

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

Academic Year
September 1, 2014 - August 31, 2015

Emma Eccles Jones
College of Education and Human Services
Utah State University

INTRODUCTION

During the past year, September 2014 - August 2015, the University Council on Teacher Education has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

MEMBERSHIP

The University Council on Teacher Education is composed of 24 voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services

selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the Council for the 2014-2015 academic year is identified on page 12 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 65 percent of the membership was in attendance at all meetings.

ACTIVITIES OF THE COUNCIL

Action Items

Program Changes

The Council approved the following program changes:

1. School Health was eliminated as a USU teaching major and minor
2. Elementary Education increased their math requirements to meet Common Core

standards and Utah State Office of Education licensing standards

- ELED 4060 – Teaching ELED School Math: Rational Numbers, Operations & Proportional Reasoning – (New Course)
 - MATH 2010 – Algebraic Thinking and Number Sense for ELED Teachers (New Course)
 - MATH 2010 – Euclidean Geometry & Statistics for ELED Teachers (Title Change and Description Change)
3. Theatre Education – both major and minor requirements were adjusted to meet the National Association of Theatre and Utah State Office of Education standards
4. Course approval changes were approved for the following programs:
- Art Education
 - Business Education
 - Communicative Disorders and Deaf Education
 - Special Education
 - Technology Engineering Education

Policy Changes

The Council approved the following policy changes:

- The Speech and Hearing test (required for admission into Teacher Education) fee will be reduced from \$10 to \$5 and students will now be assessed a \$5 writing exam fee.
- New Teacher Education Writing Exam (required for admission into Teacher

Education:

- Students will be given a choice of writing a descriptive essay or a persuasive letter.
 - Twenty-eight new prompts have been developed to reduce any language bias for ethnically diverse students and students whose first language is not English.
 - The test administration time has been increased to two hours.
 - The grading rubric is based on the six-traits of writing (development and elaboration of ideas, logical organization, word choice, voice, sentence fluency, and conventions).
 - A student must receive a minimum score of 24/36 to pass.
 - Students are assessed a \$5 fee to compensate the cost of scoring their exam.
 - All essays are read by a minimum of two trained scorers. If there is a disagreement with the two scorers, the essay will receive a third read.
 - New videos have been completed by the Writing Center and are available online to assist students in taking and passing the writing exam.
- Elementary Education majors are required to receive a minimum grade of B- in each of the required ELED courses.
 - Dual Language Immersion Student Teaching: If possible, the student teacher will be placed in one school that will provide student teaching experiences in the major, minor, and DLI. If not possible, the student teacher will be placed in one

school for the major and minor but the experience will be shortened by three weeks. The DLI placement will occur during the last three weeks of the student teaching experience.

- Waive the ITLS 4015 Technology for Teachers course requirement
 - English Education
 - Theatre Education
- Sociology and Psychology Minors' Clinical and Student Teaching Placements – when no field placements are available in the content area classes, placements will be with a teacher who is teaching content well-suited to including sociology or psychology content.

The Utah State Board of Education has approved the following changes:

- Internships: Employed by LEA for one full school year
- Teacher Education Candidates must:
 - Must have a cumulative GPA of 3.0 at admission and maintain a 3.0 GPA to be recommended for licensing
 - Receive a C or better in all education related and major content courses
- Teacher Education programs may substitute the Praxis II content knowledge tests or the Praxis CORE test for the basic skills test requirement (ACT or SAT)
- Elementary Education majors will now be required to take the ETS Praxis Elementary Education Multiple Subjects Test 5001 beginning September 1, 2014

Information Items

- Secondary Science Education – David Feldon, STEM Director – A report prepared by David was shared to enhance the preparation of science teachers. He presented three proposals: 1) Expand the number of courses recognized by the individual science content teaching programs as meeting content requirements; 2) Eliminate composite teaching majors across departments; 3) Move toward an integrated bachelor's/master's degree pathway to teaching – designed to graduate students with a bachelor's degree in a science content area and receive a secondary education license during the master's degree.
- Council members were reminded to inform their faculty involved with teacher education courses that there is an ED1 and ED 2 block placed on all teacher education courses and to please check to see if these blocks have been removed before they sign students into their classes.. These blocks are removed once students have been officially admitted into teacher education and has passed a USOE background check. A cleared background check must be passed before students are allowed to work in the public schools.
- The Council for the Accreditation of Educator Preparation (CAEP) requires official partnership agreements signed for every school district teacher education candidates have placements with.
- New Utah State Superintendent of Public Instruction is Brad C. Smith. He was Ogden City School District's Superintendent and worked professionally as an attorney.

STUDENT PROFILE

Students in the Teacher Education Program. Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 3.0 GPA and a minimum composite ACT score of 21 with a verbal/English score no less than 20 and a mathematics/quantitative score of no less than 19.

A total of 331 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2014 through August 31, 2015. This total represents a decrease of 26.4 percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2013-2014 and 2014-2015. Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPA.

A review of these data indicate that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Two hundred ninety-six (296) students admitted into the Teacher Education Program during the 2014-2015 academic

year submitted ACT scores. The mean composite ACT score of these 296 students was 24.88. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.2. The 331 students admitted into the Teacher Education Program had a mean USU GPA of 3.51 and a mean cumulative GPA of 3.52. The Registrar's Office at the University reported the following mean GPA for all sophomores at USU for the 2014-2015 academic year.

Fall Semester 2014: Mean USU GPA = 3.04

In addition, there were 154 students admitted to post-bachelors education licensing programs. This represents a 4.3% decrease. These programs include: Administrative Supervisory Certificate (AS/C), Alternative Special Education, Communicative Disorders (Speech Language Pathology), Secondary Education Graduate Route to Licensure, and School Counseling.

Graduates Recommended for Certification. There were five hundred eighty-four (584) students recommended for educator licensing and endorsements. This total is a decrease of 8.2 percent in 2015 as compared to 2014 (see Table 6). Four hundred eighteen (418) students were recommended for initial licensing in 2015. This total is a decrease of 8.5 percent in the number of initial licenses granted.

Praxis Content Testing. Table 7 shows that there were 1,817 tests attempted in the ETS Praxis II Content test in the student's major area. One thousand three hundred sixty-nine (1,369) or 75% passed and will receive NCLB "highly qualified status" when they receive their Utah Level I teaching license. Pass rates for each content area ranged from 33% to 100%. The following content areas had a 100% pass

rate: Agriculture Education, Art Education, Biology, Business, Early Childhood, Earth Science, French, Latin, Library Media, Music, Physics, Political Science, School Counseling, School Psychology, Special Education, Technology Engineering Education, and Theatre.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they apply for their Level 2 teaching license, USU strongly encourages students to take the exam prior to graduation to enhance their marketability with school districts. One hundred thirty-nine (139) students attempted the PLT and one hundred thirty-five (135) passed the exam, resulting in a 97% pass rate.

Placement of Program Graduates. The job placement rate of program graduates continues to be of interest to the Council. In 2015 a total of 551 graduates were recommended to the Utah State Office of Education for initial licensing or additional endorsement areas. Three hundred eighty-five (70%) responded to our placement survey. Of these, 351 (91%) were employed in Utah and 11 (2.9%) accepted teaching contracts out-of-state. These percentages represent a 96 percent placement rate for those seeking teaching positions (see Table 8). The 2015 placement rate is higher than the rate achieved in 2014, which was 94 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program are informed that the probability for employment in some majors may not be as favorable as in other teaching areas. Placement rates for each major ranged from 67% to 100%. Additional statistics are as follows: eleven (2.9%) were still seeking a teaching position; five (1.3%) were not

seeking a teaching position; six (1.6%) had secured other employment, and one (.26%) was continuing his/her education.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the status of the Teacher Education Program for the 2014-2015 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by our public, private, and charter schools. This need, as a minimum, requires the preparation of highly motivated, well-trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control for the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

**UTAH STATE UNIVERSITY
COUNCIL ON TEACHER EDUCATION MEMBERSHIP
2014-15 through 2016-2017***

* Terms expire May 30

College and Number	Department or Area	2014-15	2015-16	2016-17
Dean, CEHS (1)	Chairman			Beth Foley
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			PENDING
Agriculture (2)	Ag. Education, Family, Consumer Sci			Becki Lawver
	Engineering (TEE)			Gary Stewardson
Education (6)	Teacher Education and Leadership			Mary Roe
	Inst Tech		Sheri Haderlie	
	Com Dis & Deaf Education	Debbie Golos Schmitz*		
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology			Carrie Madden
Humanities and Social Sciences (2)	English		Sonia Manuel Dupont	
	History	Chris Conte*		
Caine College of Arts (2)	Fine Arts			PENDING
	Theater Arts		Matt Omasta	
Natural Resources (1)	Geography			PENDING
Science (2)	Mathematics			Brynja Kohler
	Biology			Richard Mueller
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.			Scott Hunsaker
UEA (1)	Public Schools			Tom Nedreberg
Society of Supts. (1)	Superintendents		Steve Norton	
USUSA (1)	ASUSU	Shelby Clayson*		
RCDE (1)	Regional Campus			Sylvia Read

TABLE 1

**A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION
PROGRAM, 2013-14 AND 2014-2015, BY PROGRAMS**

MAJOR	2013-14	2014-15	DIFFERENCE
Early Childhood	26	23	-3
Elementary Education (1-8)	125	108	-17
Elementary Education (K-6)	20	27	7
Composite, Elem Educ & Deaf	5	8	3
Composite, Elem Educ & Spec Educ	17	19	2
Composite, Spec Educ & Early Child	4	4	0
Special Education	28	39	11
Secondary Education Majors			
Chemistry	0	2	2
English	38	12	-26
French	0	0	0
Geography	3	0	-3
German	0	0	0
Health Education	8	5	-3
History	16	6	-10
Mathematics	10	6	-4
P.E.	12	3	-9
Physics	0	1	1
Spanish	2	4	2

TABLE 1 (cont.)

MAJOR	2013-14	2014-15	DIFFERENCE
Composite Majors			
Agricultural Education	18	3	-15
Art Education	9	1	-8
Biological Science	18	8	-10
Business Education	0	1	1
Earth Science	1	3	2
Family & Consumer Sciences Education	18	7	-11
Mathematics/Statistics	18	15	-3
Music	13	15	2
Physical Science	3	3	0
Social Studies	22	7	-15
Technology Engineering Educ (TEE, ETE, TIED)	11	1	-10
Theatre Arts	5	0	-5
Teacher Education-Majors TOTAL	450	331	-119
Secondary Education Minors * (Numbers not included in Total Admits)			
American Sign Language	0	2	2
Chemistry	15	9	-6
Chinese	0	0	0
English	9	3	-6
Geography	1	1	0
Health Education	0	0	0

TABLE 1 (cont.)

MAJOR	2013-14	2014-15	DIFFERENCE
History	10	2	-8
Latin	1	0	-1
Math	1	2	1
P.E./Coaching	8	3	-5
Physics	0	3	3
Political Science	6	7	1
Psychology	21	7	-14
School Library Media	5	0	-5
Spanish	6	4	-2
Sociology	5	2	-3
Speech Communication	2	4	2
Theatre Arts	1	0	-1
Post Bachelors Licensing Program-4			
Administrative Supervisory Certificate	52	57	5
Communicative Disorders (SLP)	17	17	0
Alternative Special Education	37	46	9
Graduate Route Licensing SCED	8	6	-2
School Counseling	47	28	-19
Post BS TOTAL	161	154	-7
Grand TOTAL	611	485	-126

TABLE 2

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM
CATEGORIZED BY ADMISSION CRITERIA
2014-2015**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2013-2014	% of Total	2014-2015	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	261	58%	211	64%
ACT Scores \geq 21 in at least one area	116	26%	85	26%
ACT Scores < 21 in <u>ALL</u> four areas	3	.7%	0	0
2 nd BS Degree (GPA of \geq 2.75 on last 45 credits)	11	2%	8	2%
No ACT Score available	70	16%	35	11%
TOTAL	450		331	

TABLE 3

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION
BY TEST AREA
2013- 2014 AND 2014-2015**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2013-2014		2014-2015	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	332 (87%)	44 (12%)	271 (92%)	24 (8%)
Mathematics	323 (85%)	54 (14%)	258 (87%)	38 (13%)
Social Sciences	340 (89%)	34 (9%)	270 (91%)	17 (6%)
Natural Sciences	329 (87%)	45 (12%)	263 (89%)	21 (7%)
	N=380		N=296	

TABLE 4

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM
CATEGORIZED BY ADMISSION CRITERIA, BY PROGRAM
SEPTEMBER 1, 2014 - AUGUST 31, 2015**

Program	Total # of Students Admitted	# students with ACT scores > 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
Agricultural Education	3	3	0	0	0
Art Education	1	1	0	0	0
Biological Science	8	8	0	0	0
Business Education	1	1	0	0	0
Chemistry	2	1	0	0	1
Composite, El Ed & Deaf Educ	8	7	0	0	1
Composite, El Ed & Spec Educ	19	18	0	0	1
Composite, Spec Ed & Early Child	4	2	0	0	2
Early Childhood	23	10	0	0	13
Earth Science	3	3	0	0	0
Elem Education (1-8)	108	101	0	4	7
Elem Education (K-6)	27	26	0	0	1
English	12	12	0	1	0
FCSE	7	7	0	0	0
French	0	0	0	0	0
Geography	0	0	0	0	0
German	0	0	0	0	0

Program	Total # of Students Admitted	# students with ACT scores > 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
Health Education	5	4	0	0	1
History	6	4	0	0	2
Math	6	6	0	0	0
Math/Stat	15	14	0	0	1
Music	15	14	0	0	1
Physical Education	3	3	0	0	0
Physical Science	3	3	0	0	0
Physics	1	1	0	0	0
Social Studies	7	7	0	0	0
Spanish	4	4	0	0	0
Special Education	39	35	0	0	4
Technology Engineering Educ	1	1	0	0	0
Theatre Arts	0	0	0	0	0
TOTAL	331	296	0	5	35

TABLE 5

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,
CUMULATIVE GPA BY PROGRAM, AT THE TIME OF ADMISSION INTO THE TEACHER EDUCATION PROGRAM
SEPTEMBER 2014 THROUGH AUGUST 2015**

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	3	3	0	0	26.5	3.24	3.40
Art Education	1	1	0	0	30	3.52	3.52
Biological Science	8	8	0	0	20.5	3.47	3.51
Business Education	1	1	0	0	23	3.32	3.32
Chemistry	2	1	1	0	29.5	3.51	3.60
Composite, El Ed & Deaf Ed	8	7	1	0	22.75	3.62	3.63
Composite, El Ed & Spec Ed	19	18	1	0	24	3.68	3.66
Composite, Spec Educ & EC	4	2	2	0	29.75	3.50	3.51
Early Childhood Education	23	10	13	0	25.75	3.70	3.69
Earth Science	3	3	0	0	28	3.42	3.48
Elem Education (1-8)	108	101	7	4	21	3.58	3.52
Elem Education (K-6)	27	26	1	0	22	3.64	3.62
English	12	12	0	1	23	3.56	3.58
FCSE	7	7	0	0	21.25	3.50	3.50
French	0	0	0	0	n/a	n/a	n/a
Geography	0	0	0	0	n/a	n/a	n/a
German	0	0	0	0	n/a	n/a	n/a
Health Education	5	4	1	0	21	3.70	3.68

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
History	6	4	2	0	27.75	3.40	
Math	6	6	0	0	21	3.53	3.37
Math/Stat	15	14	1	0	28	3.71	3.71
Music	15	14	1	0	25.5	3.65	3.65
Physical Education	3	3	0	0	23	3.36	3.44
Physical Science	3	3	0	0	27.5	3.45	3.56
Physics	1	1	0	0	23	3.13	3.13
Social Studies	7	7	0	0	25	3.42	3.41
Spanish	4	4	0	0	33.25	3.26	3.35
Special Education	39	35	4	0	23.5	3.49	3.52
Tech Engineering Ed (TEE)	1	1	0	0	21.5	3.82	3.63
Theatre Arts	0	0	0	0	n/a	n/a	n/a
TOTAL	331	296	35	5	24.88	3.51	3.52

TABLE 6
TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR TEACHER LICENSING
2008-2015

	2008	2009	2010	2011	2012	2013	2014	2015
Composite	44	44	31	29	8	8	29	38
Early Childhood	6	0	4	4	17	17	19	21
Elementary	156	149	112	123	109	139	138	116
Elementary K-6	n/a	n/a	8	7	17	15	11	9
Secondary	143	113	105	167	113	117	127	101
Endorsements	131	57	46	79	85	107	120	110
Art	3	3	2	8	5	7	5	8
ComD	26	23	13	20	13	28	21	26
HPER	22	16	20	17	27	16	17	16
Lib Media	22	11	15	1	4	4	2	3
Music	9	9	10	10	8	9	15	8
School Counseling	53	18	34	19	52	26	47	28
School Psychology	5	2	1	2	3	5	3	3
Special Education	113	120	94	89	75	79	82	97
TOTAL	733 (548)	565 (466)	495 (425)	558 (416)	536 (407)	577 (470)	636 (457)	584 (418)

*Numbers in parenthesis indicate the number of **initial** certificates for that year.

Table 7

**PRAXIS ATTEMPTS OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR LICENSING
2011-2015**

Program	Praxis Test Number and Name	Passing Score	2011		2012		2013		2014		2015	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Administrative/ Supervisory Certificate	0411/5411- Educational Leadership & Supervision	151	44	43 (98%)	60	55 (91%)	43	39 (91%)	54	49 (91%)	63	57 (90%)
Ag Education	0700/5701-Agriculture	520	8	8 (100%)	7	6 (88%)	12	10 (83%)	14	13 (93%)	4	4 (100%)
Art Education	0134/5134- Art: Content Knowledge	158 #	7	7 (100%)	5	5 (100%)	4	3 (75%)	11	10 (91%)	6	6 (100%)
Biology	0235/5235- Biology: Content Knowledge	149	17	17 (100%)	8	8 (100%)	6	6 (100%)	10	10 (100%)	18	18 (100%)
Business	5101-Business Education: Content Knowledge	154	n/a	n/a	n/a	n/a	n/a	n/a	2	2 (100%)	1	1 (100%)
Chemistry	0245/5245-Chemistry: Content Knowledge	151	9	7 (78%)	3	2 (67%)	5	3 (60%)	8	4 (50%)	9	4 (44%)
Chinese	5665-Chinese- Mandarin World Language	164#	n/a	n/a	n/a	n/a	n/a	n/a	1	0	1	0
Early Childhood	0022/5022 Early Childhood	160	n/a	n/a	n/a	n/a	n/a	n/a	4	4 (100%)	1	1 (100%)
Earth Science	0571/5571- Earth Sci: Content Knowledge	153	0	0	0	0	0	0	3	0	2	2 (100%)
Elementary Education	0014/5014- Elementary Educ: Content Knowledge	150	78	74 (95%)	89	79 (89%)	19	17 (89%)	2	2 (100%)	n/a	n/a
Elementary Education Early Childhood	5032/5002-Elementary Ed Reading/Language	165	n/a	n/a	n/a	n/a	275	227 (83%)	307	247 (80%)	321	242 (75%)

Program	Praxis Test Number and Name	Passing Score	2011		2012		2013		2014		2015	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Early Childhood/Deaf Ed Early Childhood/Elem Ed Elem/Deaf Education Elem/Special Education Special Education	5033/5003-Elementary Ed Mathematics	165	n/a	n/a	n/a	n/a	308	180 (58%)	384	234 (61%)	337	267 (79%)
	5034/5004-Elementary Ed Social Studies	155	n/a	n/a	n/a	n/a	289	196 (68%)	340	245 (72%)	350	237 (68%)
	5035/5005-Elementary Ed Science	159	n/a	n/a	n/a	n/a	290	218 (75%)	312	249 (80%)	317	259 (82%)
English	0041/5041-English Lang: Literature & Composition: Content Knowledge	168	32	22 (69%)	25	19 (76%)	19	17 (89%)	2	1 (50%)	0	0
English	5038/5039- English Language Arts-Content Knowledge	162#	n/a	n/a	n/a	n/a	n/a	n/a	33	32 (97%)	30	25 (83%)
Family & Consumer Science	0121/5121/5122-Family & Consumer Sciences	159	19	19 (100%)	13	12 (92%)	13	12 (92%)	19	18 (95%)	31	18 (58%)
French	5174-French: Content Knowledge	160 #	0	0	3	2 (67%)	5	4 (80%)	4	1 (25%)	1	1 (100%)
Geography	0921/0920/5921-: Geography	630	1	1 (100%)	0	0	0	0	1	1 (100%)	6	4 (67%)
German	5183-German: Content Knowledge	160 #	0	0	1	1 (100%)	0	0	0	0	0	0
Health Education	5551 Health Educ	670	1	1 (100%)	11	7 (66%)	5	5 (100%)	7	7 (100%)	2	1 (50%)
History	0941/5941- World & US History: Content Knowledge	156	48	29 (60%)	39	20 (51%)	32	20 (63%)	20	10 (50%)	30	15 (50%)
Integrated Science	0435/5435-General Sci: Content Knowledge	166	0	0	19	11 (58%)	7	4 (57%)	15	11 (73%)	5	4 (80%)

Program	Praxis Test Number and Name	Passing Score	2011		2012		2013		2014		2015	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Latin	0600-Latin	610	0	0	2	2 (100%)	2	2 (100%)	0	0	1	1 (100%)
Library Media Endorsement	0311/5311-Library Media Endorsement	141#	n/a	n/a	n/a	n/a	n/a	n/a	3	3 (100%)	5	5 (100%)
Marketing	0561- Marketing Education	144#	n/a	n/a	n/a	n/a	n/a	n/a	1	1 (100%)	0	0
Math Level II Endorsement	0069/5169-Middle School Mathematics	145	51	50 (98%)	59	55 (93%)	99	85 (86%)	92	48 (52%)	80	41 (51%)
Mathematics/ Math/Stats	0061/5061/5161- Mathematics: Content Knowledge	138	34	26 (76%)	53	43 (81%)	42	38 (90%)	39	25 (64%)	36	19 (53%)
Music	5113-Music Content Knowledge	156	20	19 (95%)	8	6 (75%)	22	18 (82%)	6	6 (100%)	6	6 (100%)
Physical Education/ PE/Coaching	0091/5091- Physical Ed: Content Knowledge	152	7	5 (71%)	0	0	7	7 (100%)	12	12 (100%)	10	9 (90%)
Physical Science	0070-Chemistry, Physics, General Sci	570	0	0	1	1 (100%)	1	1 (100%)	0	0	0	0
Physical Science	0481-Physical Sci: Content Knowledge	150	1	1 (100%)	1	1 (100%)	0	0	6	5 (83%)	0	0
Physics	0265/5265- Physics: Content Knowledge	136	4	2 (50%)	9	6 (69%)	4	4 (10%)	8	8 (100%)	6	6 (100%)
Political Science	0930/5931– Government/ Political Sci	660 #	9	7 (78%)	0	0	2	2 (100%)	2	1 (50%)	4	4 (100%)
Psychology	0390- Psychology	620	4	3 (75%)	3	3 (100%)	0	0	0	0	0	0
Reading Endorsement	0204/5204-Teaching Reading	154	n/a	n/a	13	12 (92%)	5	4 (80%)	10	10 (100%)	5	4 (80%)
Sch Counseling	0421/5421-Sch Guidance & Counseling	156 #	19	18 (95%)	63	58 (92%)	18	18 (100%)	51	50 (98%)	40	40 (100%)
Sch Psychology	0401/5401/5402- School Psychologist	165	7	7 (100%)	5	5 (100%)	4	4 (100%)	1	1 (100%)	5	5 (100%)

Program	Praxis Test Number and Name	Passing Score	2011		2012		2013		2014		2015	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Social Studies	0081/5081-Social Studies: Content Knowledge	159	22	17 (77%)	2	2 (100%)	24	13 (54%)	26	22 (85%)	28	17 (61%)
Sociology	0950-Sociology	550 #	0	0	0	0	0	0	0	0	0	0
Speech	0220/5221-Speech Communication	144 #	0	0	0	0	0	0	0	0	0	0
Spanish	0191-Spanish: Content Knowledge	165 #	3	3 (100%)	0	0	9	7 (78%)	n/a	n/a	n/a	n/a
Spanish	5195 Spanish World Language	168	n/a	n/a	n/a	n/a	n/a	n/a	3	2 (67%)	8	6 (75%)
Special Education	0354/5354-Educ of Exceptional Students: Core Content Knowledge	151 #	0	0	1	1 (100%)	6	6 (100%)	6	6 (100%)	10	9 (90%)
Special Education	0543/5543-Special Education Core Knowledge Mild Moderate	158#	n/a	n/a	n/a	n/a	n/a	n/a	6	5 (83%)	20	17 (85%)
Special Education	5545- Special Education Core Knowledge & Severe to profound Applic	158#	n/a	n/a	n/a	n/a	n/a	n/a	2	2 (100%)	3	3 (100%)
Special Education	5047-Middle School English/Language Arts	155	2	2 (100%)	7	4 (57%)	7	4 (57%)	24	7 (29%)	6	2 (33%)
Technology Engineering Education	0051/5051-Technology Education	159 #	4	4 (100%)	3	3 (100%)	8	8 (100%)	6	6 (100%)	7	7 (100%)
Theatre	0640/0641-Theatre	630	2	2 (100%)	0	0	1	1 (100%)	3	3 (100%)	2	2 (100%)
		TOTAL	527	443 (84%)	621	526 (85%)	1593	1183 (74%)	1860	1373 (74%)	1817	1369 (75%)

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2011		2012		2013		2014		2015	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Principles of Teaching & Learning: Early Childhood	0621/5621	160	10	10 (100%)	5	5 (100%)	6	5 (83%)	1	1 (100%)	7	6 (86%)
Principles of Teaching & Learning: Grades K-6	0622/5622	160	75	72 (96%)	70	66 (94%)	81	80 (99%)	93	85 (91%)	73	72 (99%)
Principles of Teaching & Learning: Grades 5-9	0623/5623	160	3	2 (67%)	3	3 (100%)	5	4 (80%)	3	3 (100%)	2	2 (100%)
Principles of Teaching & Learning: Grades 7-12	0624/5624	160	118	113 (96%)	90	84 (93%)	57	52 (91%)	78	77 (99%)	57	55 (96%)
		TOTAL:	206	198 (96%)	168	158 (94%)	149	141 (95%)	175	166 (95%)	139	135 (97%)

- No Utah cut-off score established

TABLE 8

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD
SEPTEMBER 1, 2013 THROUGH AUGUST 31, 2014**

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	53	39	36	0	1	2	0	0	92%	92%
Ag Ed	14	12	9	1	0	1	0	1	83%	91%
American Sign Lang	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Art Ed	8	3	3	0	0	0	0	0	100%	100%
Biological Science	6	3	3	0	0	0	0	0	100%	100%
Chemistry	3	2	2	0	0	0	0	0	100%	100%
Chinese	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Com Dis	29	20	18	2	0	0	0	0	100%	100%
Composite Majors	39	31	29	1	1	0	0	0	97%	97%
Early Childhood	1	0	0	0	0	0	0	0	n/a	n/a
Earth Science	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Elem Educ (1-8)	116	85	79	2	0	4	0	0	95%	95%
Elem Edu (K-6)	7	5	5	0	0	0	0	0	100%	100%
English	29	17	13	1	1	0	2	0	82%	93%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
FCSE	12	10	9	0	1	0	0	0	90%	90%
French	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Geography	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
German	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Health Education	6	3	3	0	0	0	0	0	100%	100%
History	14	9	7	1	1	0	0	0	89%	89%
Math	12	9	9	0	0	0	0	0	100%	100%
Music Ed	8	3	1	1	0	0	1	0	67%	100%
PE	10	3	3	0	0	0	0	0	100%	100%
Physical Science	3	1	1	0	0	0	0	0	100%	100%
Physics	6	3	3	0	0	0	0	0	100%	100%
Political Science	2	1	1	0	0	0	0	0	100%	100%
Psychology	12	8	7	1	0	0	0	0	100%	100%
Sch Library Media	3	0	0	0	0	0	0	0	n/a	n/a
School Counselor	28	21	19	0	1	1	0	0	90%	90%
Sch Psychology	3	3	3	0	0	0	0	0	100%	100%
Social Studies	15	10	7	1	0	2	0	0	80%	80%
Sociology	2	1	1	0	0	0	0	0	100%	100%
Spanish	3	1	1	0	0	0	0	0	100%	100%
Special Education	50	41	38	0	0	1	2	0	93%	93%
Special Education Alternative	46	35	35	0	0	0	0	0	100%	100%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Speech/Theater	4	0	0	0	0	0	0	0	n/a	n/a
TEE/ETE/ITE/TIED	7	6	6	0	0	0	0	0	100%	100%
TOTALS	551	385	351	11	6	11	5	1	94%	96%

NOTES: Percent (Column 10) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

*graduate may be teaching in major or minor content area

