

Annual Report to the Faculty Senate
from the
University Council on Teacher Education

Academic Year
September 1, 2018 - August 31, 2019

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INTRODUCTION

During September 2018-August 2019, the University Council on Teacher Education (CTE) 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 CTE is composed of 29 (30 counting the Dean) 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, 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 CTE prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the Utah State Board of Education, the Utah Education Association, and the local school district stakeholders are represented on the CTE. 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 CTE for the 2018-2019 academic year is identified on page 5 of the report.

The CTE meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of CTE members in the affairs of the CTE. During the past year, approximately 62% of the members were in attendance at the monthly meetings.

ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

Action Items—Program Changes

The CTE approved the following program changes:

1. Adoption of the Praxis Performance Assessment for Teachers in response to state mandate to require a pedagogical performance assessment for recommendation for professional licensure.
2. Revision to Secondary Teacher Education Program admissions requirements: students must successfully complete ENGL 1010 prior and at least three breadth courses with a minimum grade of C. Completion of QL, BSS, BPS, BLS, and/or DSC prior to admission were eliminated. This eliminates the perception that math and science courses are more important than courses in other areas, ensures that students are able to be successfully complete various courses before admitted into STEP, and provides flexibility for students to complete breadth classes related to their field before applying to STEP. This change removed requirements that delayed students

from pursuing careers in Utah where there is a teacher shortage. This change went into effect Fall 2019.

3. Discontinuation of K-6 license.
4. Revision of special education courses for OPTT.

Information Items

1. The Teacher Education, Instructional Leadership, and School Counseling programs hosted an accreditation visit from the Association for the Advancement of Quality Educator Preparation (AAQEP) in February 2019 and were granted 7 years of full accreditation status.

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 3.0 GPA and minimum grades in general education courses that provide evidence of academic success in reading, writing, and mathematics.

A total of 288 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2018 through August 31, 2019. This total represents a decrease of 17% 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 2017-2018 and 2018-2019. Table 2 provides data related to the mean ACT scores, USU GPA, and cumulative GPA.

A review of these data indicates 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 sixty-three (363) students admitted into the Teacher Education Program during the 2018-2019 academic year submitted ACT scores. The mean composite ACT score was 22.93. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 24.1. The 363 students admitted into the Teacher Education Program had a mean USU GPA of 3.46 and a mean cumulative GPA of 3.58. The Registrar's Office at the university reported a mean GPA for all sophomores at USU as of summer 2020 of 3.29.

Graduates Recommended for Licensing

There were 528 students recommended for educator licensing and endorsements. This total is a decrease of 9.74% percent in 2018 as compared to 2018 (see Table 3). Four hundred ninety-seven (497) students were recommended for initial licensing in 2019. This total is a decrease of 10.7% in the number of initial licenses granted.

Praxis Content Testing

Table 4 shows that there were 1337 tests attempted in the ETS Praxis II Content test in the student's major area, and 1,095 (82%) passed. Pass rates for each content area ranged from 50% (history content knowledge and Theater) to 100%.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. In 2018, 461 graduates were recommended to the Utah State Board of Education for initial licensing or additional

endorsement areas. Four hundred two (88.31%) responded to our placement survey. Of these, 335 (71%) were employed in Utah and 15 (3.18%) accepted teaching contracts out-of-state. These percentages represent a 87% placement rate for those seeking teaching positions (see Table 5). The 2018 placement rate is lower than the rate achieved in 2017, which was 92.4 percent.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the Teacher Education Program for the 2018-2019 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program.

The membership of the CTE is cognizant of the need to provide well-prepared teachers for our public, private, and charter schools. In response to this challenge, the CTE will continue with its efforts to provide leadership, service, and accountability for the teacher education programs at Utah State University. The intent is to use data and stakeholder input to continuously improve our high-quality pre-service teacher education programs that will attract potential teachers from diverse populations. 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 (CTE)

MEMBERSHIP 2018-2019 through 2020-2021*

*Terms expire May 30

College and Number	Department or Area	2018-19	2019-20	2020-21
CEHS	Chair, Dean			Beth Foley
CEHS	Co-Chair, Teacher Preparation			Sylvia Read
CEHS	Educator Licensing			Francine Johnson
Administration (1)	Vice Provost			Ed Reeve
Agriculture (2)	Ag. Education,		Tyson Sorenson	
	Family, Consumer Sci			Julie Wheeler
Education (6)	Teacher Ed and Leadership			Kathy Trundle
	Secondary Education			Marilyn Cuch, Eric Mohr
	Inst Tech	Sheri Haderlie		
	Comm Disorders & Deaf Ed			Michelle Wilson
	Special Education & Rehabilitation			Tim Slocum
	KHS	Peter Mathesius		
	Psychology		Camille Odell	
Humanities and Social Sciences (3)	English	Sonia Manuel Dupont		
	History			Seth Archer
	Languages and Philosophy			Maria Spicer-Escalante
Caine College of Arts (4)	Music	Leslie Timmons		
	Fine Arts			Dennise Gackstetter
	Theater Arts			Matt Omasta
Science (2)	Mathematics		Kady Schneiter	
	Biology		Richard Mueller	
State Department of Public Instruction (1)	Teacher Personnel			Travis Rawlings
University (1)	Educ. Policy Com.			Scott Hunsaker
Northern Utah IniServ	Director			Curtis Benjamin
Public Schools District Representatives (2)	Principal – Box Elder	Bryce Day		
	Teacher – Cache	Kim Panter		
Society of Superintends. (1)	Superintendents	Frank Schofield		
USUSA (1)	ASUSU	Deidra Thomas*		
RCDE (1)	Regional Campus		Amy Piotrowski	

Table 1***A Comparison of Students Accepted into the Teacher Education Program, 2017-2018 and 2018-2019, by Programs***

	2017-18	2018-19	DIFFERENCE
Early Childhood	27	16	11
Elementary Education (1-8)	36	20	16
Elementary Education (K-6)	18	3	15
Composite, Elem Educ & Deaf	6	1	5
Composite, Elem Educ & Spec Educ	10	7	3
Composite, Spec Educ & Early Child	1	3	2
Special Education	52	52	0
Secondary Education Majors			
Chemistry	1	2	1
English	27	38	11
Geography	0	0	0
History	10	17	7
Mathematics	16	9	7
P.E.	10	10	0
Physics	1	2	1
Spanish	2	4	2
Agricultural Education	20	22	2
Art Education	6	7	1
Biological Science	4	4	0
Business Education	6	5	1
Earth Science	1	0	1
Family & Consumer Sciences Education	14	14	0
French	0	1	1
German	0	1	1
Mathematics/Statistics	16	19	3
Music	10	11	1
Physical Science	1	3	2
Social Studies	25	8	17
Sociology	0	1	1
Technology Engineering Educ (TEE, ETE, TIED)	3	2	1
Theatre Arts	1	6	5
Teacher Education-Majors TOTAL	324	288	118

Table 2
***Students' Mean Composite ACT Scores, USU GPA,
 Cumulative GPA by Program, at the Time of Admission into the Teacher Education Program
 September 2018 through August 2019***

Program	No. of Students Admitted	Students with ACT Scores	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	22	4	3.29	3.29	3.65
Art Education	7	2	3.63	3.64	3.59
Biological Science	4	1	24.5	3.47	3.56
Business Education	5	1	18.5	3.35	3.40
Chemistry	2	-	-	3.9	3.9
Composite, EI Ed & Deaf Ed	1	-	-	3.14	3.15
Composite, EI Ed & Spec Ed	7	-	-	3.34	3.47
Early Childhood Education	16	25.94	4	3.79	3.73
Earth Science	-	-	-	-	-
Elem Education (1-8)	20	25.45	5	3.71	3.63
Elem Education (K-6)	83	22.43	80	3.42	3.56
English	38	25.25	4	3.55	3.53
Family & Consumer Science Ed	14	23.	3	3.48	3.47
French	1	-	-	3.49	3.47
German	1	-	-	3.57	3.65
History	17	28.75	2	3.47	3.42
Math	9	22.75	1	2.61	3.45
Math/Stat	19	27.5	1	3.32	3.55
Music	11	24.9	6	3.57	3.59
Physical Education	10	-	-	3.33	2.95
Physical Science	3	-	-	3.61	3.11
Physics	2	-	-	2.99	3.14
Social Studies	8	-	-	3.52	3.51
Sociology	1	-	-	3.52	3.52
Spanish	4	29	-	2.31	3.26
Special Education	52	47	22.04	3.51	3.52
Special Education & Early Childhood	3	1	26.5	3.43	3.43
Tech Engineering Ed (TEE)	2	33	-	3.76	3.76
Theater	1	-	-	3.24	3.24
Theater Arts	5	1	-	3.57	3.44
TOTAL	363	165	22.93	3.46	3.58

Table 3
Teacher Education Program Graduates
Recommended for Teacher Licensing
2012-2019

	2012	2013	2014	2015	2016	2017	2018	2019
Early Childhood	17	17	19	21	23	23	31	21
Elementary	109	139	138	116	110	109	144	128
Elementary K-6	17	15	11	9	5	3	7	5
Secondary	113	117	127	101	119	99	154	171
Art	5	7	5	8	5	6	4	22
ComD	13	28	21	26	15	14	16	11
HPER	27	16	17	16	13	10	7	9
Lib Media	4	4	2	3	6	3	7	3
Music	8	9	15	8	10	8	7	7
School Counseling	52	26	47	28	57	34	61	38
School Psychology	3	5	3	3	2	4	4	4
Special Education	75	79	82	97	69	91	65	59
TOTAL (initial certificates)	536 (407)	577 (470)	636 (457)	584 (418)	544 (410)	498 (387)	585 (418)	528 (497)

Table 4

**Praxis Attempts of Teacher Education Program Graduates
Recommended for Licensing
2015-2019**

Program	Praxis Test Number and Name	Passing Score	2015		2016		2017		2018		2019	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Admin/Supervisory Certificate	5411/5412-Educational Leadership & Supervision		63	57 (90%)	59	54 (92%)	57	56 (98%)	49	49 (100%)	43	42 (97.67%)
Ag Education	5701-Agriculture		4	4 (100%)	11	11 (100%)	19	19 (100%)	11	11 (100%)	24	23 (95.83%)
Art Education	5134-Art: Content Knowledge		6	6 (100%)	11	7 (64%)	7	5 (71%)	4	4 (100%)	11	7 (63.64%)
Biology	5235- Biology: Content Knowledge		18	18 (100%)	18	18 (100%)	6	6 (100%)	7	7 (100%)	4	4 (100%)
Business	5101-Business Education: Content Knowledge		1	1 (100%)	3	3 (100%)	3	3 (100%)	1	1 (100%)	3	3 (100%)
Chemistry	0070/5245-Chemistry: Content Knowledge		9	4 (44%)	28	14 (50%)	19	10 (52%)	14	12 (85.7%)	13	7 (53.85%)
Chinese	5665-Chinese-Mandarin: World Language		1	0	1	1 (100%)	1	0	0	0	0	0
Early Childhood	5025 Early Childhood		1	1 (100%)	6	6 (100%)	3	3 (100%)	1	1 (100%)	1	1 (100%)
Earth Science	5571-Earth Sci: Content Knowledge		2	2 (100%)	4	4 (100%)	6	6 (100%)	2	2 (100%)	1	1 (100%)

Program	Praxis Test Number and Name	Passing Score	2015		2016		2017		2018		2019	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Elementary Education	0014/5014–Elementary Ed: Content Knowledge		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	7 (100%)
Elementary Education	5002-Elementary Ed: Reading/Language		321	242 (75%)	342	233 (68%)	341	230 (67%)	244	191 (78%)	245	190 (77.55%)
Early Childhood Early Childhood/Deaf Ed	5003-Elementary Ed: Mathematics		337	267 (79%)	302	252 (83%)	276	232 (84%)	233	191 (82%)	209	186 (89%)
Early Childhood/Elem Ed Elem/Deaf Education Elem/Special Education Special Education	5004-Elementary Ed: Social Studies		350	237 (68%)	377	246 (65%)	352	220 (63%)	274	192 (82%)	263.	195 (74.14%)
	5005-Elementary Ed: Science		317	259 (82%)	315	238 (76%)	305	225 (74%)	230	194 (84%)	217	192 (88.49%)
English	5041-English Lang: Literature & Composition: Content Knowledge		0	0	0	0	n/a	n/a	2	2 (100%)	2	2 (100%)
English	5039- English Language Arts: Content Knowledge		30	25 (83%)	44	37 (84%)	32	30 (94%)	31	25 (81%)	25	25 (100%)
Family & Consumer Science	5122-Family & Consumer Sciences		31	18 (58%)	17	14 (82%)	11	11 (100%)	18	16 (89%)	18	13 (72.22%)
French	5174-French: Content Knowledge		1	1 (100%)	1	1 (100%)	1	1 (100%)	0	0	1	1 (100%)
Geography	5921-Geography		6	4 (67%)	1	1 (100%)	3	3 (100%)	3	3 (100%)	4	4 (100%)
German	5183 -German: Content Knowledge		0	0	3	2 (67%)	0	0	0	0	0	0

Program	Praxis Test Number and Name	Passing Score	2015		2016		2017		2018		2019	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Health Education	0550/5551-Health Educ		2	1 (50%)	7	6 (86%)	2	2 (100%)	1	1 (100%)	2	2 (100%)
History	5941-World & US History: Content Knowledge		30	15 (50%)	26	14 (54%)	31	20 (65%)	22	15 (68%)	30	15 (50%)
Integrated Science	0435/5435-General Sci: Content Knowledge		5	4 (80%)	5	5 (100%)	9	7 (78%)	4	3 (75%)	0	0
Latin	0600-Latin		1	1 (100%)	0	0	0	0	0	0	0	0
Library Media Endorsement	5311-Library Media Endorsement		5	5 (100%)	4	4 (100%)	9	9 (100%)	7	7 (100%)	2	2 (100%)
Marketing	0561-Marketing Education		0	0	0	0	0	0	0	0	0	0
Math Level II Endorsement	5169-Middle School Mathematics		80	41 (51%)	59	36 (61%)	55	28 (51%)	51	34 (67%)	39	26 (66.67%)
Mathematics/ Math/Stats	5161-Mathematics: Content Knowledge		36	19 (53%)	70	32 (46%)	47	19 (40%)	35	13 (37%)	28	19 (67.86%)
Music	5113-Music Content Knowledge		6	6 (100%)	11	10 (91%)	13	13 (100%)	7	7 (100%)	7	7 (100%)
Physical Education/ PE/Coaching	5091-Physical Ed: Content Knowledge		10	9 (90%)	9	9 (100%)	8	7 (88%)	6	5 (83%)	8	6 (75%)
Physics	5265-Physics: Content Knowledge		6	6 (100%)	9	6 (67%)	6	6 (100%)	7	6 (86%)	7	4 (57.14%)
Political Science	5931-Government/ Political Sci		4	4 (100%)	6	5 (83%)	4	3 (75%)	2	2 (100%)	2	2 (100%)

Program	Praxis Test Number and Name	Passing Score	2015		2016		2017		2018		2019	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Psychology	5391-Psychology		0	0	3	3 (100%)	3	2 (67%)	3	3 (100%)	1	1 (100%)
Reading Endorsement	0204/5204-Teaching Reading		5	4 (80%)	6	6 (100%)	6	6 (100%)	1	1 (100%)	0	0
Sch Counseling	0420/5421-Sch Guidance & Counseling		40	40 (100%)	54	49 (91%)	53	50 (94%)	66	60 (91%)	40	38 (95%)
Sch Psychology	5402-School Psychologist		5	5 (100%)	9	9 (100%)	5	5 (100%)	4	4 (100%)	4	4 (100%)
Social Studies	5081-Social Studies: Content Knowledge		28	17 (61%)	21	15 (71%)	13	9 (69%)	17	15 (88%)	19	17 (89.47%)
Sociology	5952-Sociology		0	0	1	1 (100%)	0	0	0	0	1	1 (100%)
Speech	0330/5330/5331-Speech Communication		0	0	1	1 (100%)	0	0	0	0	10	10 (100%)
Spanish	0191-Spanish: Content Knowledge		n/a	n/a	n/a	n/a	n/a	n/a	1	1 (100%)	0	0
Spanish	3-OPISp/5195-Spanish World Language		8	6 (75%)	10	6 (60%)	12	9 (75%)	13	11 (85%)	3	2 (66.66%)
Special Education	0353/5354-Educ of Exceptional Students: Core Content Knowledge		10	9 (90%)	8	8 (100%)	13	13 (100%)	8	8 (100%)	12	10 (83.33%)
Special Education	5543-Special Education: Core Knowledge Mild Moderate		20	17 (85%)	12	12 (100%)	20	18 (90%)	12	9 (75%)	20	19 (95%)

Program	Praxis Test Number and Name	Passing Score	2015		2016		2017		2018		2019	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Special Education	5545-Special Education: Core Knowledge & Severe to Profound Applic		3	3 (100%)	1	1 (100%)	1	1 (100%)	2	2 (100%)	1	1 (100%)
Special Education	5047-Middle School English/Language Arts		6	2 (33%)	6	5 (83%)	6	4 (67%)	0	0	2	2 (100%)
Technology Engineering Education	0051/5051-Technology Education		7	7 (100%)	7	6 (86%)	4	4 (100%)	3	3 (100%)	0	0
Theatre	5641-Theatre		2	2 (100%)	4	2 (50%)	2	2 (100%)	1	1 (100%)	8	4 (50%)
		TOTAL	1817	1369 (75%)	1892	1393 (74%)	1764	1297 (74%)	1397	1112 (80%)	1337	1095 (82%)

- No Utah cut-off score established

Table 5

***Placement of Teacher Education Program Graduates
Recommended for Initial Licensing for the Period
September 1, 2018 Through August 31, 2019***

1	2	3	4	5	6	7	8	9	10
License Area	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
Admin/Sprvisory	29	23	23						100%
Ag Ed	22	18	14	2		2			88.89%
Art Ed	7	7	3		1	3			42.8%
Biological Science	3	3	3						100%
Business	3	3	3						100%
Chemistry	4	2	2						100%
Com Dis/SLP	11	8	6		2				75%
Early Childhood	4	4	2		1	1			50%
Earth Science	1	1				1			0%
Elem Ed (1-8)	125	108	90	3	9	6			86.11%
Elem Ed (K-6)	4	3	1	2					100%
Elem Ed/ECE	18	16	13		1	2			81.25%
English	23	20	15		2	2		1	75%
FCSE	13	12	10		1			1	83.33%
Geography	2	2	1			1			50%
History	10	7	4	1				2	71.4%

1	2	3	4	5	6	7	8	9	10
License Area	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
Math	20	20	13	2	2	3			75%
Music Ed	7	5	4	1					100%
PE	6	4	2	1		1			75%
Physical Science	2	1	1						100%
Physics	2	2	2						100%
Sch Library Media	2	1	1						100%
School Counselor	35	35	35						100%
Sch Psychology	4	3	3						100%
Social Studies	16	10	7			2			70%
Social Work	7	2	2						100%
Special Education	59	55	52	1	1	1			96%
Spec Ed Alt	18	17	14	2	1				94%
Theater	4	3	3						100%
TOTALS	461	395	329	15	21	25	0	4	87%

NOTES

1. Column 10 percent = (Col 4 + Col 5) / Col 3
2. Graduate may be teaching in major or minor content area.