

2014 EPP Annual Report

CAEP ID: 10669	AACTE SID: 4735
Institution: Utah State University	
EPP: Teacher Education Program	

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure

Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 577

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2012-2013 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

1. We added ELED 4150, Assessment and Differentiation as a stand alone, 2 credit course. The content was previously integrated in discipline specific methods courses but, given the heightened level of accountability now, we added this course to most explicitly address that content.
2. Reduced the credits for ITLS 4015 from 3 to 1. We did this because we felt it was important to more explicitly integrate technology into the discipline specific methods courses. (e.g., how/why would you use the smart board in mathematics?)

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

National Accreditation Reports, State Reports, USU Council on Teacher Education Faculty Senate Reports, Yearly Summay Teacher Education Candidates' Assessments:

<http://cehs.usu.edu/index.php/about-us/student-performance-data>

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

Required Reporting Measures

- 5.1 Impact on P-12 learning and development
- 5.2 Results of completer surveys
- 5.3 Graduation rates
- 5.4 Ability of completers to meet licensing (certification) and any additional state requirements

Optional Reporting Measures

- 5.5 Indicators of teaching effectiveness
- 5.6 Results of employer surveys, and including retention and employment milestones
- 5.7 Ability of completers to be hired in education positions for which they have prepared
- 5.8 Student loan default rates and other consumer information

Yes, a program or programs leading to initial teacher certification is currently being offered.

REQUIRED REPORTING MEASURES

5.1 Impact on P-12 learning and development. *Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.*

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Videos of candidate instruction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Candidate reflection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
State-adopted assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-designed assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed assessment(s) (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidates Student Teaching Evaluation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Portfolio	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.2 Results of completer surveys. *Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.*

5.2.1. If "Disagree", go to 5.3

	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	420	401
Individual program	<input type="radio"/>	<input checked="" type="radio"/>	366	366
Institution or organization	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>
5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.	<input checked="" type="radio"/>	<input type="radio"/>

5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2013.*

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010	AY 2008-2009
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	444	418	457	466	432
Progress in AY 2012-2013. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2012-2013	0	45	196	81	11
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2012-2013, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2008-2009) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher	444				

certification or licensure...	
Continued in a program	431
Been counseled out of a program	13
Withdrawn from a program	0

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2011-2012	234	0.85	233	100	98
All program completers, 2010-2011	99	0.84	93	94	98

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>
5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.	<input checked="" type="radio"/>	<input type="radio"/>

OPTIONAL REPORTING MEASURES

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

Completer performance during in-service

Surveys of P-12 students on completer performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
School district-level teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer observations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer surveys	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for completers employed by school districts.*

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	307	204
Institution or Organization	<input checked="" type="radio"/>	<input type="radio"/>		
School District	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Accreditation agency	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>

- A measure with a representative sample (demonstrates typical employer responses)
- Inclusive of stakeholder interests
- A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.

5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.*

5.7.1 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has attempted to collect data on the employment status of completers.	<input checked="" type="radio"/>	<input type="radio"/>

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)
Alumni Office
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)

5.7.4 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has access to information on the employment status of completers	<input checked="" type="radio"/>	<input type="radio"/>

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
 - School district
 - State department (specify)
Utah State Office of Education
- Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2012-2013.

Year of program completion	Total number of completers	Number of completers with each employment status					
		Employed in a position for which they were prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2012-2013	581	307	0	4	9	41	220

Example: If 60 candidates completed their program in AY 2012-2013, the numbers across the row should sum to 60 (17+9+8+4+2+20)

60	17	9	0	4	2	20
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5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input type="radio"/>	<input checked="" type="radio"/>	http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	http://catalog.usu.edu/content.php?catoid=8&navoid=1515
Average beginning salary of a program completer	<input checked="" type="radio"/>	<input type="radio"/>	http://www.myuea.org/sites/utahedu/Uploads/files/Resources/Research/2011-2012TeacherSalaryScheduleComparisons.pdf
Placement patterns of completers	<input type="radio"/>	<input checked="" type="radio"/>	cehs.usu.edu
Other (specify)	<input type="radio"/>	<input type="radio"/>	

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Investigations aimed at the establishment of reliability of measures have been unevenly implemented.

Each semester we are now providing reliability measures for the various assessments you are using to document competence in TEAC Quality Principle I. We are currently using student teaching assessments from both university supervisors and cooperating teachers; teacher dispositions survey; beginning teacher surveys completed by both the first-year teacher and building principal; student teaching portfolios; and the student teaching classroom survey completed by the students in student teaching classrooms. Cronbach alphas have been calculated for each assessment and yielded strong internal consistency ranging from .607 - .969. In addition, we have calculated correlations to establish inter-rater reliability of our student teaching assessments using university supervisor and cooperating teacher ratings for both teaching dispositions and content/pedagogy/professionalism categories. The correlation coefficients range from .04 - .58.

Section 7. Accreditation Pathway

Inquiry Brief. *Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.*

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief ¹		Not available and not in the Brief		Reason
	Relied on	Not Relied on	For future use	Not for future use	

Grades

Candidate grades and grade point averages



Pre-admission and Content Major GPA establishes adequacy of 1.1 Candidate subject matter knowledge (TEAC 1.0 Quality Principle 1)

Scores on standardized tests

Candidate scores on standardized license or board examinations



Praxis Content Test Results establish the adequacy of candidate 1.1 subject matter knowledge (TEAC 1.0 Quality Principle 1) for admission to teacher education programs

Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude



ACT Test results establish adequacy of candidate 1.1 subject matter knowledge (TEAC Quality Principle 1) for admission to teacher education programs

Standardized scores and gains of the completers' own students



This information is not available through our Utah State Office of Education

Ratings

Ratings of portfolios of academic and clinical accomplishments



Establishes adequacy of candidate 1.1 subject matter knowledge, 1.2 pedagogical knowledge, 1.3 caring (TEAC 1.0 Quality Principle and 1.4 Cross Cutting Themes)

Third-party rating of program's students



This data is not available

Ratings of in-service, clinical, and PDS teaching



We do have ratings available on our candidates from their early clinical experiences, but they are not aligned to TEAC or INTASC standards, so are only being used on a formative nature

Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples



Cooperating teachers and university supervisors do rate our candidates on unit plans but not a formal teacher work sample

Rates

Rates of completion of courses and program



Data is not available at this time

Completers' career retention rates



Data is not available at this time

Completers' job placement rates



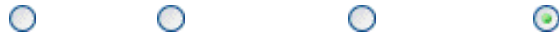
Although this data is available, we have not included this rate in our Inquiry Brief because the response to our placement survey is low

Rates of completers' professional advanced study



Although this data is available, we have not included this rate in our Inquiry Brief because the response to our placement survey is low

Rates of completers' leadership roles



We do not have access to this data at this time

Rates of graduates' professional service activities



We do not have access to this data at this time

Case studies and alumni competence

Evaluations of completers by their own pupils



Evidence for TEAC 1.0 Quality Principle 1 (1.1 Subject matter knowledge, 1.2 Pedagogical knowledge, 1.3 Caring and effective teaching skill)

Completer self-assessment of their accomplishments



We do not have access to this data at this time

Third-party professional recognition of completers (e.g., NBPTS)



We do not have access to this data at this time

Employers' evaluations of the program's completers



We collect employers' ratings of our first-year teachers

Completers' authoring of textbooks, curriculum materials, etc.



We do not have access to this data

Case studies of completers' own students' learning and accomplishment



We do not have access to this data

¹: Assessment results related to TEAC Quality Principle I that the program faculty uses elsewhere must be included in the Brief. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the Brief. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the Brief.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2014 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Francine F. Johnson

Position: Associate Dean

Phone: 435-797-2714

E-mail: francine.johnson@usu.edu