

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

Academic Year
September 1, 2021 - August 31, 2022

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Studies

Assisted by Lisa Christensen, Jairo Hernandez Velasquez, and Christine Jeppesen



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College of Education & Human Services
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INTRODUCTION

From September 2021 to August 2022, the University Council on Teacher Education (CTE) continued to exercise its responsibility for the coordination and regulation of teacher education programs 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:

- development of teacher education curricula
- approval of all teacher education curricula
- admission and advising for students desiring to enter teacher education programs
- graduation requirements and the recommendation of graduates for professional licensure with the Utah State Board of Education

MEMBERSHIP

The CTE is composed of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the CEHS Associate Dean for Accreditation and Undergraduate Studies, the Vice Provost, 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 other colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their faculty, and appointed by the Senate. The term of office is 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 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 2021-2022 academic year is identified on page 4 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 73% of the members attended the monthly meetings.

ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

Action Items—Program Changes

The CTE approved the following program change:

World Language faculty proposed that students be admitted in the STEP program if they have reached at least an Intermediate-Mid OPI score, which will allow them to continue with their coursework necessary to advance in their specific programs. However, students must earn the Advanced-Low in order to student teach. Other cases can be evaluated, on an individual basis, by both Academic Advisers and the corresponding language faculty. Approved September 2021.

Information Items

- Teacher Education (inclusive of early childhood, elementary, secondary, special education, and deaf education majors and composites), Instructional Leadership, and School Counseling programs continue to be fully accredited by the Association for the Advancement of Quality Educator Preparation (AAQEP). Annual reports are due to AAQEP during December of each calendar year. The programs will be formally reviewed again in Spring 2026.
- In fall 2021, all early childhood, elementary, secondary, and special education student teachers began taking the Praxis Performance Assessment for Teachers (PPAT) as required for licensure by the Utah State Board of Education. The cost of the PPAT is \$300. The Emma Eccles Jones College of Education and Human Services pays for a \$150 voucher and the students pay \$150; however, students who take their student teaching seminar and student teaching course credits with a non-SCED prefix pay the full cost of the assessment. The cut score of 36 (out of 60) for passing this teacher performance assessment will be imposed beginning Fall 2023 (postponed from Fall 2022).

- Elementary, early childhood, special education, and preschool special education students are now required to take the Foundations of Reading test by Pearson in order to be recommended for licensure. No cut score has yet been established. There is no cost to the students.
- The American Sign Language (ASL) teaching minor was discontinued, as of Spring 2022. The ASL minor is still available, but not the ASL teaching minor.
- A Computer Science Teaching minor was approved by USBE. If students complete the computer science teaching minor at USU, they will get three of the CTE endorsement areas in the computer science endorsement. They can continue to add the other four computer science endorsement areas after they receive their teaching license, but these are three of the most used areas. The computer science minor can be completed by both secondary and elementary education students. It would allow elementary education students to teach 7th and 8th grade computer science.
- The Elementary and Deaf Education and the Early Childhood and Deaf Education composite degrees were suspended (Elementary Education and Deaf Education; Early Childhood Education/Deaf Education). A teach out plan was communicated to students. The Deaf Education Listening and Spoken Language M.Ed. degree is still being offered, but the Deaf Education Bilingual-Bicultural program has been suspended. The Communicative Disorders and Deaf Education department is reconfiguring the program to be a bachelor's degree.

STUDENT PROFILE

Students in Teacher Education Programs

Admission into all teacher education programs at Utah State University requires formal application to the Office of the Associate Dean for Undergraduate Studies 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 clinical courses in education until they have been admitted to the teacher education program for their major. The current admission guidelines require that applicants pass an FBI/BCI background check, have a cumulative 3.0 GPA, and minimum grades in general education courses that provide evidence of academic success in reading, writing, and mathematics.

Enrollment and Completers in 2021-2022

A total of 1,672 undergraduate students were enrolled in teacher education programs during the period September 1, 2021, through August 31, 2022. During the same period, 539 students graduated, and 632 license recommendations were made (some students qualify for two license areas). Table 1 presents a breakdown by program of the number of students enrolled, number of completers (graduates), and number of licenses in 2021-2022.

Candidate and Completer Data

Table 2 summarizes students' performance on their student teaching evaluations, Praxis content tests, the Praxis Performance Assessment for Teachers (PPAT). Student teaching evaluations are strong; data shown is disaggregated by elementary/early childhood, special education, and secondary education. Further disaggregation of secondary teacher candidate performance is made available to the departments in which secondary teaching majors reside. The PPAT scores show that students, on average, are performing at a level that is acceptable. However, there are students who are not yet earning a passing score, possibly because the passing score is not yet consequential. That is, they need not earn a passing score to be recommended for professional licensure. This will change in Fall 2023 when the passing score will be required to be recommended for professional licensure. Table 2 also includes selected items from the employer survey that is administered every spring to the employers of recent graduates.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. Survey results (see Table 3) show that of those who responded to the survey, the placement rate is 97%. Some of the graduates reported employment in a non-education field.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the educator preparation programs for the 2021-2022 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program and responding to mandates from the Utah State Board of Education.

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 its efforts to provide leadership, service, and accountability for the educator preparation 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 to attract potential teachers from diverse populations.

UTAH STATE UNIVERSITY COUNCIL ON TEACHER EDUCATION (CTE) MEMBERSHIP 2021-2022

College and Number	Department or Area	2021-22
CEHS	Chair, Dean	Al Smith
CEHS	Co-Chair, Associate Dean	Sylvia Read
Administration (1)	Vice Provost	Paul Barr
Agriculture (2)	Family and Consumer Sciences Education	Lacee Boschetto
	Business Education	Jessica Baxter
Education (7)	Teacher Education and Leadership	Cindy Jones
	Secondary Education	Marilyn Cuch, Eric Mohr
	Instructional Technology and Learning Sciences	Kelli Munns
	Communicative Disorders and Deaf Education	Lauri Nelson
	Special Education and Rehabilitation	Tom Higbee
	Kinesiology and Health Science	Peter Mathesius
	Psychology	Jessie Koltz
Humanities and Social Sciences (3)	English	Jessica Rivera-Mueller
	History	Nichelle Frank
	Languages and Philosophy	Maria Spicer-Escalante
Caine College of Arts (3)	Music	Greg Wheeler
	Fine Arts	Dennise Gackstetter
	Theater Arts	Matt Omasta
Science (2)	Mathematics	Kady Schneiter
	Sciences	Greg Podgorski
Utah State Board of Education (1)	Licensing	Malia Hite
University (1)	Chair of CEHS Curriculum Committee (subcommittee of EPC)	Nate Trauntvein
Northern Utah UniServ	Director	Curtis Benjamin
Public Schools District Representatives (2)	Principal – Cache	Alden Jack
	Teacher – Logan	April Denton
Superintendents (1)	Superintendent – Box Elder	Steven Carlsen
USUSA (1)	ASUSU	Chloe Christopher
Statewide (1)	Statewide Campuses	Marla Robertson

Table 1. Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)	Number of recommendations for licensure in most recently completed academic year (12 months ending 08/22) *includes minors and dual majors
Deaf Education, M.Ed.	Deaf Education (Birth - Age 22)	18	12	16
Elementary Education, BS, BA	Elementary (K-6 or 8)	351	151	148
Early Childhood Education, BS, BA	Early Childhood (K-3)	32	28	26
Elementary Education & Deaf Education (Composite), BS, BA	Deaf Education (Birth-22) & Elementary Education (K-6)	0	2	N/A (they license at the end of the master's degree)
Early Childhood Education & Special Education, BS, BA	Early Childhood (K-3) & Special Education (K-12)	2	1	1
Elementary Education & Special Education (Composite), BA, BS	Elementary (K-6 or 8) & Special Education (K-12)	1	1	1
Special Education, BA, BS	Special Education (K-12)	178	81	85*
Agricultural Education, BS	Agriculture Science (6-12) (CTE/General)	61	13	12
Business Education, BS	Business & Marketing (6-12)(CTE/General)	55	4	3
Family and Consumer Sciences, BS	Family & Consumer Sciences (6-12)	91	15	11
Technology and Engineering Ed, BS	Technology & Engineering (6-12)	27	4	4
Art Ed, BFA	Visual Arts (6-12 or K-12)	13	3	3
Theatre Education, BFA	Theatre (6-12 or K-12)	24	4	4

Music Ed (Band/Choral/ Orch/Guitar Emphasis), BM	Music (6-12 or K-12)	51	12	12
English Teaching, BA, BS	English (6-12)	149	19	24*
History Teaching, BA, BS	History (6-12)	75	9	10*
Chinese Teaching Minor	World Language- Chinese (6-12)	1	0	0
Spanish Teaching, BA	World Language- Spanish (6-12)	25	5	5*
French Teaching, BA	World Language- French (6-12)	4	2	2
German Teaching, BA	World Language- German (6-12)	1	0	0
Biological Sciences Composite, BS	Biology (6-12)	37	3	4*
Chemistry Teaching, BS	Chemistry (6-12)	18	1	9*
Physical Sciences Composite, BS	Physical Sciences Composite (6-12)	4	4	3
Physics, BS	Physics (6-12)	13	0	4*
Earth Sciences Composite, BS	Earth Science (6-12)	10	2	6*
Geography Teaching Minor	Geography (6-12)	3	1	1
Math Ed & Math/Stats Composite, BS	Secondary Math (6- 12)	142	14	13
Social Studies Composite, BS	Social Studies Composite (6-12)	27	10	7
Political Science Teaching Minor	Political Science (6- 12)	10	2	2
Psychology Teaching Minor	Psychology (6-12)	14	5	5
Sociology Teaching Minor	Sociology (6-12)	4	2	2
Kinesiology-Physical Education teaching, BS	Physical Education (K- 12)	65	11	11

School Library Media Minor	Library Media (K-12)	6	2	1
School Leadership License	School Leadership License Area of Concentration	20	14	14
School Counseling	School Counselor	115	83	83
Communicative Disorders and Deaf Ed MS, MA with specialization in speech language pathology	Speech Language Pathology	25	19	19
Total of all program candidates and completers		1,672	539	632

Table 2: Program Outcome Data

Measures	Comment																																										
<p>PPAT, Fall 2021 and Spring 2022</p> <p>Mean score 37.40 (N = 361)</p> <p>The PPAT is a performance assessment</p> <p>Specific alignment with AAQEP standards and aspects can be seen here: https://www.ets.org/content/dam/ets-org/pdfs/ppat/ppat-aaqep-alignment.pdf</p>	<p>The expectation is that students will score at least a 36 on the overall PPAT; however, the cut score of 36 is not consequential for licensure until Fall 2023. This is an area for focused improvement. Because the cut score of 36 is not consequential until Fall 2023, this year we are focusing on improving coursework alignment with PPAT vocabulary and communicating to students that they must score a 36 overall; if they do not, they will resubmit at least one step of one task for internal re-scoring by program faculty.</p>																																										
<p>Student teaching evaluations for Fall 2021 and Spring 2022</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Fall 2021 ELED</th> <th colspan="2">Fall 2021 SCED</th> <th colspan="2">Fall 2021 SPED</th> </tr> <tr> <th></th> <th>Mentor Teacher N=52</th> <th>University Supervisor N=59</th> <th>Mentor Teacher N=45</th> <th>University Supervisor N=46</th> <th>Mentor Teacher N=23</th> <th>University Supervisor N=33</th> </tr> </thead> <tbody> <tr> <td>0-3 scale</td> <td>2.88</td> <td>2.96</td> <td>2.81</td> <td>2.91</td> <td>2.87</td> <td>2.89</td> </tr> <tr> <th></th> <th colspan="2">Spring 2022 ELED</th> <th colspan="2">Spring 2022 SCED</th> <th colspan="2">Spring 2022 SPED</th> </tr> <tr> <th></th> <th>Mentor Teacher N=84</th> <th>University Supervisor N=94</th> <th>Mentor Teacher N=67</th> <th>University Supervisor N=81</th> <th>Mentor Teacher N=18</th> <th>University Supervisor N=53</th> </tr> <tr> <td>0-3 scale</td> <td>2.81</td> <td>2.91</td> <td>2.77</td> <td>2.90</td> <td>2.89</td> <td>2.89</td> </tr> </tbody> </table>		Fall 2021 ELED		Fall 2021 SCED		Fall 2021 SPED			Mentor Teacher N=52	University Supervisor N=59	Mentor Teacher N=45	University Supervisor N=46	Mentor Teacher N=23	University Supervisor N=33	0-3 scale	2.88	2.96	2.81	2.91	2.87	2.89		Spring 2022 ELED		Spring 2022 SCED		Spring 2022 SPED			Mentor Teacher N=84	University Supervisor N=94	Mentor Teacher N=67	University Supervisor N=81	Mentor Teacher N=18	University Supervisor N=53	0-3 scale	2.81	2.91	2.77	2.90	2.89	2.89	<p>An average score of 2.4 (80%) is the expectation. In the aggregate, students are meeting the expectation. Students who are performing according to program expectations are counseled out at various points in the program.</p>
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Dispositions at the end of student teaching

	Fall 2021 ELED		Fall 2021 SCED		Fall 2021 SPED	
	Mentor Teacher N=52	University Supervisor N=59	Mentor Teacher N=45	University Supervisor N=46	Mentor Teacher N=23	University Supervisor N=33
1-5 scale	4.82	4.68	4.55	4.70	4.62	4.11
	Spring 2022 ELED		Spring 2022 SCED		Spring 2022 SPED	
	Mentor Teacher N=84	University Supervisor N=94	Mentor Teacher N=67	University Supervisor N=81	Mentor Teacher N=18	University Supervisor N=53
1-5 scale	4.65	4.52	4.49	4.70	4.8	4.78

An average score of 4 is the expectation. In the aggregate, students are meeting the expectation. Students who are not exhibiting appropriate dispositions are counseled out at various points in the program. Note, the mentor teacher and university supervisor N for Spring 2022 for special education do not match because some of the student teachers (in the alternative SPED route) have an instructional coach (not a mentor teacher) who also serves as their supervisor. These student teachers are the instructor of record and employed by the school.

Selected employer survey results from Spring 2022:

Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?	Mean	SD	N
Convey accurate information and concepts based on the content knowledge of your discipline(s).	3.29	0.76	65
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.00	0.85	65
Collaborate with your students to establish a respectful learning environment.	3.23	0.90	65
Use your students' assessment/performance results to guide your instruction.	3.14	0.90	65
Use a variety of classroom management strategies to create and maintain a positive learning environment.	3.14	0.92	65

Because the scale is 0-4, a 3 is the minimum expectation. In the aggregate, completers are meeting the expectation. Of note, completers' ability to design assessments had an average rating of 3.0. Because of the programs' emphasis on the PPAT, we expect that this will improve.

Table 3: Employment Survey Results for Placement of Teacher Education Program Graduates, Recommended for Initial Licensing for the Period September 1, 2021 Through August 31, 2022.

	A	B	C	D	E	F	H
License Area	Graduated	Verified as employed	Unknown/no response to survey	Grad school	Not seeking employment	Seeking position in education	% employed of those who responded and are seeking employment
Agriculture Education	13	11	2				100%
Art Education	3	2			1		100%
Biological Sciences Composite	3	3		1			100%
Business Education	4	2	1				100%
Chemistry Teaching	1	1					100%
Early Childhood Education	28	23	4			1	96%
Earth Science Composite Teaching	2	1	1				100%
Elementary Education	151	118	21	2	5	5	94%
English Teaching	19	15	3		1		100%
Family & Consumer Sciences Education	15	11	3		1		100%
History Teaching	9	6	3				100%
Math Education	6	6					100%
Math/Stats Composite	8	7	1				100%
Music Ed	12	5	4	1		2	71%
PE Teaching	11	5	6				100%
Physical Sciences Composite	4	2	1			1	67%
Social Studies Composite	10	4	5			1	80%
Special Education	81	67	10		2	2	97%
Tech & Engineering Ed	4	3	1				100%
Theatre Education	4	3	1				100%
School Leadership License	25	16	9				100%
School Counseling	78	71	4		3		100%
Speech Language Pathology	14	14					100%
TOTALS	505	396	80	4	13	12	97%