Childhood	9	31	22
Elementary Education (1-8)	129	133	4
Elementary Education (K-6)	33	21	-12
Dual, Elem Educ & Early Child *	8		
Composite, Elem Educ & Deaf	11	8	-3
Composite, Elem Educ & Spec Educ	18	12	-6
Composite, Spec Educ & Early Child	1	1	0
Special Education	40	80	40
<b>Secondary Education Majors</b>			
Chemistry	0	1	1
English	23	22	1-
Geography	4	1	-3
Health Education	2	8	6
History	15	26	11
Languages	7	2	-5
Mathematics	13	19	6
P.E.	3	15	12
Physics	1	0	-1
Political Science	0	0	0
Psychology	1	6	5
Sociology	0	0	0

**TABLE 1 (cont.)**

<b>MAJOR</b>	<b>2009-10</b>	<b>2010-11</b>	<b>DIFFERENCE</b>
<b>Composite Majors</b>			
Agricultural Education	13	8	8
Art Education	13	6	-7
Biological Science	14	4	-10
Earth Science	1	1	0
Engineering Technology Educ (ETE-TIED)	6	5	-1
Family & Consumer Sciences Education	24	23	-1
Mathematics/Statistics	19	25	6
Music	19	9	-10
Physical Science	6	2	-4
Social Studies	14	20	6
Theatre Arts	1	4	3
<b>Teacher Education TOTAL</b>	480	493	45
<b>Post Bachelors Licensing Program</b>			
Administrative Supervisory Certificate	57	57	3
Communicative Disorders (SLP)	32	20	-12
Alternative Special Education	n/a	31	31
Graduate Route Licensing SCED	41	1	-40
School Counseling	34	56	22
<b>Post BS TOTAL</b>	268	165	52
<b>Grand TOTAL</b>	748	658	97

\*NOTE: Dual Elementary Education/Early Childhood Education is a dual major, student receive two degrees. These numbers have been added to each department.

**TABLE 2****STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY  
ADMISSION CRITERIA  
2010-2011**

<b>CATEGORY</b>	<b>NUMBER OF STUDENTS ADMITTED</b>			
	<b>2009-2010</b>	<b>% of Total</b>	<b>2010-2011</b>	<b>% of Total</b>
ACT Scores $\geq$ 21 in <u>ALL</u> four areas	162	34%	222	45%
ACT Scores $\geq$ 21 in at least one area	115	24%	127	26%
ACT Scores < 21 in <u>ALL</u> four areas	6	.01%	16	.3%
BS Degree (GPA of $\geq$ 2.75 on last 45 credits)	2	.004%	48	.1%
No ACT Score available	195	41%	128	26%
<b>TOTAL</b>	480		493	

**TABLE 3**

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION  
BY TEST AREA  
2009- 2010 AND 2010-2011**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2009-2010		2010-2011	
	ACT $\geq$ 21	ACT <21	ACT $\geq$ 21	ACT <21
English	235 (83%)	43 (14%)	295 (81%)	70 (19%)
Mathematics	206 (73%)	75 (27%)	277 (76%)	88 (24%)
Social Sciences	242 (86%)	37 (13%)	303 (83%)	62 (17%)
Natural Sciences	233 (82%)	50 (18%)	305 (84%)	60 (60%)
	N=283		N=365	



**TABLE 4**

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY  
ADMISSION CRITERIA, BY MAJOR  
SEPTEMBER 1, 2010 - AUGUST 31, 2011**

<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	8	7	1	0	0
Art Education	6	1	0	2	5
Biological Science	4	4	0	0	0
Chemistry	1	0	0	0	1
Early Childhood	31	25	6	0	0
Earth Science	1	0	0	1	0
Elem Education (1-8)	133	130	3	1	1
Elem Education (K-6)	21	21	0	0	0
Engineering Technology Educ	5	4	0	0	1
English	22	17	0	2	5
Dual, El Ed & ECH *					
Composite, El Ed & Deaf Educ	8	7	0	0	1
Composite, El Ed & Spec Educ	12	11	1	0	0
Composite, Spec Ed & Early Child	1	1	0	0	0
FCSE	23	17	0	0	6
Geography	1	0	0	0	1
Health Education	8	3	1	1	4
History	26	15	0	1	11
Languages	2	1	0	0	1
Math	19	14	1	1	4

<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/Stat	25	21	1	0	3
Music	9	6	0	0	3
Physical Education	15	10	1	1	4
Physical Science	2	2	0	0	0
Physics	0	0	0	0	0
Political Science	0	0	0	0	0
Psychology	6	3	0	0	3
Social Studies	20	13	1	1	6
Sociology	0	0	0	0	0
Special Education	80	35	6	37	39
Theatre Arts	4	2	1	0	1
<b>TOTAL</b>	<b>493</b>	<b>370</b>	<b>23</b>	<b>48</b>	<b>120</b>

\*NOTE: Dual Elementary Education/Early Childhood Education is a dual major, student receive two degrees. These numbers have been added to each department.

**TABLE 5**

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,  
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER  
EDUCATION PROGRAM  
SEPTEMBER 2010 THROUGH AUGUST 2011**

<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	8	8	0	0	21	3.26	3.26
Art Education	6	1	5	2	24.5	3.45	3.55
Biological Science	4	4	0	0	26	3.67	3.7
Chemistry	1	0	1	0	n/a	n/a	n/a
Early Childhood Education	31	31	0	0	24	3.18	3.42
Earth Science	1	0	1	1	n/a	3.73	3.64
Elem Education (1-8)	133	133	0	1	26.5	3.49	3.46
Elem Education (K-6)	21	21	0	0	24.25	3.47	3.48
Engineering Tech Ed (ETE)	5	4	1	0	20.5	3.31	3.36
English	22	17	5	2	25.75	3.46	3.44
Dual, El Ed & ECH *							
Composite, El Ed & Deaf Educ	8	7	1	0	25	3.71	3.74
Composite, El Ed & Spec Educ	12	12	0	0	22.5	3.56	3.5
Composite, Spec Educ & EC	1	1	0	0	23.5	3.56	3.5
FCSE	23	17	6	0	23.75	3.59	3.54
Geography	1	0	1	0	n/a	3.069	3.09
Health Education	8	4	4	1	20.25	3.48	3.51

<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	26	15	11	1	19.5	3.5	3.46
Languages	2	1	1	0	28.25	3.69	3.63
Math	19	15	4	1	26.5	3.59	3.6
Math/Stat	25	22	3	0	22.75	3.47	3.5
Music	9	6	3	0	22.75	3.45	3.45
Physical Education	15	11	4	1	20.5	3.32	3.33
Physical Science	2	2	0	0	33.5	3.48	3.54
Physics	0	n/a	n/a	n/a	n/a	n/a	n/a
Political Science	0	n/a	n/a	n/a	n/a	n/a	n/a
Psychology	6	3	3	0	27.25	3.49	3.34
Social Studies	20	14	6	1	26.5	3.35	3.37
Sociology	0	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	80	41	39	37	20.28	3.45	3.46
Theatre Arts	4	3	1	0	18	3.66	3.46
<b>TOTAL</b>	<b>493</b>	<b>393</b>	<b>118</b>	<b>48</b>	<b>23.89</b>	<b>3.48</b>	<b>3.49</b>

\*NOTE: Dual Elementary Education/Early Childhood Education is a dual major, student receive two degrees. These numbers have been added to each department.

**TABLE 6**  
**TEACHER EDUCATION PROGRAM GRADUATES**  
**RECOMMENDED FOR TEACHER LICENSING**  
**2004-2011**

	2004	2005	2006	2007	2008	2009	2010	2011
<b>Composite</b>	29	34	34	34	44	44	31	29
<b>Early Childhood</b>	9	8	3	5	6	0	4	4
<b>Elementary</b>	175	163	151	172	156	149	112	123
<b>Elementary K-6</b>	n/a	n/a	n/a	n/a	n/a	n/a	8	7
<b>Secondary</b>	147	125	92	111	143	113	105	167
<b>Ungraded</b>	43	134	143	127	131	57	46	79
<b>Art</b>	2	8	3	6	3	3	2	8
<b>ComD</b>	28	14	11	16	26	23	13	20
<b>HPER</b>	21	24	24	8	22	16	20	17
<b>Lib Media</b>	17	17	13	6	22	11	15	1
<b>Music</b>	11	13	4	11	9	9	10	10
<b>School Counseling</b>	29	31	32	19	53	18	34	19
<b>School Psychology</b>	4	4	3	4	5	2	1	2
<b>Special Education</b>	93	119	92	123	113	120	94	89
<b>TOTAL</b>	608 (456)	694 (544)	605 (468)	642 (475)	733 (548)	565 (466)	495 (425)	558 (416)

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

**Table 7**

**PRAXIS RESULTS OF TEACHER EDUCATION PROGRAM GRADUATES  
RECOMMENDED FOR LICENSING  
2009-2011**

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%)	44	43 (98%)		
Ag Education	0700-Agriculture	520	12	#	3	3	22	20 (91%)	8	8 (100%)		
Art Education	0133- Art: Content Knowledge	159	4	#	3	#(100%)	18	17 (94%)	7	7 (100%)		
Biology	0235- Biology: Content Knowledge	149	8	8 (100%)	8	8 (100%)	8	8 (100%)	17	17 (100%)		
Business Education Bis Comp & Info Sys	0100-Business Education	590	3	3 (100%)	5	5 (100%)	n/a	n/a	n/a	n/a		
Chemistry	0245-Chemistry: Content Knowledge	151	5	4 (80%)	7	6 (86%)	0	0	9	7 (78%)		
Composite: Early Childhood//Deaf Education*	0014/5014–Element ary Educ: Content Knowledge	150	0	0	0	0	2	2 (100%)	n/a	n/a		
Dual: Early Childhood/ Elementary Education*	0014/5014–Element ary Educ: Content Knowledge	150	9	7 (78%)	24	22 (92%)	4	4 (100%)	n/a	n/a		
Composite: Elementary/Deaf Education	0014/5014–Element ary Educ: Content Knowledge	150	3	3 (100%)	6	6 (100%)	6	6 (100%)	10	10 (100%)		
Composite: Elementary/Special Education	0014/5014–Element ary Educ: Content Knowledge	150	8	8 (100%)	16	15 (94%)	9	8 (89%)	14	14 (100%)		
Early Childhood	0014/5014–Element ary Educ: Content Knowledge	150	2	2 (100%)	0	0	16	13 (81%)	21	16 (76%)		
Earth Science	0571- Earth Sci: Content Knowledge	153	1	1 (100%)	2	2 (100%)	0	0	0	0		
Elementary Education	0014/5014–Element ary Educ: Content Knowledge	150	125	109 (86%)	149	140 (94%)	130	125 (96%)	78	74 (95%)		

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%)	4	4 (100%)		
English	0041-English Lang: Literature & Composition: Content Knowledge	168	27	20 (74%)	22	16 (73%)	44	22 (50%)	32	22 (69%)		
Family & Consumer Science	0120-Family & Consumer Sciences	159	18	#	11	11 (100%)	26	24 (92%)	19	19 (100%)		
French	0173-French: Content Knowledge	161	1	1 (100%)	0	0	0	0	0	0		
Geography	0920-: Geography	630	6	5 (83%)	2	2 (100%)	4	4 (100%)	1	1 (100%)		
German	0181-German: Content Knowledge	153	1	1 (100%)	1	1 (100%)	2	2 (100%)	0	0		
Health Education	0550-Health Educ	670	16	16 (100%)	8	8 (100%)	11	11 (100%)	1	1 (100%)		
History	0941- World & US History: Content Knowledge	156	44	23 (52%)	19	12 (63%)	45	23 (51%)	48	29 (60%)		
Integrated Science	0435-General Sci: Content Knowledge	166	0	0	0	0	0	0	0	0		
Latin	0600-Latin	610	2	1 (50%)	0	0	0	0	0	0		
Marketing Education	0100-Business Educ	#650	3	3 (100%)	n/a	n/a	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%)	51	50 (98%)		
Mathematics/ Math/Stats	0061-Mathematics: Content Knowledge	138	42	31 (74%)	21	20 (95%)	59	48 (81%)	34	26 (76%)		
Music	0113-Music Content Knowledge	156	4	4 (100%)	9	9 (100%)	11	11 (100%)	20	19 (95%)		
Physical Education/ PE/Coaching	0091- Physical Ed: Content Knowledge	152	8	8 (100%)	9	9 (100%)	7	6 (86%)	7	5 (71%)		
Physical Science	0070-Chemistry, Physics, General Sci	570	0	0	0	0	4	2 (50%)	0	0		
Physical Science	0481-Physical Sci: Content Knowledge	150	2	#	1	1 (100%)	3	3 (100%)	1	1 (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	4	2 (50%)		
Political Science	0930-Government/ Political Sci	660	6	#	2	1 (50%)	4	3 (75%)	9	7 (78%)		
Psychology	0390- Psychology	620	6	#	1	1 (100%)	2	2 (100%)	4	3 (75%)		
Sch Counseling	0420-Sch Guidance & Counseling	610	1	#	18	18 (100%)	39	38 (97%)	19	18 (95%)		
Sch Psychology	0401- School Psychologist	580	2	2 (100%)	2	2 (100%)	1	1 (100%)	7	7 (100%)		
Social Studies	0081-Social Studies: Content Knowledge	159	8	7 (86%)	6	5 (83%)	11	6 (55%)	22	17 (77%)		
Sociology	0950-Sociology	#550	1	1 (100%)	0	0	0	0	0	0		
Speech	0220-Speech Communication	#570	1	#	0	0	0	0	0	0		
Spanish	0191-Spanish: Content Knowledge	161	3	3 (100%)	13	13 (100%)	21	17 (81%)	3	3 (100%)		
Special Education	0014/5014-Elementary Educ: Content Knowledge	151	22	22 (100%)	41	38 (93%)	28	24 (86%)	22	22 (100%)		
Special Education	0353-Educ of Exceptional Students: Core Content Knowledge	155	13	13 (100%)	22	22 (100%)	17	17 (100%)	0	0		
Special Education	0511-Fundamental Subjects: Content Knowledge	150	25	24 (96%)	38	37 (97%)	n/a	n/a	n/a	n/a		
Special Education	0069-Middle School Math	145	3	3 (100%)	2	2 (100%)	16	14 (88%)	7	7 (100%)		
Special Education	0049-Middle School English/Language Arts	155	1	1 (100%)	1	1 (100%)	13	10 (77%)	2	2 (100%)		
Theatre	0640-Theatre	630	3	#	3	3 (100%)	1	1 (100%)	2	2 (100%)		
		<b>TOTAL</b>	472	352* (85%)	520	482 (93%)	633	530 (84%)	527	443 (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%)	10	10 (100%)				
Principles of Teaching & Learning: Grades K-6	0522	160	111	104 (94%)	33	32 (97%)	130	117 (90%)	75	72 (96%)				
Principles of Teaching & Learning: Grades 5-9	0523	160	11	9 (81%)	3	3 (100%)	4	4 (100%)	3	2 (67%)				
Principles of Teaching & Learning: Grades 7-12	0524	160	69	66 (96%)	48	48 (100%)	156	144 (92%)	118	113 (96%)				
		<b>TOTAL:</b>	199	186 (93%)	84	83 (99%)	298	273 (92%)	206	198 (96%)				

# - 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, 2010 THROUGH AUGUST 31, 2011**

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	57	26	13	0	5	5	1	2	50%	56%
Ag Ed	14	7	6	1	0	0	0	0	100%	100%
Art Ed	8	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Biological Science	3	3	3	0	0	0	0	0	100%	100%
Chemistry	2	1	1	0	0	0	0	0	100%	100%
Com Dis	20	17	16	1	0	0	0	0	100%	100%
Earth Science	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Composite Majors	29	17	13	1	0	3	0	0	82%	100%
Early Childhood	4	3	2	0	0	0	0	1	67%	100%
Elem Educ (1-8)	123	88	746	3	5	4	0	0	90%	96%
Elem Edu (K-6)	7	4	4	0	0	0	0	0	100%	100%
English	27	13	8	2	0	0	1	1	77%	91%
ETE/ITE/TIED	3	2	1	0	1	0	0	0	50%	50%
FCSE	19	10	8	1	0	0	0	0	90%	90%
Geography	2	2	1	0	1	0	0	0	50%	90%
Health Education	9	6	4	1	1	0	0	0	83%	83%
History	21	14	9	1	0	1	1	0	71%	77%
Mod Languages	9	3	2	0	0	1	0	0	67%	67%
Math	28	15	11	2	0	1	0	0	87%	87%
Music Ed	10	5	2	0	0	1	1	1	40%	67%

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
PE	8	6	2	3	1	0	0	0	83%	83%
2Physical Science	2	1	1	0	0	0	0	0	100%	100%
Physics	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Political Science	5	1	1	0	0	0	0	0	100%	100%
Psychology	9	3	0	1	0	1	1	0	33%	50%
School Psychology	2	1	1	0	0	0	0	0	100%	100%
Social Studies	6	3	1	1	0	1	0	0	67%	67%
Special Education	38	27	22	0	0	2	2	1	81%	92%
Special Education Alternative	51	37	35	1	0	0	0	1	97%	100%
Speech/Theater	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Library Media	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	19	13	12	0	1	0	0	0	92%	92%
<b>TOTALS</b>	<b>536</b>	<b>329</b>	<b>255</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>7</b>	<b>7</b>	<b>84%</b>	<b>87%</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