

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
March 18, 2019

MEMBERS PRESENT: Seth Archer, Curtis Benjamin, Marilyn Cuch, Sheri Haderlie, Francine Johnson, Sonia Manuel-Dupont, Peter Mathesius, Eric Mohr, Richard Mueller, Camille Odell, Amy Piotrowski, Travis Rawlings, Sylvia Read, Frank Schofield, Tyson Sorensen, Leslie Timmons, Kathy Trundle, (Sharla Hart for Scott Hunsaker, Darcie Peterson for Tim Slocum)

MEMBERS EXCUSED: Bryce Day, Cory Evans, Dennise Gackstetter, Scott Hunsaker, Matt Omasta, Kim Panter, Ed Reeve, Kady Schneiter, Tim Slocum, Maria Spicer-Escalante, Deidra Thomas, Julie Wheeler, Michelle Wilson

GUESTS: Sharla Hart, Janalee Johnson, Shawnda Moss, Darcie Peterson, Denise Taylor

ACTION ITEMS:

1. Approval of Minutes:

Minutes for February 11, 2019 were approved as written.

2. Course Approvals:

a. TEAL 3660

- **Proposed Action:** Change prerequisites
- **Justification:** Corrects an error in the previous request to change prerequisites.
- **Prerequisites:**
~~Admission to Teacher Education ELED 1010 or TEAL 1010~~
~~HDFS 1500 with grade of B- a C or higher better~~
~~HDFS 1500 and one of the following with grade of C a B- or higher better: ELED 1010 or TEAL 1010~~
- **Co-requisites:** We need to add TEAL 3000 or TEAL 3001, and TEAL 3002, and ELED 3100 as co-requisites.

Dick Mueller motioned to accept the above changes to TEAL 3660. Frank Schofield seconded the motion. Motion carried.

b. ELED 3100, Classroom Reading Instruction

- **Proposed Actions:** co-requisite and prerequisite changes
- **Justification:** Provides better flow for course taking and enrollment management.
- **Prerequisites:**
~~ELED 1010 or TEAL 1010~~

HDFS 1500 ~~Human Development Across the Lifespan (BSS) Licensure lane designation~~

and one of the following:

ELED 1010

TEAL 1010

- **New Co-requisites:** TEAL 3000, TEAL 3002, TEAL 3660

Sheri Haderlie motioned to accept the above changes to ELED 3100. Dick Mueller seconded the motion. A discussion was held and suggested to add the grades as listed in TEAL 3660. HDFS 1500 with a C or better and one of the following with a B- or better: ELED 1010 or TEAL 1010. Motion carried.

c. TEAL 3000, Historical, Social, and Cultural Foundations of Education

- **Proposed Action:** Change prerequisites
- **Justification:** The prerequisite change was included on the form previously, but we forgot to check the Prerequisite box as an action we wished to take. We're fixing that now.
- **Prerequisites:**
HDFS 1500 and one of the following:
TEAL 1010 or ELED 1010 ~~HDFS 1500~~

- **Co-requisites:** We also need to add TEAL 3002, TEAL 3660, and ELED 3100 as co-requisites.

Sheri Haderlie motioned to accept the above changes to ELED 3000. Frank Schofield seconded the motion. A discussion was held and suggested to add the grades as listed in TEAL 3660. HDFS 1500 with a C or better and one of the following with a B- or better: ELED 1010 or TEAL 1010. Motion carried.

d. TEAL 4770, ESOL Instructional Strategies in the Content Areas

- **Proposed Actions:** Reactivate course and add cross-listed courses
- **Justifications:** Course is required for DLI Endorsement. Comply with university cross-list policy.
Cross-list with TEAL 6770.

TEAL 6770, ESOL Instructional Strategies in the Content Areas

- **Proposed Action:** Add cross-listed course
- **Justification:** Comply with university cross-list policy.
Cross-list with TEAL 4770

Frank Schofield motioned to accept the above changes to TEAL 4770 and TEAL 6770. Sheri Haderlie seconded the motion. Motion carried.

e. TEAL 5430, Practicum: Individual Case Study

- **Proposed Action:** Change of course description

- **Justification:** Needs to match the course description for cross-listed course, TEAL 6430.
- **Course description:** ~~Supervised~~ This is a supervised study of an individual gifted child of ~~student's~~ the student's choice. The 5000-level and 6000-level syllabi are differentiated.

TEAL 5480, Methods and Materials in Gifted Education

- **Proposed Action:** Change of course description
- **Justification:** Meeting university policy to match course descriptions for cross-listed courses, i.e., TEAL 6480
~~Curricular/instructional~~ Explores instructional This course explores instruction and management models in gifted education. ~~Development~~ Requires development of Students are required to develop instructional materials for use with gifted students. 5000-level and 6000-level syllabi are differentiated.

TEAL 5490, Practicum: Gifted Strategies Applications

- **Proposed Actions:** Add co-requisite and change course description
- **Justification:** Meet university policy to match course description of cross-listed courses, i.e., TEAL 6490
~~Curricular/instructional~~ Instructional models and materials used in gifted education are applied to a the classroom setting. 5000-level and 6000-level syllabi are differentiated.
- **Co-requisites:** TEAL 5480/TEAL 6480

TEAL 6480, Methods and Materials in Gifted Education

- **Proposed Action:** Add cross-listed course
- **Justification:** Comply with university cross-list policy.
Cross-list with TEAL 5480

Curtis Benjamin motioned to accept the above changes to TEAL 5430, 5480, 5490, & 6480. Dick Mueller seconded the motion. Motion carried.

f. TEAL 6780, Assessment for Language Learners

- **Proposed Actions:** Credit hour change, add cross-listed courses
- **Justification:** Comply with university cross-list policy
Credits: change from 4 credits to 3 credits
Cross-list with TEAL 4780

Frank Schofield motioned to accept the above changes to TEAL 6780. Sheri Haderlie seconded the motion. A discussion was held regarding the justification. Apparently, there is a practicum that is

becoming dis-embedded. Motion carried.

g. COMD 5630, Literacy Methods in Early Childhood Education

- **Proposed Action:** Prerequisite change
- **Justification:** The change to this course enables students to take it earlier in their program.
~~COMD 4750/ COMD 6750,~~
COMD 4910 3910

Dick Mueller motioned to accept the above changes to COMD 5630. Sheri Haderlie seconded the motion. Motion carried.

h. FCSE 3200, Adult Responsibilities Methods

- **Proposed Action:** New course
- **Course description:** This course assists students preparing to teach Family and Consumer Sciences in developing an accurate understanding and awareness of teaching content related to the responsibilities of adulthood. The course fulfills the USBE human sexuality and health methods requirement for teachers. Effective Spring 2020.
- **Justification:** The course is vital to offer as soon as possible to ensure student teachers are properly trained to uphold Utah State Board of Education regulations requiring educators to receive a human sexuality and health methods course during undergraduate preparation.

Frank Schofield motioned to accept the above changes to FCSE 3200. Tyson Sorensen seconded the motion. Motion carried.

i. MUSIC 3260, Elementary School Music

- **Proposed Actions:**
 - Credit hour change (increase to 3 credits from 2 credits)
 - Prerequisite change
- **Current prerequisites:**
 - Prerequisite/Restriction: Enrollment limited to students who have earned at least 45 credits and who have been accepted into one of the following majors: Pre-music, music education, music therapy, pre-early childhood education, pre-elementary education, early childhood education, special education, composite early childhood education/special education, composite early childhood education/elementary education, communicative disorders and deaf education, composite early childhood education/deaf education, elementary education, composite elementary education/special education, composite elementary education/early childhood education, or composite elementary education/deaf education
- **New Prerequisites:**

- Completion of at least 45 credits
- Admission into one of the following majors:
 - Pre-Music
 - Music Education
 - Music Therapy
 - Any Education major
 - MUSC 1010 (Recommended, but not required)
- **Justification:** MUSC 3260 (2 credit) face-to-face is scheduled MWF 9:30-10:20 for both Fall/Spring semesters. The class actually meets a total of 30 times with some Fridays devoted to optional help sessions or individual assessment appointments. The hybrid MUSC 3260 is comprised of a weekly 3-hour class meeting broadcast to regional campuses. This class also serves some face-to-face students who meet on the Logan campus at the broadcast origin site. In addition to the 7-10 PM broadcast class, there is a significant portion of the course in Canvas. The broadcast class has met most Fall/Spring/Summers. In summers, it is a 7-week compacted course with twice weekly broadcasts.

History: For several decades the elementary music methods course was required for every student in Elementary Education and related minors and it was established as a 2-credit course.

With the recent redesign of the Teacher Education and Leadership (TEAL) program, arts integration is a key component. A new capstone arts integration class, TEAL 5080 - Integrating the Arts into Academic Learning, was added that has a prerequisite of two arts methods classes selected from offerings in Art, Music, Theater and Theater Movement. Each of the prerequisite courses are 3 semester hours with the exception of music. In order to prepare students for success in the Arts Integration capstone course, it is essential that students have more comprehensive skill development and application practice in the art form than can be developed in a 2-credit course. The department head, head advisor, and new TEAL program designer all support this change. 6 hours of prerequisite arts methods courses are built into the new TEAL program so this is not an increase in the degree program. The music department head will support the faculty cost for 1 additional credit for the hybrid course. Since the face-to-face section of MUSC 3260 is already in my load, it will be absorbed.

Leslie Timmons motioned to accept the above changes to MUSC 3260. Frank Schofield seconded the motion. A discussion was held and suggested to clarify the "any Education major" under the new prerequisites in the "admission into one of the following major" should read "any pre ELED or Early Childhood major. Motion carried.

j. SPED 1010, Society and Disability

- **Proposed Actions:** Title change to Disability and Society to match REH 1010, Disability and Society
- **Justification:** We are changing the names of these courses to meet the requirements set forth by the EPC and Curriculum committee that all cross-listed courses be much the same in content. This is part of the cross-list/dual-list cleanup.

ACTION REQUESTED: NEW COURSES

- Justification for these new SPED courses: The special education distance certification program is being reorganized to better serve special education teachers working under letters of authorization and special education paraprofessionals. Content has been sequenced to provide critical instructional and behavior management knowledge and skills early in the coursework, as the teacher candidates are already in the classroom. The new set of courses provides all required content for licensure and is sequenced to better meet the needs of teacher candidates that are currently working in classrooms.

Frank Schofield motioned to accept the above changes to SPED 1010. Leslie Timmons seconded the motion. Motion carried.

k. SPED 5011, Foundations in Special Education: Instructional Strategies, Behavior Management, and IEPs, 1-2 credits

- This course provides beginning teachers and paraprofessionals with foundational content and practice in applying effective instructional and behavior management strategies in their classrooms. It includes an overview of the IEP process and emphasizes the knowledge/skills needed to set up classrooms.

SPED 5012, Basic Behavior Management and Instructional Strategies, 3 credits

- This course covers topics related to collecting data, using data to make decisions, analyzing data, graphing data, and applying principles of behavior management and instruction to children and youth.

SPED 5013, Advanced Behavior Management and Instructional Strategies, 1-3 credits

- This course expands students' knowledge of the application of principles of behavior management and instruction. Students develop skills for remediating behavior problems using functional behavioral assessment.

SPED 5014, Foundations in Assessment, 1-2 credits

- This course covers types of assessment, including norm-referenced, criterion-referenced, and curriculum-based assessment styles, as well as the purposes of assessment, such as eligibility, program planning, and progress monitoring for students with disabilities.

SPED 5015, Laws, Policies, Procedures, 1-3 credits

- This course provides an understanding of federal and state laws for persons with disabilities and procedures for developing IEPs.

SPED 5016, Technology and Collaboration for Teaching Exceptional Learners, 3 credits

- This course explores existing technology (IT and AT), technology legislation, resources to fund technology in classrooms, methods for evaluating AT needs of individuals with disabilities, and strategies for collaborating with families and service providers to assess, select, and implement technology.

SPED 5017, Transition Planning and Collaboration for Exceptional Learners, 3 credits

- This course provides information to develop and implement transition plans, including transition legislation and procedures, and strategies for working with students, families, related service providers, and other professionals.

SPED 5018, Eligibility Assessment, 1 credit

- This course provides a working knowledge for current and prospective special education teachers to utilize and interpret basic assessment tools for eligibility under IDEA.

SPED 5311, Teaching Mild/Moderate K-12 Reading and Language Arts, 6 credits

- This course covers curriculum, instructional methods, assessment, data-based decision making, and applications related to teaching reading and language arts to students with mild/moderate disabilities.

SPED 5312, Mild/Moderate Math Content, Applications, and Co-Teaching, 7 credits

- This course covers instructional methods, assessment, data-based decision making, co-teaching, and applications to teach math skills and problem solving to students with mild/moderate disabilities.

SPED 5511, Reading/LA, Math, and Science for Students with Severe Disabilities:

Content and Applications, 6 credits

- This course provides information about commercially available curricular materials, as well as how to plan, design, and implement functional academic curricula for persons with severe disabilities.

SPED 5512, Curriculum for Students with Severe Disabilities: Life Skills: Content and

Application, 6 credits

- This course provides information on developing and implementing community, domestic, leisure, and transition instructional programs for students with severe disabilities.

Dick Mueller motioned to accept the above changes to SPED 5511-5512. Curtis Benjamin seconded the motion. Darcie will send a copy of the course sequence for each of the programs (mild moderate and severe). Motion carried. See attached OPTT schedule.

Information Items:

1. USBE Updates — *Travis Rawlings*
Travis mentioned that the course approval programs that we just approved need to be mentioned in the Annual Report and how they will be integrated into the Title II Report and AAQEP. R277-304, the rule governing teacher preparation, was approved by the Law and Licensing committee and forwarded to the full board, which will meet in April. Next week, the draft of the Educational Leadership program requirements will be sent out, which will start the review process. After that, the committee will start working on the student support services areas. **See attached.**
2. Pedagogical Performance Assessment Standards — *Shawnda Moss*
Shawnda reported that the Board is still working about the Pedagogical Performance Assessment Standards and are convening a special session tomorrow (Tuesday, March 19th) to clarify some wording. They are also following through on R301 and R303. This meeting will be available on YouTube after the meeting. The Board's has been discussing having an external reviewer vs. a faculty member at the institution perform the assessment. Also, the changes to R301 and R303 state that the Pedagogical Performance Assessment Standards are to be created by superintendent and approved by the Board.
3. Subcommittee report on worker's comp and liability for students in practicum/clinical/student teaching — *Sharla Hart (USU Practicum Student Safety document)*
Sharla Hart reported on behalf of the subcommittee regarding the worker's comp and liability for students in practicum/clinical/student teaching. The committee did research on worker's compensation and the worker's compensation insurance that we have at USU, which is provided through the state. For those students who go out of state, we get a certificate of insurance after we have negotiated the student teaching agreement with the out of state district.

One concern is that some students are working some hours in the schools as "para-educator" and some hours as a "student teacher." If the injury occurs while they are working as a "para-educator," then the school district is responsible. If the injury occurs during their "student teaching" hours, then the university is responsible. The committee has added additional wording to the University Policy, which has been approved by Risk Management and University Counsel. The University would like all courses that require a practicum or experience in the schools to include the statement "assumption of risk" in the syllabi.

Kathy Trundle mentioned that worker's compensation only applies if you are going directly from your home to the workplace and from your workplace directly home. If you stop to run an errand, it doesn't cover you. It applies only for your direct commute.

Darci Peterson will work with SPED to get the information into their syllabi and Kathy Trundle delegated Scott Hunsaker and Eric Mohr to ensure that all the ELED and SCED faculty included this information in the clinical syllabi.

Denise Taylor and Sylvia will work with the partner department and their clinical courses. See attached.

4. Title II Pass Rates Report for 2017-2018 (Excel spreadsheet attached) – *Sylvia Read*
Sylvia shared the Title II Pass Rate Report (PRAXIS). Our students do very well. They don't pass the first time but by the time they graduate they have passed. The report is aggregated by every possible major. Students have to pass to be able to get a teaching license. Travis mentioned that we can generate a custom report to compare against the state. Sylvia will create the report and bring to our next CTE meeting.
5. Fall student teaching evaluation data: <https://egrad.ed.usu.edu/#reports/student-teaching-assessments> — *Sylvia Read*
Sylvia shared information regarding the Fall student teaching evaluation data. If you have access to eGrad you can access this information for your major. We have good agreements between supervisors and mentor teachers which was noted during our accreditation visit. Sylvia can run reports for your departments if you want them to share with your departments.
6. Model code of ethics: https://www.nasdtec.net/page/MCEE_Doc — *Sylvia Read*
At the last AACTE conference, Sylvia attended a workshop where the *Model Code of Ethics for Educators* was presented. A discussion was held regarding adding a code of ethics to some courses like: TEAL 3000, SCED 3210, and SPED. At most every state board meeting a discussion on ethics regarding a teacher is discussed. The link (above) from NASTEC may not be the model to use, but has good talking points.

Frank mentioned that Logan District holds an annual orientation meeting with all employees reviewing code of ethics, boundary violations and it would be great to build on something that new hires already knew.

Curtis mentioned that Uniserv reviews "how to avoid pitfalls," but agrees that it would be nice if students already had a pre-cursor to their employment. Ethics is touched on in student teaching orientation meeting; however, we don't have a systematic approach or a written model. Maybe the district or the state has a model that we share and use. Darcie mentioned that in SPED they have a document, "professional behavior guidelines" that is talked about in each field experience placements.

All students need to complete education review of ethics on the State Board of Education website before they can get a student teaching license. The ethics review is scenario based and often times students have never thought of these scenarios. It would be nice to have some case studies to think about and to imagine yourself and how you would respond in these cases.

Dick suggested adding training to the STEP application; however, Sylvia mentioned the SCED 3210 precedes the STEP application. Kathy suggested adding an Ethics module into a course with a certificate of completion.

Frank mentioned that when they talk about ethics they think about the big issues (crimes committed, boundary violations, relationships with students), but there are a lot of grey areas (communication with parents, professional practice, how you engage and talk about your colleague). More emphasis needs to be put on the “day-to-day” practice.

Curtis mentioned that these areas are standards 9 and 10 of the state standards and are covered in the training, including “what NOT to do.” Curtis will forward ethics information to Sylvia and she will create a module for courses.

Travis mentioned that everyone has a national code of ethics guidelines (doctors, lawyers, etc.) and Utah’s code of ethics can be found at R277-515. There has been some interest with board members to review the code; however, it’s on the backburner for now pending other issues. ETS has created professional development on ethics with high-quality videos that we may want to review.

7. District Feedback — *Frank Schofield, Bryce Day, Kim Panter*

Frank reported, that a big issue Logan District is dealing with, especially with first-year teachers, is employee wellness. Is there anything USU students are exposed to through their pre-service experiences, in terms of selfcare, that the district could build upon? Sharla Hart created a selfcare module that she presents to students at the student teaching orientation meeting, which is a little late in their academic career but may help in their professional career.

Travis mentioned that in R304, it talks about “trauma informed instruction” which refers to the trauma in students’ lives. He will forward the names of people to call for a better definition of the policy.

Curtis mentioned that the Cache Education president, Teresa Stanton, is providing training to teachers on trauma-based instruction, which includes the video “Resilience” (<https://vimeo.com/110821029>). Curtis will send her presentation schedule if anyone is interested in attending.

Denise mentioned the enhancement course PSY 3700 Mental Health Awareness and Advocacy (cross-listed with HDFS), an elective, for ELED students. She has received a lot of positive feedback about the instructor and students can tailor assignments they would use in their classroom.

8. AAQEP — *Sylvia Read*

Sylvia reported that the AAQEP accreditation visit was successful. We have received three preliminary feedback reports which positive with some constructive feedback. We have two weeks to provide factual corrections only. This Spring, they will provide us with final reports and a decision.

Next meeting May 6 (NO APRIL MEETING)

Severe Course Sequence: Titles and Course Numbers (35 cr)

Summer Before	SPED 5011: Foundations in Special Education: Instructional Strategies, Behavior Management, and IEPs (2 cr)	
Fall 1	SPED 5012 Basic Behavior Management and Instructional Strategies (1-3 cr)	SPED 5511 Reading/LA, Math, and Science for Students with Severe Disabilities: Content and Applications (6 cr)
Spring 1	SPED 5014 Foundations in Assessment (1-2 cr) (LEA provides 1 cr Eligibility Assessment)	SPED 5512 Curriculum for Students with Severe Disabilities: Life Skills: Content and Application (6)
Summer	SPED 5015 Law/Policies/Procedures (1-3 cr)	
Fall 2	SPED 5013 Advanced Behavior Management and Instructional Strategies (3 cr)	SPED 5016 Technology and Collaboration for Teaching Exceptional Learners (3 cr)
Spring 2	SPED 5017 Transition Planning and Collaboration for Exceptional Learners (3 cr)	SPED 5230 Student teaching (3-15 cr)

MM Course Sequence: Titles and Course Numbers (36 cr)

Summer Before	SPED 5011: Foundations in Special Education: Instructional Strategies, Behavior Management, and IEPs (2 cr)	
Fall 1	SPED 5012 Basic Behavior Management and Instructional Strategies (1-3 cr)	SPED 5311 MM K-12 Reading and Language Arts: Content and Applications (6 cr)
Spring 1	SPED 5014 Foundations in Assessment (1-2 cr) (LEA provides 1 cr Eligibility Assessment)	SPED 5312 MM K-12 Math Content, Applications, and Co-Teaching (7 cr)
Summer	SPED 5015 Law/Policies/Proc (1-3 cr)	
Fall 2	SPED 5013 Advanced Behavior Management and Instructional Strategies (3 cr)	SPED 5016 Technology and Collaboration for Teaching Exceptional Learners (3 cr)
Spring 2	SPED 5017 Transition Planning and Collaboration for Exceptional Learners (3 cr)	SPED 5230 Student teaching (3-15 cr)

1 **R277. Education, Administration.**

2 **R277-304. Teacher Preparation Programs.**

3 **R277-304-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which vests general control and
6 supervision over public education in the Board;

7 (b) Subsection 53E-3-401(4), which allows the Board to make rules to execute
8 the Board's duties and responsibilities under the Utah Constitution and state law; and

9 (c) Subsection 53E-6-201(3)(a), which allows the Board to make rules to
10 establish the criteria for obtaining an educator license.

11 (2)(a) The purpose of this rule is to specify the standards which the Board
12 expects of teacher preparation institution prior to program approval in specified
13 areas.

14 (b) The standards in this rule apply to the specific educational area and grade
15 level for which the preparation program is designed.

16 **R277-304-2. Definitions.**

17 (1)(a) “Career and technical education” or “CTE” means organized educational
18 programs or competencies which directly or indirectly prepare students for
19 employment, or for additional preparation leading to employment, in occupations
20 where entry requirements do not generally require a baccalaureate or advanced
21 degree.

22 (b) CTE programs provide all students a continuous education system, driven
23 by a student’s college and career readiness plan, through competency-based
24 instruction, culminating in essential life skills, certified occupational skills, and
25 meaningful employment.

26 (2) “Clinical experience” means a structured opportunity, overseen by a
27 licensed educator, for a program candidate to develop and demonstrate competency
28 in the skills and knowledge necessary to be an effective teacher, in a physical or

29 virtual classroom ~~[with real students]~~.

30 (3) “Council for the Accreditation of Educator Preparation” or “CAEP” means
31 a national organization that advances equity and excellence in educator preparation
32 through evidence-based accreditation that assures quality and supports continuous
33 improvement to strengthen P-12 student learning.

34 (4)(a) “Council for Exceptional Children” or “CEC” means an international
35 professional organization dedicated to improving the educational success of both
36 individuals with disabilities and individuals with gifts and talents.

37 (b) CEC advocates for appropriate governmental policies, sets professional
38 standards, provides professional development, advocates for individuals with
39 exceptionalities, and helps professionals obtain conditions and resources necessary
40 for effective professional practice.

41 (5) “Essential Elements” means the alternate academic achievement
42 standards for students with significant cognitive disabilities, established by the Board
43 in the Special Education Rules Manual, dated October 2016, incorporated by
44 reference in Section R277-750-2.

45 (6)(a) “Multi-tiered system of supports” or “MTSS” means a framework for
46 integrating assessment and intervention to maximize student achievement, reduce
47 behavior problems, and increase long-term success.

48 (b) The combination of systematic implementation of increasingly intensive
49 intervention, sometime referred to as tiers, and carefully monitoring students’
50 progress, distinguishes MTSS from typical prevention measures.

51 (c) Emphasis, in MTSS, is placed on ensuring interventions are implemented
52 effectively.

53 (7) “Utah Core Standards” means the course standards established by the
54 Board in Rule R277-700 for grades K-12.

55 **R277-304-3. General Teacher Preparation.**

56 Prior to approval by the Board, a teacher preparation program shall:

- 57 (1) prepare candidates to meet the Utah Effective Teaching Standards in Rule
58 R277-530;
- 59 (2) prepare candidates to teach:
- 60 (a) the Utah Core Standards; and
- 61 ~~[(b) the Utah Early Childhood Core Standards; and]~~
- 62 (b) the Essential Elements, as appropriate to a candidate’s prospective area
63 of licensure as established by the Board;
- 64 (3) include school-based clinical experiences for a candidate to observe,
65 practice skills, and reflect on teaching that:
- 66 (a) are significant in number, ~~[and scope]~~ depth, breadth, and duration;
- 67 (b) are progressively more complex;
- 68 (c) occur in multiple schools and classrooms;
- 69 (d) include working with all types of students; and
- 70 (e) include creating and consistently implementing ~~beginning of semester or~~
71 school year classroom procedures and ~~[routines in the beginning of a semester or~~
72 a school year] practices;
- 73 ~~[(4) ensure that candidates have clinical experiences with sufficient depth,~~
74 ~~breadth, and duration to ensure that they have gained the knowledge, skills, and~~
75 ~~dispositions requisite so all students learn;]~~
- 76 (4) require the demonstration of competency in:
- 77 (a) content and content-specific pedagogy appropriate for the area of
78 licensure;
- 79 (b) knowledge of the Utah Educator Professional Standards contained in Rule
80 R277-515;
- 81 (c) creating effective learning environments by establishing and implementing
82 routines and procedures with consistent expectations;
- 83 (d) skills in providing tier one and tier two instruction and intervention on the
84 Utah Core Standards and positive behavior supports to each student within a multi-
85 tiered system of supports;

- 86 (e) integrating technology to support and meaningfully supplement the
87 learning of students, including the effective use of software for personalized learning;
88 (f) designing, administering, and reviewing educational assessments in a
89 meaningful and ethical manner;
90 (g) analyzing formative and summative assessments results to inform and
91 modify instruction;
92 (h) assessing students for competency for the purpose of personalized
93 learning;
94 (i) skills in implementing personalized learning practices that consider the
95 whole child, including:
96 (i) trauma-informed instructional practices; and
97 (ii) restorative instructional practices;
98 (j) knowledge and skills designed to assist in the identification of students with
99 disabilities to meet the needs of students with disabilities in the general classroom,
100 including:
101 (i) knowledge of the IDEA and Section 504 of the Rehabilitation Act;
102 (ii) knowledge of the role of non-special-education teachers in the education
103 of students with disabilities;
104 (iii) knowledge and skills in implementing least restrictive behavior
105 interventions;
106 (iv) skills in implementing and assessing the results of interventions; and
107 (v) skills in the implementation of an educational program with
108 accommodations, modifications, services, and supports established by an IEP or a
109 504 plan for students with disabilities in the general education classroom;
110 (k) knowledge and skills designed to meet the needs of diverse student
111 populations in the general education classroom, including:
112 (i) allowing students multiple ways to demonstrate learning that are sensitive
113 to student diversity;
114 (ii) creating an environment using a teaching model that is sensitive to multiple

- 115 experiences and diversity;
- 116 (iii) designing, adapting, and delivering instruction to address each student's
- 117 diverse learning strengths and needs; and
- 118 (iv) incorporating tools of language development into planning, instruction, and
- 119 intervention for students learning English and supporting development of English
- 120 proficiency; and
- 121 (l) knowledge and skills in collaborating with parents and guardians~~[who are~~
- 122 ~~primarily responsible for the education of their student]~~.
- 123 (5) for a program applicant accepted on or after January 1, 2020, require
- 124 multiple opportunities for a program applicant to successfully demonstrate application
- 125 of knowledge and skills gained through the program in one or more clinical
- 126 experiences in each of the following competencies:
- 127 (a) implementing the ~~[full teaching cycle of a unit of instruction; e.g.,]~~ planning
- 128 and design, delivery, facilitation, assessment, evaluation, and reflection of a unit of
- 129 instruction, including:
- 130 (i) systematic and explicit instructional design and implementation;
- 131 (ii) varied evidence-based instructional strategies;
- 132 (iii) developmentally appropriate and authentic learning experiences;
- 133 (iv) scaffolded instruction;
- 134 (v) differentiated instruction;
- 135 (vi) instruction targeting higher order thinking and metacognitive skills;
- 136 (vii) project-based or competency-based learning opportunities;
- 137 (viii) designing and selecting pre-assessments, formative, and summative
- 138 assessments that align to student learning objectives; and
- 139 (ix) revising instructional plans for future implementation or reteaching
- 140 concepts as appropriate;
- 141 (b) integrating cross-disciplinary skills, such as literacy or numeracy, into
- 142 instruction;
- 143 (c) engaging students in the learning process;

- 144 (d) utilizing technology to enhance and personalize instruction;
145 (e) implementing the accommodations, modifications, services, and supports
146 as outlined in a student's IEP or 504 plan;
147 (f) evaluating student artifacts and assessments for the purposes of:
148 (i) measuring student understanding;
149 (ii) modifying instruction;
150 (iii) targeting tier two instruction and intervention in a multi-tiered system of
151 support;
152 (iv) providing feedback to students; and
153 (v) documenting student progress, i.e., assigning an academic grade;
154 (g) establishing and maintaining classroom procedures and routines that
155 include positive behavior interventions and supports;
156 (h) establishing and maintaining a positive learning climate;
157 (i) reflecting on the teaching process and justifying instructional decisions;
158 (j) collaborating with grade level, subject, or cross-curricular teams to:
159 (i) analyze student data; and
160 (ii) inform, plan, and modify instruction;
161 ~~(iii) implementing common formative assessments;~~
162 (k) participating in at least one IEP meeting or parental consultation regarding
163 a student that the program applicant has instructed;
164 (l) effectively communicating with parents, colleagues, and administration; and
165 (m) consulting with a school counselor regarding the emotional well-being of
166 students and referring the students to a school counselor when necessary;
167 (6) include consideration of a candidate's dispositions and suitability for
168 teaching; and
169 (7) include plans for candidate remediation and exit counseling if applicable.

170 **R277-304-4. Early Childhood and Elementary Preparation Programs.**

- 171 (1) Prior to approval by the Board, a preparation program for early childhood

- 172 education or elementary education shall:
- 173 (a) align, as appropriate, with:
- 174 (i) the 2010 National Association for the Education of Young Children
175 Standards for Initial and Advanced Early Childhood Professional Preparation
176 Programs; or
- 177 (ii) the CAEP 2018 K-6 Elementary Teacher Preparation Standards; and
- 178 (b) require the demonstration of competency in:
- 179 (i) the areas outlined in Section R277-304-3;
- 180 (ii) the appropriate content knowledge needed to teach:
- 181 (A) literacy, including listening, speaking, writing, and reading;
- 182 (B) mathematics;
- 183 (C) physical and life science;
- 184 (D) health and physical education;
- 185 (E) social studies; and
- 186 (F) fine arts;
- 187 (iii) the science of reading instruction including:
- 188 (A) phonemic awareness;
- 189 (B) phonics;
- 190 (C) fluency;
- 191 (D) vocabulary; and
- 192 (E) comprehension;
- 193 (iv) the science of mathematics instruction, including:
- 194 (A) quantitative reasoning;
- 195 (B) problem solving;
- 196 (C) representation;
- 197 (D) numeracy; and
- 198 (E) a balance of procedural and conceptual understanding; and
- 199 (v) early childhood development and learning.
- 200 (2) For a program applicant accepted after January 1, 2020, a preparation

201 program for early childhood or elementary education shall require multiple
202 opportunities for a program applicant to successfully demonstrate application of
203 knowledge and skills gained through the program in a school-based setting in each
204 of the following:

205 (a) all requirements outlined in Subsection R277-304-3(6);

206 (b) demonstrating content specific pedagogy in each of the areas outlined in
207 Subsection R277-304-4(1)(b)(ii);

208 (c) diagnosing students struggling with reading and planning and implenting
209 remediation for those students; and

210 (d) diagnosing students struggling with mathematics and planning and
211 implenting remediation for those students.

212 (3) An educator preparation program shall apply the standards in this Section
213 R277-304-4 to the specific age group or grade level for which the program of
214 preparation is designed.

215 (a) An early childhood education program shall focus primarily on early
216 childhood development and learning in kindergarten through grade 3.

217 (b) An elementary program shall include both early childhood development
218 and learning and elementary content and pedagogy in kindergarten through grade
219 6.

220 **R277-304-5. Secondary Preparation Programs.**

221 (1) Prior to approval by the Board, a secondary preparation program shall
222 require competency in:

223 (a) all content competencies established by the Superintendent for a
224 professional educator license in at least one endorsement;

225 (b) all areas outlined in Section R277-304-3;

226 (c) including literacy and quantitative learning objectives in content specific
227 classes in alignment with the Utah Core Standards; and

228 (d) planning instruction and assessment in content-specific teams and in

229 cross-curricular teams.

230 (2) For a program applicant accepted after January 1, 2020, a secondary
231 preparation program shall require multiple opportunities for a program applicant to
232 successfully demonstrate application of knowledge and skills gained through the
233 program in a school-based setting in each of the following:

234 (a) all requirements outlined in Subsection R277-304-3(6);

235 (b) ensuring student safety and learning in educational labs or shops and
236 extra-curricular settings; and

237 (c) collaborating with a school counselor, as necessary, to ensure student
238 progress on the student's four-year plan for college and career readiness as
239 described in Rule R277-462.

240 ~~[(d) consulting with a school counselor regarding the emotional well-being of~~
241 ~~students and referring the students to a school counselor when necessary.]~~

242 **R277-304-6. Special Education and Preschool Special Education Programs.**

243 (1) Prior to approval by the Board, a special education or preschool special
244 education preparation program shall:

245 (a) be operated by or partnered with a Utah institution of higher education or
246 the Utah State Board of Education;

247 (b) aligned with the 2012 Council for Exceptional Children Initial Preparation
248 Standards as informed by the Council for Exceptional Children Specialty Sets for
249 Initial Preparation Programs in one or more of the following special education areas:

250 (i) Mild/Moderate Disabilities;

251 (ii) Severe Disabilities;

252 (iii) Deaf and Hard of Hearing;

253 (iv) Blind and Visually Impaired;

254 (v) Deafblind; or

255 (vi) Preschool Special Education (Birth-Age 5);

256 (c) require the passage of a special education content knowledge assessment

257 approved by the Superintendent;

258 (d) require the passage of a Braille assessment approved by the

259 Superintendent for a program in the Blind and Visually Impaired area;

260 (e) require the demonstration of competency in:

261 (i) all areas detailed in Section R277-304-3;

262 (ii) legal and ethical issues surrounding special education, including:

263 (A) the IDEA;

264 (B) the Special Education Rules Manual incorporated by reference in Section

265 R277-750-2; and

266 (C) all other applicable statutes and Board rules;

267 (iii) the IDEA and Board Special Education rules;

268 (iv) working with other school personnel to implement and evaluate academic

269 and positive behavior supports and interventions for students with disabilities within

270 a multi-tiered system of supports;

271 (v) training in and supervising the services and supports provided to students

272 with disabilities by [general](#) education teachers, related service providers, and

273 paraprofessionals; and

274 (vi) providing specially designed instruction, [including content specific](#)

275 [pedagogy](#), as per IEPs, to students with disabilities, including:

276 [\(A\) the Utah Core Standards; and](#)

277 ~~[\(B\) the Utah Early Childhood Core Standards; and](#)~~

278 [\(B\) the Essential Elements as appropriate to a candidate's prospective area](#)

279 [of licensure as established by the Board;](#)

280 ~~[\(A\) core content from the Utah Early Childhood Core Standards and the](#)~~

281 ~~[Essential Elements and content specific pedagogy;](#)~~

282 (C) skills in assessing and addressing the educational needs and progress of

283 students with disabilities;

284 (D) skills in implementing and assessing the results of research and evidence-

285 based interventions for students with disabilities; and

286 (E) skills in ~~[the implementation of]~~ implementing an educational program with
287 accommodations, ~~[and]~~ modifications, services, and supports established by an IEP
288 for students with disabilities.

289 (2) For a program applicant accepted after January 1, 2020, a special
290 education or preschool special education preparation program shall require multiple
291 opportunities for a program applicant to successfully demonstrate application of
292 knowledge and skills gained through the program in a school-based setting in each
293 of the following:

294 (a) all requirements outlined in Subsection R277-304-3(6);

295 (b) creating learning goals and objectives for a student with disabilities that are
296 specific, measurable, time-bound, and aligned to identified student needs and the
297 Utah Core Standards;

298 (c) designing or adapting learning environments for diverse student
299 populations that encourage active participation in individual and group activities;

300 (d) monitoring school compliance with the provisions of multiple student's IEP
301 and Section 504 plans;

302 (e) conducting a student IEP meeting under the supervision of a licensed
303 special education teacher;

304 (f) using knowledge of measurement principles and practices to interpret
305 assessment information in making instructional, eligibility, program, and placement
306 decisions for students with disabilities, including those from culturally or linguistically
307 diverse backgrounds;

308 (g) developing and implementing a secondary transition plan as it relates to
309 ~~[further]~~ post-secondary education and training, competitive employment and
310 independent living~~[-employment and recreation, and leisure];~~ and

311 (h) communicating with parents of students with disabilities to ensure they are
312 informed regarding the progress of their student and their right to due process.

313 **R277-304-7. Deaf Education Preparation Programs.**

- 314 (1) Prior to approval by the Board, a deaf education preparation program shall:
315 (a) be operated by or partnered with a Utah institution of higher education or
316 the Utah State Board of Education;
317 (b) be aligned with the National Association of State Directors of Special
318 Education, Inc., Optimizing Outcomes for Students who are Deaf or Hard of Hearing,
319 Educational Service Guidelines, Third Edition;
320 (c) be focused on one or more of the following areas:
321 (i) teaching students who are deaf or hard of hearing from birth to age five
322 using both listening and spoken language strategies and American Sign Language;
323 (ii) teaching students who are deaf or hard of hearing with listening and
324 spoken language strategies; or
325 (iii) teaching students who are deaf or hard of hearing with strategies that
326 promote the development of American Sign Language and English literacy across
327 the curriculum;
328 (d) require the passage of a deaf education content knowledge assessment
329 approved by the Superintendent;
330 (e) require demonstration of competency in:
331 (i) the areas detailed in Section R277-304-3.
332 (ii) legal and ethical issues surrounding special education, including:
333 (A) the IDEA;
334 (B) the Special Education Rules Manual incorporated by reference in Section
335 R277-750-2; and
336 (C) all other applicable statutes and Board rules;
337 (iii) addressing specific linguistic and cultural needs of deaf and hard of
338 hearing students throughout the curriculum;
339 (iv) skills for incorporating language into all aspects of the curriculum;
340 (v) pedagogical skills unique to teaching reading, writing, mathematics, and
341 other content areas to deaf and hard of hearing students;
342 (vi) basic fluency in the use of American Sign Language;

343 (vii) knowledge of the audiological and physiological components of audition;
344 (viii) skills for teaching speech to deaf and hard of hearing students;
345 (ix) the socio-cultural and psychological implications of hearing loss; and
346 (x) assessing and addressing the educational needs and educational progress
347 of deaf and hard of hearing students.

348 (2) For a program applicant accepted after January 1, 2020, a deaf or hard of
349 hearing education preparation program shall require multiple opportunities for a
350 program applicant to successfully demonstrate application of knowledge and skills
351 gained through the program in a school-based setting in each of the following:

352 (a) all requirements outlined in Subsection R277-304-3(6);

353 (b) for a program focused on Subsection R277-304-7(1)(c)(i):

354 (i) assessing early childhood language development and assessment in
355 American Sign Language and spoken English;

356 (ii) working with families with students who are deaf or hard of hearing while
357 respecting a variety of communication modalities;

358 (iii) integrating language, speech, and listening everyday activities;

359 (iv) sharing knowledge with families iwth students who are deaf or hard of
360 hearing about the complexities of deaf culture, including norms and behaviors of the
361 deaf community;

362 (v) developing auditory perception in children and educating parents about
363 developmental milestones for listening skills; and

364 (vi) proficiency in American Sign Language as demonstrate by passing an
365 assessment approved by the Superintendent;

366 (c) for a program focused on Subsection R277-304-7(1)(c)(ii):

367 (i) developing auditory perception in children and strategies for develo[ing
368 listening and spken language in deaf and hard of hearing students;

369 (ii) demonstrating understanding and expertise regarding early childhood
370 spoken language development;

371 (iii) involving family members with students who are deaf or hard of hearing

372 in learning and therapeutic activities;

373 (iv) integrating speech, listening, and spoken language in preschool and early
374 elementary content areas; and

375 (v) integrating current listening technology, including troubleshooting such
376 technology; and

377 (d) for a program focused on Subsection R277-304-7(1)(c)(iii):

378 (i) integrating American Sign Language into instruction of core academic
379 content for all school-age students;

380 (ii) enhancing bilingual literacy of students who are deaf or hard of hearing in
381 both American Sign Language and English;

382 (iii) integrating respect and understanding of deaf culture into instruction;

383 (iv) demonstrating understanding and expertise regarding American Sign
384 Language language development; and

385 (v) proficiency in American Sign Language as demonstrated by passing an
386 assessment approved by the Superintendent.

387 **R277-304-8. Career and Technical Education Preparation Programs.**

388 (1) Prior to approval by the Board, a CTE teacher preparation program
389 designed for individuals that do not hold a bachelor's degree or higher shall:

390 (a) focus on one or more of the following areas:

391 (i) family and consumer sciences;

392 (ii) health sciences;

393 (iii) information technology;

394 (iv) skilled and technical sciences; or

395 (v) work-based learning;

396 (b) require that candidates have six years of documented, related
397 occupational experiences within the 10 years prior to the program application in an
398 approved CTE license area;

399 (c) require demonstration of competency in all areas detailed in Sections

400 R277-304-3 and R277-304-5:

401 (d) For a program applicant accepted after January 1, 2020, a CTE
402 preparation program shall require multiple opportunities for a program applicant to
403 successfully demonstrate application of knowledge and skills gained through the
404 program in a school-based setting in all requirements outlined in Section R277-304-
405 5; and

406 (e) require candidates to hold the applicable license or certificate issued by
407 the Utah State Department of Commerce, Division of Occupational and Professional
408 Licensing in any area where such licensure or certification exists.

409 (2) A program may count an associate's degree in a related area for up to two
410 years of occupational experience to satisfy the requirement in Subsection R277-304-
411 8(1)(b).

412 (3)(a) An approved program may request a waiver from the Superintendent
413 of the occupational experience required for a candidate if the candidate has passed
414 an approved competency examination in the respective field at or above the passing
415 score established by the Superintendent.

416 (b) The Superintendent may grant a waiver under Subsection (2)(a) for up to
417 five years from the date the candidate passed the examination.

418 **KEY:**

419 **Date of Enactment of Last Substantive Amendment: 2018**

420 **Authorizing, and Implemented or Interpreted Law: Art. X Sec. 3; 53A-1-401**

From the USU Catalog; recommended through Canvas Syllabus Template to be included in all syllabi.

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgmt/>

From USU's Risk Management webpage, with red material added after discussion with Risk Management.

Workers Compensation

Workers compensation insurance covers medical expenses incurred by employees who are injured in the course and scope of their employment. USU has a workers compensation policy through the Workers Compensation Fund.

USU procures this coverage for all USU employees and officially registered volunteers **and those working as "interns."** **Under the university's definition for the purpose of Workers Compensation, this includes teacher education practicum students and student teachers.** Should an employee or registered volunteer **or education intern** be injured while performing duties for and on behalf of USU, workers compensation insurance will cover the cost of getting him or her well again so he or she can return to work. It is important to note that workers compensation insurance is aimed solely at workplace injuries and workplace-related conditions. Workers compensation insurance is not health insurance.

- Workers compensation only covers workplace injuries. In some cases, an employee may have preexisting conditions that may cause or exacerbate a workplace injury. In these cases, while workers compensation claims adjusters may acknowledge that there are preexisting conditions, they are only obligated to cover the costs of the workplace injury.

From USU's Risk Management Webpage

Liability Insurance Coverages in Force

Type of Liability

- General Liability
- Automobile Liability
- Personal Injury Liability
- Errors & Omissions Liability
- Malpractice Liability

Persons Covered:


1. Employees of the University as defined in Utah Code 63-30-2(2) (which includes tutors and certified student teachers) or Utah Code 67-20-3, while acting during the performance of their duties, within the scope of their employment or under color of authority as such.
2. Any student of the University while engaged in providing services to members of the public as part of a class requirement or in the course of an approved clinical training program.
3. Any person, organization, trustee or estate while using an owned automobile or a hired automobile as authorized by the University, provided the actual operation or its other actual use is within the scope of such authorization.
4. Any employee of the University, as defined in Utah code 63-30-2(2) or Utah Code 67-20-3, while using a personal automobile, but only while such automobile is being used during the performance of duties, within the scope of employment or under color of authority as an employee of the University.
5. Acts or omissions of a professional nature performed in the context of (1) above by any employee of the University who is a physician, surgeon, dentist, intern, X-ray or laboratory technician, pharmacist, nurse, nurse's aid, psychiatrist or psychologist, dental assistant, EMT, nutritionist audiologist, speech pathologist, nurse practitioner, social worker, physical therapist, occupational therapist, nurse midwife, physician's assistant, licensed practical nurse, or any other medical practitioner required to be licensed in the State of Utah. (Note this coverage is not operative if the practitioner has failed to take the steps necessary to obtain a license.)
6. Any student of the University engaged in providing services to members of the public in the course of an approved medical, nursing, or other professional health care clinical training program.

Notes:

By state statute volunteers are accorded governmental immunity much the same as employees, when the purpose of their services is specific as to time and place and has been pre-approved.

This schedule reflects the coverages in general, but should not be relied upon as being definitive for a specific claim, due to the various exclusions that may be operative.

Summary Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program Within IHE*

		HEOA - Title II 2017 - 2018 Academic Year				
Institution Name		UTAH STATE UNIVERSITY				
Institution Code		4857				
State		Utah				
<i>February 1, 2019</i>						
				Statewide		
<i>Group</i>	<i>Number Taking Assessment¹</i>	<i>Number Passing Assessment²</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment¹</i>	<i>Number Passing Assessment²</i>	<i>Statewide Pass Rate</i>
All program completers, 2017-18	131	131	100%	1466	1433	98%
All program completers, 2016-17	169	169	100%	1679	1643	98%
All program completers, 2015-16	456	455	100%	1859	1832	99%

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

¹ Number of completers taking one or more assessments within their area of specialization.

² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**



**HEOA - Title II
2017 - 2018 Academic Year**

Institution Name	UTAH STATE UNIVERSITY
Institution Code	4857
State	Utah

Assessment Information¹	Group	Number Taking Assessment	Number Passing Assessment
AGRICULTURE (DISCONTINUED) (0700) <i>Test Company: ETS</i> <i>Score Range: 250-990</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16	13	13
AGRICULTURE (5701) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	30	30
	All program completers, 2017-18	2	
	All program completers, 2016-17		
	All program completers, 2015-16	1	
ART CONTENT KNOWLEDGE (5134) <i>Test Company: ETS</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	6	

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

Score Range: 100-200	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16	10	10
BIOLOGY CONTENT KNOWLEDGE (0235) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	1	
	All program completers, 2017-18	1	
	All program completers, 2016-17	1	
	All program completers, 2015-16	12	12



**HEOA - Title II
2017 - 2018 Academic Year**

Institution Name	UTAH STATE UNIVERSITY
Institution Code	4857
State	Utah

<i>Assessment Information</i> ¹	<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>
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**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

BUSINESS ED CONTENT KNOWLEDGE (5101) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	4	
	All program completers, 2017-18		
	All program completers, 2016-17	1	
	All program completers, 2015-16		
CHEMISTRY CONTENT KNOWLEDGE (0245) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	1	
	All program completers, 2017-18	1	
	All program completers, 2016-17	4	
	All program completers, 2015-16	5	
CHINESE (MANDARIN) WORLD LANGUAGE (5665) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16		
EARLY CHILDHOOD CONTENT KNOWLEDGE (5022) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

	All program completers, 2016-17		
	All program completers, 2015-16		



**HEOA - Title II
2017 - 2018 Academic Year**

Institution Name	UTAH STATE UNIVERSITY
Institution Code	4857
State	Utah

Assessment Information¹	Group	Number Taking Assessment	Number Passing Assessment
EARLY CHILDHOOD EDUCATION (5025) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16		
EARTH AND SPACE SCIENCES - CK (5571)	All enrolled students who have completed all nonclinical courses, 2017-18		

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

<i>Test Company: ETS</i> <i>Score Range: 100-200</i>	Other enrolled students, 2017-18	1	
	All program completers, 2017-18	1	
	All program completers, 2016-17	2	
	All program completers, 2015-16	1	
ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) (5014) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16	79	79
ELEM ED MULTI SUBJ MATHEMATICS (DISC) (5033) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18	7	
	Other enrolled students, 2017-18	6	
	All program completers, 2017-18	14	14
	All program completers, 2016-17	65	65
	All program completers, 2015-16	143	143

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**



**HEOA - Title II
2017 - 2018 Academic Year**

Institution Name	UTAH STATE UNIVERSITY
Institution Code	4857
State	Utah

Assessment Information¹	Group	Number Taking Assessment	Number Passing Assessment
ELEM ED MULTI SUBJ MATHEMATICS (5003) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2017-18	3	
	Other enrolled students, 2017-18	481	475
	All program completers, 2017-18	76	76
	All program completers, 2016-17	62	62
	All program completers, 2015-16	5	
ELEM ED MULTI SUBJ READING LANG ARTS (DISC) (5032) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2017-18	7	
	Other enrolled students, 2017-18	6	
	All program completers, 2017-18	14	14
	All program completers, 2016-17	65	65
	All program completers, 2015-16	143	143
ELEM ED MULTI SUBJ READING LANG ARTS (5002) Test Company: ETS	All enrolled students who have completed all nonclinical courses, 2017-18	3	
	Other enrolled students, 2017-18	481	475

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

Score Range: 100-200	All program completers, 2017-18	76	76
	All program completers, 2016-17	62	62
	All program completers, 2015-16	5	
ELEM ED MULTI SUBJ SCIENCES (DISC) (5035) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2017-18	7	
	Other enrolled students, 2017-18	6	
	All program completers, 2017-18	15	15
	All program completers, 2016-17	65	65
	All program completers, 2015-16	143	143



**HEOA - Title II
2017 - 2018 Academic Year**

Institution Name	UTAH STATE UNIVERSITY
Institution Code	4857
State	Utah

<i>Assessment Information</i> ¹	<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>
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**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

<i>ELEM ED MULTI SUBJ SCIENCES (5005)</i> <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18	3	
	Other enrolled students, 2017-18	482	475
	All program completers, 2017-18	76	76
	All program completers, 2016-17	61	61
	All program completers, 2015-16	5	
<i>ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) (5034)</i> <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18	7	
	Other enrolled students, 2017-18	6	
	All program completers, 2017-18	15	15
	All program completers, 2016-17	65	65
	All program completers, 2015-16	144	144
<i>ELEM ED MULTI SUBJ SOCIAL STUDIES (5004)</i> <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18	3	
	Other enrolled students, 2017-18	484	469
	All program completers, 2017-18	76	76
	All program completers, 2016-17	60	60
	All program completers, 2015-16	5	
<i>ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) (0041)</i> <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

	All program completers, 2016-17		
	All program completers, 2015-16	13	13



**HEOA - Title II
2017 - 2018 Academic Year**

Institution Name	UTAH STATE UNIVERSITY
Institution Code	4857
State	Utah

Assessment Information¹	Group	Number Taking Assessment	Number Passing Assessment
ENGLISH LANGUAGE ARTS: CK (5038) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17	1	
	All program completers, 2015-16	20	20
ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS (5039)	All enrolled students who have completed all nonclinical courses, 2017-18	1	

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

<i>Test Company: ETS</i> <i>Score Range: 100-200</i>	Other enrolled students, 2017-18	27	27
	All program completers, 2017-18	13	13
	All program completers, 2016-17	6	
	All program completers, 2015-16	2	
FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) (5121) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16	25	25
FAMILY AND CONSUMER SCIENCES (5122) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18	1	
	Other enrolled students, 2017-18	26	23
	All program completers, 2017-18	3	
	All program completers, 2016-17	2	
	All program completers, 2015-16	4	

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**



**HEOA - Title II
2017 - 2018 Academic Year**

Institution Name	UTAH STATE UNIVERSITY
Institution Code	4857
State	Utah

<i>Assessment Information</i> ¹	<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>
FRENCH WORLD LANGUAGE (5174) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	1	
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16		
GENERAL SCI CONTENT KNOWLEDGE (0435) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16		
GEOGRAPHY (5921) <i>Test Company: ETS</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	2	

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

Score Range: 100-200	All program completers, 2017-18		
	All program completers, 2016-17	1	
	All program completers, 2015-16	1	
GERMAN WORLD LANGUAGE (5183) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16		



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Institution Name	UTAH STATE UNIVERSITY
Institution Code	4857
State	Utah

<i>Assessment Information</i> ¹	<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>
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**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

<p><i>GOVERNMENT POLITICAL SCIENCE (5931)</i></p> <p><i>Test Company: ETS</i> <i>Score Range: 100-200</i></p>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	1	
	All program completers, 2017-18		
	All program completers, 2016-17	1	
	All program completers, 2015-16	4	
<p><i>HEALTH EDUCATION (5551)</i></p> <p><i>Test Company: ETS</i> <i>Score Range: 100-200</i></p>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	2	
	All program completers, 2017-18		
	All program completers, 2016-17	3	
	All program completers, 2015-16	5	
<p><i>LATIN (5601)</i></p> <p><i>Test Company: ETS</i> <i>Score Range: 100-200</i></p>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16		
<p><i>LIBRARY MEDIA SPECIALIST (5311)</i></p> <p><i>Test Company: ETS</i> <i>Score Range: 100-200</i></p>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

	All program completers, 2016-17		
	All program completers, 2015-16	5	



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Institution Name	UTAH STATE UNIVERSITY
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<i>Assessment Information¹</i>	<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>
MATHEMATICS CONTENT KNOWLEDGE (DISC) (0061) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16	8	
MATHEMATICS CONTENT KNOWLEDGE (5161)	All enrolled students who have completed all nonclinical courses, 2017-18		

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

<i>Test Company: ETS</i> <i>Score Range: 100-200</i>	Other enrolled students, 2017-18	17	17
	All program completers, 2017-18	2	
	All program completers, 2016-17	4	
	All program completers, 2015-16	21	20
MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) (5049) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16	1	
MIDDLE SCHOOL ENG LANG ARTS (5047) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17	1	
	All program completers, 2015-16	1	

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**



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Institution Name	UTAH STATE UNIVERSITY
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<i>Assessment Information</i> ¹	<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>
MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) (0069) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17	2	
	All program completers, 2015-16	14	14
MIDDLE SCHOOL MATHEMATICS (5169) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	26	20
	All program completers, 2017-18	1	
	All program completers, 2016-17	6	
	All program completers, 2015-16	13	13
MUSIC CONTENT KNOWLEDGE (0113) <i>Test Company: ETS</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	7	

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

Score Range: 100-200	All program completers, 2017-18	1	
	All program completers, 2016-17		
	All program completers, 2015-16	10	10
PHYSICAL ED CONTENT KNOWLEDGE (5091) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	4	
	All program completers, 2017-18	2	
	All program completers, 2016-17	3	
	All program completers, 2015-16	10	10



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Institution Name	UTAH STATE UNIVERSITY
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State	Utah

<i>Assessment Information</i> ¹	<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>
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**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

PHYSICAL SCIENCE CONTENT KNOWLEDGE (0481) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16	2	
PHYSICS CONTENT KNOWLEDGE (5265) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	5	
	All program completers, 2017-18	2	
	All program completers, 2016-17	3	
	All program completers, 2015-16	5	
PSYCHOLOGY (DISCONTINUED) (0390) <i>Test Company: ETS</i> <i>Score Range: 250-990</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16	1	
PSYCHOLOGY (5391) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

	All program completers, 2016-17	1	
	All program completers, 2015-16		



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Institution Name	UTAH STATE UNIVERSITY
Institution Code	4857
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Assessment Information¹	Group	Number Taking Assessment	Number Passing Assessment
<i>SE CK AND MILD TO MODERATE APPL (5543)</i> Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16	5	
<i>SE CK AND SEVERE TO PROF APPL (5545)</i>	All enrolled students who have completed all nonclinical courses, 2017-18		

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

<i>Test Company: ETS</i> <i>Score Range: 100-200</i>	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16		
SE CORE KNOWLEDGE & APPLICATIONS (5354) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17	1	
	All program completers, 2015-16	1	
SOCIAL STUDIES CONTENT KNOWLEDGE (0081) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	21	21
	All program completers, 2017-18	5	
	All program completers, 2016-17	1	
	All program completers, 2015-16	19	19

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**



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Institution Name	UTAH STATE UNIVERSITY
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<i>Assessment Information</i> ¹	<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>
SOCIOLOGY (5952) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	1	
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16		
SPANISH WORLD LANGUAGE (5195) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	1	
	All program completers, 2017-18	7	
	All program completers, 2016-17	4	
	All program completers, 2015-16	5	
SPEECH COMMUNICATION: CK (5221) <i>Test Company: ETS</i>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

Score Range: 100-200	All program completers, 2017-18		
	All program completers, 2016-17	1	
	All program completers, 2015-16	1	
TECHNOLOGY EDUCATION (5051) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	3	
	All program completers, 2017-18		
	All program completers, 2016-17	1	
	All program completers, 2015-16	6	



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<i>Assessment Information</i> ¹	<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>
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**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

<p><i>THEATRE (DISCONTINUED) (0640)</i></p> <p>Test Company: ETS Score Range: 250-990</p>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16		
<p><i>THEATRE (5641)</i></p> <p>Test Company: ETS Score Range: 100-200</p>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	4	
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16	2	
<p><i>WORLD AND U.S. HISTORY CK (5941)</i></p> <p>Test Company: ETS Score Range: 100-200</p>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	12	11
	All program completers, 2017-18	2	
	All program completers, 2016-17	4	
	All program completers, 2015-16	13	12
<p><i>OPI FRENCH (ACT1006)</i></p> <p>Test Company: ACTFL * Score Range: 1-10</p>	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18	1	
	All program completers, 2017-18		

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

	All program completers, 2016-17		
	All program completers, 2015-16		



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Institution Name	UTAH STATE UNIVERSITY
Institution Code	4857
State	Utah

Assessment Information¹	Group	Number Taking Assessment	Number Passing Assessment
OPI MANDARIN (ACT1013) Test Company: ACTFL* Score Range: 1-10	All enrolled students who have completed all nonclinical courses, 2017-18		
	Other enrolled students, 2017-18		
	All program completers, 2017-18		
	All program completers, 2016-17		
	All program completers, 2015-16		
OPI SPANISH (ACT1018)	All enrolled students who have completed all nonclinical courses, 2017-18		

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

<i>Test Company: ACTFL *</i> <i>Score Range: 1-10</i>	Other enrolled students, 2017-18	2	
	All program completers, 2017-18	7	
	All program completers, 2016-17	6	
	All program completers, 2015-16	4	

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

¹Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for one format only.

²Cut scores may vary for groups depending upon when the cut scores are established by the state and when each group completed their teacher certification.

*Questions regarding tests listed by this testing company must be addressed to your state Title II Coordinator.

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
100%	603	520	13	13	100%	603
100%	168	147	30	30	100%	168
		147	2			
		147	1			
			5			
		158	19	19	100%	173

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

			39	39	100%	175
			38	38	100%	171
100%	176	158	49	48	98%	172
			8			
		149	65	63	97%	164
		149	32	32	100%	174
		149	55	55	100%	169
100%	175	149	71	71	100%	171

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

		154	8			
			10	10	100%	178
		154	5			
			8			
			4			
		151	13	13	100%	164
		151	19	19	100%	173
		151	13	10	77%	161
		151	27	25	93%	166
			4			
			2			
			2			
			3			

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

			2			
			2			

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
			1			
			1			
			1			
			2			
			1			
			3			

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

		153	7			
		153	6			
		153	12	12	100%	175
		153	14	14	100%	176
100%	170	150	87	87	100%	170
		165	12	12	100%	177
		165	24	21	88%	171
100%	177	165	32	31	97%	174
100%	180	165	187	181	97%	176
100%	178	165	421	416	99%	177

Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program* Within IHE

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
		157	280	278	99%	179
99%	183	157	1676	1612	96%	178
100%	185	157	809	806	100%	181
100%	184	157	821	812	99%	181
		157	534	530	99%	181
		165	12	12	100%	182
		165	23	18	78%	173
100%	175	165	30	29	97%	176
100%	178	165	185	183	99%	178
100%	179	165	422	420	100%	178
		157	278	278	100%	174
99%	170	157	1673	1580	94%	170

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

100%	171	157	810	799	99%	172
100%	172	157	821	815	99%	174
		157	535	528	99%	175
		159	12	12	100%	182
		159	23	19	83%	168
100%	176	159	32	30	94%	173
100%	175	159	188	184	98%	173
100%	175	159	421	417	99%	174

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

		159	278	273	98%	174
99%	176	159	1665	1547	93%	173
100%	176	159	809	798	99%	175
100%	178	159	820	812	99%	175
		159	535	527	99%	174
		155	12	12	100%	176
		155	23	19	83%	168
100%	170	155	31	28	90%	168
100%	168	155	187	184	98%	169
100%	170	155	422	418	99%	169
		155	279	266	95%	172
97%	169	155	1669	1542	92%	169
100%	170	155	810	787	97%	170
100%	171	155	821	807	98%	171
		155	534	525	98%	172

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

100%	182	168	13	13	100%	182

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
			1			
		162	2			
100%	183	162	27	27	100%	183
		162	23	23	100%	179

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

100%	175	162	80	76	95%	175
100%	178	162	105	105	100%	179
		162	105	105	100%	179
		162	66	65	98%	178
			1			
100%	172	159	25	25	100%	172
		160	4			
88%	170	160	27	24	89%	170
		160	22	22	100%	171
		160	14	14	100%	176
		160	28	28	100%	169

Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program* Within IHE

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
			4			
		160	4			
			5			
			1			
			6			
			1			
			4			
		159	2			

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

			2			
		159	6			
		159	2			
			3			
			2			
			3			

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

		149	1			
			1			
		149	1			
		149	5			
			1			
		162	13	11	85%	168
			24	24	100%	172
		162	31	31	100%	173
		162	33	32	97%	174
			1			

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

		141	5			

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
			3			
		138	12	12	100%	162
			18	16	89%	172

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

100%	177	160	139	107	77%	166
		160	67	67	100%	175
		160	74	69	93%	171
95%	175	160	81	77	95%	174
		155	1			
			1			
			1			
		158	1			
		158	1			

Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program* Within IHE

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
		145	6			
100%	163	145	14	14	100%	163
			4			
77%	166	165	100	90	90%	176
		165	28	28	100%	179
		165	37	37	100%	179
100%	175	165	27	27	100%	178
			6			
		156	20	19	95%	175

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

		156	44	44	100%	175
			49	48	98%	174
100%	174	156	64	64	100%	173
			8			
		152	18	17	94%	158
		152	50	49	98%	160
		152	43	43	100%	161
100%	159	152	52	52	100%	161

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

			1			
		150	3			
			2			
		136	17	16	94%	162
		136	19	19	100%	166
		136	15	15	100%	156
		136	17	17	100%	162
		620	1			

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

		154	3			
			2			

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
			30	28	93%	167
			19	18	95%	167
			4			
			2			
		158	6			

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

			2			
			7			
			21	21	100%	177
		160	18	18	100%	179
		160	18	18	100%	179
			13	12	92%	175
100%	176	159	52	51	98%	176
		159	79	77	97%	175
		159	86	86	100%	173
100%	174	159	90	88	98%	175

Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program* Within IHE

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
		154	2			
			1			
			10	8	80%	180
		168	19	19	100%	182
		168	25	25	100%	180
		168	32	30	94%	178
		168	34	33	97%	182

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

			1			
		144	2			
		144	2			
			2			
		144	4			
			13	13	100%	188
		144	11	11	100%	183
		144	12	12	100%	190

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

			1			
			3			
		162	5			
			22	21	95%	175
			20	20	100%	177
		162	14	14	100%	179
			4			
92%	169	156	29	23	79%	166
		156	29	27	93%	168
		156	40	37	93%	166
92%	169	156	40	39	98%	172
		7	1			

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

			1			

February 1, 2019

			Statewide			
<i>Institutional Pass Rate</i>	<i>Institutional Average Scaled Score</i>	<i>Assessment Cut Score²</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	<i>Statewide Average Scaled Score</i>
			1			

**Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program*
Within IHE**

		7	7			
		7	16	16	100%	8
		7	16	14	88%	7
		7	15	15	100%	8

ation or licensure assessment.