

# 2016 EPP Annual Report

<b>CAEP ID:</b>	10669	<b>AACTE SID:</b>	4735
<b>Institution:</b>	Utah State University		
<b>EPP:</b>	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.

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

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

## Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

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

2.1.2 Number of completers in advanced programs or 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 584

**\*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

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

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 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

Our Elementary Education program increased their math requirements to meet Common Core standards and the Utah State Office of Education licensing standards. The following courses are new requirements: ELED 4060 - Teaching ELED School Math: Rational Numbers, Operations, & Proportional Reasoning (new course); MATH 2010 - Algebraic Thinking and Number Sense for ELED Teachers (new course); MATH 2010 - Euclidean Geometry and Statistics for ELED Teachers (Title change and description change)

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

### 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.

Utah State University College of Education & Human Services Programs Assessment Data:  
<http://cehs.usu.edu/assessment/index>

### 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.

Weakness 1.5 Evidence of valid interpretations of the assessments

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 we are using to document teaching competence for our teacher education candidates. We have calculated Cronbach alphas, Correlations, and Frequency Tables for each semester and coded for TEAC and CAEP/InTASC Standards. We are currently using student teaching assessments completed by both university supervisors and cooperating teachers; teacher disposition surveys completed by both cooperating teachers and university supervisors; beginning teacher surveys completed by both first-year teachers and their building principals; student teaching portfolios; and the student teaching classroom survey completed by public school students taught by our student teachers. For more specific analysis please review the data provided in the link in Section 4. Cronbach alphas have been calculated for each assessment and yielded moderate to strong internal consistency. Fall and Spring Semesters for both TEAC and CAEP/InTASC Standards, Cronbach alphas ranged .41 - .97 for student teaching assessments. Student Teaching Assessment Correlations between Cooperating Teachers and University Supervisors for both TEAC and CAEP/INTASC Standards ranged from .2501 - .6139. Student Teaching assessments Frequency tables revealed that on the rating scale of 1-5, the ratings of 4, 4.5, and 5 had the highest percentage for both cooperating teachers and university supervisors for their overall rating. Rating of 4 ranged from 11.5% - 34.4%; 4.5, 19% - 44.7%; and 5, 12.9% - 56.2%. Portfolio - Cronbach alphas ranged from .14 - .45 for the overall portfolio evaluations Student Teaching Classroom Surveys - Cronbach alphas ranged from .17 - .29 for Elementary Education; .31 - .46 for Secondary Education; Beginning Teacher Surveys - Cronbach alphas ranged from .56 - .79 when coded by TEAC Standards; .56 - .79 when coded by InTASC Standards, .56 - .79.

### 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 <sup>1</sup>		Not available and not in the Brief		Reason for your selection
	Relied on	Not Relied on	For future use	Not for future use	

Grades

Candidate grades and grade point averages



Establishes adequacy of 1.1. Candidates subject matter knowledge (TEAC 1.0 Quality Principle 1) for admission to teacher education program and for the recommendation of State Educator Licensure

Scores on standardized tests

Candidate scores on standardized license or board examinations



Establishes adequacy of 1.1. Candidates subject matter knowledge (TEAC 1.0 Quality Principle 1) for admission into teacher education and for the recommendation of State Educator Licensure

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



Establishes adequacy of 1.1 Candidates subject matter knowledge (TEAC 1.0 Quality Principle 1) for admission into teacher education and for recommendation of State Educator Licensure

Standardized scores and gains of the completers' own students



Currently in the state of Utah there is no single standardize test administered to Utah students; therefore this data is unavailable to teacher education institutions

Ratings

Ratings of portfolios of academic and clinical accomplishments



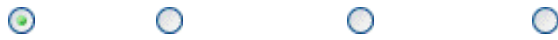
Based on InTASC and State Standards; Evidence for TEAC 1.0 Quality Principle 1 and 1.4 all Cross Cutting Themes

Third-party rating of program's students



No plans at this time to schedule third party ratings

Ratings of in-service, clinical, and PDS teaching



Based on InTASC and State Standards: Evidence of TEAC 1.0 Quality Principle and 1.4 all Cross Cutting Themes

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



Based on InTASC and State Standards. Evidence of TEAC 1.0 Quality Principle and 1.4 all Cross Cutting Themes

Rates

Rates of completion of courses and program



No plans at this at this time to collect completion rates of courses or of programs; however, there is some beginning dialogue to do this for STEM programs

Completers' career retention rates



The Utah State Office of Education had been collecting information on third-year teachers but cancelled this survey; several Utah teacher education institutions are in dialogue about bringing it back

Completers' job placement rates



Provides programs with feedback that their graduates are marketable and program content meets employers' needs

Rates of completers' professional advanced study



The Utah State Office of Education had been collecting information on third-year teachers but cancelled this survey; several Utah teacher education institutions are in dialogue about bringing it back

Rates of completers' leadership roles



The Utah State Office of Education had been collecting information on third-year teachers but cancelled this survey; several Utah teacher education institutions are in dialogue about bringing it back

Rates of graduates' professional service activities



The Utah State Office of Education had been collecting information on third-year teachers but cancelled this survey; several Utah teacher education institutions are in dialogue about bringing it back

Case studies and alumni competence

Evaluations of completers by their own pupils



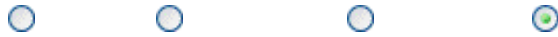
We college public student evaluations on student teachers in Secondary Education and Elementary Education (grades 4-6); but we have not collected evaluations on first-year teachers

Completer self-assessment of their accomplishments



Based on InTASC and State Standards; Evidence of TEAC 1.0 Quality Principle 1 and 1.4 all Cross Cutting Themes

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



No plans to collect this information at this time

Employers' evaluations of the program's completers



Based on InTASC and State Standards; Evidence of TEAC 1.0 Quality Principle 1 and 1.4 all Cross Cutting Themes

Completers' authoring of textbooks, curriculum materials, etc.



No plans to collect this information at this time

Case studies of completers' own students' learning and accomplishment



No plans to collect this information at this time

<sup>1</sup>: 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.

 Teacher Education Assessment Summaries - Academic Year 2014-2015

## 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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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