

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

Academic Year
September 1, 2019 - August 31, 2020

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INTRODUCTION

During September 2019-August 2020, the University Council on Teacher Education (CTE) has continued to exercise its responsibility for the coordination and regulation of the teacher education programs at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

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

MEMBERSHIP

The CTE is composed of 30 (31 counting the Dean) voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost, 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 faculty, and appointed by the Senate. The term of office is three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the CTE prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the Utah State Board of Education, the Utah Education Association, and the local school district stakeholders are represented on the CTE. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the CTE for the 2019-2020 academic year is identified on page 5 of the report.

The CTE meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of CTE members in the affairs of the CTE. During the past year, approximately 65% of the members were in attendance at the monthly meetings.

ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

Action Items—Program Changes

The CTE approved the following program changes:

- Many courses prerequisites and descriptions were changed as part of the curricular complexity project.
- R401 proposal to implement a Minor in Disabilities Studies

Information Items

- The Teacher Education, Instructional Leadership, and School Counseling programs continue to be fully accredited by the Association for the Advancement of Quality Educator Preparation (AAQEP). Annual reports are due to AAQEP by the end of December 2020.
- Effective July 1, 2020, Praxis content tests for secondary teaching majors are no longer required by the Utah State Board of Education if the student is seeking licensure in the major. Departments have the option to require the relevant Praxis test, or not. This is for the teaching

major only. If an endorsement or minor is a core licensing area, then the PRAXIS will need to be taken for that content. According to Matt Omasta, Theater Arts is opting in to require students to take the Praxis before they are recommended for licensure until July 2023 OR take the new comprehensive exam in place of the Praxis. Students beginning the program during this catalog year will take a comprehensive exam as a graduation requirement instead of taking the Praxis content test.

- All student teachers must take the Praxis Performance Assessment for Teachers (PPAT) starting Spring 2020 semester. The cost of the PPAT is \$300. The Emma Eccles Jones College of Education and Human Services will pay \$150 and the student will pay \$150. Students who take their student teaching seminar and student teaching course credits with a non-SCED prefix will have the PPAT subsidy for Spring 2020 only.
- Out of state student teaching is no longer available through the School of Teacher Education and Leadership (TEAL) due to funding and resource support issues. Students may student teach out of state as long as the placement is within a 100 miles radius of the Utah border. Departments willing to financially support their own out of state student teaching are responsible for the following:
 - MOU with district: the department must prepare an MOU with the out of state district, which is good for 5 years, if the same district is being used repeatedly.
 - Insurance: the department must prepare the insurance contract between USU and the out of state district.
 - Placing the student in school with specific mentor teacher(s): the department must work with the out of state district to find the school and mentor teacher(s) for the student teacher.
 - Finding the supervisor: the department must work with a local university, the out of state district, or school principal to find a supervisor for the student(s).
 - Supporting student to take the PPAT: the department must support the out of state student with the resources to take the PPAT.
 - Covering the costs of supervision, mentor teacher, and travel: the department must cover all costs for the supervisor and mentor teacher, which includes travel costs. These costs are typically much higher than in-state costs.
- The Associate Teacher Agreement policy for TEAL and SPED students replaces the Internship policy. Under the new state board rule, there is no mention of student teachers or interns. If a school district or charter school wants to hire one of our students, then the student will be recommended by USU for the associate license and be eligible for employment at full-pay. The Office of Field Experiences will provide a supervisor and support to take the PPAT for one semester, and then the student can graduate and be recommended for professional licensure.
- According to USBE, as of July 1, 2020, the grades 1-6 license has been eliminated. Anyone who is recommended for an elementary education license after July 1, 2020, will be qualified to teach K-6 in an elementary setting and 7-8 if they have an endorsement (e.g., middle level math). A school or school district could require an individual to take early childhood courses to teach preschool or kindergarten, but the state does not require it.

STUDENT PROFILE

Students in the Teacher Education Program

Admission into teacher education programs 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 for their major. The current admission guidelines require that an applicant have a cumulative 3.0 GPA and minimum grades in general education courses that provide evidence of academic success in reading, writing, and mathematics.

Enrollment and Completers in 2019-2020

A total of 769 undergraduate students were enrolled in teacher education programs during the period September 1, 2019 through August 31, 2020. During the same period, 372 students graduated. Table 1 presents a breakdown by program of the number of students enrolled and number of graduates in 2019-2020.

Surveys of Completers and Employers

Each May, we send a standardized survey to our graduates (completers) who are at the end of their first year of teaching and to their employers. The results are shown in Tables 3 and 4.

According to our annual survey of program completers (graduates who have completed one year of employment), the results (Table 3) show that the major area for improvement is ability to “provide instruction that uses language acquisition strategies to meet the needs of English learners” (2.28) and “support students' growth in international and global perspectives” (2.42). The scale is 0 = not at all, 1 = poorly, 2 = adequately 3 = well, 4 = very well. Given that a score of 2 equals adequately, we are satisfied that our graduates are performing at or above the expected level (adequately or better). In fact, the means are above 3.0 for most criterion, which indicates that, in the aggregate, our program completers rate themselves as able to do “well” or “very well” on nearly every criterion.

According to our annual survey of employers of our graduates that was deployed in June 2020, the results (Table 4) show that the lowest rated criteria were “provide instruction that uses language acquisition strategies to meet the needs of English learners” (2.9) and “support students' growth in international and global perspectives” (2.78). The scale is 0 = not at all, 1 = poorly, 2 = adequately 3 = well, 4 = very well. Given that a score of 2 equals adequately, we are satisfied that our graduates are performing at or above the expected level (adequately or better). In fact, the means are above 3.0 for most criterion, which indicates that, in the aggregate, our graduates are rated as doing “well” or “very well” by their employers.

It is striking that program completers and employers rated the same criteria as the lowest; however, employers rated program completers higher than they rated themselves.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. Survey results (see Table 5) show that of those who responded to the survey, the placement rate is 88%. Some of the graduates are not seeking employment for family responsibility reasons, because they are choosing to further their education, or for unspecified reasons.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the Teacher Education Program for the 2019-2020 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program.

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

UTAH STATE UNIVERSITY COUNCIL ON TEACHER EDUCATION (CTE)

MEMBERSHIP 2019-2020 through 2020-2022*

*Terms expire May 30

College and Number	Department or Area	2019-20	2020-21	2021-22
CEHS	Chair, Dean			Beth Foley
CEHS	Co-Chair, Teacher Preparation			Sylvia Read
CEHS	Educator Licensing			Francine Johnson
Administration (1)	Vice Provost			Paul Barr
Agriculture (2)	Ag. Education,	Tyson Sorenson		
	Family, Consumer Sci		Julie Wheeler	
Education (6)	Teacher Ed and Leadership			Cindy Jones
	Secondary Education		Marilyn Cuch Eric Mohr	
	Inst Tech			Sheri Haderlie
	Comm Disorders & Deaf Ed		Michelle Wilson	
	Special Education & Rehabilitation			Tom Higbee
	KHS			Peter Mathesius
Humanities and Social Sciences (3)	English			Jessica Rivera-Mueller
	History		Seth Archer	
	Languages and Philosophy	Maria Spicer-Escalante		
Caine College of Arts (4)	Music		Leslie Timmons	
	Fine Arts		Dennise Gackstetter	
	Theater Arts		Matt Omasta	
Science (2)	Mathematics	Kady Schneider		
	Biology	Greg Podgorski		
State Department of Public Instruction (1)	Teacher Personnel			Malia Hite
University (1)	Educ. Policy Com.			Scott Hunsaker
Northern Utah InIServ	Director			Curtis Benjamin
Public Schools District Representatives (2)	Principal – Cache			Alden Jack
	Teacher – Logan			April Denton
Society of Superintends. (1)	Superintendent – Box Elder			Steven Carlsen
USUSA (1)	ASUSU	Tiffanee Bird		
RCDE (1)	Regional Campus	Amy Piotrowski		

Table 1. Enrollment and Completers for Academic Year 2019-2020

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Graduates in 2019-20
Elementary Education	Elementary	88	135
Early Childhood Education	Early Childhood	5	25
Deaf Ed and ELED or EC	Deaf Education/ELED	23	4
Special Education	Special Education	134	63
Ag Ed BS	Ag Ed	38	19
Business Ed BS	Business Ed	56	8
Family and Consumer Science BS	Family and Consumer Science	48	10
Technology and Engineering Ed	Technology and Engineering Ed	24	5
Art Ed BFA	Visual Arts	1	3
Theater Ed	Theater 6-12 and K-12	29	3
Music Ed Band/Choral/Orch/Guitar Emphasis	Music Ed	44	12
English Teaching BA/BS and Composite majors	English	98	21
History Teaching BA/BS	History	17	7
Spanish Teaching BA	World Languages-Spanish	10	5
French Teaching BA	World Languages-French	3	1
German Teaching BA	World Languages-German	1	0
Biological Sciences Composite BS	Biological Science	16	1
Chemistry Teaching BS	Chemistry	11	2
Physical Sciences Composite BS	Physical Sciences	2	1
Physics BS	Physics	6	1
Earth Sciences Composite BS	Earth Science	6	1

Math Ed or Math/Stats Composite BS	Math Level 4	63	14
Social Studies Composite BS	Social Studies	6	13
Physical Education	Physical Education	40	18
TOTALS:		769	372

Table 2: Completer Survey Results

Based on the courses and experiences in your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:	Mean	SD	N
Actively reflect on the effectiveness of my instruction to identify areas of strength and challenges.	3.24	.80	96
Advocate for all students.	3.43	.80	96
Collaborate with colleagues to plan and evaluate instruction.	3.26	.81	96
Collaborate with families, colleagues, and other professionals to support student growth.	3.14	.88	96
Collaborate with your students to establish a respectful learning environment.	3.19	.90	96
Convey accurate information and concepts based on the content knowledge of your discipline(s).	3.31	.76	96
Create learning experiences based on your students' individual developmental levels.	3.01	.81	96
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.00	.87	96
Differentiate instruction to meet the needs of your students.	2.86	.89	96
Engage in professional learning to strengthen your instructional practice.	3.28	.89	96
Engage your students in applying methods of inquiry.	2.79	.88	96
Engage your students in critical thinking.	2.70	.84	96
Facilitate your students' use of technology for learning.	2.94	.94	96
Implement activities and tasks that support your students' ability to communicate.	2.95	.85	96
Implement new ideas to improve your instruction.	3.26	.85	96
Incorporate a variety of digital media and technology tools to extend the learning environment.	2.98	.91	96
Integrate literacy and/or other content areas into instruction.	2.94	.81	96
Modify instructional strategies based on an analysis of student work.	3.17	.82	96
Participate in a collaborative decision-making culture.	3.25	.86	96
Plan instruction based on the Utah Core Standards.	3.46	.71	96
Provide instruction that addresses students' cultural differences.	2.69	.86	96
Provide instruction that addresses students' learning differences.	2.92	.87	96
Provide instruction that uses language acquisition strategies to meet the needs of English learners.	2.28	1.0	96

Provide opportunities for your students to connect classroom learning to the real world.	2.9	.92	96
Provide opportunities for your students to demonstrate learning in different ways.	3.11	.88	96
Reflect on personal and professional biases.	3.16	.86	96
Select assessments (e.g., pre, formative, summative) that match learning objectives.	3.07	.81	96
Set appropriately challenging learning goals for all students.	2.91	.86	96
Stay informed regarding current education policy and research.	2.59	.95	96
Support students' growth in international and global perspectives.	2.42	1.03	96
Use a variety of classroom management strategies to create and maintain a positive learning environment.	3.04	.96	96
Use a variety of questioning strategies to promote engagement.	2.84	.89	96
Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.	2.89	1.1	96
Use data from assessments to provide feedback to your students.	3.14	.76	96
Use technology effectively to support and enhance your instruction.	3.05	.85	96
Use your students' assessment/performance results to guide your instruction.	3.09	0.92	96

Table 3: Employer Survey Results

Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?	M	SD	N
Actively reflect on the effectiveness of his/her instruction to identify areas for improvement.	3.13	.86	120
Advocate for all students.	3.39	.73	120
Collaborate with colleagues to plan and evaluate instruction.	3.41	.72	120
Collaborate with families, colleagues, and other professionals to support student success.	3.33	.81	120
Collaborate with students to establish a respectful learning environment.	3.28	.83	120
Convey accurate information and concepts based on the content knowledge of the discipline.	3.32	.72	120
Create learning experiences based on students' individual developmental levels.	3.18	.76	120
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.08	.72	120
Differentiate instruction to meet the needs of students.	2.97	.81	120
Engage in professional learning to strengthen his/her instructional practice.	3.36	.76	120
Engage students in critical thinking.	2.94	.76	120
Engage students in applying methods of inquiry.	2.99	.79	120
Facilitate students' use of technology for learning.	3.18	.81	120
Implement activities and tasks that support students' ability to communicate.	3.12	.72	120
Implement new ideas to improve their instruction.	3.20	.74	120
Incorporate a variety of digital media and technology tools to extend the learning environment.	3.28	.78	120

Integrate literacy and/or other content areas into instruction.	2.98	.80	120
Modify instructional strategies based on an analysis of student work.	3.08	.74	120
Participate in a collaborative decision-making culture.	3.38	.81	120
Plan instruction based on the Utah Core Standards.	3.30	0.9	120
Provide instruction that addresses students' cultural differences.	2.98	.76	120
Provide instruction that addresses students' learning differences.	3.02	.78	120
Provide instruction that uses language acquisition strategies to meet the needs of English learners.	2.90	.82	120
Provide opportunities for students to connect classroom learning to the real world.	2.99	.78	120
Provide opportunities for students to demonstrate learning in different ways.	3.13	.79	120
Reflect on personal and professional biases.	3.10	.87	120
Select assessments (e.g., pre, formative, summative) that match learning objectives.	3.15	.73	120
Set appropriately challenging learning goals for all students.	3.10	.79	120
Stay informed regarding current education policy and research.	2.98	.76	120
Support students' growth in international and global perspectives.	2.78	.87	120
Use a variety of classroom management strategies to create and maintain a positive classroom environment.	3.09	.94	120
Use a variety of questioning strategies to promote engagement.	3.01	.82	120
Use classroom routines, expectations, and procedures to create a learning environment.	3.13	1	120
Use data from assessments to provide feedback to students.	3.03	.74	120
Use students' assessment/performance results to guide instruction.	3.12	.71	120
Use technology effectively to support and enhance instruction.	3.14	.78	120

Table 4: Candidate and Completer Performance

Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation		
		Average total score	Mentor teacher	University supervisor
Student teaching evaluation (Performance Assessment Evaluation System-PAES)	The student teaching evaluation instrument is scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, 3 = preservice proficient. 80% is the expected performance level, which translates to a total of 53/66 points.	SPED Fa 19	60.57	61.51
		SPED Sp 20	59.42	59.00
		ELED Fa 19	62.78	64.45
		ELED Sp 20	64.73	66.96
		SecEd Fa 19	61.77	63.26
		SecEd Sp 20	63.94	64.80

<p>Praxis</p> <p>Cut scores for the ELED Praxis subtests are:</p> <ul style="list-style-type: none"> • Reading and Language Arts-157 • Math-157 • Social Studies-155 • Science-159 	<p>All early childhood, elementary, and special education teacher candidates must pass the multiple subjects Praxis in order to be recommended for licensure. The Utah State Board of Education is no longer requiring Praxis scores for those seeking licensure in the secondary teaching major.</p>	<p>The current pass rates for tests taken by completers between September 1, 2019 and August 31, 2020 indicate that for ELED and Special Education, the social studies and reading/language arts subtests of the multiple subjects Praxis present challenges. This data represents multiple attempts. All students must pass all four sections in order to be recommended for licensure.</p> <table border="1" data-bbox="906 407 1406 720"> <thead> <tr> <th rowspan="2">Praxis Multiple Subjects 5001</th> <th colspan="3">SEP 2019-AUG 2020</th> </tr> <tr> <th>N</th> <th># Pass</th> <th>% Pass</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>227</td> <td>197</td> <td>87%</td> </tr> <tr> <td>Reading/LA</td> <td>230</td> <td>184</td> <td>80%</td> </tr> <tr> <td>Science</td> <td>241</td> <td>200</td> <td>83%</td> </tr> <tr> <td>Social Studies</td> <td>240</td> <td>177</td> <td>74%</td> </tr> </tbody> </table>	Praxis Multiple Subjects 5001	SEP 2019-AUG 2020			N	# Pass	% Pass	Mathematics	227	197	87%	Reading/LA	230	184	80%	Science	241	200	83%	Social Studies	240	177	74%
Praxis Multiple Subjects 5001	SEP 2019-AUG 2020																								
	N	# Pass	% Pass																						
Mathematics	227	197	87%																						
Reading/LA	230	184	80%																						
Science	241	200	83%																						
Social Studies	240	177	74%																						
<p>Praxis Performance Assessment for Teachers</p>	<p>This is a valid and reliable instrument, developed and score by ETS. We currently expect all students to attempt it. Beginning Fall 2021, the cut score will be 36 in order to be recommend for professional licensure upon graduation.</p>	<p>In spring 2020, due to the closing of the schools on March 16, student teachers were not able to complete task 4 of the PPAT. The average score on task 2 was 7.91 out of 12; the average score on 3 was 10.2 out of 16. Task 4 is worth 32 points, so extrapolating from that (doubling the task 3 score to get a predicted score for task 4), the average overall score would have been 38.5, including data that could be characterized as extreme outliers; when outliers were removed, and the same extrapolation was applied, the average predicted score was 40.18. Given that this was the first semester of full implementation and that students were aware that the scores were not consequential, it is a positive indication of our students' pedagogical skill.</p>																							

Table 5: Survey Results for Placement of Teacher Education Program Graduates, Recommended for Initial Licensing for the Period September 1, 2019 Through August 31, 2020

	A	B	C	D	E	F	G	H*
License Area	Total # surveyed	Total # responded	Currently employed	Employed in non-education field	Seeking position in education	Not seeking education position for family reasons	Continuing formal education	% Placement in teaching of total responded
Admin/Supervisory	47	4	2		1	1		50%
Ag Ed	15	2	2					100%
Art Ed	3	1	1					100%
Biological Science	--	--	--					--
Business	7	1	1					100%
Chemistry	--	--	--					--
Speech Language Path	16	4	4					100%
Early Childhood	7	3	3					100%
Earth Science	1	1	1					100%
Elem Ed (1-8)	133	48	41		2	2	3	85%
Elem Ed (K-6)	4	1	1					100%
English	33	9	8			1		80%
FCSE	10	5	4			1		80%
History	8	1	1					100%
Math	12	7	7					100%
Music Ed	7	5	2	1	1		1	40%
PE	13	4	4					100%
Physical Science Comp	--	--	--					--
Physics	1	1	1					100%
School Counselor	58	13	13					100%
Social Studies	14	7	6			1		86%
Special Education	51	20	19			1		95%
Tech Eng Ed	4	2	2					100%
Theater	2	0	--					--
TOTALS	446	139	123	1	4	7	4	88%

*Column H percent = Col C / Col B