

# 2017 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 2015-2016 ?

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 544

**\*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 2015-2016 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  
No Change / Not Applicable

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.

Council on Teacher Education Faculty Senate Reports (Annual) which includes Teacher Education Candidates Admission Criteria (ACT scores, GPA); Praxis Content Test Scores; Placement of Program Graduates:  
<http://cehs.usu.edu/assessment/files/2016%20Faculty%20Senate%20Report.pdf>

Student Data by Semester - Praxis Content Test Pass Rates by licensure area; student teaching summary by EPP; Student Teaching pupils summary evaluation of student teachers; Student teaching correlation between cooperating teachers and university supervisors; Student teaching frequencies by EPP; Portfolio summary data:  
<http://cehs.usu.edu/assessment/files/2015%20-%202016%20Summary%20Report%20Tables.pdf>

## 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 compile all our teacher candidate assessments (Praxis II content test pass rates; Praxis Principles of Learning and Teaching pass rates; Student Teaching Assessment (University Supervisors and Cooperating Teachers; Portfolio; Student Teaching Classroom Surveys (completed by public school students); Beginning Teacher Surveys (First-Year Teachers, Building Principals). We calculate averages and standard deviations for each assessment. In addition we are calculating the reliability each semester (Cronbach alphas) for the student teaching, classroom survey, and beginning teacher survey. We are also calculating correlations for the student teaching assessment with cooperating teachers and university supervisors. In addition to the above calculations, we are also calculating the percent of agreement for our new student teaching evaluations.

## 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
	Relied on	Not Relied on	For future use	Not for future use	

### Grades

Candidate grades and grade point averages



Establishes adequacy of 1.1 Candidate subject matter knowledge (TEAC 1.0 Quality Principle 1) for admission to teacher education program

### Scores on standardized tests

Candidate scores on standardized license or board examinations



Establishes adequacy of 1.1 Candidate subject matter knowledge (TEAC 1.0 Quality Principle 1) for admission to teacher education program

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



Establishes adequacy of 1.1 Candidate subject matter knowledge (TEAC 1.0 Quality Principle 1) for admission to teacher education program

Standardized scores and gains of the completers' own students



Currently in the state of Utah there is no single standardized test administered to Utah students; therefore, it is difficult for teacher education institutions to collect this

type of data

## Ratings

Ratings of portfolios of academic and clinical accomplishments



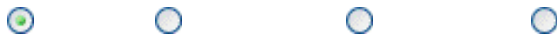
Based on INTASC and State Standards; Evidence for TEAC 1.0 Quality Principle 1 and each 1.4 Cross Cutting Themes

Third-party rating of program's students



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

Ratings of in-service, clinical, and PDS teaching



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

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



The final student teaching evaluation has only a few items that ask cooperating teachers and university supervisors to make judgments about work samples

## Rates

Rates of completion of courses and program



Completion of courses and programs is not a reliable indicator of program quality programs

Completers' career retention rates



The Utah State Office of Education had been collecting information on third year teachers, but has cancelled the collection of this data

Completers' job placement rates



Provides programs with feedback that their graduates are marketable and programs are meeting employer needs

Rates of completers' professional advanced study



Not relevant for judging effectiveness of graduates in the classroom

Rates of completers' leadership roles



Not relevant for judging the effectiveness of graduates in the classroom

Rates of graduates' professional service activities



Not relevant for judging the effectiveness of graduates in the classroom

## Case studies and alumni competence

Evaluations of completers by their own pupils



We collect public student evaluations on student teachers in Secondary Education and Elementary Education (grades 4-6); but we have not collected this information on completers

Completer self-assessment of their accomplishments



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

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

Third-party ratings are not available; for example, NBPTS is not frequently

Employers' evaluations of the program's completers

sought in Utah

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

Completers' authoring of textbooks, curriculum materials, etc.


Not relevant for judging effectiveness of graduates in the classroom

Case studies of completers' own students' learning and accomplishment

Because we were able to obtain student achievement data for pupils in graduates' classrooms, case studies were not used

<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.

 2015 - 2016 Summary Report Tables (1).docx

## 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 2017 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

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.