# Emma Eccles Jones
# College of Education & Human Services
# UtahStateUniversity

Teacher Education Quality Assurance Report

# Table of Contents

## Introduction and Overview of the Provider's Programs and the Self Study (2018 Standards)

The introduction to the QAR prepares readers with an understanding of the provider's context and basic information about the programs for which accreditation is sought.

### Narrative

Utah State University is Utah's land-grant and space grant institution. Its Carnegie classification is RU/H, a research university with high research activity. President Abraham Lincoln signed the Morrill Land-Grant Colleges Act on July 2, 1862, opening the way for the establishment of a new college in each state and territory. The intent of the Morrill Act in creating these new schools was to provide opportunities for higher education and practical learning to the people in each state, especially those in more rural areas. Nearly twenty-six years later, on March 8, 1888, the Utah State Legislature passed the Lund Bill, and the Agricultural College of Utah (UAC) was created. In the spirit of the Land Grant Act, the Lund Bill stated: "The leading object of the Agricultural College of Utah shall be to teach such branches of learning as are related to agriculture and the mechanic arts, and such other scientific and classified studies as shall promote the liberal and practical education of the industrial classes in the several pursuits of the professions of life." Conspicuously absent from the legislative language was the authorization of a teacher preparation curriculum, which was to remain part of the mission of the University of Utah in Salt Lake City.

As Utah grew in population and the need for school teachers increased, the Utah State Legislature authorized the Agricultural College of Utah in 1921 to offer rural related teacher education programs under its own name. A new Department of Education was established at the Agricultural College of Utah and became part of the School of General Science. In 1923, the National Summer School was founded at ACU, bringing in Knute Rockne, Frederick Jackson Turner, and other distinguished faculty from Harvard, Stanford, Columbia, and elsewhere. For the next three consecutive summers, farmers, educators, and their families flocked to Logan to learn from the visiting scholars. Many of them lived in a tent city located in the grove of trees east of the quad. The sessions of this educational experiment were remarkably successful. Over thirteen hundred students were enrolled in the first session, coming from twenty-four states and five foreign countries. The 1925 Summer School was even more impressive and brought distinguished scholars like Columbia University's William H. Kilpatrick, John Dewey's associate and interpreter

of his philosophy, to instruct the attendees. Finally, on March 8, 1927, Utah's Governor George H. Dern signed Utah's Course of Study Bill (Senate Bill No. 97), which authorized the College to "give courses for the preparation of teachers . . . such as to meet the certification requirements of the State Board of Education." The new School of Education was assigned to the College of Arts and Sciences. The following year, the newly launched School of Education established a teacher training school, which is now known as the Edith Bowen Laboratory School. The new School of Education was made independent of the School of Arts and Sciences in 1932 with the naming of Dr. E.A. Jacobsen as its first full time Dean. In 1957, Utah's Agricultural College became Utah State University and the School of Education became the College of Education.

On April 23, 2008, Utah State University announced it was naming its prestigious college of education the Emma Eccles Jones College of Education and Human Services in honor of a $25 million gift from the Emma Eccles Jones Foundation.

**Profile of the Emma Eccles Jones College of Education and Human Services**
The Emma Eccles Jones College of Education and Human Services (CEHS) offers preparation programs for prospective teachers, school counselors, and administrators and supervisors in education. It also provides preparation for professionals in human services areas and healthcare settings. CEHS is the largest college at Utah State University with 5,200 students in eight departments: Communicative Disorders and Deaf Education, Human Development and Family Studies, Kinesiology and Health Science, Instructional Technology and Learning Sciences, Psychology, the School of Teacher Education and Leadership, Special Education and Rehabilitation, and Nursing. According to U.S. News and World Reports, CEHS is the number one college of education in Utah for 24 years in a row, nationally is the #29 Graduate College of Education among public institutions of higher education, and is #15 in the nation for extramural funding.

Here is a link to the organizational chart for the college:
https://cehs.usu.edu/about/organizational-chart

**Program Options**
Initial licensure programs undergoing accreditation review reside in two departments: The School of Teacher Education and Leadership and the Department of Special Education and Rehabilitation.

There are four main teacher education options for initial licensure at Utah State University – early childhood education, elementary education, secondary education, and special education. The School of Teacher Education and Leadership provides professional training in early childhood education (in partnership with the Department of Human Development and Family Studies), elementary education, and secondary education (in partnership with 22 content area departments across all colleges in the university). Each option offers a variety of strands that provides students an opportunity to license in specific areas that best meet their interests and/or needs, including specific endorsements (e.g., ESL, dual language immersion, middle school math). The Department of Special Education and Rehabilitation offers training in special education with emphases in mild/moderate disabilities, severe disabilities, or early childhood disabilities.

**Profile of the School of Teacher Education and Leadership (TEAL)**
The School of Teacher Education and Leadership (TEAL) offers programs for early childhood education, elementary education, the social studies composite secondary teaching major, and the professional education framework leading to secondary education licensure in other teaching majors. Students access these programs on-campus or through distance delivery via online and interactive video conferencing technology. The department's website is [here](#).

The mission statement for the School of Teacher Education and Leadership details the program faculty's commitment to research, teaching, leadership, and service: As a unit within the land grant institution of Utah State University, we are part of one university, geographically dispersed. We acknowledge and appreciate the complex contexts that shape our work and we are committed to furthering the cause of equitable educational opportunities for all students. We aim to prepare students for informed and influential participation in local and global communities. The mission of the School of Teacher Education and Leadership (TEAL) is to inspire and prepare effective and reflective educators, scholars, and leaders through dynamic learning experiences; diverse knowledge and thought; school, community, and global engagement; and research and innovation that inform practice.

In this department, Marla Robertson serves as the director of the elementary and early childhood programs that lead to initial licensure, and Marilyn Cuch serves as the director of the secondary education program. The department head is Steven Camicia. The director of the Office of Field Experiences, which serves early childhood, elementary, and secondary education, is Sharla Hart.

**Profile of the Department of Special Education and Rehabilitation Counseling**

The Department of Special Education and Rehabilitation Counseling at Utah State University offers educational training in programs for teachers, supervisors, support personnel, rehabilitation counselors, and others working with children and adults with disabilities. The department's website is here. Julia Lyman is the director of the undergraduate programs leading to licensure in special education, and Tom Higbee is the department head.

The department is recognized as one of the nation's most productive and innovative research, development, and training departments. Its mission is to: Establish and maintain national leadership in research and scholarship in disability related fields including special education, applied behavior analysis with individuals with disabilities, rehabilitation counseling and disability studies. Establish and maintain national leadership in the preparation of special educators and rehabilitation counselors. Serve individuals with disabilities through community service programs, technical assistance, advocacy, public education, and policy development.

**Candidate/faculty demographics**

Utah State students in teacher education programs tend to be white women, which mirrors the diversity in our state and the typical gender balance in teacher education. Below is the breakdown that we report in our Title II report in spring 2025.

| | |
|---|---|
| Female | 742 |
| Male | 232 |
| No Gender Reported | 14 |
| **Grand Total** | **988** |

| | |
|---|---|
| **Hispanic or Latino** | **48** |
| **Not Hispanic or Latino** | **940** |
| American Indian | 9 |
| Asian | 3 |
| Black/African American | 1 |
| Native Hawaiian | 2 |
| White | 899 |
| Two or More Races | 21 |
| No Race Reported | 5 |
| **Grand Total** | **988** |

Another view of data comes from our central institutional research office, so it looks a bit different because it does not include our secondary education students whose majors are in other departments.

## Student Data for Academic Year 2024-2025

| TEAL | | |
|---|---|---|
| **Race** | Count | % |
| American Indian or Alaska Native | 10 | 1.0% |
| Asian | 10 | 1.0% |
| Black or African American | 2 | 0.2% |
| Hispanic | 65 | 6.6% |
| Native Hawaiian or Pacific Islander | 4 | 0.4% |
| Non-Resident Alien | 10 | 1.0% |
| Two or More Races | 20 | 2.0% |
| Unspecified | 4 | 0.4% |
| White | 857 | 87.3% |
| | | |
| **Gender** | Count | % |
| Female | 867 | 88.3% |
| Male | 115 | 11.7% |
| | | |
| **First Generation Status** | Count | % |
| First Generation | 183 | 18.6% |
| Not First Generation | 799 | 81.4% |

| SPERC | | |
|---|---|---|
| **Race** | Count | % |
| American Indian or Alaska Native | 1 | 0.2% |
| Asian | 4 | 0.9% |
| Black or African American | 8 | 1.9% |
| Hispanic | 30 | 6.9% |
| Native Hawaiian or Pacific Islander | 1 | 0.2% |
| Non-Resident Alien | 5 | 1.2% |
| Two or More Races | 11 | 2.5% |
| Unspecified | 7 | 1.6% |
| White | 365 | 84.5% |
| | | |
| **Gender** | Count | % |
| Female | 374 | 86.6% |
| Male | 58 | 13.4% |
| | | |
| **First Generation Status** | Count | % |
| First Generation | 81 | 8.2% |
| Not First Generation | 351 | 81.3% |

Similarly, faculty and staff are largely white; however, in recent years there has been considerable attention to hiring faculty who are unrepresented, resulting in somewhat more diversity among faculty.

## Faculty Data for Academic Year 2024-2025

### TEAL

| Race | Count | % |
|---|---|---|
| American Indian or Alaska Native | 1 | 2.7% |
| Asian | 1 | 2.7% |
| Black or African American | 1 | 2.7% |
| Hispanic | 5 | 13.5% |
| Unknown | 1 | 2.7% |
| White | 28 | 75.7% |

| Gender | Count | % |
|---|---|---|
| Female | 27 | 73.0% |
| Male | 10 | 27.0% |

| Faculty Status | Count | % |
|---|---|---|
| Tenured | 18 | 48.6% |
| Tenure Track | 10 | 27.0% |
| Non-Tenure Track | 9 | 24.3% |

### SPERC

| Race | Count | % |
|---|---|---|
| Hispanic | 2 | 8.7% |
| Unknown | 1 | 4.3% |
| White | 20 | 87.0% |

| Gender | Count | % |
|---|---|---|
| Female | 14 | 60.9% |
| Male | 9 | 39.1% |

| Faculty Status | Count | % |
|---|---|---|
| Tenured | 6 | 31.6% |
| Tenure Track | 8 | 42.1% |
| Non-Tenure Track | 5 | 26.3% |

The Excel file for the TEAL and SPERC faculty and student demographics data is available here.

**Contextual opportunities and challenges**

In keeping with the original land-grant mission of providing educational opportunities for people

living in rural and remote areas of the state, Utah State University's Statewide Campuses currently serve a significant portion of the university's total enrollment. Teacher preparation programs at USU are well-represented in statewide campus offerings. Distance education extends USU's and the Emma Eccles Jones College of Education and Human Services's reach to provide higher education to students throughout Utah and around the world. Through distance education, Utah State University has the ability to deliver classes via interactive broadcast to every county in Utah. Great effort is taken to ensure that the quality of the regional campus courses is equivalent to the courses offered on the main campus. We are one university, geographically dispersed. Students can enroll in programs at all of the regional campuses, which are located in Brigham City, Uintah Basin, and Tooele. There are additional smaller sites where students can take classes in selected programs. A complete map of USU's regional campuses can be viewed [here](here).

Another contextual challenge and opportunity is the teacher shortage here in Utah. Although not as critical as surrounding states, because approximately 50% of teachers tend to leave the profession after 5 years, school districts have been employing our students while they are still enrolled in the program. Recently, state school board rules have limited this to the student teaching semester only, which has relieved some of the pressure on our programs. But other students are fully employed as paraprofessional aides, and thus we continue to provide programming that allows them to stay employed while also being enrolled (often full-time) in their teacher preparation program. In TEAL, this occurs through statewide delivery of courses through interactive video as well as fully online courses. In SPERC, this occurs through fully asynchronous course delivery. We seek to provide fully prepared and qualified teachers to the local education agencies who typically prefer to hire teachers who have been fully prepared through a traditional program.

**Overview of self-study**

This Quality Assurance Report was written according to the instructions and standards in the 2023 Guide to AAQEP Accreditation. Sylvia Read, Associate Dean, gathered the data and provided narrative around the data. Faculty leaders for early childhood/elementary (Marla Robertson), secondary (Marilyn Cuch), and special education (Julia Lyman and Willa van Dyck) provided the analysis. The data for Standard 1 and 2 was drawn from several sources including eGrad (our locally created database for quality assurance data), Qualtrics (survey data), and Pearson's National Evaluation Series system.

We are seeking renewal of accreditation status for all teacher education programs that lead to initial licensure in the state of Utah. See Program Specification Table.

## Evidence Attachments

FacultyDemographics.png

Program Specification Table QAR.pdf

studentdemographics.png

StudentDemographics.png

studentgender.png

TEAL_SPERC_Faculty_Student_Data.xlsx

## S1: Candidate and Completer Performance

The provider makes the case that its program completers are ready to perform as professional educators with the capacity to support success for all learners.

## Narrative

For standard 1, we offer evidence in the form of Praxis Performance Assessment for Teachers (PPAT), final student teaching evaluations, dispositions, and alumni and employer surveys.

**Table 1.1 (**see also Word version of Aspect Evidence Table)

*Aspect Evidence Table for Standard 1*

**Aspect-Evidence Table for Standard 1**

| Measure | Program(s) for which measure is used | 1a | 1b | 1c | 1d | 1e | 1f | Data scope | Criteria for success | Perspectives* |
|---|---|---|---|---|---|---|---|---|---|---|
| UFORA | Early Childhood, Elementary, and Special Education | x | | | | | | 2 semesters | The expectation, for those seeking licensure after September 1, 2024, was a score of 240 out of 300. The data presented here was collected prior to the establishment of the cut score. | 6 |
| PPAT | All | x | | | x | x | | 1 semester | The expectation was that students would earn an overall score on the PPAT of 36 (out of 60). | 6 |
| Student teaching final evaluation | All | x | x | x | x | x | x | 6 semesters | Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores. | 1, 2, 5 |
| Dispositions at end of student teaching | All | | | | | x | | 6 semesters | This instrument is a Likert scale, from 1-5 (1 = unacceptable; 2 = emergent; 3 = proficient; 4 = excellent; 5 = exceptional). The expectation is that students will score at least a 3, which signifies proficiency. | 1, 2 |
| Alumni survey | All | x | x | x | x | x | x | 3 years | Average ratings below 3.00 indicate a possible area for improvement. | 3 |
| Employer survey | All | x | x | x | x | x | x | 3 years | Average ratings below 3.00 indicate a possible area for improvement. | 4 |

*Use the following key to identify the perspective(s) or type of evidence each measure represents.

| | |
|---|---|
| **1** = **Program faculty** assessment of candidates (e.g., dispositions rubric, course assessment)<br>**2** = Rating by **P-12 partner** in clinical setting (early fieldwork, student teaching, or internship)<br>**3** = Information provided by **completers** (as in a survey, focus group, other) | **4** = Information provided by **graduates' employers** (as in a survey, focus group, other)<br>**5** = **Direct performance assessment** in the culminating clinical internship (required for initial licensure programs)<br>**6** = **State licensure test results** (for programs leading to certification or licensure) |

## Utah Foundations of Reading Assessment (UFORA)

The evidence collected during a pilot period, before the establishment of a cut score, is presented for aspect a. In accordance with Utah Code Annotated § 53F-5-215, teacher candidates earning their teaching license in the areas of early childhood, elementary education, and special education must pass a teacher literacy preparation assessment before they are awarded their professional license. The Foundations of Reading assessment measures teacher candidate's foundational knowledge in the science of reading related to literacy instruction as described in Utah Code. The

Foundations of Reading test was originally developed for the Massachusetts Tests for Educator Licensure (MTEL) program. Additional development activities were conducted with panels of educators in states where the test is used. Detailed information about the steps of the test development process is available [here](#).

**Praxis Performance Assessment for Teachers (PPAT)**

In the sections of Standard 1 that follow, we provide PPAT evidence that is relevant to aspects a, d, and e. Here, we also provide the overall scores for the Fall 2023 semester. The reason only Fall 2023 scores are provided is that prior to Fall 2023, there was no consequential cut score during an extended pilot phase that began in Fall 2019 (just prior to the pandemic). Then, in spring of 2024, the Utah legislature passed legislation disallowing the use of a formal pedagogical performance assessment as a requirement for licensure. Given the timing of this decision (March 2024), the students became aware of the non-consequential nature of the PPAT, and thus scores in Spring 2024 do not represent students' full faith effort on the assessment. The Fall 2023 mean score for 151 students was 41.9 (SD = 4.73). <u>The expectation set by the state (at that time) and by the program was a score of **36**</u>. Students whose scores were below 36 were required to revise and resubmit tasks for rescoring. By the time revised scores were received, the state had eliminated the pedagogical performance assessments as a requirement, thus the 2nd attempt pass rates are not presented here. The data from Fall 2023 assures us that our students would continue to meet and exceed the expected performance on the PPAT if we kept it as a university requirement; however, we have opted not to continue its use for a variety of reasons including the cost to students, the time and effort that completion of the PPAT took away from the student teaching experience, and its limited usefulness for program improvement purposes.

**Figure 1.1**
*PPAT Scores Fall 2023*

PPAT Scores Fall 2023
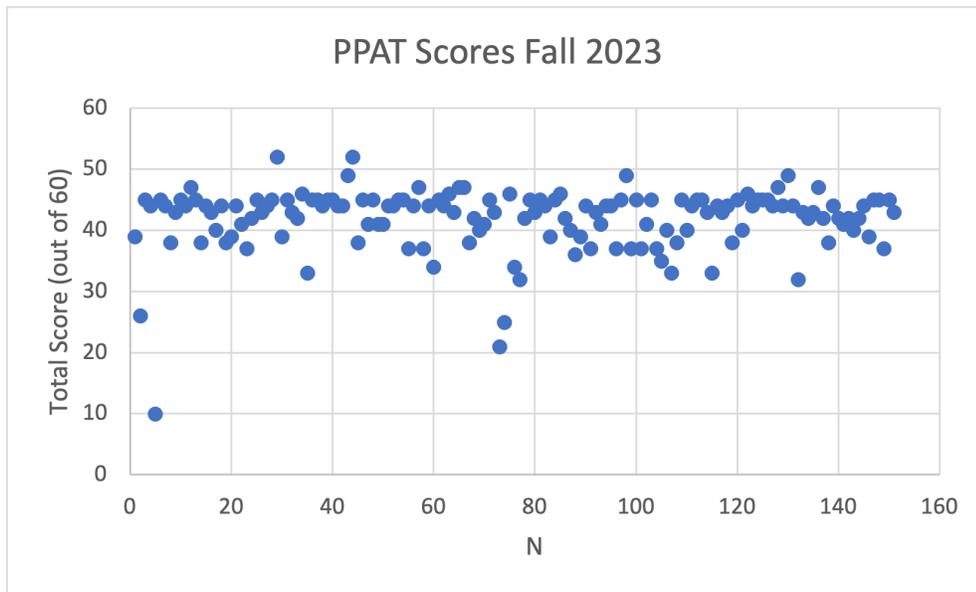
M = 41.9, N = 151, SD = 4.73

**Figure 1.2**

*Total scores for Early Childhood and Elementary Education*



ECE and ELED Total PPAT Scores
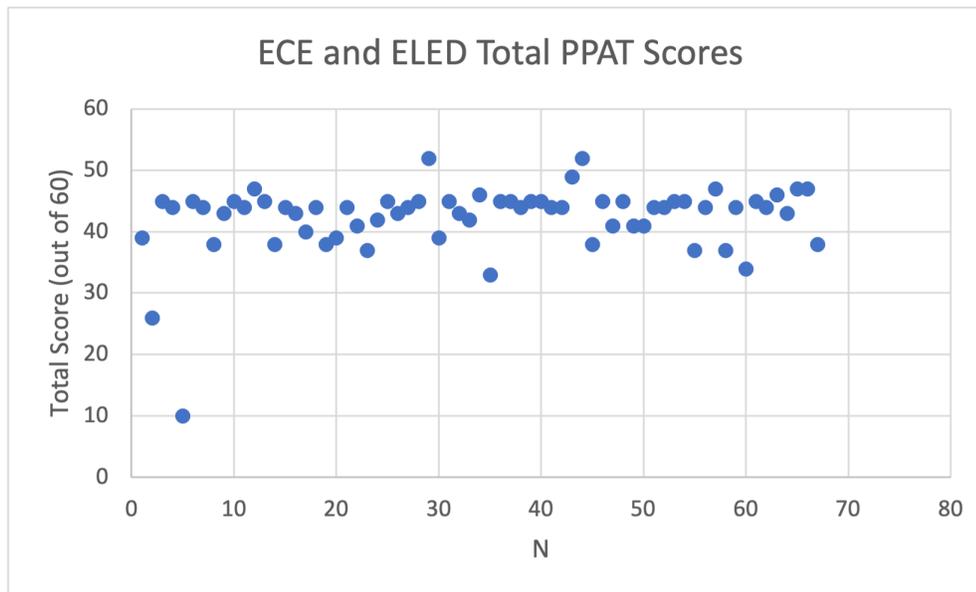
M = 42.34, N = 67, SD = 5.77

**Figure 1.3**

*Total scores for Special Education*

**SPED Total PPAT Scores**
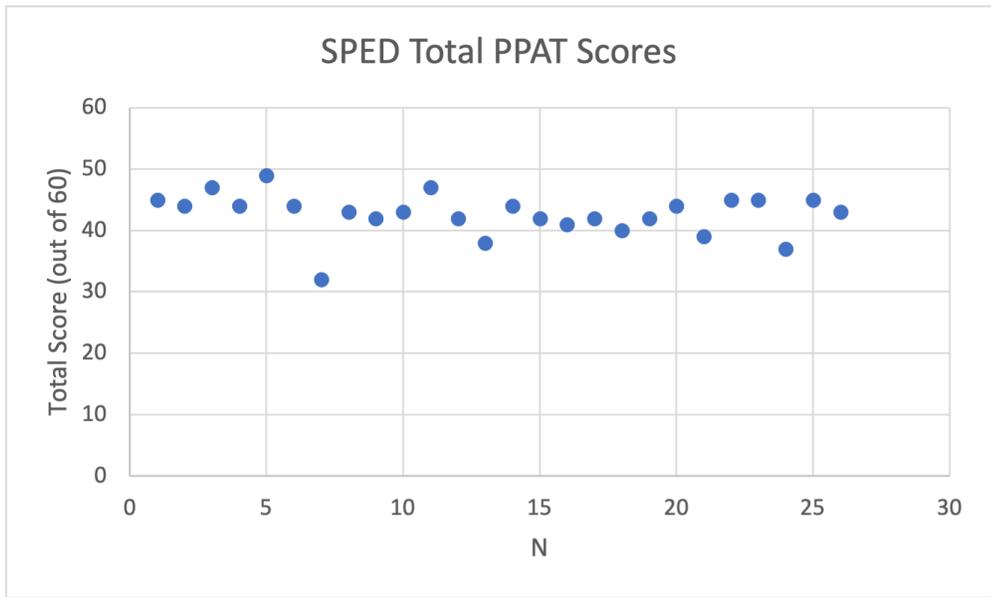
M = 42.65, N = 26, SD = 3.54

**Figure 1.4**

*Total scores for Secondary Education*



**SCED Total PPAT Scores**
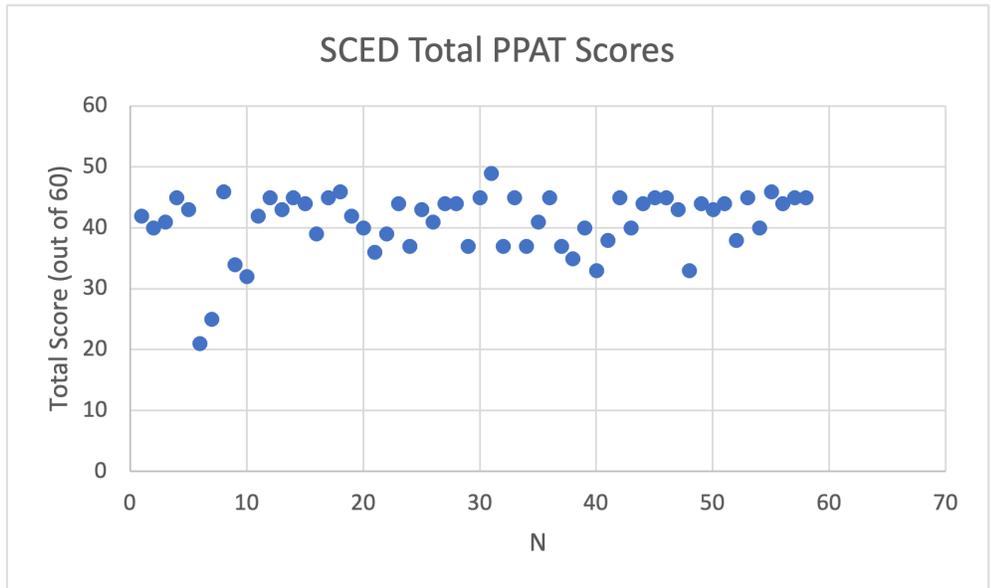
M = 40.96, N = 58, SD = 5.17

## Student Teaching Evaluation (PAES)

The student teaching evaluation used in our teacher preparation programs is officially known and the Performance Assessment and Evaluation System or PAES. This instrument was developed by a consortium of university-based teacher preparation programs in Utah. It is aligned with the Utah

[Effective Teaching Standards](#), which are a version of the InTASC standards.

The instrument has a total possible score of 66, and the criteria for success is 80% of 66, or 53. In the sections for Standard 1 that follow this introduction, the student teaching evaluation data will be disaggregated by AAQEP standard and aspect, but here we present the grand means for 6 semesters of data on the entire instrument in order to show that students overwhelmingly met or exceeded the criteria for success. The n varies for because for some students, the university supervisor also serves as the mentor teacher and thus only submits summative evaluation responses once--in the role of supervisor. For secondary education, the scores in this summary are an average of supervisor and mentor teacher scores.

**Table 1.2**

*Early Childhood and Elementary Education, Fall 2021-Spring 2024*

| ECE & ELED | | | | | |
|---|---|---|---|---|---|
| Mentor Teacher | | | University Supervisor | | |
| N | M | SD | N | M | SD |
| 432.00 | 62.23 | 0.43 | 479.00 | 64.38 | 0.29 |

**Table 1.3**

*Secondary Education, Fall 2021-Spring 2024*

| SCED | | | | | |
|---|---|---|---|---|---|
| Mentor Teacher | | | University Supervisor | | |
| N | M | SD | N | M | SD |
| 390.00 | 61.13 | 0.46 | 420.00 | 63.64 | 0.32 |

**Table 1.4**

*Secondary Education, Fall 2021-Spring 2024, disaggregated by subject area*

| Music-Secondary | | | Art-Secondary | | | Theater Ed-Secondary | | |
|---|---|---|---|---|---|---|---|---|
| N | M | SD | N | M | SD | N | M | SD |
| 24 | 60.07 | 0.46 | 13 | 60.77 | 0.52 | 12 | 64.2 | 0.22 |
| Social Studies-Secondary | | | History-Secondary | | | English-Secondary | | |
| N | M | SD | N | M | SD | N | M | SD |
| 43 | 60.54 | 0.5 | 41 | 63.97 | 0.26 | 75 | 62.45 | 0.42 |
| Modern Languages-Secondary | | | Math-Secondary | | | Sciences-Secondary | | |
| N | M | SD | N | M | SD | N | M | SD |
| 14 | 63.15 | 0.31 | 49 | 61.49 | 0.44 | 35 | 63.41 | 0.26 |
| Physical Ed-Secondary | | | Business Ed-Secondary | | | Agricultural Ed-Secondary | | |
| N | M | SD | N | M | SD | N | M | SD |
| 42 | 63.14 | 0.31 | 12 | 60.52 | 0.51 | 50 | 61.76 | 0.5 |
| Family and Consumer Sci-Secondary | | | Tech and Eng Ed-Secondary | | | | | |
| N | M | SD | N | M | SD | | | |
| 45 | 60.8 | 0.52 | 12 | 63.74 | 0.22 | | | |

**Table 1.5**

*Special Education, Logan and Online, Fall 2021-Spring 2024*

| SPED Logan | | | | | |
|---|---|---|---|---|---|
| Mentor Teacher | | | University Supervisor | | |
| N | M | SD | N | M | SD |
| 93 | 60.6 | 0.3 | 202 | 60.5 | 0.3 |
| SPED Online | | | | | |
| Mentor Teacher | | | University Supervisor | | |
| N | M | SD | N | M | SD |
| 19 | 57.5 | 0.4 | 120 | 59.7 | 0.4 |

**Dispositions**

In addition to the summative student teaching evaluation (PAES), at the end of their student teaching experience, teacher candidates' dispositions are assessed. Below are the results for all dispositions items across 6 semesters. This instrument is a Likert scale, from 1-5 (1 = unacceptable; 2 = emergent; 3 = proficient; 4 = excellent; 5 = exceptional). The expectation is that students will score at least a 3, which we have decided signifies proficiency. The data below shows that, even when considering the variability captured in the standard deviation, students met or exceeded the criteria for success. The n varies for some because the supervisor also serves as the mentor teacher and thus only submits responses once--in the role of supervisor.

**Table 1.6**

*Early Childhood, Elementary, and Secondary Education Dispositions*

| | | Dispositions, Fall 2021-Spring 2024 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | ECE & ELED | | | | SCED | | | |
| Standard and aspect | Item | Mentor Teacher (N = 432) | | University Supervisor (N = 479) | | Mentor Teacher (N = 390) | | University Supervisor (N = 420) | |
| 1f | 1. The student teacher was concerned, thoughtful, and receptive to the feelings of others. | 4.72 | 0.58 | 4.58 | 0.58 | 4.60 | 0.67 | 4.68 | 0.54 |
| 1f | 2. The student teacher was collaborative, cooperative, and shared responsibility in a group endeavor. | 4.72 | 0.64 | 4.58 | 0.60 | 4.56 | 0.72 | 4.68 | 0.59 |
| 1f | 3. The student teacher acted in accordance with the rules and standards for right conduct, as well as program and university codes of conduct. | 4.81 | 0.53 | 4.69 | 0.53 | 4.75 | 0.61 | 4.66 | 0.54 |
| 2e | 4. The student teacher appreciated and valued student diversity; exhibited cultural sensitivity; was impartial, open-minded, and unprejudiced. | 4.76 | 0.56 | 4.59 | 0.60 | 4.69 | 0.60 | 4.69 | 0.50 |
| 1e | 5. The student teacher was controlled, confident, self-assured, tactful, showed restraint over own impulses and emotions. | 4.65 | 0.69 | 4.54 | 0.67 | 4.52 | 0.73 | 4.62 | 0.62 |
| 1f | 6. The student teacher was enthusiastic, motivated, dedicated, and showed initiative. | 4.64 | 0.72 | 4.59 | 0.69 | 4.53 | 0.73 | 4.65 | 0.62 |
| 2e | 7. The student teacher was thoughtful, insightful, and able to take an objective, critical, and detailed look at self and teaching. | 4.68 | 0.69 | 4.50 | 0.70 | 4.55 | 0.75 | 4.63 | 0.61 |
| 1f | 8. The student teacher was able to make adjustments based on changing circumstances. | 4.63 | 0.67 | 4.44 | 0.69 | 4.52 | 0.72 | 4.54 | 0.62 |
| 1f | 9. The student teacher was a problem solver and dealt skillfully and promptly with new situations and challenges. | 4.58 | 0.75 | 4.46 | 0.70 | 4.43 | 0.77 | 4.58 | 0.62 |
| 1f | 10. The student teacher adhered to schedules and was an accountable and principled decision maker. | 4.67 | 0.65 | 4.57 | 0.63 | 4.58 | 0.75 | 4.69 | 0.56 |
| 2e | 11. The student teacher was willing to learn and was receptive to new ideas and feedback. | 4.77 | 0.62 | 4.58 | 0.67 | 4.67 | 0.67 | 4.70 | 0.61 |
| | Grand Mean and SD | 4.69 | 0.65 | 4.56 | 0.64 | 4.58 | 0.70 | 4.65 | 0.58 |

**Table 1.7**

*Special Education Dispositions*

| Dispositions, Fall 2021-Spring 2024 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Special Education-Logan | | | | Special Education-Online | | |
| AAQEP Standard and Aspect | Item | Mentor Teacher (N = 92) | | University Supervisor (N = 202) | | Mentor Teacher (N = 19) | | University Supervisor (N = 120) | |
| 1f | 1. The student teacher was concerned, thoughtful, and receptive to the feelings of others. | 4.7 | 0.6 | 4.4 | 0.8 | 4.7 | 0.6 | 4.5 | 0.6 |
| 1f | 2. The student teacher was collaborative, cooperative, and shared responsibility in a group endeavor. | 4.7 | 0.6 | 4.4 | 0.8 | 4.7 | 0.5 | 4.5 | 0.6 |
| 1f | 3. The student teacher acted in accordance with the rules and standards for right conduct, as well as program and university codes of conduct. | 4.8 | 0.4 | 4.5 | 0.8 | 4.7 | 0.5 | 4.7 | 0.6 |
| 2e | 4. The student teacher appreciated and valued student diversity; exhibited cultural sensitivity; was impartial, open-minded, and unprejudiced. | 4.8 | 0.5 | 4.5 | 0.7 | 4.7 | 0.5 | 4.7 | 0.5 |
| 1e | 5. The student teacher was controlled, confident, self-assured, tactful, showed restraint over own impulses and emotions. | 4.6 | 0.6 | 4.4 | 0.8 | 4.5 | 0.8 | 4.5 | 0.7 |
| 1f | 6. The student teacher was enthusiastic, motivated, dedicated, and showed initiative. | 4.7 | 0.6 | 4.5 | 0.7 | 4.6 | 0.6 | 4.6 | 0.6 |
| 2e | 7. The student teacher was thoughtful, insightful, and able to take an objective, critical, and detailed look at self and teaching. | 4.7 | 0.6 | 4.4 | 0.8 | 4.6 | 0.8 | 4.6 | 0.7 |
| 1f | 8. The student teacher was able to make adjustments based on changing circumstances. | 4.6 | 0.7 | 4.4 | 0.8 | 4.5 | 0.8 | 4.5 | 0.7 |
| 1f | 9. The student teacher was a problem solver and dealt skillfully and promptly with new situations and challenges. | 4.6 | 0.7 | 4.3 | 0.8 | 4.6 | 0.7 | 4.4 | 0.8 |
| 1f | 10. The student teacher adhered to schedules and was an accountable and principled decision maker. | 4.7 | 0.6 | 4.4 | 0.8 | 4.7 | 0.5 | 4.5 | 0.6 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2e | 11. The student teacher was willing to learn and was receptive to new ideas and feedback. | 4.8 | 0.5 | 4.5 | 0.8 | 4.6 | 0.5 | 4.7 | 0.6 |
| | Grand Mean and SD | 51.7 | 0.6 | 48.7 | 0.8 | 51.0 | 0.6 | 50.3 | 0.6 |

**Survey data**

Our annual alumni and employer surveys are also based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?

The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

Alumni Survey

Our annual survey of alumni is sent out every spring in April and May. Response rates vary from year to year. In 2022, we had a 14% response rate; for 2023 it was 22%, and in 2024, the response rate was 16%.

To support standard 1, there are 17 items on our alumni survey. Below are the data for 2022, 2023, 2024 for all items related to this standard. We note a generally downward trend for nearly every item, perhaps reflecting the increasingly challenging circumstances that all teachers face in this post-Covid era; however, these items will be discussed in relation to each of the aspects in the next sections of this QAR. Average ratings below 3.00 indicate a possible area for improvement.

**Table 1.8**
Alumni Survey Results for Standard 1

| AAQEP Standard and Aspect | Alumni Survey Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | M | SD | N | M | SD | N | M | SD | N |
| 1a | Convey accurate information and concepts based on the content knowledge of his/her discipline(s). | 3.37 | 0.67 | 30 | 3.23 | 0.76 | 56 | 3.14 | 0.85 | 57 |
| 1a | Engage students in applying methods of inquiry. | 3.03 | 0.72 | 30 | 2.95 | 0.88 | 56 | 2.82 | 0.85 | 57 |
| 1a | Engage students in critical thinking. | 3.00 | 0.69 | 30 | 2.93 | 0.85 | 56 | 2.89 | 0.79 | 57 |
| 1a | Integrate literacy and/or other content areas into instruction to purposefully engage students in applying content knowledge. | 3.13 | 0.73 | 30 | 2.95 | 1.00 | 56 | 2.84 | 0.92 | 57 |
| 1a | Plan instruction based on the Utah Core Standards. | 3.47 | 0.63 | 30 | 3.29 | 0.73 | 56 | 3.25 | 0.85 | 57 |
| 1b | Create learning experiences based on students' individual developmental levels. | 3.00 | 0.79 | 30 | 2.95 | 0.82 | 56 | 2.98 | 0.81 | 57 |
| 1c | Provide instruction that uses language acquisition strategies to meet the needs of English language learners. | 2.33 | 1.18 | 30 | 2.43 | 1.14 | 56 | 2.46 | 1.04 | 57 |
| 1d | Design assessments (e.g., pre, formative, summative) that match learning objectives. | 2.83 | 1.12 | 30 | 2.96 | 0.91 | 56 | 2.98 | 0.95 | 57 |
| 1d | Differentiate instruction to meet the needs of students. | 3.00 | 0.74 | 30 | 2.98 | 0.86 | 56 | 2.93 | 0.88 | 57 |
| 1d | Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions). | 3.10 | 0.84 | 30 | 3.16 | 0.87 | 56 | 3.00 | 0.76 | 57 |
| 1d | Provide instruction that addresses students' learning differences. | 3.10 | 0.80 | 30 | 3.02 | 0.92 | 56 | 2.93 | 0.84 | 57 |
| | Select assessments (e.g., pre | | | | | | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1d | formative, summative) that match learning objectives. | 3.20 | 0.76 | 30 | 3.09 | 0.79 | 56 | 2.95 | 0.89 | 57 |
| 1d | Set appropriately challenging learning goals for all students. | 3.23 | 0.63 | 30 | 3.00 | 0.76 | 56 | 3.09 | 0.76 | 57 |
| 1d | Use data from assessments to provide feedback to students. | 3.03 | 0.81 | 30 | 3.25 | 0.69 | 56 | 3.05 | 0.91 | 57 |
| 1d | Use students' assessment/performance results to guide instruction. | 3.10 | 0.71 | 30 | 3.32 | 0.74 | 56 | 3.02 | 0.88 | 57 |
| 1e | Use a variety of classroom management strategies to create and maintain a positive learning environment. | 3.03 | 1.13 | 30 | 3.07 | 0.95 | 56 | 2.74 | 1.01 | 57 |
| 1f | Reflect on personal and professional biases. | 3.20 | 0.85 | 30 | 3.25 | 0.67 | 56 | 3.12 | 0.83 | 57 |

Employer Survey

Our annual survey of employers of our graduates is sent out every spring in April and May. Response rates vary from year to year. In 2022, we had a 31% response rate; for 2023 it was 43%, and in 2024, the response rate was 30%.

To support standard 1, there are 17 items on our alumni survey. Below are the data for 2022, 2023, 2024 for all items related to this standard. We note a generally upward trend for nearly every item; however, specific items will be discussed in relation to each of the aspects in the next sections of this QAR. Average ratings below 3.00 indicate a possible area for improvement.

**Table 1.9**
Employer Survey Results for Standard 1

| AAQEP Standard and Aspect | Alumni Survey Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | M | SD | N | M | SD | N | M | SD | N |
| 2a | Collaborate with families, colleagues, and other professionals to support students' growth and development. | 3.03 | 1.00 | 30 | 3.14 | 0.77 | 56 | 2.98 | 1.08 | 57 |
| 2b | Provide instruction that addresses students' cultural differences. | 2.87 | 0.86 | 30 | 2.98 | 0.88 | 56 | 2.84 | 0.88 | 57 |
| 2c | Collaborate with students to establish a respectful learning environment. | 3.23 | 0.77 | 30 | 3.29 | 0.89 | 56 | 3.04 | 0.93 | 57 |
| 2c | Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners. | 3.10 | 0.99 | 30 | 2.93 | 1.11 | 56 | 2.96 | 0.96 | 57 |
| 2d | Support students' growth in international and global perspectives. | 2.33 | 1.03 | 30 | 2.46 | 1.17 | 56 | 2.61 | 1.00 | 57 |
| 2e | Actively reflect on the effectiveness of his/her instruction to identify areas strength and challenges. | 3.20 | 0.76 | 30 | 3.27 | 0.65 | 56 | 3.07 | 0.78 | 57 |
| 2e | Engage in professional learning to strengthen his/her instructional practice. | 3.20 | 1.03 | 30 | 3.43 | 0.63 | 56 | 3.28 | 0.88 | 57 |
| 2e | Implement new ideas to improve their instruction. | 3.30 | 0.60 | 30 | 3.20 | 0.80 | 56 | 3.14 | 0.79 | 57 |
| 2f | Collaborate with colleagues to plan and evaluate instruction. | 3.17 | 0.95 | 30 | 3.36 | 0.70 | 56 | 3.26 | 0.88 | 57 |
| 2f | Participate in a collaborative decision-making culture. | 3.17 | 0.79 | 30 | 3.36 | 0.67 | 56 | 3.05 | 0.91 | 57 |

# Evidence Attachments

All SCED 6 semesters.png

Aspect Evidence Table S1.png

Aspect Evidence Table Standard 1.docx

Dispositions ECE ELED SCED.png

Dispositions SPED OPTT.png

ECE ELED 6 semesters.png

SCED by subject 6 semesters.png

SPED OPTT 6 semesters.png

Standard 1 Alumni Survey.png

Standard 1 Employer Survey.png

Total_ECE_ELED.png

Total_SCED.png

Total_SPED.png

TotalScores.png

UETS_Chart.pdf

## Aspect 1a

In this section, evidence is presented for 1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

## Narrative

### Utah Foundations of Reading Assessment (UFORA)

As evidence for aspect a of Standard 1, we offer the Utah Foundations of Reading scores for early childhood, elementary, and special education students for the period September 1, 2023 - August 31, 2024. Note that, during this period, the cut score had not yet been determined. A tentative cut score of 240 was what we communicated to students. The cut score became official in March 2024 for any teacher candidate seeking a professional educator license after September 1, 2024. Figure 1a.1 is taken from the 2024 UFORA Data Report.

**Figure 1a.1**

Table 4

*2023-2024 UFORA Results by Institution of Higher Education*

| Institution of Higher Education | Number of Test Takers | Average Score | Percent Scored 240 or Higher |
|---|---|---|---|
| Brigham Young University | 215 | 258 | 81% |
| Southern Utah University | 113 | 253 | 75% |
| University of Utah | 58 | 245 | 62% |
| Utah State University | 273 | 255 | 80% |
| Utah Tech University | 25 | 257 | 92% |
| Utah Valley University | 157 | 247 | 69% |
| Weber State University | 94 | 247 | 69% |
| Western Governors University | 1,263 | 247 | 68% |
| Westminster University | n < 10 | n < 10 | n < 10 |

n < 10 indicates results are masked for privacy due to low number of results per institution.

As test scores accumulate for the 2024-2025 year, we are seeing an increase in the average score and the pass rate.

### Praxis Performance Assessment for Teachers (PPAT)

As evidence for aspect a of Standard 1, we offer the Task 3 scores on the PPAT in Fall 2023, the only semester for which the cut score of 36 was consequential. Task 3 addresses Designing Instruction for Student Learning. For this task, teacher candidates described the learning goals and

content standards, how they guided the planned learning activities, and the instructional strategies teacher candidates used to engage students in the lessons (including uploading materials and resources they used). In addition, the teacher candidates described how they would differentiate the lesson to meet the needs of their chosen focus students, adjustments they made during the lesson, and feedback they provided to students to facilitate student learning. Finally, teacher candidates reflected on the strengths of their lesson plan as well as the components of the lesson that needed improvement. Each step in the task was worth 4 points, and there were 4 steps; thus the total possible score was 16. Our expectation was that students would earn an overall score on the PPAT of 36 (out of 60), but we did not set an expectation for each task, much less for each step in each task. Nevertheless, the overall average for 151 students (including early childhood, elementary, secondary, and special education) was 11.0 (SD = 1.4).

**Figure 1a.2**

*Task 3 PPAT Fall 2023 Scores*
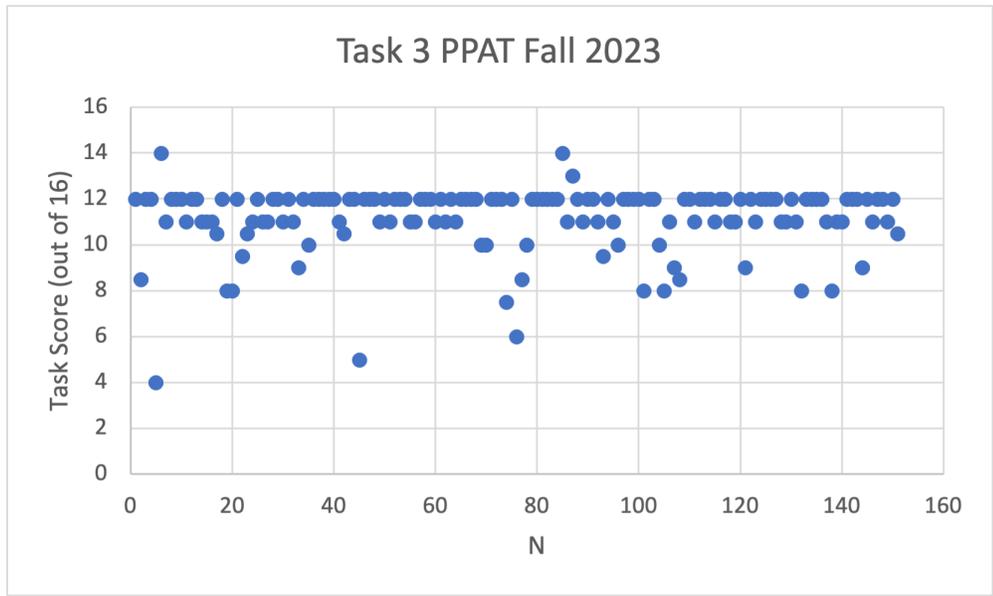


Following are the task 3 scores disaggregated by licensure area.

**Figure 1a.3**

*Early Childhood and Elementary Education Task 3 Scores Fall 2023*
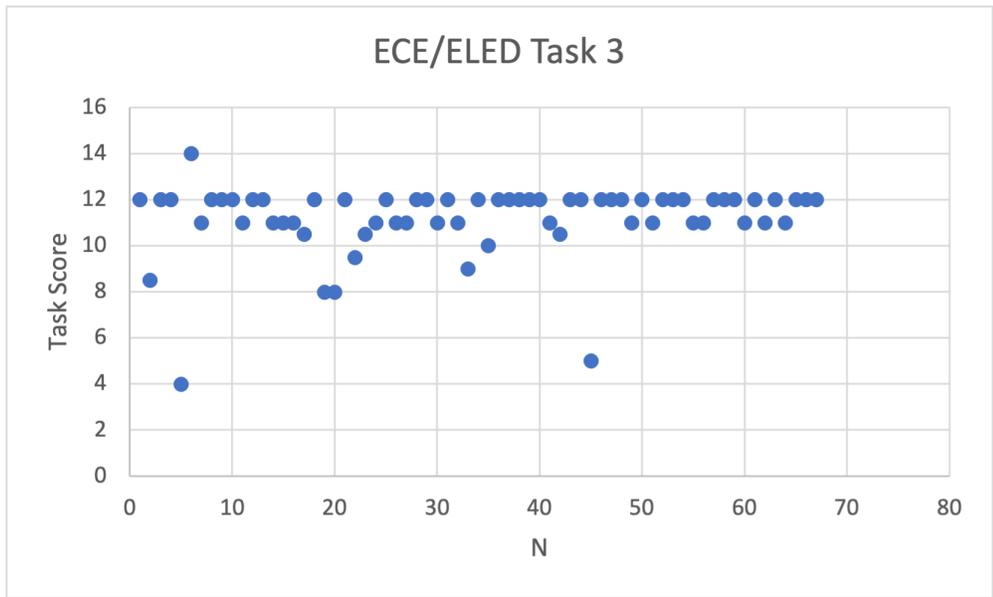
The ECE/ELED scores are appropriate for the tasks and show that the majority of students met the criteria for Task 3 of the PPAT. There were a few outliers, but the average showed that students are prepared to design instruction for student learning.

**Figure 1a.4**

*Special Education Task 3 Scores Fall 2023*
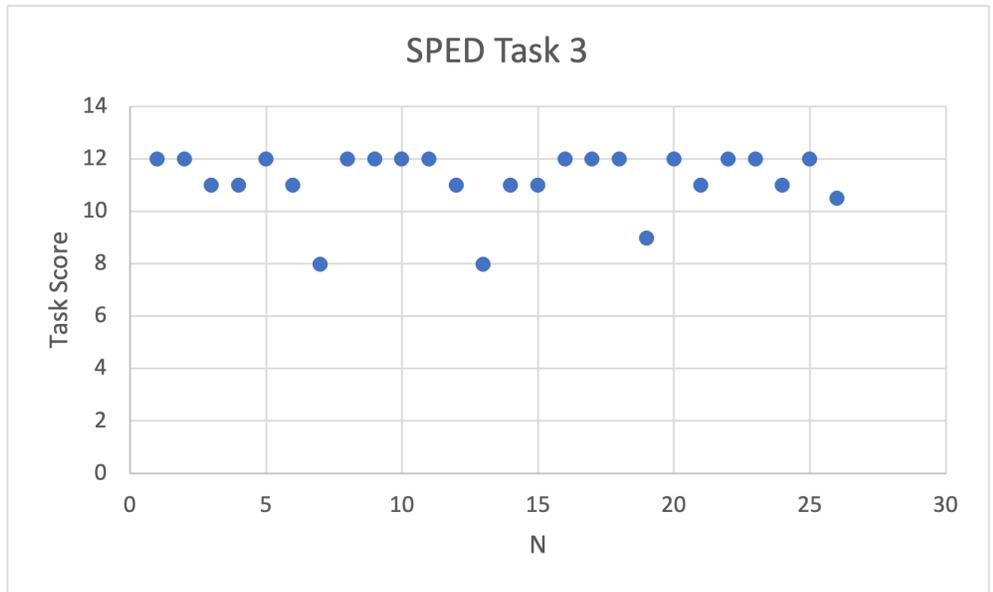


The SPED scores on the PPAT task-3 show that most of students (with exception of 3 students) score between 11 and 12 points. This indicates that SPED students are adequately prepared to design instruction for student learning.

**Figure 1a.5**

*Secondary Education Task 3 Scores Fall 2023*



SCED Task 3
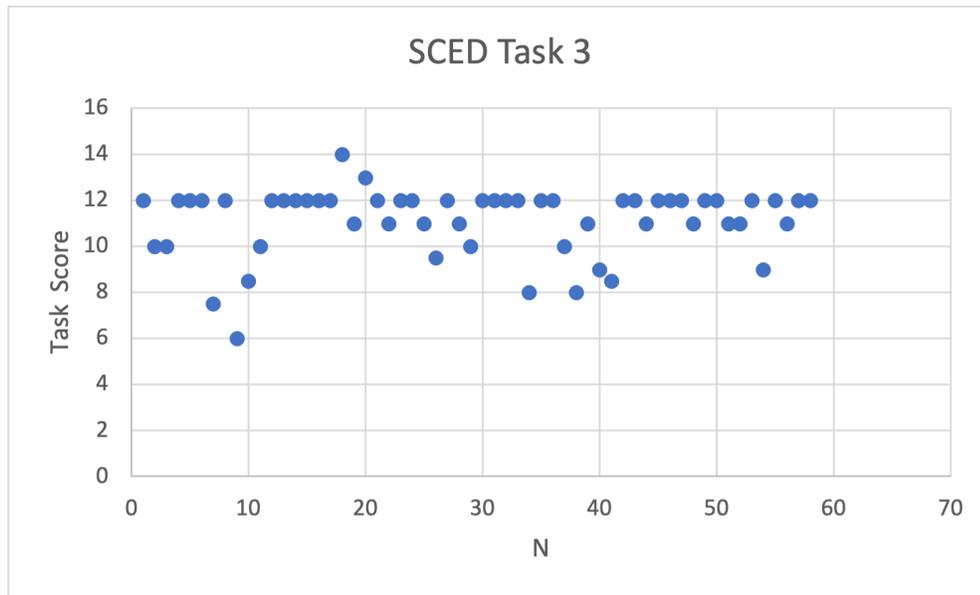
The secondary education scores are appropriate for the tasks and show that the majority of students met the criteria for Task 3 of the PPAT. There were a few outliers, but the average showed that students are prepared to design instruction for student learning.

**Student Teaching Evaluations**

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect a of Standard 1, below are the data on items that are relevant to program completers' content and pedagogical knowledge relevant to their degree and credential. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

**Table 1a.1**

Early Childhood, Elementary, and Secondary Education Student Teaching Evaluation Scores

| AAQEP Standard and aspect | Question | Semester and Year | ECE & ELED | | | | | | SCED | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1a | 4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (UETS 4a, 4c, 4d, 4e, 7c). | Fall 2021 | 2.89 | 0.32 | 52 | 2.95 | 0.22 | 59 | 2.75 | 0.48 | 45 | 2.98 | 0.14 | 46 |
| | | Spring 2022 | 2.79 | 0.49 | 84 | 2.88 | 0.41 | 94 | 2.80 | 0.43 | 67 | 2.94 | 0.24 | 81 |
| | | Fall 2022 | 2.74 | 0.51 | 62 | 2.89 | 0.32 | 81 | 2.79 | 0.44 | 58 | 2.98 | 0.12 | 66 |
| | | Spring 2023 | 2.81 | 0.40 | 77 | 2.93 | 0.27 | 80 | 2.75 | 0.50 | 76 | 2.95 | 0.23 | 75 |
| | | Fall 2023 | 2.78 | 0.54 | 67 | 2.88 | 0.44 | 72 | 2.83 | 0.38 | 58 | 2.94 | 0.31 | 62 |
| | | Spring 2024 | 2.75 | 0.48 | 90 | 2.92 | 0.28 | 93 | 2.79 | 0.50 | 86 | 2.88 | 0.39 | 90 |
| 1a | 6.1 Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (UETS 4b, 6a). | Fall 2021 | 2.92 | 0.27 | 52 | 3.00 | 0.00 | 59 | 2.94 | 0.31 | 45 | 2.98 | 0.14 | 46 |
| | | Spring 2022 | 2.86 | 0.35 | 84 | 2.96 | 0.25 | 94 | 2.88 | 0.33 | 67 | 2.94 | 0.29 | 81 |
| | | Fall 2022 | 2.93 | 0.31 | 62 | 2.99 | 0.11 | 81 | 2.79 | 0.61 | 58 | 2.98 | 0.12 | 66 |
| | | Spring 2023 | 2.88 | 0.32 | 77 | 3.00 | 0.00 | 80 | 2.85 | 0.41 | 76 | 2.97 | 0.16 | 75 |
| | | Fall 2023 | 2.85 | 0.43 | 67 | 2.97 | 0.24 | 72 | 2.93 | 0.26 | 58 | 2.97 | 0.25 | 62 |
| | | Spring 2024 | 2.86 | 0.38 | 90 | 2.97 | 0.23 | 93 | 2.70 | 0.56 | 86 | 2.91 | 0.32 | 90 |
| 1a | 6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (UETS 6b, 6e). | Fall 2021 | 2.74 | 0.45 | 52 | 3.00 | 0.00 | 59 | 2.71 | 0.46 | 45 | 2.84 | 0.37 | 46 |
| | | Spring 2022 | 2.79 | 0.44 | 84 | 2.86 | 0.43 | 94 | 2.68 | 0.50 | 67 | 2.83 | 0.41 | 81 |
| | | Fall 2022 | 2.72 | 0.52 | 62 | 2.84 | 0.37 | 81 | 2.56 | 0.55 | 58 | 2.83 | 0.38 | 66 |
| | | Spring 2023 | 2.87 | 0.34 | 77 | 2.93 | 0.27 | 80 | 2.72 | 0.50 | 76 | 2.95 | 0.23 | 75 |
| | | Fall 2023 | 2.82 | 0.46 | 67 | 2.89 | 0.36 | 72 | 2.65 | 0.51 | 58 | 2.77 | 0.46 | 62 |
| | | Spring 2024 | 2.82 | 0.42 | 90 | 2.83 | 0.43 | 93 | 2.65 | 0.63 | 86 | 2.76 | 0.52 | 90 |
| 1a | 7.4 Uses a variety of available and appropriate technology and resources to support learning (UETS 3e, 7f, 7g) | Fall 2021 | 2.89 | 0.32 | 52 | 2.95 | 0.22 | 59 | 2.85 | 0.36 | 45 | 2.90 | 0.31 | 46 |
| | | Spring 2022 | 2.85 | 0.36 | 84 | 2.93 | 0.30 | 94 | 2.84 | 0.40 | 67 | 2.95 | 0.22 | 81 |
| | | Fall 2022 | 2.80 | 0.51 | 62 | 2.99 | 0.11 | 81 | 2.83 | 0.38 | 58 | 3.00 | 0.00 | 66 |
| | | Spring 2023 | 2.87 | 0.37 | 77 | 2.95 | 0.22 | 80 | 2.85 | 0.39 | 76 | 2.95 | 0.23 | 75 |
| | | Fall 2023 | 2.79 | 0.44 | 67 | 2.90 | 0.30 | 72 | 2.91 | 0.28 | 58 | 2.95 | 0.28 | 62 |
| | | Spring 2024 | 2.82 | 0.47 | 90 | 2.97 | 0.17 | 93 | 2.80 | 0.49 | 86 | 2.86 | 0.38 | 90 |

Mentor teacher and supervisor scores are aligned, although university supervisors tend to score higher. The data show that students are meeting the expectation for content, pedagogical, and or professional knowledge relevant to the credential or degree sought.

Secondary education scores show students are able to meet the expectations for content, pedogogical and professional knowledge during the student teaching semester by both the mentor teacher and supervisors. The area that remains slightly lower is integrating cross-disciplinary skills within instruction. This shows students may need more instructional skills integrating content across disciplines.

**Table 1a.2**
Special Education Student Teaching Evaluation Scores

| AAQEP Standard and aspect | Question | | SPED Logan | | | | | | OPTT (online program) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1a | 4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (UETS 4a, 4c, 4d, 4e, 7c). | Fall 2021 | 2.83 | 0.38 | 29 | 2.88 | 0.42 | 33 | | | | | | |
| | | Spring 2022 | 3.00 | 0.00 | 13 | 2.96 | 0.20 | 25 | 2.83 | 0.41 | 6 | 2.87 | 0.41 | 39 |
| | | Fall 2022 | 2.94 | 0.24 | 17 | 2.90 | 0.31 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.43 | 0.53 | 7 | 2.85 | 0.36 | 52 | 2.40 | 0.55 | 5 | 2.81 | 0.39 | 43 |
| | | Fall 2023 | 2.86 | 0.36 | 21 | 2.92 | 0.27 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 2.83 | 0.41 | 6 | 2.74 | 0.44 | 38 | 2.71 | 0.49 | 7 | 2.75 | 0.44 | 35 |
| 1a | 6.1 Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (UETS 4b, 6a). | Fall 2021 | 2.90 | 0.31 | 29 | 2.91 | 0.29 | 33 | | | | | | |
| | | Spring 2022 | 2.86 | 0.36 | 13 | 2.96 | 0.20 | 25 | 2.67 | 0.52 | 6 | 2.95 | 0.32 | 39 |
| | | Fall 2022 | 2.94 | 0.24 | 17 | 2.97 | 0.19 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.57 | 0.53 | 7 | 2.94 | 0.24 | 52 | 2.60 | 0.55 | 5 | 2.93 | 0.26 | 43 |
| | | Fall 2023 | 2.80 | 0.41 | 20 | 2.88 | 0.33 | 26 | 3.00 | | 1 | 2.50 | 0.71 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 6 | 2.87 | 0.34 | 38 | 2.71 | 0.76 | 7 | 2.86 | 0.35 | 35 |
| 1a | 6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (UETS 6b, 6e). | Fall 2021 | 2.79 | 0.41 | 29 | 2.85 | 0.44 | 33 | | | | | | |
| | | Spring 2022 | 2.93 | 0.27 | 13 | 3.00 | 0.00 | 25 | 2.67 | 0.52 | 6 | 2.87 | 0.47 | 39 |
| | | Fall 2022 | 2.94 | 0.24 | 17 | 2.86 | 0.35 | 29 | | | | 2.00 | | 1 |
| | | Spring 2023 | 2.71 | 0.49 | 7 | 2.77 | 0.43 | 52 | 2.80 | 0.45 | 5 | 2.70 | 0.51 | 43 |
| | | Fall 2023 | 2.90 | 0.31 | 20 | 3.00 | 0.00 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 6 | 2.72 | 0.46 | 38 | 2.71 | 0.76 | 7 | 2.69 | 0.47 | 35 |
| 1a | 7.4 Uses a variety of available and appropriate technology and resources to support learning (UETS 3e, 7f, 7g) | Fall 2021 | 2.96 | 0.19 | 27 | 2.90 | 0.44 | 21 | | | | | | |
| | | Spring 2022 | 2.92 | 0.29 | 12 | 2.95 | 0.23 | 19 | 3.00 | 0.00 | 5 | 2.84 | 0.37 | 31 |
| | | Fall 2022 | 2.92 | 0.28 | 13 | 3.00 | 0.00 | 26 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.71 | 0.49 | 7 | 2.93 | 0.25 | 46 | 3.00 | 0.00 | 5 | 2.92 | 0.27 | 38 |
| | | Fall 2023 | 2.94 | 0.25 | 16 | 3.00 | 0.00 | 23 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 5 | 2.81 | 0.40 | 31 | 3.00 | 0.00 | 5 | 2.79 | 0.41 | 28 |

Across years and aspects, SPED students score high, indicating SPED students (on campus and in OPTT) are knowledgeable about the content and pedagogy related to Special Education. Spring 2023 Logan campus students seem to have scored slightly lower on their evaluations, which may be due to COVID-19 restrictions during their formative years in the program limiting their prerequisite class experiences. A similar trend is not visible in OPTT, since this program is entirely online. There is more variability in scores for OPTT students (as evidenced by higher SDs), showing a need to investigate if this is due to programmatic issues or variability in how supervisors interpret items.

Note that the OPTT program runs in cohorts and students typically complete student teaching in the Spring semester. This accounts for the lack of data on several Spring rows.

## Survey data

Our annual alumni and employer surveys are based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?
The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the

USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our candidates and completers exhibit an understanding of content and pedagogical knowledge. Average ratings below 3.00 indicate a possible area for improvement, so these results generally meet our expectations, although it's interesting to note that employers tend to rate our alumni higher than they rate themselves. Also, for these items, the trend is downward for our alumni's self-rating on these items, whereas the employer ratings are flat or trending upward.

**Table 1a.3**

*Employer Survey Results for 1a*

| AAQEP Standard and Aspect | Employer Survey Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 1a | Convey accurate information and concepts based on the content knowledge of his/her discipline(s). | 3.29 | 0.76 | 65 | 3.34 | 0.74 | 108 | 3.29 | 0.73 | 113 |
| 1a | Engage students in applying methods of inquiry. | 3.02 | 0.87 | 65 | 3.04 | 0.87 | 108 | 3.08 | 0.90 | 113 |
| 1a | Engage students in critical thinking. | 3.03 | 0.81 | 65 | 3.06 | 0.89 | 108 | 3.05 | 0.96 | 113 |
| 1a | Integrate literacy and/or other content areas into instruction to purposefully engage students in applying content knowledge. | 3.02 | 0.89 | 65 | 3.15 | 0.82 | 108 | 3.13 | 0.87 | 113 |
| 1a | Plan instruction based on the Utah Core Standards. | 3.22 | 0.89 | 65 | 3.34 | 0.75 | 108 | 3.34 | 0.80 | 113 |

**Table 1a.4**

*Alumni Survey Results for 1a*

| Alumni Survey | | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| AAQEP Standard and Aspect | Question Description | M | SD | N | M | SD | N | M | SD | N |
| 1a | Convey accurate information and concepts based on the content knowledge of his/her discipline(s). | 3.37 | 0.67 | 30 | 3.23 | 0.76 | 56 | 3.14 | 0.85 | 57 |
| 1a | Engage students in applying methods of inquiry. | 3.03 | 0.72 | 30 | 2.95 | 0.88 | 56 | 2.82 | 0.85 | 57 |
| 1a | Engage students in critical thinking. | 3.00 | 0.69 | 30 | 2.93 | 0.85 | 56 | 2.89 | 0.79 | 57 |
| 1a | Integrate literacy and/or other content areas into instruction to purposefully engage students in applying content knowledge. | 3.13 | 0.73 | 30 | 2.95 | 1.00 | 56 | 2.84 | 0.92 | 57 |
| 1a | Plan instruction based on the Utah Core Standards. | 3.47 | 0.63 | 30 | 3.29 | 0.73 | 56 | 3.25 | 0.85 | 57 |

# Evidence Attachments

1aELED_SCED.png

2024UFORADataReport.pdf

AS1a.png

ES1a.png

SPED 1a.png

Task3_all.png

Task3_ECE_ELED.png

Task3_SCED.png

Task3_SPED.png

## Aspect 1b

In this section, evidence is presented for 1b. Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory.

## Narrative

### Student Teaching Evaluations

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect b of Standard 1, below are the data on items that are relevant to program completers' knowledge of learners and learning theory and the application of learning theory. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

**Table 1b.1**

*Early Childhood, Elementary, and Secondary Education Final Student Teaching Evaluations*

| | | | PAES (Performance Assessment and Evaluation System) | | | | | | | | | | | |
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question Description | Semester/Year | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1b | 1.1 Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs (UETS 1a, 2e). | Fall 2021 | 2.87 | 0.34 | 52 | 2.93 | 0.25 | 59 | 2.73 | 0.45 | 45 | 2.90 | 0.31 | 46 |
| | | Spring 2022 | 2.75 | 0.53 | 84 | 2.89 | 0.34 | 94 | 2.72 | 0.50 | 67 | 2.90 | 0.34 | 81 |
| | | Fall 2022 | 2.79 | 0.45 | 62 | 2.91 | 0.28 | 81 | 2.63 | 0.51 | 58 | 2.86 | 0.35 | 66 |
| | | Spring 2023 | 2.79 | 0.41 | 77 | 2.96 | 0.19 | 80 | 2.79 | 0.46 | 76 | 2.92 | 0.27 | 75 |
| | | Fall 2023 | 2.74 | 0.59 | 67 | 2.93 | 0.31 | 72 | 2.78 | 0.45 | 58 | 2.92 | 0.33 | 62 |
| | | Spring 2024 | 2.82 | 0.42 | 90 | 2.93 | 0.33 | 93 | 2.65 | 0.64 | 86 | 2.84 | 0.45 | 90 |
| 1b | 7.2 Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (UETS 3f, 6d, 7e). | Fall 2021 | 2.79 | 0.41 | 52 | 2.90 | 0.30 | 59 | 2.73 | 0.49 | 45 | 2.80 | 0.41 | 46 |
| | | Spring 2022 | 2.71 | 0.45 | 84 | 2.88 | 0.41 | 94 | 2.65 | 0.50 | 67 | 2.84 | 0.37 | 81 |
| | | Fall 2022 | 2.59 | 0.67 | 62 | 2.85 | 0.36 | 81 | 2.76 | 0.46 | 58 | 2.80 | 0.40 | 66 |
| | | Spring 2023 | 2.77 | 0.45 | 77 | 2.85 | 0.36 | 80 | 2.71 | 0.50 | 76 | 2.84 | 0.37 | 75 |
| | | Fall 2023 | 2.69 | 0.60 | 67 | 2.83 | 0.41 | 72 | 2.75 | 0.43 | 58 | 2.74 | 0.48 | 62 |
| | | Spring 2024 | 2.65 | 0.54 | 90 | 2.79 | 0.54 | 93 | 2.65 | 0.59 | 86 | 2.73 | 0.54 | 90 |

Mentor teacher and university supervisor scores are aligned, although university supervisors tend to score higher. The data show that students understand learning theory, including social, emotional, and academic dimensions, and can apply learning theory in classroom contexts.

**Table 1b.2**

*Special Education Final Student Teaching Evaluations*

| AAQEP Standard and aspect | Question Description | | SPED Logan | | | | | | OPTT (online program) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1b | 1.1 Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs (UETS 1a, 2e). | Fall 2021 | 2.83 | 0.38 | 29 | 2.82 | 0.46 | 33 | | | | | | |
| | | Spring 2022 | 3.00 | 0.00 | 13 | 2.92 | 0.28 | 25 | 2.67 | 0.52 | 6.00 | 2.85 | 0.49 | 39 |
| | | Fall 2022 | 2.94 | 0.24 | 17 | 2.83 | 0.38 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.43 | 0.53 | 7 | 2.88 | 0.32 | 52 | 2.40 | 0.55 | 5.00 | 2.88 | 0.32 | 43 |
| | | Fall 2023 | 2.90 | 0.30 | 21 | 2.77 | 0.43 | 26 | 3.00 | | 1.00 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 2.83 | 0.41 | 6 | 2.83 | 0.38 | 38 | 2.71 | 0.49 | 7.00 | 2.81 | 0.40 | 35 |
| 1b | 7.2 Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (UETS 3f, 6d, 7e). | Fall 2021 | 2.83 | 0.38 | 29 | 2.85 | 0.44 | 33 | | | | | | |
| | | Spring 2022 | 2.93 | 0.27 | 13 | 2.88 | 0.33 | 25 | 2.50 | 0.55 | 6.00 | 2.77 | 0.48 | 39 |
| | | Fall 2022 | 2.94 | 0.24 | 17 | 2.72 | 0.45 | 29 | | | | 2.00 | | 1 |
| | | Spring 2023 | 2.57 | 0.53 | 7 | 2.88 | 0.32 | 52 | 2.60 | 0.55 | 5.00 | 2.86 | 0.35 | 43 |
| | | Fall 2023 | 2.80 | 0.41 | 20 | 2.73 | 0.45 | 26 | 3.00 | | 1.00 | 2.50 | 0.71 | 2 |
| | | Spring 2024 | 2.83 | 0.41 | 6 | 2.49 | 0.60 | 38 | 2.57 | 0.79 | 7.00 | 2.53 | 0.61 | 35 |

Across years and aspects, SPED students score high indicating SPED students (on campus and in OPTT) are knowledgeable about learners and learning theories in Special Education. Spring 2023 Logan campus students seem to have scored slightly lower on their evaluations, which may be due to COVID-19 restrictions during their formative years in the program limiting their prerequisite class experiences. A similar trend is not visible in OPTT, since this program is entirely online. There is more variability in scores for OPTT students (as evidenced by higher SDs) for aspect 1b and content classes could integrate this better within their programming.

University supervisors in the on campus program generally score students lower than the mentor teachers which may reflect the increased opportunities mentor teachers have to observe the students.

Note that the OPTT program runs in cohorts and students typically complete student teaching in the Spring semester. This accounts for the lack of data on several Spring rows.

**Survey data**
Our annual alumni and employer surveys are also based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?
The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our candidates and completers exhibit an understanding of learners and how to apply learning theory. Average ratings below 3.00 indicate a possible area for improvement, so these results generally meet our expectations, although it's interesting to note that employers rate our alumni higher than they rate themselves. There is a positive, upward trend for employer ratings and a flat trend for alumni ratings of themselves.

**Table 1b.3**

*Employer Survey*

| AAQEP Standard and Aspect | Employer Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Question Description | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 1b | Create learning experiences based on students' individual developmental levels. | 3.03 | 0.81 | 65 | 3.21 | 0.82 | 108 | 3.29 | 0.85 | 113 |

**Table 1b.4**

*Alumni Survey*

| AAQEP Standard and Aspect | Alumni Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Question Description | M | SD | N | M | SD | N | M | SD | N |
| 1b | Create learning experiences based on students' individual developmental levels. | 3.00 | 0.79 | 30 | 2.95 | 0.82 | 56 | 2.98 | 0.81 | 57 |

# Evidence Attachments

[1bELED_SCED.png](1bELED_SCED.png)

[1bELED_SCED.png](1bELED_SCED.png)

[AS1b.png](AS1b.png)

[AS1b.png](AS1b.png)

[ES1b.png](ES1b.png)

[ES1b.png](ES1b.png)

ES1b.png

SPED1b.png

## Aspect 1c

In this section, evidence is presented for 1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.

## Narrative

### Student Teaching Evaluations

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect c of Standard 1, below are the data on items that are relevant to program completers' culturally responsive practice and the impact of language acquisition and literacy development on student learning; and application of learning theory. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

**Table 1c.1**

*Early Childhood, Elementary, and Secondary Education Final Student Teaching Evaluations*

| | | | PAES (Performance Assessment and Evaluation System) | | | | | | | | | | | |
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question | Semester/Year | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1c | 7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (UETS 2b, 2e, 6c, 7a, 7b). | Fall 2021 | 2.85 | 0.36 | 52 | 2.88 | 0.32 | 59 | 2.79 | 0.41 | 45 | 2.76 | 0.43 | 46 |
| | | Spring 2022 | 2.71 | 0.55 | 84 | 2.82 | 0.41 | 94 | 2.67 | 0.50 | 67 | 2.79 | 0.44 | 81 |
| | | Fall 2022 | 2.79 | 0.49 | 62 | 2.90 | 0.30 | 81 | 2.69 | 0.50 | 58 | 2.68 | 0.47 | 66 |
| | | Spring 2023 | 2.86 | 0.39 | 77 | 2.89 | 0.32 | 80 | 2.79 | 0.46 | 76 | 2.89 | 0.31 | 75 |
| | | Fall 2023 | 2.79 | 0.61 | 67 | 2.82 | 0.42 | 72 | 2.75 | 0.43 | 58 | 2.81 | 0.44 | 62 |
| | | Spring 2024 | 2.78 | 0.44 | 90 | 2.88 | 0.39 | 93 | 2.69 | 0.61 | 86 | 2.82 | 0.44 | 90 |
| 1c | 7.3 Supports and expands each learner's communication skills through reading, writing, listening, and speaking (UETS 3f, 7d). | Fall 2021 | 2.92 | 0.27 | 52 | 3.00 | 0.00 | 59 | 2.87 | 0.34 | 45 | 2.96 | 0.20 | 46 |
| | | Spring 2022 | 2.93 | 0.30 | 84 | 2.96 | 0.32 | 94 | 2.86 | 0.34 | 67 | 2.88 | 0.33 | 81 |
| | | Fall 2022 | 2.92 | 0.33 | 62 | 2.99 | 0.11 | 81 | 2.82 | 0.39 | 58 | 2.94 | 0.24 | 66 |
| | | Spring 2023 | 2.96 | 0.19 | 77 | 2.99 | 0.11 | 80 | 2.85 | 0.39 | 76 | 3.00 | 0.00 | 75 |
| | | Fall 2023 | 2.85 | 0.47 | 67 | 2.97 | 0.24 | 72 | 2.80 | 0.44 | 58 | 2.92 | 0.33 | 62 |
| | | Spring 2024 | 2.91 | 0.38 | 90 | 2.96 | 0.29 | 93 | 2.74 | 0.54 | 86 | 2.88 | 0.36 | 90 |

Mentor teacher and university supervisor scores are aligned, although university supervisors tend to score higher. The data show that students are applying culturally responsive practice and support learners communication skills and literacy to meet the needs of students in a classroom context.

**Table 1c.1**

*Special Education Final Student Teaching Evaluations*

| AAQEP Standard and aspect | Question | | SPED Logan Mentor Teacher | | | SPED Logan University Supervisor | | | OPTT (online program) Mentor Teacher | | | OPTT (online program) University Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1c | 7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of | Fall 2021 | 2.90 | 0.31 | 29 | 2.88 | 0.42 | 33 | | | | | | |
| | | Spring 2022 | 3.00 | 0.00 | 13 | 2.96 | 0.20 | 25 | 2.67 | 0.52 | 6 | 2.87 | 0.47 | 39 |
| | | Fall 2022 | 3.00 | 0.00 | 17 | 3.00 | 0.00 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.86 | 0.38 | 7 | 2.90 | 0.30 | 52 | 3.00 | 0.00 | 5 | 2.91 | 0.29 | 43 |
| | | Fall 2023 | 2.95 | 0.22 | 20 | 2.92 | 0.27 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 6 | 2.85 | 0.37 | 38 | 2.86 | 0.38 | 7 | 2.83 | 0.38 | 35 |
| 1c | 7.3 Supports and expands each learner's communication skills through reading, writing, listening, and speaking (UETS 3f, 7d). | Fall 2021 | 2.93 | 0.26 | 29 | 2.94 | 0.24 | 33 | | | | | | |
| | | Spring 2022 | 3.00 | 0.00 | 13 | 2.88 | 0.33 | 25 | 2.67 | 0.52 | 6 | 2.82 | 0.45 | 39 |
| | | Fall 2022 | 3.00 | 0.00 | 17 | 3.00 | 0.00 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.71 | 0.49 | 7 | 2.96 | 0.19 | 52 | 2.80 | 0.45 | 5 | 2.93 | 0.26 | 43 |
| | | Fall 2023 | 2.95 | 0.22 | 20 | 2.96 | 0.20 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 6 | 2.82 | 0.39 | 38 | 2.71 | 0.76 | 7 | 2.81 | 0.40 | 35 |

SPED students seem well prepared to using culturally responsive practices in classrooms and able to support the language and literacy development of their students. Scores from mentor teachers and supervisors are generally aligned, with low variability.

Note that the OPTT program runs in cohorts and students typically complete student teaching in the Spring semester. This accounts for the lack of data on several Spring rows.

**Survey Data**

Our annual alumni and employer surveys are also based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?
The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our candidates and completers exhibit an understanding of learners and how to apply learning theory. Average ratings below 3.00 indicate an area for improvement, so the improvement in these results over time is encouraging. This is, in part, attributable to changes in TEAL 5710, Instructional for Linguistically and Culturally Diverse Learners, which is a required course in the early childhood

and elementary education majors. SCED 3210, Educational and Multicultural Foundations, a required course for all secondary education students also addresses linguistic needs of students. Alumni rate themselves lower than their employers with a great deal of variability (SD higher than 1.0). So, this is still an area for improvement.

In SPED, language acquisition has received a more prominent focus in SPED 5310/5311 Reading Interventions for Students with disabilities. This knowledge is then further developed in other core courses (e.g., SPED 5030 - Assessment, SPED 5040 Lesson Planning).

**Table 1c.3**

*Employer Survey*

| AAQEP Standard and Aspect | Employer Survey Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 1c | Provide instruction that uses language acquisition strategies to meet the needs of English language learners. | 2.77 | 1.01 | 65 | 3.05 | 0.82 | 108 | 3.07 | 0.85 | 113 |

**Table 1c.4**

*Alumni Survey*

| AAQEP Standard and Aspect | Alumni Survey Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | M | SD | N | M | SD | N | M | SD | N |
| 1c | Provide instruction that uses language acquisition strategies to meet the needs of English language learners. | 2.33 | 1.18 | 30 | 2.43 | 1.14 | 56 | 2.46 | 1.04 | 57 |

# Evidence Attachments

1c.png

Alumni_1c.png

ES1c.png

SPED1c.png

Standard 1 Alumni Survey.png

## Aspect 1d

In this section, evidence is presented for 1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice.

## Narrative

### Praxis Performance Assessment for Teachers (PPAT)

As evidence for aspect d of Standard 1, we offer the Task 2 scores on the PPAT in Fall 2023, the only semester for which the cut score of 36 was consequential. Task 2 addresses Assessment and Data Collection to Measure and Inform Student Learning. For this task, teacher candidates selected an assessment, described it, and provided a rationale for choosing or designing the assessment. In addition, the teacher candidates chose and described two focus students who reflected different learning needs. Finally, teacher candidates discussed how the data analysis informed their future instruction for the whole class and modifications they would make in the future. Each step in the task was worth 4 points, and there were 3 steps; thus the total possible score was 12. Our expectation was that students would earn an overall score on the PPAT of 36 (out of 60), but we did not set an expectation for each task, much less for each step in each task. Nevertheless, the overall average for 151 students (including early childhood, elementary, secondary, and special education) was 8.49 (SD = .97).
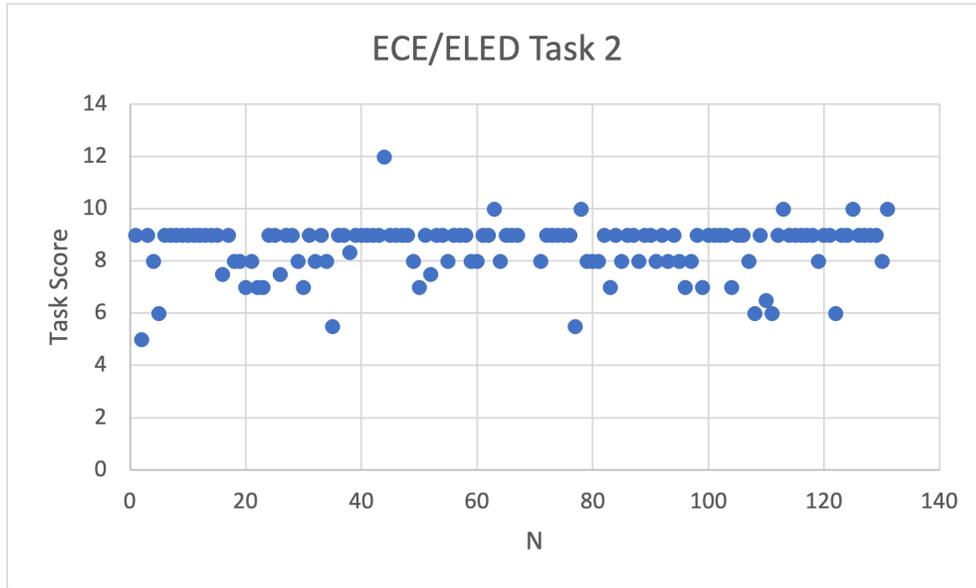
### Figure 1d.1

*Task 2 PPAT Scores for All Programs Combined*
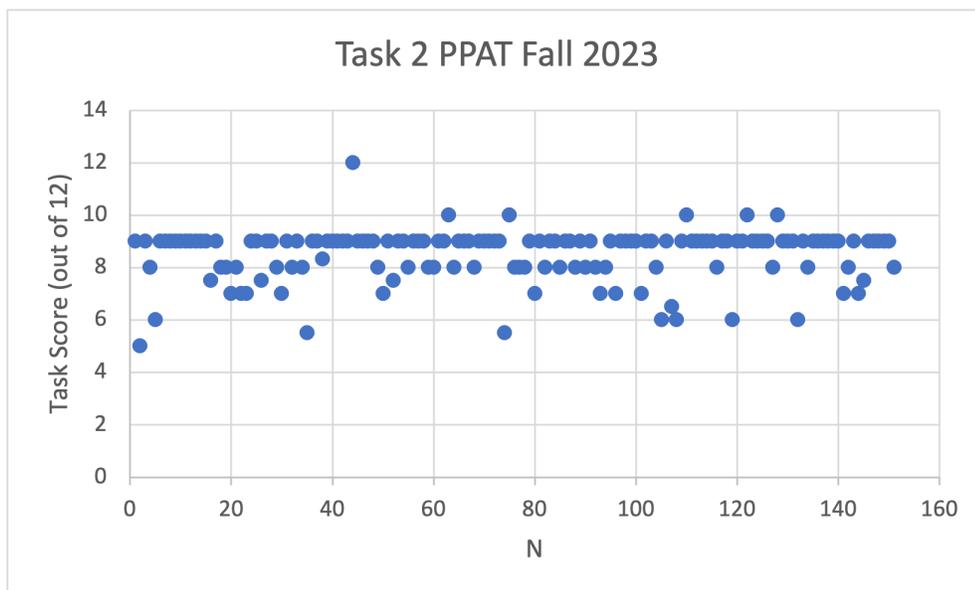
Following are the task 2 scores disaggregated by licensure area.

**Figure 1d.2**

*Task 2 PPAT Scores for Early Childhood and Elementary Education*



Most scores for ECE/ELED maintained within one standard deviation of the average of 8.49 or higher, with a few outliers. The efforts that faculty made to more explicitly teach students in methods courses to use data to inform instructional decisions seems to have made a difference, and even though the PPAT will no longer be required, the focus on using data will continue. Performance on Task 2 shows that students understand assessment of and for student learning and know how to use data to inform practice.

**Figure 1d.3**

*Task 2 PPAT Scores for Special Education*
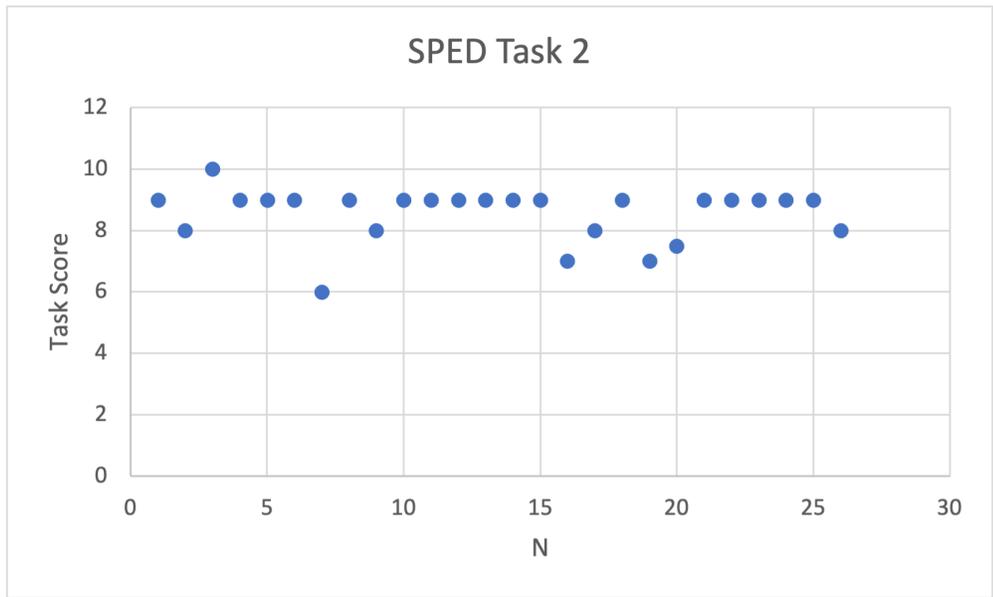
Most SPED students scored 9 out of 12 on PPAT Task 2, which is higher than the college average. This is likely due to the high focus on data-based decision making, and data-based individualization. Student performance indicate they have a good grasp of the use of data. Nevertheless, coordination around data will be important for future students to increase the effectiveness of SPED teachers.

**Figure 1d.4**

*Task 2 PPAT Scores for Secondary Education*
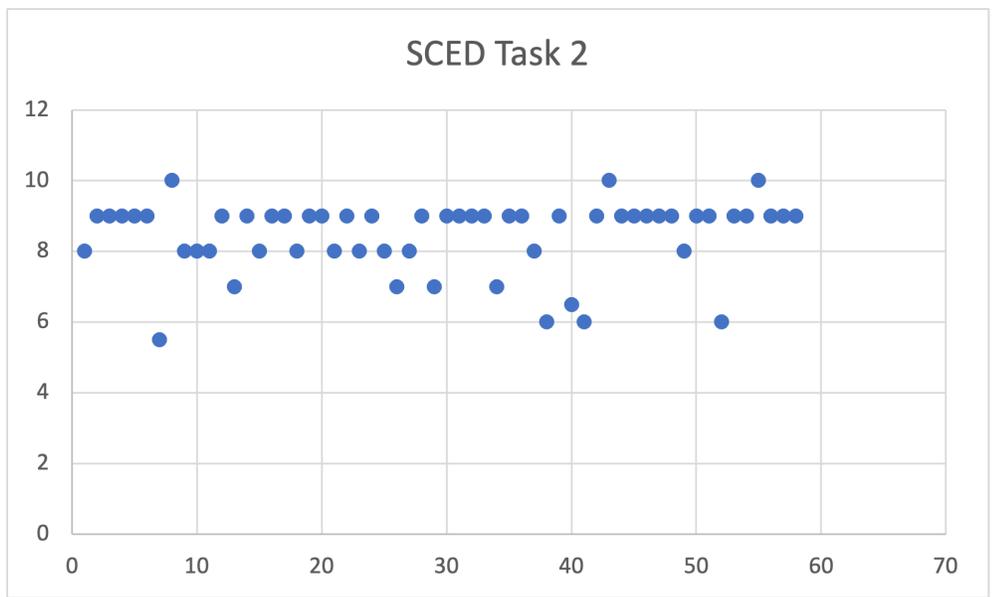
For our secondary education teacher candidates, we were satisfied that the majority of the students scored 8 or better on task 2 of the PPAT. The efforts that faculty made to more explicitly teach students in methods courses to use data to inform instructional decisions seems to have made a difference, and even though the PPAT will no longer be required, the focus on using data will continue.

**Student Teaching Evaluations**

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect d of Standard 1, below are the data on items that are relevant to program completers' assessment of and for student learning, assessment and data literacy, and use of data to inform practice. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

**Table 1d.1**

*Early Childhood, Elementary, and Secondary Education Final Student Teaching Evaluations*

| | | | PAES (Performance Assessment and Evaluation System) | | | | | | | | | | | |
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question | Semester/Year | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1d | 5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (UETS 5a, 5c, 5d, 8a). | Fall 2021 | 2.83 | 0.38 | 52 | 2.92 | 0.28 | 59 | 2.73 | 0.45 | 45 | 2.84 | 0.37 | 46 |
| | | Spring 2022 | 2.80 | 0.49 | 84 | 2.92 | 0.31 | 94 | 2.72 | 0.48 | 67 | 2.84 | 0.40 | 81 |
| | | Fall 2022 | 2.75 | 0.54 | 62 | 2.90 | 0.30 | 81 | 2.70 | 0.52 | 58 | 2.86 | 0.35 | 66 |
| | | Spring 2023 | 2.83 | 0.41 | 77 | 2.93 | 0.27 | 80 | 2.64 | 0.54 | 76 | 2.81 | 0.39 | 75 |
| | | Fall 2023 | 2.82 | 0.49 | 67 | 2.85 | 0.46 | 72 | 2.74 | 0.44 | 58 | 2.71 | 0.49 | 62 |
| | | Spring 2024 | 2.68 | 0.53 | 90 | 2.90 | 0.37 | 93 | 2.63 | 0.60 | 86 | 2.68 | 0.53 | 90 |
| 1d | 5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (UETS 5b, 5e). | Fall 2021 | 2.74 | 0.52 | 52 | 2.93 | 0.25 | 59 | 2.67 | 0.51 | 45 | 2.88 | 0.33 | 46 |
| | | Spring 2022 | 2.65 | 0.50 | 84 | 2.87 | 0.42 | 94 | 2.55 | 0.55 | 67 | 2.85 | 0.45 | 81 |
| | | Fall 2022 | 2.67 | 0.57 | 62 | 2.89 | 0.32 | 81 | 2.66 | 0.51 | 58 | 2.85 | 0.36 | 66 |
| | | Spring 2023 | 2.77 | 0.42 | 77 | 2.88 | 0.33 | 80 | 2.70 | 0.54 | 76 | 2.77 | 0.42 | 75 |
| | | Fall 2023 | 2.66 | 0.64 | 67 | 2.85 | 0.46 | 72 | 2.71 | 0.46 | 58 | 2.85 | 0.40 | 62 |
| | | Spring 2024 | 2.62 | 0.57 | 90 | 2.85 | 0.46 | 93 | 2.61 | 0.57 | 86 | 2.74 | 0.51 | 90 |
| 1d | 5.3 Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills (UETS 5a). | Fall 2021 | 2.83 | 0.43 | 52 | 2.93 | 0.25 | 59 | 2.75 | 0.48 | 45 | 2.94 | 0.24 | 46 |
| | | Spring 2022 | 2.75 | 0.46 | 84 | 2.92 | 0.31 | 94 | 2.78 | 0.45 | 67 | 2.88 | 0.37 | 81 |
| | | Fall 2022 | 2.77 | 0.53 | 62 | 2.89 | 0.35 | 81 | 2.68 | 0.65 | 58 | 2.95 | 0.21 | 66 |
| | | Spring 2023 | 2.82 | 0.39 | 77 | 2.94 | 0.24 | 80 | 2.77 | 0.51 | 76 | 2.92 | 0.27 | 75 |
| | | Fall 2023 | 2.76 | 0.55 | 67 | 2.94 | 0.29 | 72 | 2.83 | 0.38 | 58 | 2.92 | 0.33 | 62 |
| | | Spring 2024 | 2.71 | 0.57 | 90 | 2.94 | 0.32 | 93 | 2.82 | 0.48 | 86 | 2.78 | 0.49 | 90 |

Mentor teacher and supervisor scores are aligned, although university supervisors tend to score higher. A focus in methods courses on assessment data and data-driven decision-making shows

in the scores on the PAES.

**Table 1d.2**

*Special Education Final Student Teaching Evaluations*

| AAQEP Standard and aspect | Question | | SPED Logan Mentor Teacher | | | SPED Logan University Supervisor | | | OPTT (online program) Mentor Teacher | | | OPTT (online program) University Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1d | 5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (UETS 5a, 5c, 5d, 8a). | Fall 2021 | 2.83 | 0.38 | 29 | 2.88 | 0.42 | 33 | | | | | | |
| | | Spring 2022 | 2.93 | 0.27 | 13 | 2.92 | 0.28 | 25 | 2.67 | 0.52 | 6 | 2.85 | 0.43 | 39 |
| | | Fall 2022 | 2.88 | 0.49 | 17 | 2.83 | 0.38 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.43 | 0.53 | 7 | 2.85 | 0.36 | 52 | 2.60 | 0.55 | 5 | 2.84 | 0.37 | 43 |
| | | Fall 2023 | 2.75 | 0.55 | 20 | 2.62 | 0.50 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 2.67 | 0.52 | 6 | 2.54 | 0.55 | 38 | 2.57 | 0.53 | 7 | 2.53 | 0.56 | 35 |
| 1d | 5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (UETS 5b, 5e). | Fall 2021 | 2.86 | 0.35 | 29 | 2.88 | 0.33 | 33 | | | | | | |
| | | Spring 2022 | 2.79 | 0.43 | 13 | 2.92 | 0.28 | 25 | 2.67 | 0.52 | 6 | 2.82 | 0.45 | 39 |
| | | Fall 2022 | 2.82 | 0.39 | 17 | 2.97 | 0.19 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.29 | 0.49 | 7 | 2.83 | 0.43 | 52 | 2.40 | 0.55 | 5 | 2.81 | 0.45 | 43 |
| | | Fall 2023 | 2.85 | 0.37 | 20 | 2.92 | 0.27 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 2.67 | 0.52 | 6 | 2.74 | 0.44 | 38 | 2.57 | 0.53 | 7 | 2.72 | 0.45 | 35 |
| 1d | 5.3 Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills (UETS 5a). | Fall 2021 | 2.83 | 0.38 | 29 | 2.91 | 0.29 | 33 | | | | | | |
| | | Spring 2022 | 2.93 | 0.27 | 13 | 2.84 | 0.37 | 25 | 3.00 | 0.00 | 6 | 2.67 | 0.58 | 39 |
| | | Fall 2022 | 2.88 | 0.33 | 17 | 2.97 | 0.19 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.57 | 0.53 | 7 | 2.77 | 0.43 | 52 | 2.60 | 0.55 | 5 | 2.72 | 0.45 | 43 |
| | | Fall 2023 | 2.85 | 0.37 | 20 | 2.81 | 0.40 | 26 | 3.00 | | 1 | 2.50 | 0.71 | 2 |
| | | Spring 2024 | 2.67 | 0.52 | 6 | 2.62 | 0.59 | 38 | 2.43 | 0.79 | 7 | 2.58 | 0.60 | 35 |

The scores are high with low variation on campus, and a bit higher variability in the OPTT program; however, there is a slight decline in the scores across the last 3 graduating cohorts; however, SPED student seem to have a firm grasp on gathering, communicating, and selecting data sources. After program revisions (starting Fall 2023), there is a separate Assessment class required across the emphasis areas, and an increased focused on data-based decision making across content classes, including reading and mathematics methods.

**Survey Data**

Our annual alumni and employer surveys are based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?
The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our candidates and completers exhibit an understanding of learners and how to apply learning theory.

Average ratings below 3.00 indicate an area for improvement. Interestingly, the ratings by employers trend upward, but the alumni self-ratings trend downward except for "Design assessments that match learning objectives," which trends upward, and "Use data from assessments to provide feedback to students," which is relatively flat.

**Table 1d.3**

*Employer Survey*

| AAQEP Standard and Aspect | Employer Survey<br>Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 1d | Design assessments (e.g., pre, formative, summative) that match learning objectives. | 3.00 | 0.85 | 65 | 3.10 | 0.83 | 108 | 3.14 | 0.87 | 113 |
| 1d | Differentiate instruction to meet the needs of students. | 3.06 | 0.83 | 65 | 3.17 | 0.85 | 108 | 3.18 | 0.86 | 113 |
| 1d | Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions). | 3.09 | 0.82 | 65 | 3.15 | 0.86 | 108 | 3.08 | 0.96 | 113 |
| 1d | Provide instruction that addresses students' learning differences. | 3.05 | 0.84 | 65 | 3.15 | 0.80 | 108 | 3.18 | 0.88 | 113 |
| 1d | Select assessments (e.g., pre, formative, summative) that match learning objectives. | 3.15 | 0.80 | 65 | 3.19 | 0.80 | 108 | 3.19 | 0.83 | 113 |
| 1d | Set appropriately challenging learning goals for all students. | 3.17 | 0.80 | 65 | 3.26 | 0.75 | 108 | 3.23 | 0.88 | 113 |
| 1d | Use data from assessments to provide feedback to students. | 3.05 | 0.94 | 65 | 3.19 | 0.88 | 108 | 3.14 | 0.93 | 113 |
| 1d | Use students' assessment/performance results to guide instruction. | 3.14 | 0.90 | 65 | 3.19 | 0.86 | 108 | 3.18 | 0.92 | 113 |

**Table 1d.4**

*Alumni Survey*

| Alumni Survey | | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| AAQEP Standard and Aspect | Question Description | M | SD | N | M | SD | N | M | SD | N |
| 1d | Design assessments (e.g., pre, formative, summative) that match learning objectives. | 2.83 | 1.12 | 30 | 2.96 | 0.91 | 56 | 2.98 | 0.95 | 57 |
| 1d | Differentiate instruction to meet the needs of students. | 3.00 | 0.74 | 30 | 2.98 | 0.86 | 56 | 2.93 | 0.88 | 57 |
| 1d | Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions). | 3.10 | 0.84 | 30 | 3.16 | 0.87 | 56 | 3.00 | 0.76 | 57 |
| 1d | Provide instruction that addresses students' learning differences. | 3.10 | 0.80 | 30 | 3.02 | 0.92 | 56 | 2.93 | 0.84 | 57 |
| 1d | Select assessments (e.g., pre, formative, summative) that match learning objectives. | 3.20 | 0.76 | 30 | 3.09 | 0.79 | 56 | 2.95 | 0.89 | 57 |
| 1d | Set appropriately challenging learning goals for all students. | 3.23 | 0.63 | 30 | 3.00 | 0.76 | 56 | 3.09 | 0.76 | 57 |
| 1d | Use data from assessments to provide feedback to students. | 3.03 | 0.81 | 30 | 3.25 | 0.69 | 56 | 3.05 | 0.91 | 57 |
| 1d | Use students' assessment/performance results to guide instruction. | 3.10 | 0.71 | 30 | 3.32 | 0.74 | 56 | 3.02 | 0.88 | 57 |

# Evidence Attachments

1d.png

AS1d.png

AS1d.png

ES1d.png

ES1d.png

SPED1d.png

Task2_all.png

Task2_ECE_ELED.png

Task2_SCED.png

Task2_SPED.png

## Aspect 1e

In this section, evidence is presented for 1e. Creation and development of positive learning and work environments.

## Narrative

**Praxis Performance Assessment for Teachers (PPAT)**

As evidence for aspect e of Standard 1, we offer the Task 4 scores on the PPAT in Fall 2023, the only semester for which the cut score of 36 was consequential. Task 4 addresses Implementing and Analyzing Instruction to Promote Student Learning. For this task, teacher candidates provided lesson plans and described them in detail. In addition, the teacher candidates described the outcome of the lessons and reflected on the effectiveness of their instruction for the whole class and for their two focus students. Finally, teacher candidates video recorded themselves teaching the lesson and reflected on how their classroom management strategies engaged students and promoted a positive learning environment. Each step in the task was worth 4 points, and there were 4 steps; the total is then doubled for a total possible score of 32. The expectation was that students would earn an overall score on the PPAT of 36 (out of 60), but there was no specific expected score for each task, much less for each step in each task. Nevertheless, the overall average for 151 students (including early childhood, elementary, secondary, and special education) was 22.17 (SD = 3.87) out of 32 possible.
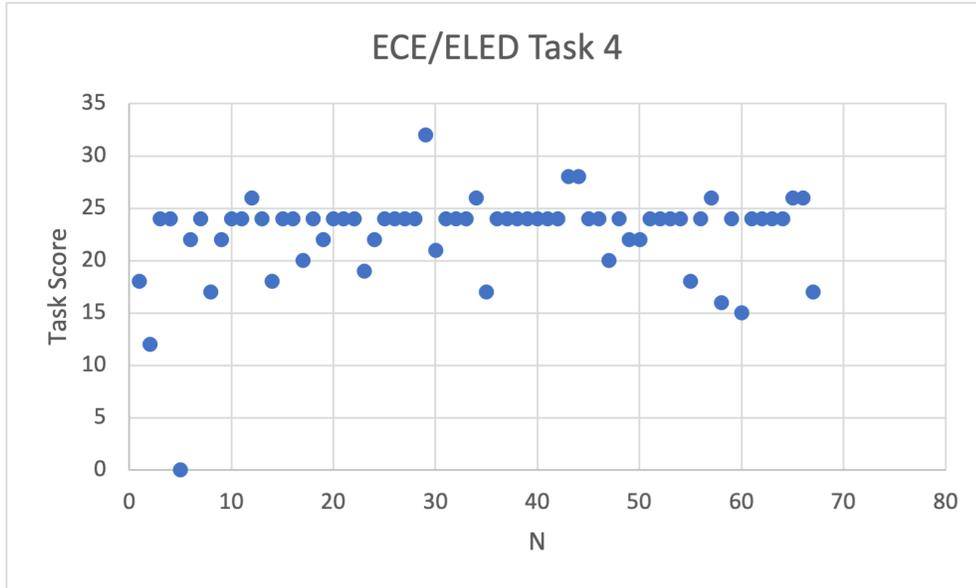
**Figure 1e.1**

*Task 4 PPAT Scores for All Programs Combined*
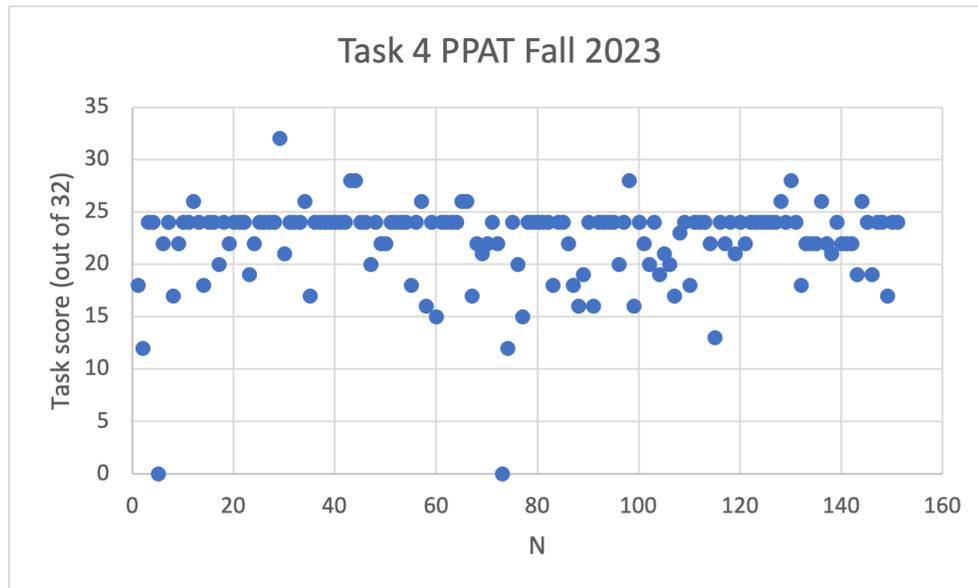
Following are the task 4 scores disaggregated by licensure area.

**Figure 1e.2**

*Task 4 PPAT Scores for Early Childhood and Elementary Education*



ECE/ELED scores are slightly higher than the average of 22.17, although there is more variability in the data. A focus in methods courses on lesson development, assessment, and data-based decision-making about instructional choices helped focus students on creating and developing a positive learning and work environment in classroom contexts.

**Figure 1e.3**

*Task 4 PPAT Scores for Special Education*

SPED Task 4
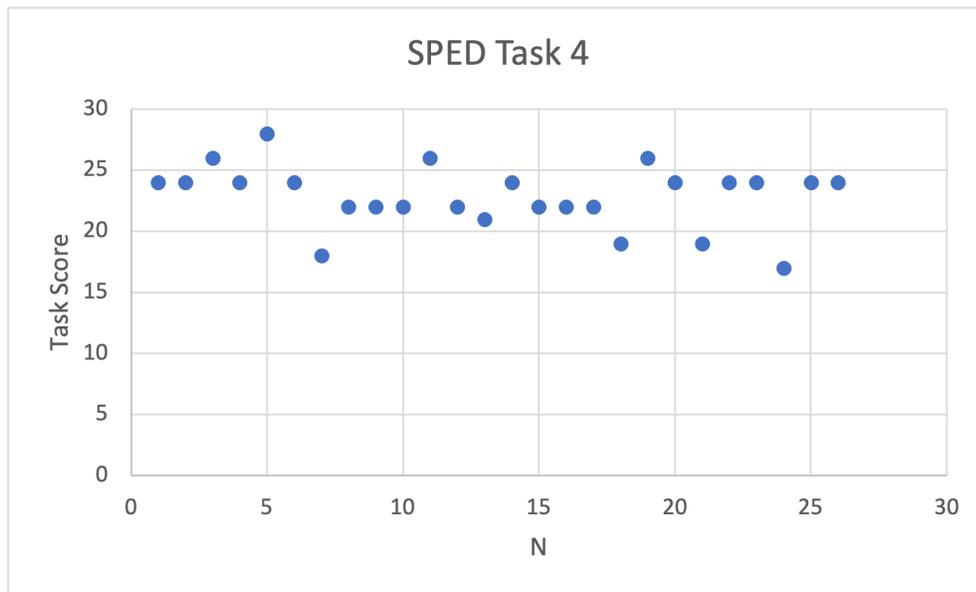
SPED students scores are fairly uniformly centered around the overall average of ~22. This reflects our program emphasis on lesson planning, responding to feedback on lessons, peer-observations, and self-reflection activities. These results are a testament to the students' ability to transfer course content into their teaching.

**Figure 1e.4**

*Task 4 PPAT Scores for Secondary Education*



SCED Task 4
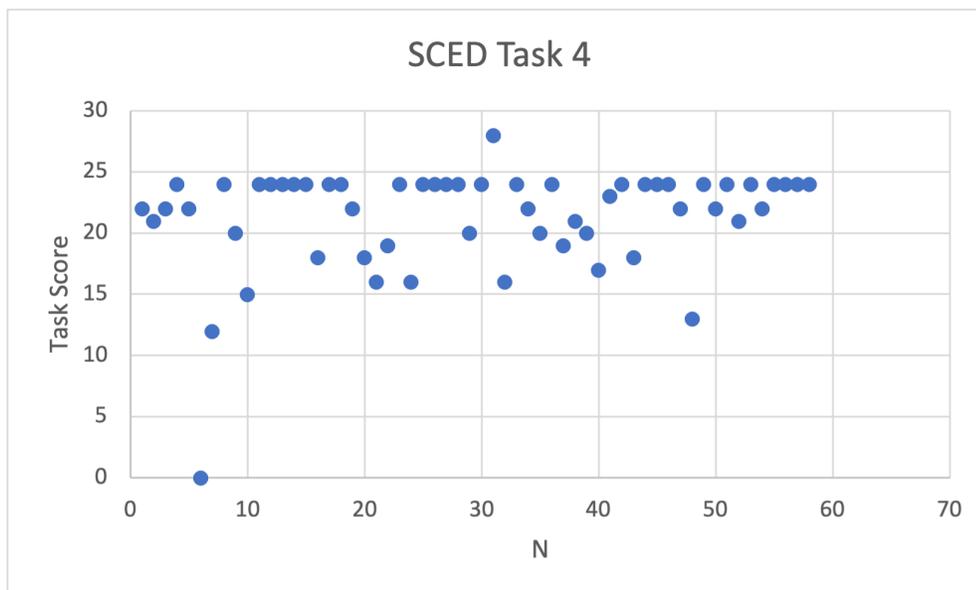
For secondary education, the majority of students scored above 20, which given the scoring method for PPAT, meets a minimum expectation for Task 4 in order to safely score at or above 36 on the assessment in its entirety.

**Student Teaching Evaluations**

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect e of Standard 1, below are the data on items that are relevant to program completers' creation and development of positive learning and work environments. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

**Table 1e.1**

*Early Childhood, Elementary, and Secondary Education Final Student Teaching Evaluations*

| | | | PAES (Performance Assessment and Evaluation System) | | | | | | | | | | | |
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question | Semester and Year | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1e | 3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (UETS 3b). | Fall 2021 | 2.96 | 0.19 | 52 | 3.00 | 0.00 | 59 | 2.90 | 0.30 | 45 | 3.00 | 0.00 | 46 |
| | | Spring 2022 | 2.89 | 0.38 | 84 | 2.92 | 0.38 | 94 | 2.85 | 0.42 | 67 | 2.96 | 0.25 | 81 |
| | | Fall 2022 | 2.97 | 0.26 | 62 | 2.95 | 0.27 | 81 | 2.82 | 0.49 | 58 | 3.00 | 0.00 | 66 |
| | | Spring 2023 | 2.95 | 0.22 | 77 | 2.99 | 0.11 | 80 | 2.91 | 0.38 | 76 | 2.97 | 0.16 | 75 |
| | | Fall 2023 | 2.85 | 0.58 | 67 | 2.92 | 0.40 | 72 | 2.88 | 0.32 | 58 | 2.90 | 0.35 | 62 |
| | | Spring 2024 | 2.91 | 0.32 | 90 | 2.94 | 0.32 | 93 | 2.83 | 0.53 | 86 | 2.92 | 0.37 | 90 |
| 1e | 3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (UETS 3c, 3d). | Fall 2021 | 2.87 | 0.39 | 52 | 2.97 | 0.18 | 59 | 2.69 | 0.51 | 45 | 2.86 | 0.35 | 46 |
| | | Spring 2022 | 2.70 | 0.55 | 84 | 2.86 | 0.45 | 94 | 2.72 | 0.48 | 67 | 2.88 | 0.37 | 81 |
| | | Fall 2022 | 2.74 | 0.54 | 62 | 2.93 | 0.35 | 81 | 2.69 | 0.55 | 58 | 2.88 | 0.33 | 66 |
| | | Spring 2023 | 2.74 | 0.47 | 77 | 2.90 | 0.30 | 80 | 2.71 | 0.50 | 76 | 2.91 | 0.29 | 75 |
| | | Fall 2023 | 2.72 | 0.64 | 67 | 2.92 | 0.40 | 72 | 2.71 | 0.49 | 58 | 2.74 | 0.48 | 62 |
| | | Spring 2024 | 2.79 | 0.50 | 90 | 2.91 | 0.46 | 93 | 2.61 | 0.65 | 86 | 2.83 | 0.46 | 90 |

Mentor teacher and supervisor scores are aligned, although university supervisors tend to score higher. A focus on the classroom management course in recent years helped support students in creating a positive learning climate and positive classroom management strategies that helped these data stay consistent, even through post-COVID challenges.

**Table 1e.2**

*Special Education Final Student Teaching Evaluations*

| AAQEP Standard and aspect | Question | Semester | SPED Logan | | | | | | OPTT (online program) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1e | 3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (UETS 3b). | Fall 2021 | 2.93 | 0.26 | 29 | 2.91 | 0.38 | 33 | | | | | | |
| | | Spring 2022 | 2.93 | 0.27 | 13 | 3.00 | 0.00 | 25 | 3.00 | 0.00 | 6 | 2.90 | 0.31 | 39 |
| | | Fall 2022 | 3.00 | 0.00 | 17 | 3.00 | 0.00 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.86 | 0.38 | 7 | 2.92 | 0.27 | 52 | 3.00 | 0.00 | 5 | 2.93 | 0.26 | 43 |
| | | Fall 2023 | 2.95 | 0.22 | 21 | 3.00 | 0.00 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 6 | 2.95 | 0.22 | 38 | 2.71 | 0.76 | 7 | 2.94 | 0.23 | 35 |
| 1e | 3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (UETS 3c, 3d). | Fall 2021 | 2.79 | 0.41 | 29 | 2.82 | 0.46 | 33 | | | | | | |
| | | Spring 2022 | 3.00 | 0.00 | 13 | 2.96 | 0.20 | 25 | 2.67 | 0.52 | 6 | 2.87 | 0.41 | 39 |
| | | Fall 2022 | 3.00 | 0.00 | 17 | 2.90 | 0.31 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.86 | 0.38 | 7 | 2.79 | 0.41 | 52 | 3.00 | 0.00 | 5 | 2.74 | 0.44 | 43 |
| | | Fall 2023 | 2.71 | 0.46 | 21 | 2.81 | 0.40 | 26 | 2.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 2.50 | 0.84 | 6 | 2.69 | 0.52 | 38 | 2.43 | 0.79 | 7 | 2.69 | 0.52 | 35 |

SPED students score high in their behavior management techniques, which reflects the program's focus on the behavioral aspect of learning. SPED students complete two required courses in Applied Behavior Analysis. Of concern are the declining scores on using positive classroom management strategies. This is an area where the program could support students better.

### Dispositions

In addition to the summative student teaching evaluation (PAES), at the end of their student teaching experience, teacher candidates are assessed on dispositions. Below are the results for one dispositions item that is relevant to Standard 1, aspect e, creation and development of positive learning and work environments. This instrument is a Likert scale, from 1-5 (1 = unacceptable; 2 = emergent; 3 = proficient; 4 = excellent; 5 = exceptional). The expectation is that students will score at least a 3, which signifies proficiency.

### Table 1e.3

*Early Childhood, Elementary, Secondary Education Dispositions*

| AAQEP Standard and aspect | | Semester and Year | Dispositions | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1e | 5. The student teacher was controlled, confident, self-assured, tactful, showed restraint over own impulses and emotions. | Fall 2021 | 4.83 | 0.51 | 52 | 4.68 | 0.54 | 59 | 4.48 | 0.73 | 45 | 4.69 | 0.51 | 46 |
| | | Spring 2022 | 4.60 | 0.78 | 84 | 4.47 | 0.71 | 94 | 4.47 | 0.76 | 67 | 4.69 | 0.61 | 81 |
| | | Fall 2022 | 4.64 | 0.66 | 62 | 4.68 | 0.52 | 81 | 4.54 | 0.71 | 58 | 4.59 | 0.53 | 66 |
| | | Spring 2023 | 4.56 | 0.77 | 77 | 4.61 | 0.63 | 80 | 4.57 | 0.61 | 76 | 4.69 | 0.59 | 75 |
| | | Fall 2023 | 4.65 | 0.73 | 67 | 4.49 | 0.75 | 72 | 4.57 | 0.65 | 58 | 4.60 | 0.59 | 62 |
| | | Spring 2024 | 4.66 | 0.60 | 90 | 4.39 | 0.73 | 93 | 4.50 | 0.87 | 86 | 4.51 | 0.76 | 90 |

Mentor teacher and university supervisor scores are aligned, although there are some scores where the university supervisor scored higher and some where the university supervisor scored lower than the mentor teacher in the ECE/ELED data. This is one that we should look further into to see what may be the reason for this discrepency.

**Table 1e.4**

*Special Education Dispositions*

| AAQEP Standard and aspect | | | SPED Logan | | | | | | OPTT (online program) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1e | 5. The student teacher was controlled, confident, self-assured, tactful, showed restraint over own impulses and emotions. | Fall 2021 | 4.55 | 0.74 | 29.00 | 4.09 | 0.98 | 33.00 | | | | | | |
| | | Spring 2022 | 4.79 | 0.43 | 13.00 | 4.76 | 0.52 | 25.00 | 4.17 | 1.17 | 6.00 | 4.69 | 0.52 | 39.00 |
| | | Fall 2022 | 4.82 | 0.53 | 17.00 | 4.52 | 0.74 | 29.00 | | | | 5.00 | | 1.00 |
| | | Spring 2023 | 4.29 | 0.76 | 7.00 | 4.48 | 0.73 | 52.00 | 4.60 | 0.55 | 5.00 | 4.42 | 0.79 | 43.00 |
| | | Fall 2023 | 4.60 | 0.68 | 20.00 | 4.27 | 0.87 | 26.00 | 5.00 | | 1.00 | 5.00 | 0.00 | 2.00 |
| | | Spring 2024 | 4.67 | 0.52 | 6.00 | 4.41 | 0.85 | 38.00 | 4.71 | 0.49 | 7.00 | 4.39 | 0.84 | 35.00 |

Generally, SPED students are doing well in their dispositions related to creating a positive learning and work environment. High SDs show individual differences in this aspect, which could be expected due to differences in candidate personalities. After a dip in dispositions in Spring 2023, these scores are on the rise.

**Survey Data**

Our annual alumni and employer surveys are based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?
The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our candidates and completers are able to create and develop of positive learning and work environments. Average ratings below 3.00 indicate an area for improvement. Interestingly, employer ratings are stronger than the alumni self-ratings on how well completers use a variety of classroom management strategies to create and maintain a positive learning environment. And the standard deviations are large, indicating variability in the ratings. It is common for classroom management to be an area of concern, but this should be an area for improvement. The SPED program has two required behavior management courses, whereas Early Childhood, Elementary,

and Secondary Education have one course that is focused on classroom management, but not specifically on behavior management. Collaboration between TEAL and SPED could be useful for improving students' perceived effectiveness for this aspect.

**Table 1e.5**

*Employer Survey*

| AAQEP Standard and Aspect | Employer Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Question Description | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 1e | Use a variety of classroom management strategies to create and maintain a positive learning environment. | 3.14 | 0.92 | 65 | 3.28 | 0.88 | 108 | 3.24 | 1.04 | 113 |

**Table 1e.5**

*Alumni Survey*

| AAQEP Standard and Aspect | Alumni Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Question Description | M | SD | N | M | SD | N | M | SD | N |
| 1e | Use a variety of classroom management strategies to create and maintain a positive learning environment. | 3.03 | 1.13 | 30 | 3.07 | 0.95 | 56 | 2.74 | 1.01 | 57 |

# Evidence Attachments

1e.png

1eDispositions.png

1eDispositions.png

AS1e.png

ES1e.png

SPED1e.png

SPED1eDispositions.png

SPED1eDispositions.png

Task4_all.png

Task4_ECE_ELED.png

Task4_SCED.png

Task4_SPED.png

## Aspect 1f

In this section, evidence is presented for 1f. Dispositions and behaviors required for successful professional practice.

## Narrative

### Student Teaching Evaluations

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect f of Standard 1, below are the data on items that are relevant to program completers' dispositions and behaviors required for successful professional practice. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

### Table 1f.1

*Early Childhood, Elementary, and Secondary Education Final Student Teaching Evaluations*

| | | | PAES (Performance Assessment and Evaluation System) | | | | | | | | | | | |
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question | Semester and Year | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1f | 9.2 Advocates for the learners, the school, the community, and the profession (UETS 9c). | Fall 2021 | 2.92 | 0.43 | 52 | 2.98 | 0.13 | 59 | 2.88 | 0.38 | 45 | 2.92 | 0.28 | 46 |
| | | Spring 2022 | 2.80 | 0.51 | 84 | 2.94 | 0.28 | 94 | 2.72 | 0.55 | 67 | 2.84 | 0.40 | 81 |
| | | Fall 2022 | 2.90 | 0.40 | 62 | 2.94 | 0.24 | 81 | 2.83 | 0.48 | 58 | 2.95 | 0.21 | 66 |
| | | Spring 2023 | 2.91 | 0.29 | 77 | 2.91 | 0.28 | 80 | 2.84 | 0.40 | 76 | 2.96 | 0.20 | 75 |
| | | Fall 2023 | 2.84 | 0.48 | 67 | 2.94 | 0.29 | 72 | 2.87 | 0.38 | 58 | 2.85 | 0.40 | 62 |
| | | Spring 2024 | 2.79 | 0.43 | 90 | 2.94 | 0.32 | 93 | 2.78 | 0.54 | 86 | 2.87 | 0.42 | 90 |
| 1f | 10.1 Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (UETS 10a, 5f). | Fall 2021 | 3.00 | 0.00 | 52 | 3.00 | 0.00 | 59 | 3.00 | 0.00 | 45 | 3.00 | 0.00 | 46 |
| | | Spring 2022 | 3.00 | 0.00 | 84 | 3.00 | 0.00 | 94 | 3.00 | 0.00 | 67 | 3.00 | 0.00 | 81 |
| | | Fall 2022 | 3.00 | 0.00 | 62 | 3.00 | 0.00 | 81 | 3.00 | 0.00 | 58 | 3.00 | 0.00 | 66 |
| | | Spring 2023 | 3.00 | 0.00 | 77 | 3.00 | 0.00 | 80 | 3.00 | 0.00 | 76 | 3.00 | 0.00 | 75 |
| | | Fall 2023 | 2.96 | 0.36 | 67 | 2.96 | 0.35 | 72 | 3.00 | 0.00 | 58 | 3.00 | 0.00 | 62 |
| | | Spring 2024 | 3.00 | 0.00 | 90 | 3.00 | 0.00 | 93 | 2.94 | 0.42 | 86 | 2.97 | 0.31 | 90 |
| 1f | 10.2 Is responsible for compliance with all requirements of the State Board of Education Rule R277-217 at all levels of teacher development (UETS 10b). | Fall 2021 | 2.94 | 0.41 | 52 | 3.00 | 0.00 | 59 | 3.00 | 0.00 | 45 | 3.00 | 0.00 | 46 |
| | | Spring 2022 | 3.00 | 0.00 | 84 | 3.00 | 0.00 | 94 | 2.96 | 0.33 | 67 | 3.00 | 0.00 | 81 |
| | | Fall 2022 | 3.00 | 0.00 | 62 | 3.00 | 0.00 | 81 | 3.00 | 0.00 | 58 | 3.00 | 0.00 | 66 |
| | | Spring 2023 | 3.00 | 0.00 | 77 | 3.00 | 0.00 | 80 | 3.00 | 0.00 | 76 | 3.00 | 0.00 | 75 |
| | | Fall 2023 | 2.91 | 0.51 | 67 | 2.96 | 0.35 | 72 | 3.00 | 0.00 | 58 | 3.00 | 0.00 | 62 |
| | | Spring 2024 | 2.97 | 0.31 | 90 | 3.00 | 0.00 | 93 | 2.94 | 0.42 | 86 | 2.97 | 0.31 | 90 |

Mentor teacher and university supervisor scores are aligned, although university supervisors tend

to score the same or score higher. Most of these scores show mastery of these standards, meaning that students dispositions and behaviors are consistent with successful professional practice. The scores show some room for improvement in terms of advocacy. The scoring consistency of mentor teachers and university supervisors demonstrate a positive overall readiness for successful professional practice.

**Table 1f.2**

*Special Education Final Student Teaching Evaluations*

| | | | SPED Logan | | | | | | OPTT (online program) | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1f | 9.2 Advocates for the learners, the school, the community, and the profession (UETS 9c). | Fall 2021 | 2.93 | 0.26 | 29 | 2.88 | 0.42 | 33 | | | | | | |
| | | Spring 2022 | 2.93 | 0.27 | 13 | 3.00 | 0.00 | 25 | 2.50 | 0.55 | 6 | 2.95 | 0.32 | 39 |
| | | Fall 2022 | 2.88 | 0.33 | 17 | 3.00 | 0.00 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.86 | 0.38 | 7 | 2.90 | 0.30 | 52 | 3.00 | 0.00 | 5 | 2.86 | 0.35 | 43 |
| | | Fall 2023 | 2.90 | 0.31 | 20 | 2.92 | 0.27 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 6 | 2.87 | 0.34 | 38 | 2.86 | 0.38 | 7 | 2.86 | 0.35 | 35 |
| 1f | 10.1 Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (UETS 10a, 5f). | Fall 2021 | 3.00 | 0.00 | 29 | 3.00 | 0.00 | 33 | | | | | | |
| | | Spring 2022 | 3.00 | 0.00 | 13 | 3.00 | 0.00 | 25 | 3.00 | 0.00 | 6 | 3.00 | 0.00 | 39 |
| | | Fall 2022 | 3.00 | 0.00 | 17 | 3.00 | 0.00 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 3.00 | 0.00 | 7 | 3.00 | 0.00 | 52 | 3.00 | 0.00 | 5 | 3.00 | 0.00 | 43 |
| | | Fall 2023 | 3.00 | 0.00 | 20 | 3.00 | 0.00 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 6 | 3.00 | 0.00 | 38 | 3.00 | 0.00 | 7 | 3.00 | 0.00 | 35 |
| 1f | 10.2 Is responsible for compliance with all requirements of the State Board of Education Rule R277-217 at all levels of teacher development (UETS 10b). | Fall 2021 | 3.00 | 0.00 | 29 | 3.00 | 0.00 | 33 | | | | | | |
| | | Spring 2022 | 3.00 | 0.00 | 13 | 3.00 | 0.00 | 25 | 3.00 | 0.00 | 6 | 3.00 | 0.00 | 39 |
| | | Fall 2022 | 3.00 | 0.00 | 17 | 3.00 | 0.00 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 3.00 | 0.00 | 7 | 3.00 | 0.00 | 52 | 3.00 | 0.00 | 5 | 2.93 | 0.46 | 43 |
| | | Fall 2023 | 3.00 | 0.00 | 20 | 3.00 | 0.00 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 6 | 3.00 | 0.00 | 38 | 3.00 | 0.00 | 7 | 3.00 | 0.00 | 35 |

SPED students scores high on advocacy and compliance--both hallmarks of special education. The scores indicate room for improvement on the advocacy side. Overall, these scores indicates students are ready for the responsibilities of special education teachers.

**Dispositions**

In addition to the summative student teaching evaluation (PAES), at the end of their student teaching experience, teacher candidates are assessed on dispositions. Below are the results for one dispositions item that is relevant to Standard 1, aspect f, dispositions and behaviors required for successful professional practice. This instrument is a Likert scale, from 1-5 (1 = unacceptable; 2 = emergent; 3 = proficient; 4 = excellent; 5 = exceptional). The expectation is that students will score at least a 3, which signifies proficiency.

**Table 1f.3**

*Early Childhood, Elementary, and Secondary Education Dispositions*

| AAQEP Standard and aspect | Question | Semester and Year | ECE & ELED Mentor Teacher | | | ECE & ELED University Supervisor | | | SCED Mentor Teacher | | | SCED University Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1f | 1. The student teacher was concerned, thoughtful, and receptive to the feelings of others. | Fall 2021 | 4.81 | 0.44 | 52 | 4.68 | 0.47 | 59 | 4.54 | 0.73 | 45 | 4.78 | 0.42 | 46 |
| | | Spring 2022 | 4.71 | 0.65 | 84 | 4.53 | 0.63 | 94 | 4.51 | 0.74 | 67 | 4.69 | 0.52 | 81 |
| | | Fall 2022 | 4.74 | 0.57 | 62 | 4.70 | 0.46 | 81 | 4.63 | 0.64 | 58 | 4.59 | 0.50 | 66 |
| | | Spring 2023 | 4.73 | 0.53 | 77 | 4.65 | 0.51 | 80 | 4.73 | 0.57 | 76 | 4.69 | 0.57 | 75 |
| | | Fall 2023 | 4.60 | 0.74 | 67 | 4.49 | 0.69 | 72 | 4.64 | 0.59 | 58 | 4.69 | 0.59 | 62 |
| | | Spring 2024 | 4.73 | 0.52 | 90 | 4.49 | 0.60 | 93 | 4.53 | 0.73 | 86 | 4.66 | 0.60 | 90 |
| 1f | 2. The student teacher was collaborative, cooperative, and shared responsibility in a group endeavor. | Fall 2021 | 4.91 | 0.35 | 52 | 4.72 | 0.45 | 59 | 4.54 | 0.73 | 45 | 4.78 | 0.42 | 46 |
| | | Spring 2022 | 4.69 | 0.68 | 84 | 4.56 | 0.63 | 94 | 4.43 | 0.72 | 67 | 4.69 | 0.58 | 81 |
| | | Fall 2022 | 4.72 | 0.73 | 62 | 4.70 | 0.46 | 81 | 4.63 | 0.66 | 58 | 4.64 | 0.54 | 66 |
| | | Spring 2023 | 4.73 | 0.57 | 77 | 4.65 | 0.53 | 80 | 4.67 | 0.64 | 76 | 4.68 | 0.57 | 75 |
| | | Fall 2023 | 4.60 | 0.81 | 67 | 4.40 | 0.74 | 72 | 4.61 | 0.62 | 58 | 4.73 | 0.55 | 62 |
| | | Spring 2024 | 4.70 | 0.59 | 90 | 4.48 | 0.65 | 93 | 4.49 | 0.86 | 86 | 4.63 | 0.72 | 90 |
| 1f | 3. The student teacher acted in accordance with the rules and standards for right conduct, as well as program and university codes of conduct. | Fall 2021 | 4.89 | 0.38 | 52 | 4.85 | 0.36 | 59 | 4.69 | 0.54 | 45 | 4.78 | 0.42 | 46 |
| | | Spring 2022 | 4.74 | 0.68 | 84 | 4.74 | 0.49 | 94 | 4.69 | 0.66 | 67 | 4.73 | 0.47 | 81 |
| | | Fall 2022 | 4.84 | 0.49 | 62 | 4.73 | 0.45 | 81 | 4.75 | 0.60 | 58 | 4.68 | 0.47 | 66 |
| | | Spring 2023 | 4.81 | 0.43 | 77 | 4.73 | 0.53 | 80 | 4.83 | 0.45 | 76 | 4.60 | 0.57 | 75 |
| | | Fall 2023 | 4.74 | 0.68 | 67 | 4.64 | 0.61 | 72 | 4.78 | 0.54 | 58 | 4.66 | 0.51 | 62 |
| | | Spring 2024 | 4.85 | 0.39 | 90 | 4.52 | 0.60 | 93 | 4.71 | 0.76 | 86 | 4.59 | 0.67 | 90 |
| 1f | 6. The student teacher was enthusiastic, motivated, dedicated, and showed initiative. | Fall 2021 | 4.81 | 0.52 | 52 | 4.72 | 0.52 | 59 | 4.56 | 0.61 | 45 | 4.78 | 0.47 | 46 |
| | | Spring 2022 | 4.61 | 0.73 | 84 | 4.51 | 0.77 | 94 | 4.44 | 0.77 | 67 | 4.68 | 0.61 | 81 |
| | | Fall 2022 | 4.64 | 0.75 | 62 | 4.75 | 0.54 | 81 | 4.49 | 0.79 | 58 | 4.62 | 0.55 | 66 |
| | | Spring 2023 | 4.64 | 0.64 | 77 | 4.74 | 0.52 | 80 | 4.61 | 0.68 | 76 | 4.71 | 0.54 | 75 |
| | | Fall 2023 | 4.56 | 0.94 | 67 | 4.50 | 0.79 | 72 | 4.62 | 0.57 | 58 | 4.63 | 0.68 | 62 |
| | | Spring 2024 | 4.64 | 0.66 | 90 | 4.40 | 0.80 | 93 | 4.46 | 0.83 | 86 | 4.53 | 0.76 | 90 |
| 1f | 8. The student teacher was able to make adjustments based on changing circumstances. | Fall 2021 | 4.74 | 0.62 | 52 | 4.50 | 0.57 | 59 | 4.50 | 0.67 | 45 | 4.59 | 0.57 | 46 |
| | | Spring 2022 | 4.56 | 0.72 | 84 | 4.38 | 0.73 | 94 | 4.44 | 0.71 | 67 | 4.62 | 0.56 | 81 |
| | | Fall 2022 | 4.70 | 0.67 | 62 | 4.58 | 0.63 | 81 | 4.45 | 0.84 | 58 | 4.45 | 0.53 | 66 |
| | | Spring 2023 | 4.67 | 0.55 | 77 | 4.53 | 0.64 | 80 | 4.68 | 0.57 | 76 | 4.61 | 0.57 | 75 |
| | | Fall 2023 | 4.50 | 0.84 | 67 | 4.35 | 0.77 | 72 | 4.57 | 0.63 | 58 | 4.60 | 0.64 | 62 |
| | | Spring 2024 | 4.66 | 0.62 | 90 | 4.32 | 0.73 | 93 | 4.46 | 0.85 | 86 | 4.41 | 0.74 | 90 |
| 1f | 9. The student teacher was a problem solver and dealt skillfully and promptly with new situations and challenges. | Fall 2021 | 4.70 | 0.64 | 52 | 4.55 | 0.59 | 59 | 4.40 | 0.77 | 45 | 4.57 | 0.58 | 46 |
| | | Spring 2022 | 4.54 | 0.78 | 84 | 4.39 | 0.76 | 94 | 4.37 | 0.71 | 67 | 4.63 | 0.58 | 81 |
| | | Fall 2022 | 4.59 | 0.74 | 62 | 4.63 | 0.62 | 81 | 4.38 | 0.80 | 58 | 4.55 | 0.50 | 66 |
| | | Spring 2023 | 4.58 | 0.67 | 77 | 4.49 | 0.64 | 80 | 4.54 | 0.69 | 76 | 4.65 | 0.56 | 75 |
| | | Fall 2023 | 4.54 | 0.92 | 67 | 4.40 | 0.74 | 72 | 4.52 | 0.66 | 58 | 4.53 | 0.67 | 62 |
| | | Spring 2024 | 4.60 | 0.70 | 90 | 4.33 | 0.76 | 93 | 4.38 | 0.91 | 86 | 4.54 | 0.76 | 90 |
| 1f | 10. The student teacher adhered to schedules and was an accountable and principled decision maker. | Fall 2021 | 4.79 | 0.49 | 52 | 4.68 | 0.47 | 59 | 4.60 | 0.72 | 45 | 4.76 | 0.43 | 46 |
| | | Spring 2022 | 4.69 | 0.68 | 84 | 4.56 | 0.68 | 94 | 4.46 | 0.74 | 67 | 4.77 | 0.51 | 81 |
| | | Fall 2022 | 4.67 | 0.68 | 62 | 4.64 | 0.58 | 81 | 4.61 | 0.71 | 58 | 4.59 | 0.53 | 66 |
| | | Spring 2023 | 4.59 | 0.69 | 77 | 4.60 | 0.59 | 80 | 4.65 | 0.69 | 76 | 4.73 | 0.50 | 75 |
| | | Fall 2023 | 4.62 | 0.75 | 67 | 4.53 | 0.71 | 72 | 4.71 | 0.52 | 58 | 4.71 | 0.52 | 62 |
| | | Spring 2024 | 4.71 | 0.58 | 90 | 4.44 | 0.66 | 93 | 4.48 | 0.96 | 86 | 4.62 | 0.72 | 90 |

Mentor teacher and university supervisor scores are aligned, although university supervisors tend to score lower. Nevertheless, these scores show students are between excellent and exceptional on these expectations - that students have the dispositions and behaviors required for successful professional practice.

**Table 1f.4**

*Special Education Dispositions*

| AAQEP Standard and aspect | Question | | SPED Logan | | | | | | OPTT (online program | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 1f | 1. The student teacher was concerned, thoughtful, and receptive to the feelings of others. | Fall 2021 | 4.83 | 0.47 | 29.00 | 4.06 | 0.93 | 33.00 | | | | | | |
| | | Spring 2022 | 5.00 | 0.00 | 13.00 | 4.92 | 0.28 | 25.00 | 4.67 | 0.52 | 6.00 | 4.85 | 0.37 | 39.00 |
| | | Fall 2022 | 4.94 | 0.24 | 17.00 | 4.41 | 0.91 | 29.00 | | | | 5.00 | | 1.00 |
| | | Spring 2023 | 4.43 | 0.53 | 7.00 | 4.54 | 0.64 | 52.00 | 4.60 | 0.55 | 5.00 | 4.56 | 0.63 | 43.00 |
| | | Fall 2023 | 4.90 | 0.31 | 20.00 | 4.12 | 0.95 | 26.00 | 5.00 | | 1.00 | 5.00 | 0.00 | 2.00 |
| | | Spring 2024 | 4.67 | 0.52 | 6.00 | 4.64 | 0.67 | 38.00 | 4.71 | 0.49 | 7.00 | 4.67 | 0.63 | 35.00 |
| 1f | 2. The student teacher was collaborative, cooperative, and shared responsibility in a group endeavor. | Fall 2021 | 4.48 | 0.74 | 29.00 | 4.03 | 0.92 | 33.00 | | | | | | |
| | | Spring 2022 | 5.00 | 0.00 | 13.00 | 4.72 | 0.46 | 25.00 | 4.67 | 0.52 | 6.00 | 4.69 | 0.52 | 39.00 |
| | | Fall 2022 | 4.76 | 0.56 | 17.00 | 4.48 | 0.78 | 29.00 | | | | 5.00 | | 1.00 |
| | | Spring 2023 | 4.29 | 0.76 | 7.00 | 4.48 | 0.70 | 52.00 | 4.60 | 0.55 | 5.00 | 4.51 | 0.70 | 43.00 |
| | | Fall 2023 | 4.80 | 0.52 | 20.00 | 4.00 | 0.89 | 26.00 | 5.00 | | 1.00 | 5.00 | 0.00 | 2.00 |
| | | Spring 2024 | 4.67 | 0.52 | 6.00 | 4.38 | 0.71 | 38.00 | 4.71 | 0.49 | 7.00 | 4.39 | 0.69 | 35.00 |
| 1f | 3. The student teacher acted in accordance with the rules and standards for right conduct, as well as program and university codes of conduct. | Fall 2021 | 4.41 | 0.95 | 29.00 | 4.09 | 0.91 | 33.00 | | | | | | |
| | | Spring 2022 | 4.79 | 0.58 | 13.00 | 4.72 | 0.61 | 25.00 | 4.50 | 0.84 | 6.00 | 4.59 | 0.68 | 39.00 |
| | | Fall 2022 | 4.76 | 0.56 | 17.00 | 4.48 | 0.74 | 29.00 | | | | 5.00 | | 1.00 |
| | | Spring 2023 | 4.43 | 0.79 | 7.00 | 4.44 | 0.73 | 52.00 | 4.80 | 0.45 | 5.00 | 4.44 | 0.70 | 43.00 |
| | | Fall 2023 | 4.60 | 0.60 | 20.00 | 4.19 | 0.90 | 26.00 | 5.00 | | 1.00 | 5.00 | 0.00 | 2.00 |
| | | Spring 2024 | 4.50 | 0.84 | 6.00 | 4.21 | 0.89 | 38.00 | 4.57 | 0.79 | 7.00 | 4.19 | 0.89 | 35.00 |
| 1f | 6. The student teacher was enthusiastic, motivated, dedicated, and showed initiative. | Fall 2021 | 4.48 | 0.83 | 29.00 | 4.24 | 0.87 | 33.00 | | | | | | |
| | | Spring 2022 | 4.93 | 0.27 | 13.00 | 4.84 | 0.37 | 25.00 | 4.50 | 0.84 | 6.00 | 4.69 | 0.57 | 39.00 |
| | | Fall 2022 | 4.82 | 0.53 | 17.00 | 4.48 | 0.78 | 29.00 | | | | 5.00 | | 1.00 |
| | | Spring 2023 | 4.57 | 0.79 | 7.00 | 4.54 | 0.64 | 52.00 | 5.00 | 0.00 | 5.00 | 4.53 | 0.59 | 43.00 |
| | | Fall 2023 | 4.60 | 0.68 | 20.00 | 4.12 | 0.82 | 26.00 | 3.00 | | 1.00 | 5.00 | 0.00 | 2.00 |
| | | Spring 2024 | 4.33 | 0.82 | 6.00 | 4.36 | 0.81 | 38.00 | 4.43 | 0.79 | 7.00 | 4.36 | 0.80 | 35.00 |
| 1f | 8. The student teacher was able to make adjustments based on changing circumstances. | Fall 2021 | 4.69 | 0.60 | 29.00 | 4.09 | 0.91 | 33.00 | | | | | | |
| | | Spring 2022 | 4.93 | 0.27 | 13.00 | 4.80 | 0.50 | 25.00 | 4.67 | 0.52 | 6.00 | 4.69 | 0.57 | 39.00 |
| | | Fall 2022 | 4.76 | 0.56 | 17.00 | 4.52 | 0.74 | 29.00 | | | | 5.00 | | 1.00 |
| | | Spring 2023 | 4.43 | 0.79 | 7.00 | 4.42 | 0.64 | 52.00 | 4.80 | 0.45 | 5.00 | 4.37 | 0.62 | 43.00 |
| | | Fall 2023 | 4.65 | 0.59 | 20.00 | 4.15 | 0.88 | 26.00 | 5.00 | | 1.00 | 5.00 | 0.00 | 2.00 |
| | | Spring 2024 | 4.50 | 0.55 | 6.00 | 4.46 | 0.72 | 38.00 | 4.57 | 0.53 | 7.00 | 4.47 | 0.70 | 35.00 |
| 1f | 9. The student teacher was a problem solver and dealt skillfully and promptly with new situations and challenges. | Fall 2021 | 4.72 | 0.53 | 29.00 | 4.03 | 0.92 | 33.00 | | | | | | |
| | | Spring 2022 | 4.93 | 0.27 | 13.00 | 4.84 | 0.37 | 25.00 | 4.67 | 0.52 | 6.00 | 4.69 | 0.61 | 39.00 |
| | | Fall 2022 | 4.71 | 0.59 | 17.00 | 4.59 | 0.78 | 29.00 | | | | 5.00 | | 1.00 |
| | | Spring 2023 | 4.29 | 0.95 | 7.00 | 4.40 | 0.66 | 52.00 | 4.60 | 0.89 | 5.00 | 4.40 | 0.62 | 43.00 |
| | | Fall 2023 | 4.55 | 0.69 | 20.00 | 4.19 | 0.85 | 26.00 | 5.00 | | 1.00 | 5.00 | 0.00 | 2.00 |
| | | Spring 2024 | 4.67 | 0.52 | 6.00 | 4.51 | 0.72 | 38.00 | 4.71 | 0.49 | 7.00 | 4.50 | 0.70 | 35.00 |
| 1f | 10. The student teacher adhered to schedules and was an accountable and principled decision maker. | Fall 2021 | 4.72 | 0.65 | 29.00 | 4.27 | 0.84 | 33.00 | | | | | | |
| | | Spring 2022 | 4.93 | 0.27 | 13.00 | 4.84 | 0.37 | 25.00 | 4.50 | 0.84 | 6.00 | 4.79 | 0.47 | 39.00 |
| | | Fall 2022 | 4.76 | 0.44 | 17.00 | 4.59 | 0.73 | 29.00 | | | | 5.00 | | 1.00 |
| | | Spring 2023 | 4.29 | 0.76 | 7.00 | 4.46 | 0.73 | 52.00 | 4.60 | 0.55 | 5.00 | 4.42 | 0.76 | 43.00 |
| | | Fall 2023 | 4.55 | 0.69 | 20.00 | 4.27 | 0.83 | 26.00 | 5.00 | | 1.00 | 5.00 | 0.00 | 2.00 |
| | | Spring 2024 | 4.67 | 0.52 | 6.00 | 4.54 | 0.60 | 38.00 | 4.57 | 0.53 | 7.00 | 4.58 | 0.55 | 35.00 |

In general, SPED students display dispositions important to becoming successful and effective teachers. In general, there is more variability on these aspects than on other, which may reflect the more personality dependent nature of these dispositions. Of note to the SPED program are the declining scores in dispositions across the years. The program should focus more on the importance of these dispositions.

## Survey Data

Our annual alumni and employer surveys are based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and

education), how well can you do the following?

The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our candidates and completers exhibit the dispositions and behaviors required for successful professional practice. Average ratings below 3.00 indicate an area for improvement. The ratings meet or exceed our expectations.

**Table 1e.5**

*Employer Survey*

| AAQEP Standard and Aspect | Employer Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Question Description | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 1f | Reflect on personal and professional biases. | 3.05 | 0.91 | 65 | 3.21 | 0.87 | 108 | 3.21 | 0.88 | 113 |

**Table 1e.6**

*Alumni Survey*

| AAQEP Standard and Aspect | Alumni Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Question Description | M | SD | N | M | SD | N | M | SD | N |
| 1f | Reflect on personal and professional biases. | 3.20 | 0.85 | 30 | 3.25 | 0.67 | 56 | 3.12 | 0.83 | 57 |

# Evidence Attachments

1f.png

1fDispositions.png

AS1f.png

ES1f.png

SPED1f.png

SPED1fDispositions.png

## S1: Summary

In this section, a brief summary of evidence and findings for Standard 1 along with relevant next steps is provided.

## Narrative

### Summary of Standard 1

For standard 1, we offered evidence in the form of Praxis Performance Assessment for Teachers (PPAT), final student teaching evaluations, dispositions, and alumni and employer surveys. The evidence strongly supports the assertion that program completers perform as professional educators with the capacity to support success for all learners. We believe that this assertion will be reinforced during the site visit when the team interviews employers of our graduates.

### Goals Related to Standard 1

In our most recent Annual Report (submitted December 2024), we set the following goals:

*Early Childhood/Elementary Education:* Increased focus on the content covered in the Utah Foundations of Reading test.

*Secondary Education:* Increased focus on secondary education students' preparation to teach linguistically diverse learners.

*Special Education:* Increased focus on the content covered in the Utah Foundations Reading test for all emphasis areas.

Actions we took were:

*Early Childhood/Elementary Education:* Instructors of literacy courses have revised course activities and assignments to better align them with the content of the Utah Foundations of Reading test. Student who do not pass on the first attempt are provided with support for up to three attempts.

*Secondary Education:* Instructors of SCED 5200 course increased emphasis on effective techniques to teach linguistically diverse learners, translanguaging practices, and multilinguistic structured literacy strategies.

*Special Education:* Early Childhood Special Education (birth to age 5) students are now required to take a reading course. Mild/Moderate students are planning daily lessons for pupils using the Science of Reading principles. Student who do not pass on the first attempt are provided with support for up to three attempts.

Our expected outcomes were:

*Early Childhood/Elementary Education:* Improvement in passing rate on the Utah Foundations of Reading test.

*Secondary Education:* Improved ratings from alumni and employer survey evaluations on ability to teach linguistically diverse learners.

*Special Education:* Improvement in passing rate on the Utah Foundations of Reading test.

Actual outcomes so far:

*Early Childhood/Elementary Education:* Foundations of Reading passing rate for the period September 2024 - August 2025 is 84%. Out of 122 test takers, 19 have not yet passed. Student who do not pass on the first attempt are provided with support for up to three attempts.

*Secondary Education:* We disaggregated the results of the employer and alumni surveys to check for changes specifically from secondary education teacher alumni and their employers regarding their perceptions of their preparation to provide instruction that uses language acquisition strategies that meet the needs of linguistically diverse learners. Employer perceptions have improved since 2022, but there is still room for growth with alumni self-perceptions.

**Table S1.1**

*Employer and Alumni Survey Results for Secondary Education Only*

| Provide instruction that uses language acquisition strategies to meet the needs of English Learners. | | | |
|---|---|---|---|
| Employer Survey | M | SD | N |
| 2025 | 3.29 | 0.69 | 18 |
| 2024 | 3.00 | 0.94 | 35 |
| 2023 | 2.93 | 0.92 | 27 |
| 2022 | 2.88 | 0.93 | 17 |
| Alumni Survey | | | |
| 2025 | 2.00 | 1.29 | 14 |
| 2024 | 2.24 | 1.14 | 21 |
| 2023 | 2.07 | 1.07 | 14 |
| 2022 | 1.78 | 1.20 | 9 |

*Special Education:* Foundations of Reading scores for the period September 2024 - August 2025 are sparse. Only 19 students have taken the test, and 4 have not passed, 3 of which are in the

SPED OPTT program, which is a 79% pass rate, above the state expectation of 75%. Student who do not pass on the first attempt are provided with support for up to three attempts.

## Evidence Attachments

Alumni&Employer_SCED_1c.png

# S2: Completer Professional Competence and Growth

The provider makes the case that its program completers adapt to working in a variety of contexts and grow as professionals.

## Narrative

For standard 2, we offer evidence in the form of final student teaching evaluations, dispositions, and alumni and employer surveys.

**Table 2.1** (see also Word version of Aspect Evidence Table)

*Aspect Evidence Table for Standard 2*

**Aspect-Evidence Table for Standard 2**

| Measure | Program(s) for which measure is used | 2a | 2b | 2c | 2d | 2e | 2f | Data scope | Criteria for success | Perspectives* |
|---|---|---|---|---|---|---|---|---|---|---|
| Student teaching final evaluation | All | x | x | x | \| | x | x | 6 semesters | Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores. | 1, 2, 5 |
| Dispositions at end of student teaching | All | | x | | | x | | 6 semesters | This instrument is a Likert scale, from 1-5 (1 = unacceptable; 2 = emergent; 3 = proficient; 4 = excellent; 5 = exceptional). The expectation is that students will score at least a 3, which signifies proficiency. | 1, 2 |
| Alumni survey | All | x | x | x | x | x | x | 3 years | Average ratings below 3.00 indicate a possible area for improvement. | 3 |
| Employer survey | all | x | x | x | x | x | x | 3 years | Average ratings below 3.00 indicate a possible area for improvement. | 4 |

*Use the following key to identify the perspective(s) or type of evidence each measure represents.

| | |
|---|---|
| **1** = **Program faculty** assessment of candidates (e.g., dispositions rubric, course assessment) <br> **2** = Rating by **P-12 partner** in clinical setting (early fieldwork, student teaching, or internship) <br> **3** = Information provided by **completers** (as in a survey, focus group, other) | **4** = Information provided by **graduates' employers** (as in a survey, focus group, other) <br> **5** = **Direct performance assessment** in the culminating clinical internship (required for initial licensure programs) <br> **6** = **State licensure test results** (for programs leading to certification or licensure) |

## Student Teaching Evaluation (PAES)

The student teaching evaluation used in our teacher preparation programs is officially known and

the Performance Assessment and Evaluation System or PAES. This instrument was developed by a consortium of university-based teacher preparation programs in Utah. It is aligned with the Utah Effective Teaching Standards, which are a version of the InTASC standards.

The instrument has a total possible score of 66, and the criteria for success is 80% of 66, or 53. In the sections for Standard 1 that follow this introduction, the student teaching evaluation data will be disaggregated by AAQEP standard and aspect, but here we present the grand means for 6 semesters of data on the entire instrument in order to show that students overwhelmingly met or exceeded the criteria for success. The n varies for because for some, their supervisor also serves as their mentor teacher and thus only submits their responses once in the role of supervisor. For secondary education, the scores are an average of supervisor and mentor teacher scores.

**Table 2.2**

*Grand Mean on Final Student Teaching Evaluation for Early Childhood and Elementary Education, Fall 2021-Spring 2024*

| ECE & ELED | | | | | |
|---|---|---|---|---|---|
| Mentor Teacher | | | University Supervisor | | |
| N | M | SD | N | M | SD |
| 432.00 | 62.23 | 0.43 | 479.00 | 64.38 | 0.29 |

**Table 2.2**

*Grand Mean on Final Student Teaching Evaluation for Secondary Education, Fall 2021-Spring 2024*

| SCED | | | | | |
|---|---|---|---|---|---|
| Mentor Teacher | | | University Supervisor | | |
| N | M | SD | N | M | SD |
| 390.00 | 61.13 | 0.46 | 420.00 | 63.64 | 0.32 |

*Table 2.3*

*Mean Scores by Subject Area for Secondary Education, Fall 2021-Spring 2024*

| Music-Secondary | | | Art-Secondary | | | Theater Ed-Secondary | | |
|---|---|---|---|---|---|---|---|---|
| N | M | SD | N | M | SD | N | M | SD |
| 24 | 60.07 | 0.46 | 13 | 60.77 | 0.52 | 12 | 64.2 | 0.22 |

| Social Studies-Secondary | | | History-Secondary | | | English-Secondary | | |
|---|---|---|---|---|---|---|---|---|
| N | M | SD | N | M | SD | N | M | SD |
| 43 | 60.54 | 0.5 | 41 | 63.97 | 0.26 | 75 | 62.45 | 0.42 |

| Modern Languages-Secondary | | | Math-Secondary | | | Sciences-Secondary | | |
|---|---|---|---|---|---|---|---|---|
| N | M | SD | N | M | SD | N | M | SD |
| 14 | 63.15 | 0.31 | 49 | 61.49 | 0.44 | 35 | 63.41 | 0.26 |

| Physical Ed-Secondary | | | Business Ed-Secondary | | | Agricultural Ed-Secondary | | |
|---|---|---|---|---|---|---|---|---|
| N | M | SD | N | M | SD | N | M | SD |
| 42 | 63.14 | 0.31 | 12 | 60.52 | 0.51 | 50 | 61.76 | 0.5 |

| Family and Consumer Sci-Secondary | | | Tech and Eng Ed-Secondary | | | | | |
|---|---|---|---|---|---|---|---|---|
| N | M | SD | N | M | SD | | | |
| 45 | 60.8 | 0.52 | 12 | 63.74 | 0.22 | | | |

*Table 2.4*

*Grand Mean for Special Education, Logan and Online, Fall 2021-Spring 2024*

| SPED Logan | | | | | |
|---|---|---|---|---|---|
| Mentor Teacher | | | University Supervisor | | |
| N | M | SD | N | M | SD |
| 93 | 60.6 | 0.3 | 202 | 60.5 | 0.3 |
| SPED Online | | | | | |
| Mentor Teacher | | | University Supervisor | | |
| N | M | SD | N | M | SD |
| 19 | 57.5 | 0.4 | 120 | 59.7 | 0.4 |

**Dispositions**

In addition to the summative student teaching evaluation (PAES), at the end of their student teaching experience, teacher candidates are assessed on dispositions. Below are the results for all dispositions items across 6 semesters. This instrument is a Likert scale, from 1-5 (1 = unacceptable; 2 = emergent; 3 = proficient; 4 = excellent; 5 = exceptional). The expectation is that students will score at least a 3, which signifies proficiency. The data below shows that, even when considering the variability captured in the standard deviation, students meet or exceeded the criteria for success. The n varies for because for some, their supervisor also serves as their mentor teacher and thus only submits their responses once in the role of supervisor.

*Table 2.5*

*Early Childhood, Elementary, and Secondary Education Dispositions*

| | Dispositions, Fall 2021-Spring 2024 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | ECE & ELED | | | | SCED | | |
| Standard and aspect | Item | Mentor Teacher (N = 432) | | University Supervisor (N = 479) | | Mentor Teacher (N = 390) | | University Supervisor (N = 420) | |
| 1f | 1. The student teacher was concerned, thoughtful, and receptive to the feelings of others. | 4.72 | 0.58 | 4.58 | 0.58 | 4.60 | 0.67 | 4.68 | 0.54 |
| 1f | 2. The student teacher was collaborative, cooperative, and shared responsibility in a group endeavor. | 4.72 | 0.64 | 4.58 | 0.60 | 4.56 | 0.72 | 4.68 | 0.59 |
| 1f | 3. The student teacher acted in accordance with the rules and standards for right conduct, as well as program and university codes of conduct. | 4.81 | 0.53 | 4.69 | 0.53 | 4.75 | 0.61 | 4.66 | 0.54 |
| 2e | 4. The student teacher appreciated and valued student diversity; exhibited cultural sensitivity; was impartial, open-minded, and unprejudiced. | 4.76 | 0.56 | 4.59 | 0.60 | 4.69 | 0.60 | 4.69 | 0.50 |
| 1e | 5. The student teacher was controlled, confident, self-assured, tactful, showed restraint over own impulses and emotions. | 4.65 | 0.69 | 4.54 | 0.67 | 4.52 | 0.73 | 4.62 | 0.62 |
| 1f | 6. The student teacher was enthusiastic, motivated, dedicated, and showed initiative. | 4.64 | 0.72 | 4.59 | 0.69 | 4.53 | 0.73 | 4.65 | 0.62 |
| 2e | 7. The student teacher was thoughtful, insightful, and able to take an objective, critical, and detailed look at self and teaching. | 4.68 | 0.69 | 4.50 | 0.70 | 4.55 | 0.75 | 4.63 | 0.61 |
| 1f | 8. The student teacher was able to make adjustments based on changing circumstances. | 4.63 | 0.67 | 4.44 | 0.69 | 4.52 | 0.72 | 4.54 | 0.62 |
| 1f | 9. The student teacher was a problem solver and dealt skillfully and promptly with new situations and challenges. | 4.58 | 0.75 | 4.46 | 0.70 | 4.43 | 0.77 | 4.58 | 0.62 |
| 1f | 10. The student teacher adhered to schedules and was an accountable and principled decision maker. | 4.67 | 0.65 | 4.57 | 0.63 | 4.58 | 0.75 | 4.69 | 0.56 |
| 2e | 11. The student teacher was willing to learn and was receptive to new ideas and feedback. | 4.77 | 0.62 | 4.58 | 0.67 | 4.67 | 0.67 | 4.70 | 0.61 |
| | Grand Mean and SD | 4.69 | 0.65 | 4.56 | 0.64 | 4.58 | 0.70 | 4.65 | 0.58 |

*Table 2.6*

*Special Education Dispositions*

| | Dispositions, Fall 2021-Spring 2024 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Special Education-Logan | | | | Special Education-Online | | | |
| AAQEP Standard and Aspect | Item | Mentor Teacher (N = 92) | | University Supervisor (N = 202) | | Mentor Teacher (N = 19) | | University Supervisor (N = 120) | |
| 1f | 1. The student teacher was concerned, thoughtful, and receptive to the feelings of others. | 4.7 | 0.6 | 4.4 | 0.8 | 4.7 | 0.6 | 4.5 | 0.6 |
| 1f | 2. The student teacher was collaborative, cooperative, and shared responsibility in a group endeavor. | 4.7 | 0.6 | 4.4 | 0.8 | 4.7 | 0.5 | 4.5 | 0.6 |
| 1f | 3. The student teacher acted in accordance with the rules and standards for right conduct, as well as program and university codes of conduct. | 4.8 | 0.4 | 4.5 | 0.8 | 4.7 | 0.5 | 4.7 | 0.6 |
| 2e | 4. The student teacher appreciated and valued student diversity; exhibited cultural sensitivity; was impartial, open-minded, and unprejudiced. | 4.8 | 0.5 | 4.5 | 0.7 | 4.7 | 0.5 | 4.7 | 0.5 |
| 1e | 5. The student teacher was controlled, confident, self-assured, tactful, showed restraint over own impulses and emotions. | 4.6 | 0.6 | 4.4 | 0.8 | 4.5 | 0.8 | 4.5 | 0.7 |
| 1f | 6. The student teacher was enthusiastic, motivated, dedicated, and showed initiative. | 4.7 | 0.6 | 4.5 | 0.7 | 4.6 | 0.6 | 4.6 | 0.6 |
| 2e | 7. The student teacher was thoughtful, insightful, and able to take an objective, critical, and detailed look at self and teaching. | 4.7 | 0.6 | 4.4 | 0.8 | 4.6 | 0.8 | 4.6 | 0.7 |
| 1f | 8. The student teacher was able to make adjustments based on changing circumstances. | 4.6 | 0.7 | 4.4 | 0.8 | 4.5 | 0.8 | 4.5 | 0.7 |
| 1f | 9. The student teacher was a problem solver and dealt skillfully and promptly with new situations and challenges. | 4.6 | 0.7 | 4.3 | 0.8 | 4.6 | 0.7 | 4.4 | 0.8 |
| 1f | 10. The student teacher adhered to schedules and was an accountable and principled decision maker. | 4.7 | 0.6 | 4.4 | 0.8 | 4.7 | 0.5 | 4.5 | 0.6 |

| 2e | 11. The student teacher was willing to learn and was receptive to new ideas and feedback. | 4.8 | 0.5 | 4.5 | 0.8 | 4.6 | 0.5 | 4.7 | 0.6 |
|---|---|---|---|---|---|---|---|---|---|
| | Grand Mean and SD | 51.7 | 0.6 | 48.7 | 0.8 | 51.0 | 0.6 | 50.3 | 0.6 |

**Alumni Survey and Employer Survey Results**

For many of the aspects of Standard 2, we use responses from our alumni survey, the Utah Teacher Education Student Survey or UTESS, and our employer survey, the Utah Teacher Education Employer Survey or UTEES. Below are the response rates for each for 2022, 2023, and 2024.

*Table 2.7*

*Response Rates for Employer and Alumni Surveys*

| UTEES (employer survey) | N responded | N sent | response rate |
|---|---|---|---|
| 2024 | 113 | 364 | 31% |
| 2023 | 108 | 251 | 43% |
| 2022 | 65 | 217 | 30% |
| UTESS (alumni survey) | | | |
| 2024 | 57 | 359 | 16% |
| 2023 | 56 | 249 | 22% |
| 2022 | 30 | 216 | 14% |

**Alumni Surveys**

Our annual survey of alumni is sent out every spring in April and May. Response rates vary from year to year. In 2022, we had a 14% response rate; for 2023 it was 22%, and in 2024, the response rate was 16%.

To support standard 2, there are 10 items on our alumni survey. Below are the data for 2022, 2023, 2024 for all items related to this standard. We note a generally downward trend for nearly every item, perhaps reflecting the increasingly challenging circumstances that all teachers face in

this post-Covid era; however, these items will be discussed in relation to each of the aspects in the next sections of this QAR.

*Table 2.8*

*Alumni Survey Data for Standard 2*

| AAQEP Standard and Aspect | Alumni Survey<br>Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | M | SD | N | M | SD | N | M | SD | N |
| 2a | Collaborate with families, colleagues, and other professionals to support students' growth and development. | 3.03 | 1.00 | 30 | 3.14 | 0.77 | 56 | 2.98 | 1.08 | 57 |
| 2b | Provide instruction that addresses students' cultural differences. | 2.87 | 0.86 | 30 | 2.98 | 0.88 | 56 | 2.84 | 0.88 | 57 |
| 2c | Collaborate with students to establish a respectful learning environment. | 3.23 | 0.77 | 30 | 3.29 | 0.89 | 56 | 3.04 | 0.93 | 57 |
| 2c | Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners. | 3.10 | 0.99 | 30 | 2.93 | 1.11 | 56 | 2.96 | 0.96 | 57 |
| 2d | Support students' growth in international and global perspectives. | 2.33 | 1.03 | 30 | 2.46 | 1.17 | 56 | 2.61 | 1.00 | 57 |
| 2e | Actively reflect on the effectiveness of his/her instruction to identify areas strength and challenges. | 3.20 | 0.76 | 30 | 3.27 | 0.65 | 56 | 3.07 | 0.78 | 57 |
| 2e | Engage in professional learning to strengthen his/her instructional practice. | 3.20 | 1.03 | 30 | 3.43 | 0.63 | 56 | 3.28 | 0.88 | 57 |
| 2e | Implement new ideas to improve their instruction. | 3.30 | 0.60 | 30 | 3.20 | 0.80 | 56 | 3.14 | 0.79 | 57 |
| 2f | Collaborate with colleagues to plan and evaluate instruction. | 3.17 | 0.95 | 30 | 3.36 | 0.70 | 56 | 3.26 | 0.88 | 57 |
| 2f | Participate in a collaborative decision-making culture. | 3.17 | 0.79 | 30 | 3.36 | 0.67 | 56 | 3.05 | 0.91 | 57 |

**Employer Surveys**

Our annual survey of employers of our graduates is sent out every spring in April and May. Response rates vary from year to year. In 2022, we had a 31% response rate; for 2023 it was 43%, and in 2024, the response rate was 30%.

To support standard 2, there are 10 items on our alumni survey. Below are the data for 2022, 2023, 2024 for all items related to this standard. We note a generally upward trend for nearly every item; however, specific items will be discussed in relation to each of the aspects in the next sections of this QAR.

*Table 2.9*

*Employer Survey Data for Standard 2*

| AAQEP Standard and Aspect | Employer Survey — Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 2a | Collaborate with families, colleagues, and other professionals to support students' growth and development. | 3.23 | 0.79 | 65 | 3.31 | 0.84 | 108 | 3.27 | 0.91 | 113 |
| 2b | Provide instruction that addresses students' cultural differences. | 3.02 | 0.87 | 65 | 3.12 | 0.79 | 108 | 3.05 | 0.84 | 113 |
| 2c | Collaborate with students to establish a respectful learning environment. | 3.23 | 0.90 | 65 | 3.40 | 0.75 | 108 | 3.35 | 0.91 | 113 |
| 2c | Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners. | 3.14 | 0.92 | 65 | 3.28 | 0.87 | 108 | 3.27 | 1.00 | 113 |
| 2d | Support students' growth in international and global perspectives. | 2.74 | 1.11 | 65 | 2.88 | 1.01 | 108 | 2.90 | 0.94 | 113 |
| 2e | Actively reflect on the effectiveness of his/her instruction to identify areas strength and challenges. | 3.06 | 0.92 | 65 | 3.30 | 0.75 | 108 | 3.22 | 0.89 | 113 |
| 2e | Engage in professional learning to strengthen his/her instructional practice. | 3.31 | 0.81 | 65 | 3.43 | 0.70 | 108 | 3.44 | 0.80 | 113 |
| 2e | Implement new ideas to improve their instruction. | 3.17 | 0.91 | 65 | 3.21 | 0.79 | 108 | 3.25 | 0.86 | 113 |
| 2f | Collaborate with colleagues to plan and evaluate instruction. | 3.34 | 0.83 | 65 | 3.33 | 0.81 | 108 | 3.31 | 0.91 | 113 |
| 2f | Participate in a collaborative decision-making culture. | 3.28 | 0.80 | 65 | 3.37 | 0.79 | 108 | 3.33 | 0.87 | 113 |

# Evidence Attachments

All SCED 6 semesters.png

Aspect Evidence Table S2.png

Aspect Evidence Table Standard 2.docx

Aspect Evidence Table Standard 2.docx

Dispositions ECE ELED SCED.png

Dispositions SPED OPTT.png

ECE ELED 6 semesters.png

SCED by subject 6 semesters.png

SPED OPTT 6 semesters.png

Standard 2 Alumni.png

Standard 2 Employer Survey.png

# Aspect 2a

In this section, evidence is presented for 2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.

## Narrative

### Student Teaching Evaluations

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect a of Standard 2, below are the data on items that are relevant to program completers' ability to understand and engage local and cultural communities and communicate and foster relationships with families/guardians/caregivers. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

**Table 2a.1**

*Early Childhood, Elementary, and Secondary Education Student Teaching Evaluation Scores*

| | | | PAES (Performance Assessment and Evaluation System) | | | | | | | | | | | |
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question Description | Semester and Year | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2a | 1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development (UETS 1b). | Fall 2021 | 2.91 | 0.35 | 52 | 2.97 | 0.18 | 59 | 2.87 | 0.34 | 45 | 2.96 | 0.20 | 46 |
| | | Spring 2022 | 2.81 | 0.48 | 84 | 2.95 | 0.34 | 94 | 2.74 | 0.49 | 67 | 2.88 | 0.37 | 81 |
| | | Fall 2022 | 2.89 | 0.45 | 62 | 2.90 | 0.34 | 81 | 2.77 | 0.45 | 58 | 2.85 | 0.36 | 66 |
| | | Spring 2023 | 2.82 | 0.39 | 77 | 2.94 | 0.24 | 80 | 2.76 | 0.45 | 76 | 2.91 | 0.29 | 75 |
| | | Fall 2023 | 2.79 | 0.56 | 67 | 2.88 | 0.44 | 72 | 2.78 | 0.45 | 58 | 2.85 | 0.40 | 62 |
| | | Spring 2024 | 2.78 | 0.49 | 90 | 2.89 | 0.35 | 93 | 2.64 | 0.63 | 86 | 2.86 | 0.43 | 90 |

For ECE, ELED, and SCED, the means for mentor teacher and university supervisor are similar with the university supervisor scores being slightly higher. However, scores are all in a similar range. These scores are high but seem to be dropping slightly across the past few years. These data indicate that program completers are above the overall expectation of 80% on this item. The decrease in overall mean and the increase in N might be related. We have adjusted program admission requirements, including the elimination of Praxis content scores, which has allowed us to admit more students, but those students might be "less prepared" and possibly struggle more as a result. Another hypothesis is that the students in our program now were in high school during Covid, and this could be a factor affecting their performance.

**Table 2a.2**

*Special Education Student Teaching Evaluation Scores*

| AAQEP Standard and aspect | Question | | SPED Logan | | | | | | OPTT (online program | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2a | 1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development (UETS 1b). | Fall 2021 | 2.86 | 0.35 | 29 | 2.91 | 0.29 | 33 | | | | | | |
| | | Spring 2022 | 2.93 | 0.27 | 13 | 2.88 | 0.33 | 25 | 2.67 | 0.52 | 6 | 2.87 | 0.41 | 39 |
| | | Fall 2022 | 2.82 | 0.39 | 17 | 2.93 | 0.26 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.57 | 0.53 | 7 | 2.90 | 0.30 | 52 | 2.80 | 0.45 | 5 | 2.88 | 0.32 | 43 |
| | | Fall 2023 | 2.76 | 0.44 | 21 | 2.88 | 0.33 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 2.50 | 0.84 | 6 | 2.80 | 0.41 | 38 | 2.43 | 0.79 | 7 | 2.78 | 0.42 | 35 |

Scores in special education on the collaboration standard are increasing in variability with overall lower averages. The lower averages correspond to smaller cohorts and mentor teacher observations. University supervisors typically rate students higher on this standard, with lower variability. Overall, students are scoring above the criterion set for this standard.

**Additional Evidence**

In all teacher education programs, students are required to communicate with families during their student teaching experience. Students must complete the assignment and have a passing score in order to pass their student teaching seminar; therefore, all students who finish student teaching meet the expected level of performance.

In the special education program, both face to face and online, students have two key assignments during student teaching: 1) Collaboration assignment and rubric and 2) IEP assignment and rubric.

In the early childhood, elementary, and secondary education student teaching seminar, students have a home communication assignment and rubric.

**Survey Results**

Our annual alumni and employer surveys are based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?

The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our completers foster relationships with families/guardians/caregivers to support students' growth and development. Average ratings below 3.00 indicate a possible area for improvement, so these results generally meet our expectations, although it's interesting to note that employers tend to rate our alumni higher than they rate themselves. Also, for these items, the trend is fairly flat for both groups.

## Table 2a.3

*Employer Survey*

| AAQEP Standard and Aspect | Employer Survey Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 2a | Collaborate with families, colleagues, and other professionals to support students' growth and development. | 3.23 | 0.79 | 65 | 3.31 | 0.84 | 108 | 3.27 | 0.91 | 113 |

## Table 2a.4

*Alumni Survey*

| AAQEP Standard and Aspect | Alumni Survey Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | M | SD | N | M | SD | N | M | SD | N |
| 2a | Collaborate with families, colleagues, and other professionals to support students' growth and development. | 3.03 | 1.00 | 30 | 3.14 | 0.77 | 56 | 2.98 | 1.08 | 57 |

# Evidence Attachments

2a.png

AS2a.png

ECE_ELED_SCEDHomeCommunication.pdf

ES2a.png

SPED Collaboration Assignment Rubric.pdf

SPED Collaboration Requirements for Student Teaching 2024.pdf

SPED IEP Assignment Rubric.pdf

SPED IEP Requirements for Student Teaching 2024.pdf

SPED_CollaborationAssignmentRubric.pdf

SPED_CollaborationRequirementsforStudentTeaching2024.pdf

SPED_CollaborationRequirementsforStudentTeaching2024.pdf

SPED_IEP RequirementsStudentTeaching2024.pdf

SPED_IEP RequirementsStudentTeaching2024.pdf

SPED_IEPAssignmentRubric.pdf

SPED_IEPAssignmentRubric.pdf

SPED2a.png

## Aspect 2b

In this section, evidence is presented for 2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.

## Narrative

### Student Teaching Evaluations

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect b of Standard 2, below are the data on items that are relevant to program completers' ability to engage in culturally responsive educational practices with diverse learners. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

**Table 2b.1**

*Early Childhood, Elementary, and Secondary Education Student Teaching Evaluation Scores*

| | | | PAES (Performance Assessment and Evaluation System) | | | | | | | | | | | |
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question Description | Semester/Year | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2b | 2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (UETS 2a, 2b, 2c, 2d) | Fall 2021 | 2.89 | 0.32 | 52 | 2.93 | 0.25 | 59 | 2.67 | 0.51 | 45 | 2.92 | 0.28 | 46 |
| | | Spring 2022 | 2.77 | 0.50 | 84 | 2.86 | 0.38 | 94 | 2.72 | 0.45 | 67 | 2.85 | 0.39 | 81 |
| | | Fall 2022 | 2.69 | 0.50 | 62 | 2.91 | 0.28 | 81 | 2.65 | 0.61 | 58 | 2.79 | 0.41 | 66 |
| | | Spring 2023 | 2.77 | 0.45 | 77 | 2.94 | 0.24 | 80 | 2.75 | 0.48 | 76 | 2.91 | 0.29 | 75 |
| | | Fall 2023 | 2.72 | 0.62 | 67 | 2.83 | 0.41 | 72 | 2.72 | 0.45 | 58 | 2.85 | 0.40 | 62 |
| | | Spring 2024 | 2.74 | 0.47 | 90 | 2.90 | 0.34 | 93 | 2.71 | 0.59 | 86 | 2.80 | 0.45 | 90 |

For ECE & ELED, the Mentor Teacher and University Supervisor scores are in a similar range, although the University Supervisor scores are slightly higher. The Mentor Teacher scores have dropped slightly over the last few years, but the N is also higher across those years. There is a lower SD in the University Supervisor scores than in the Mentor Teacher scores. The highest score on this item is 3. These data indicate program completers are at 80% or higher on this item.

For SCED, the Mentor Teacher and University Supervisor scores are similar in range, although the University Supervisor scores are slightly higher. The Mentor Teacher scores have dropped slightly over the last few years, but the N is also higher across those years. The SD in the University Supervisor scores is similar to the Mentor Teacher Scores. The highest score on this item is 3. These data indicate program completers are at 80% or higher on this item.

**Table 2b.2**

*Special Education Student Teaching Evaluation Scores*

| AAQEP Standard and aspect | Question | | SPED Logan | | | | | | OPTT (online program | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2b | 2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (UETS 2a, 2b, 2c, 2d) | Fall 2021 | 2.93 | 0.26 | 29 | 2.88 | 0.42 | 33 | | | | | | |
| | | Spring 2022 | 3.00 | 0.00 | 13 | 2.92 | 0.28 | 25 | 2.67 | 0.52 | 6 | 2.97 | 0.16 | 39 |
| | | Fall 2022 | 2.94 | 0.24 | 17 | 2.83 | 0.38 | 29 | | | | 2.00 | | 1 |
| | | Spring 2023 | 2.86 | 0.38 | 7 | 2.88 | 0.32 | 52 | 3.00 | 0.00 | 5 | 2.88 | 0.32 | 43 |
| | | Fall 2023 | 2.90 | 0.30 | 21 | 2.77 | 0.43 | 26 | 3.00 | | 1 | 2.50 | 0.71 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 6 | 2.73 | 0.45 | 38 | 2.86 | 0.38 | 7 | 2.76 | 0.43 | 35 |

Scores for special education on culturally responsive teaching practices are generally scored high, with low variation. University supervisors rate candidates higher than their mentor teachers. This could reflect a difference between theoretical applications and classroom practices. Overall, sped majors reach the criterion for this standard.

**Dispositions**

In addition to the summative student teaching evaluation (PAES), at the end of their student teaching experience, teacher candidates are assessed on dispositions. Below are the results for one dispositions item that is relevant to Standard 2, aspect b, engaging in culturally responsive practices. This instrument is a Likert scale, from 1-5 (1 = unacceptable; 2 = emergent; 3 = proficient; 4 = excellent; 5 = exceptional). The expectation is that students will score at least a 3, which signifies proficiency.

**Table 2b.3**

*Early Childhood, Elementary, and Secondary Education Dispositions*

| AAQEP Standard and aspect | Question | Semester and Year | Dispositions | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2b | 4. The student teacher appreciated and valued student diversity; exhibited cultural sensitivity; was impartial, open-minded, and unprejudiced. | Fall 2021 | 4.91 | 0.30 | 52 | 4.75 | 0.44 | 59 | 4.71 | 0.50 | 45 | 4.63 | 0.53 | 46 |
| | | Spring 2022 | 4.75 | 0.53 | 84 | 4.62 | 0.57 | 94 | 4.58 | 0.69 | 67 | 4.74 | 0.47 | 81 |
| | | Fall 2022 | 4.82 | 0.50 | 62 | 4.68 | 0.50 | 81 | 4.69 | 0.67 | 58 | 4.61 | 0.49 | 66 |
| | | Spring 2023 | 4.74 | 0.57 | 77 | 4.69 | 0.54 | 80 | 4.76 | 0.52 | 76 | 4.69 | 0.46 | 75 |
| | | Fall 2023 | 4.62 | 0.73 | 67 | 4.51 | 0.65 | 72 | 4.74 | 0.47 | 58 | 4.68 | 0.50 | 62 |
| | | Spring 2024 | 4.78 | 0.55 | 90 | 4.36 | 0.71 | 93 | 4.65 | 0.67 | 86 | 4.73 | 0.56 | 90 |

For ECE & ELED, Mentor Teacher and University Supervisor means are consistent across the data. In the data, the Mentor Teacher scores are slightly higher than the University Supervisor scores with similar SD in both. Perhaps the Mentor Teacher has more interaction with the teacher

candidate so is more able to score this item. There is a similar SD across both the Mentor Teacher and University Supervisor data. All means are far above the score of 3 which signifies proficiency.

For SCED, both the Mentor Teacher means and the disposition scores are higher than the University Supervisor means and scores but not at a significant level. This higher level is attributed to the increased level of interaction by the Mentor Teacher and the teacher candidate. There is a similar SD across both the Mentor Teacher and University Supervisor data. All means are far above the score of 3 which signifies proficiency.

**Table 2b.4**

*Special Education Dispositions*

| AAQEP Standard and aspect | Question | | SPED Logan | | | | | | OPTT (online program | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2b | 4. The student teacher appreciated and valued student diversity; exhibited cultural sensitivity; was impartial, open-minded, and unprejudiced. | Fall 2021 | 4.66 | 0.61 | 29 | 4.12 | 0.93 | 33 | | | | | | |
| | | Spring 2022 | 5.00 | 0.00 | 13 | 4.84 | 0.47 | 25 | 4.67 | 0.52 | 6 | 4.72 | 0.60 | 39 |
| | | Fall 2022 | 4.94 | 0.24 | 17 | 4.52 | 0.78 | 29 | | | | 4.00 | | 1 |
| | | Spring 2023 | 4.43 | 0.79 | 7 | 4.58 | 0.64 | 52 | 4.80 | 0.45 | 5 | 4.63 | 0.49 | 43 |
| | | Fall 2023 | 4.85 | 0.37 | 20 | 4.19 | 0.85 | 26 | 5.00 | | 1 | 5.00 | 0.00 | 2 |
| | | Spring 2024 | 4.67 | 0.52 | 6 | 4.59 | 0.59 | 38 | 4.71 | 0.49 | 7 | 4.61 | 0.55 | 35 |

Scores for special education on dispositions towards appreciating different cultures, are generally scored high, with low variation. University supervisors rate candidates higher than their mentor teachers. This could reflect a difference between theoretical applications and classroom practices. Overall, SPED majors reach the criterion for this standard.

**Survey Results**

Our annual alumni and employer surveys are based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?

The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale

is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our completers engage in culturally responsive educational practices with diverse learners through providing instruction that addresses students' cultural differences. Average ratings below 3.00 indicate a possible area for improvement, so the employer survey results meet our expectations, but our alumni rate themselves lower. Also, for these items, the trend is fairly flat for both groups.

**Table 2b.5**

*Employer Survey*

| AAQEP Standard and Aspect | Employer Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Question Description | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 2b | Provide instruction that addresses students' cultural differences. | 3.02 | 0.87 | 65 | 3.12 | 0.79 | 108 | 3.05 | 0.84 | 113 |

**Table 2b.6**

*Alumni Survey*

| AAQEP Standard and Aspect | Alumni Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Question Description | M | SD | N | M | SD | N | M | SD | N |
| 2b | Provide instruction that addresses students' cultural differences. | 2.87 | 0.86 | 30 | 2.98 | 0.88 | 56 | 2.84 | 0.88 | 57 |

# Evidence Attachments

2b.png

2bDispositions.png

AS2b.png

ES2b.png

SPED2b.png

SPED2bDispositions.png

SPED2bDispositions.png

## Aspect 2c

In this section, evidence is presented for 2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.

## Narrative

### Student Teaching Evaluations

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect c of Standard 2, below are the data on items that are relevant to program completers' ability to create productive learning environments and use strategies to develop productive learning environments. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

### Table 2c.1

*Early Childhood, Elementary, and Secondary Education Student Teaching Evaluation Scores*

| | | | PAES (Performance Assessment and Evaluation System) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question | Semester and Year | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2c | 3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (UETS 3a). | Fall 2021 | 2.85 | 0.36 | 52 | 2.98 | 0.13 | 59 | 2.81 | 0.49 | 45 | 2.90 | 0.31 | 46 |
| | | Spring 2022 | 2.81 | 0.45 | 84 | 2.86 | 0.43 | 94 | 2.79 | 0.44 | 67 | 2.99 | 0.11 | 81 |
| | | Fall 2022 | 2.82 | 0.50 | 62 | 2.96 | 0.19 | 81 | 2.76 | 0.49 | 58 | 2.97 | 0.17 | 66 |
| | | Spring 2023 | 2.88 | 0.32 | 77 | 2.95 | 0.22 | 80 | 2.85 | 0.41 | 76 | 2.97 | 0.16 | 75 |
| | | Fall 2023 | 2.87 | 0.52 | 67 | 2.93 | 0.39 | 72 | 2.83 | 0.38 | 58 | 2.87 | 0.34 | 62 |
| | | Spring 2024 | 2.91 | 0.38 | 90 | 2.92 | 0.31 | 93 | 2.70 | 0.59 | 86 | 2.90 | 0.36 | 90 |

For ECE & ELED, means are consistent across Mentor Teacher and University Supervisor data, with University Supervisor data slightly higher. University Supervisor SD is lower than Mentor Teacher SD. All data is near the top score of 3 indicating that teacher candidates are scoring 80% or higher on this item.

For SCED, means are consistent across Mentor Teacher and University Supervisor data, with University Supervisor data slightly higher; there is a slight dip in the Mentor Teacher scores for spring 2024. University Supervisor SD is lower than Mentor Teacher SD. All data is near the top score of 3 indicating that teacher candidates are scoring 80% or higher on this item.

### Table 2c.2

*Special Education Student Teaching Evaluation Scores*

| AAQEP Standard and aspect | Question | | SPED Logan | | | | | | OPTT (online program) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2c | 3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (UETS 3a). | Fall 2021 | 2.86 | 0.35 | 29 | 2.85 | 0.36 | 33 | | | | | | |
| | | Spring 2022 | 3.00 | 0.00 | 13 | 2.96 | 0.20 | 25 | 2.67 | 0.52 | 6 | 2.92 | 0.27 | 39 |
| | | Fall 2022 | 2.94 | 0.24 | 17 | 2.86 | 0.35 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.86 | 0.38 | 7 | 2.92 | 0.27 | 52 | 2.80 | 0.45 | 5 | 2.91 | 0.29 | 43 |
| | | Fall 2023 | 2.95 | 0.22 | 21 | 2.96 | 0.20 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 2.50 | 0.84 | 6 | 2.82 | 0.45 | 38 | 2.43 | 0.79 | 7 | 2.81 | 0.47 | 35 |

Scores on this standard are high across the cohorts for special education. There seems to be a slight decrease in Spring 2024, but no trend is apparent. Despite this dip, all averages indicate SPED candidates are above the criterion of 80% (i.e., 2.4 pt). Variability is generally low, indicated by low SDs.

**Survey Results**

Our annual alumni and employer surveys are based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?
The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our completers create productive learning environments and use strategies to develop productive learning environments. Average ratings below 3.00 indicate a possible area for improvement, so these results generally meet our expectations, although it's interesting to note that employers tend to rate our alumni higher than they rate themselves. More troubling is that alumni scores decrease over time. We know that there are more challenging behaviors in classrooms in the post-pandemic era, which is a likely explanation for these results.

**Table 2c.3**

*Employer Survey*

| | Employer Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| AAQEP Standard and Aspect | Question Description | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 2c | Collaborate with students to establish a respectful learning environment. | 3.23 | 0.90 | 65 | 3.40 | 0.75 | 108 | 3.35 | 0.91 | 113 |
| 2c | Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners. | 3.14 | 0.92 | 65 | 3.28 | 0.87 | 108 | 3.27 | 1.00 | 113 |

## Table 2c.4

*Alumni Survey*

| | Alumni Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| AAQEP Standard and Aspect | Question Description | M | SD | N | M | SD | N | M | SD | N |
| 2c | Collaborate with students to establish a respectful learning environment. | 3.23 | 0.77 | 30 | 3.29 | 0.89 | 56 | 3.04 | 0.93 | 57 |
| 2c | Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners. | 3.10 | 0.99 | 30 | 2.93 | 1.11 | 56 | 2.96 | 0.96 | 57 |

# Evidence Attachments

2c.png

AS2c.png

ES2c.png

SPED2c.png

## Aspect 2d

In this section, evidence is presented for 2d. Support students' growth in international and global perspectives.

## Narrative

In order to gather data related to completers' ability to support their students' growth in international and global perspectives, we included a question on the employer and alumni survey.

Our annual alumni and employer surveys are based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?
The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our candidates and completers exhibit an ability to support their students' understanding of international and global perspectives. Average ratings below 3.00 indicate a possible area for improvement, so these results generally meet our expectations, although it's interesting to note that employers tend to rate our alumni higher than they rate themselves. Although the mean scores are still below 3.0, the data reveal a positive trend and a lower standard deviation, indicating that progress is being made.

**Table 2d.1**

*Employer Survey*

| AAQEP Standard and Aspect | Employer Survey Question Description | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 2d | Support students' growth in international and global perspectives. | 2.74 | 1.11 | 65 | 2.88 | 1.01 | 108 | 2.90 | 0.94 | 113 |

**Table 2d.2**

Alumni Survey

| Alumni Survey | | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| AAQEP Standard and Aspect | Question Description | M | SD | N | M | SD | N | M | SD | N |
| 2d | Support students' growth in international and global perspectives. | 2.33 | 1.03 | 30 | 2.46 | 1.17 | 56 | 2.61 | 1.00 | 57 |

Although not comprehensive across all majors, the social studies methods course that all elementary education majors expands students' horizons to a more global perspective by learning about and using the Utah Social Studies Core Standards. The theme of global interconnectedness is addressed in the standards for grades 4, 5, and 6.

# Evidence Attachments

AS2d.png

ES2d.png

UtahCoreStandardsElementarySocialStudies.pdf

## Aspect 2e

In this section, evidence is presented for 2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection.

## Narrative

### Student Teaching Evaluations

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect e of Standard 2, below are the data on items that are relevant to program completers' ability to establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

**Table 2e.1**

*Early Childhood, Elementary, and Secondary Education Student Teaching Evaluation Scores*

| | | | PAES (Performance Assessment and Evaluation System) | | | | | | | | | | | |
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question | Semester and Year | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2e | 8.1 Adapts and improves practice based on reflection and new learning (UETS 8b, 8c, 8d, 8e). | Fall 2021 | 2.92 | 0.33 | 52 | 3.00 | 0.00 | 59 | 2.88 | 0.47 | 45 | 2.90 | 0.37 | 46 |
| | | Spring 2022 | 2.89 | 0.35 | 84 | 2.96 | 0.25 | 94 | 2.84 | 0.43 | 67 | 2.93 | 0.31 | 81 |
| | | Fall 2022 | 2.93 | 0.40 | 62 | 2.95 | 0.22 | 81 | 2.79 | 0.50 | 58 | 2.95 | 0.21 | 66 |
| | | Spring 2023 | 2.94 | 0.25 | 77 | 2.96 | 0.19 | 80 | 2.89 | 0.35 | 76 | 2.96 | 0.20 | 75 |
| | | Fall 2023 | 2.90 | 0.43 | 67 | 2.94 | 0.37 | 72 | 2.91 | 0.28 | 58 | 2.92 | 0.33 | 62 |
| | | Spring 2024 | 2.90 | 0.39 | 90 | 2.94 | 0.38 | 93 | 2.79 | 0.56 | 86 | 2.84 | 0.45 | 90 |

For ECE and ELED, Mentor Teacher and University supervisor means are consistent with University Supervisor means slightly higher than Mentor Teacher means. Mentor Teacher SD is slightly larger than University Supervisor SD. This is consistent across PAES data. The highest possible score on this item is 3. These data show scores near the top score. This indicates that program completers are at or above the 80% expectation on this item.

The SCED Mentor Teacher and University supervisor means are consistent although the University Supervisor means are slightly higher than Mentor Teacher means. Mentor Teacher SD is slightly larger than University Supervisor SD. This is consistent across PAES data. The highest possible score on this item is 3. These data show scores near the top score. This indicates that

program completers are at or above the 80% expectation on this item.

**Table 2e.2**

*Special Education Student Teaching Evaluation Scores*

| AAQEP Standard and aspect | Question | | SPED Logan | | | | | | OPTT (online program | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2e | 8.1 Adapts and improves practice based on reflection and new learning (UETS 8b, 8c, 8d, 8e). | Fall 2021 | 2.90 | 0.31 | 29 | 2.91 | 0.38 | 33 | | | | | | |
| | | Spring 2022 | 3.00 | 0.00 | 13 | 3.00 | 0.00 | 25 | 2.83 | 0.41 | 6 | 2.92 | 0.35 | 39 |
| | | Fall 2022 | 2.94 | 0.24 | 17 | 2.90 | 0.31 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.71 | 0.49 | 7 | 2.92 | 0.27 | 52 | 2.80 | 0.45 | 5 | 2.93 | 0.26 | 43 |
| | | Fall 2023 | 2.85 | 0.37 | 20 | 3.00 | 0.00 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 3.00 | 0.00 | 6 | 2.82 | 0.39 | 38 | 2.86 | 0.38 | 7 | 2.81 | 0.40 | 35 |

Overall, special education students score high on this self-reflection standard. While scores seemed to drop a bit in 2023, they went back up. Overall, there is low variability in scores. These data suggest SPED majors are meeting the standard for self-reflection.

**Dispositions**

In addition to the summative student teaching evaluation (PAES), at the end of their student teaching experience, teacher candidates are assessed by both their mentor teacher and their supervisor on dispositions. Below are the results for the dispositions item that is relevant to Standard 2, aspect e, establishing goals for professional growth. This instrument is a Likert scale, from 1-5 (1 = unacceptable; 2 = emergent; 3 = proficient; 4 = excellent; 5 = exceptional). The expectation is that students will score at least a 3, which signifies proficiency.

**Table 2e.2**

*Early Childhood, Elementary, and Secondary Education Dispositions*

| AAQEP Standard and aspect | Question | Semester and Year | Dispositions | | | | | | | | | | | |
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2e | 11. The student teacher was willing to learn and was receptive to new ideas and feedback. | Fall 2021 | 4.85 | 0.46 | 52 | 4.75 | 0.54 | 59 | 4.60 | 0.75 | 45 | 4.71 | 0.61 | 46 |
| | | Spring 2022 | 4.69 | 0.78 | 84 | 4.52 | 0.71 | 94 | 4.60 | 0.72 | 67 | 4.74 | 0.47 | 81 |
| | | Fall 2022 | 4.79 | 0.61 | 62 | 4.72 | 0.53 | 81 | 4.63 | 0.68 | 58 | 4.61 | 0.55 | 66 |
| | | Spring 2023 | 4.78 | 0.53 | 77 | 4.70 | 0.56 | 80 | 4.78 | 0.51 | 76 | 4.77 | 0.53 | 75 |
| | | Fall 2023 | 4.75 | 0.68 | 67 | 4.46 | 0.77 | 72 | 4.74 | 0.53 | 58 | 4.74 | 0.57 | 62 |
| | | Spring 2024 | 4.77 | 0.59 | 90 | 4.41 | 0.78 | 93 | 4.62 | 0.80 | 86 | 4.64 | 0.81 | 90 |
| 2e | 7. The student teacher was thoughtful, insightful, and able to take an objective, critical, and detailed look at self and teaching. | Fall 2021 | 4.77 | 0.58 | 52 | 4.62 | 0.64 | 59 | 4.48 | 0.75 | 45 | 4.63 | 0.57 | 46 |
| | | Spring 2022 | 4.63 | 0.77 | 84 | 4.48 | 0.71 | 94 | 4.40 | 0.79 | 67 | 4.70 | 0.49 | 81 |
| | | Fall 2022 | 4.74 | 0.66 | 62 | 4.65 | 0.57 | 81 | 4.61 | 0.75 | 58 | 4.52 | 0.50 | 66 |
| | | Spring 2023 | 4.72 | 0.58 | 77 | 4.58 | 0.61 | 80 | 4.61 | 0.71 | 76 | 4.68 | 0.57 | 75 |
| | | Fall 2023 | 4.59 | 0.88 | 67 | 4.40 | 0.80 | 72 | 4.64 | 0.64 | 58 | 4.66 | 0.65 | 62 |
| | | Spring 2024 | 4.65 | 0.62 | 90 | 4.34 | 0.78 | 93 | 4.57 | 0.81 | 86 | 4.57 | 0.76 | 90 |

For ECE and ELED, Mentor Teacher means and University Supervisor means are consistent across data for these semesters, although the data is slightly lower in recent semesters. The Mentor Teacher data is also slightly higher than University Supervisor data than other data from this instrument. This may be because Mentor Teachers spend more time with teacher candidates and are more able to answer these questions than a University Supervisor who is only in the classroom a few times across the student teaching weeks. The SD is also higher on these data than other data from this instrument. This may indicate these items have more rater judgement that other items in the instrument. However, because 5 is the highest possible score on these data and 3 is the expectation, these data show program completers' proficiency is high in this area.

For SCED, Mentor Teacher means and University Supervisor means are consistent across data for these semesters, although the data is slightly lower in the most recent semesters. The University Teacher data is also slightly higher than Mentor Teacher data, which may be because Mentor Teachers have more interactions with the teacher candidates across the student teaching semester compared to the University Teacher. The SD is also higher on these data than other data from this instrument. With 5 being the highest score on these data and 3 is the expectation, these data show program completers show proficiency.

**Table 2e.4**

*Special Education Dispositions*

| AAQEP Standard and aspect | Question | | SPED Logan Mentor Teacher | | | SPED Logan University Supervisor | | | OPTT (online program Mentor Teacher | | | OPTT (online program University Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2e | 7. The student teacher was thoughtful, insightful, and able to take an objective, critical, and detailed look at self and teaching. | Fall 2021 | 4.66 | 0.61 | 29 | 4.09 | 0.98 | 33 | | | | | | |
| | | Spring 2022 | 4.86 | 0.36 | 13 | 4.80 | 0.50 | 25 | 4.33 | 1.21 | 6 | 4.72 | 0.56 | 39 |
| | | Fall 2022 | 4.59 | 0.62 | 17 | 4.41 | 0.78 | 29 | | | | 5.00 | | 1 |
| | | Spring 2023 | 4.57 | 0.53 | 7 | 4.50 | 0.67 | 52 | 4.80 | 0.45 | 5 | 4.47 | 0.70 | 43 |
| | | Fall 2023 | 4.70 | 0.57 | 20 | 4.27 | 0.87 | 26 | 5.00 | | 1 | 5.00 | 0.00 | 2 |
| | | Spring 2024 | 4.67 | 0.52 | 6 | 4.49 | 0.72 | 38 | 4.71 | 0.49 | 7 | 4.47 | 0.70 | 35 |
| 2e | 11. The student teacher was willing to learn and was receptive to new ideas and feedback. | Fall 2021 | 4.72 | 0.53 | 29 | 4.12 | 0.93 | 33 | | | | | | |
| | | Spring 2022 | 5.00 | 0.00 | 13 | 4.92 | 0.28 | 25 | 4.67 | 0.52 | 6 | 4.79 | 0.41 | 39 |
| | | Fall 2022 | 4.76 | 0.44 | 17 | 4.59 | 0.73 | 29 | | | | 5.00 | | 1 |
| | | Spring 2023 | 4.43 | 0.53 | 7 | 4.58 | 0.67 | 52 | 4.60 | 0.55 | 5 | 4.60 | 0.62 | 43 |
| | | Fall 2023 | 4.80 | 0.52 | 20 | 4.23 | 0.95 | 26 | 5.00 | | 1 | 5.00 | 0.00 | 2 |
| | | Spring 2024 | 4.50 | 0.55 | 6 | 4.56 | 0.60 | 38 | 4.57 | 0.53 | 7 | 4.53 | 0.61 | 35 |

Scores on these dispositions seem stable across time, with slight variations between cohorts. Overall, university supervisor scores are lower than mentor teacher's scores. This could be the differences between seeing a student each day and working on small changes, versus the more limited observations from the supervisor. All scores are well above the minimum score of 3, indicating dispositions of SPED majors exceed expectations.

**Survey Results**

Our annual alumni and employer surveys are based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?
The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our completers establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection. Average ratings below 3.00 indicate a possible area for improvement, so these results meet our expectations.

**Table 2e.5**

*Employer Survey*

| | Employer Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| AAQEP Standard and Aspect | Question Description | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 2e | Actively reflect on the effectiveness of his/her instruction to identify areas strength and challenges. | 3.06 | 0.92 | 65 | 3.30 | 0.75 | 108 | 3.22 | 0.89 | 113 |
| 2e | Engage in professional learning to strengthen his/her instructional practice. | 3.31 | 0.81 | 65 | 3.43 | 0.70 | 108 | 3.44 | 0.80 | 113 |
| 2e | Implement new ideas to improve their instruction. | 3.17 | 0.91 | 65 | 3.21 | 0.79 | 108 | 3.25 | 0.86 | 113 |

**Table 2e.6**

*Alumni Survey*

| | Alumni Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| AAQEP Standard and Aspect | Question Description | M | SD | N | M | SD | N | M | SD | N |
| 2e | Actively reflect on the effectiveness of his/her instruction to identify areas strength and challenges. | 3.20 | 0.76 | 30 | 3.27 | 0.65 | 56 | 3.07 | 0.78 | 57 |
| 2e | Engage in professional learning to strengthen his/her instructional practice. | 3.20 | 1.03 | 30 | 3.43 | 0.63 | 56 | 3.28 | 0.88 | 57 |
| 2e | Implement new ideas to improve their instruction. | 3.30 | 0.60 | 30 | 3.20 | 0.80 | 56 | 3.14 | 0.79 | 57 |

# Evidence Attachments

2e.png

2eDispositions.png

AS2e.png

ES2e.png

SPED2e.png

SPED2e.png

SPED2eDispositions.png

# Aspect 2f

In this section, evidence is presented for 2f. Collaborate with colleagues to support professional learning.

## Narrative

### Student Teaching Evaluations

The PAES (Performance Assessment and Evaluation System) serves as our student teaching evaluation instrument. As evidence for aspect f of Standard 2, below are the data on items that are relevant to program completers' ability to collaborate with colleagues to support professional learning. Scale is from 0-3. There is an overall expectation that students will score at 80% or higher on the entire instrument, with no 0 or 1 scores, but there is no set criteria for success on each individual item.

### Table 2f.1

*Early Childhood, Elementary, and Secondary Education Final Student Teaching Evaluations*

| | | | PAES (Performance Assessment and Evaluation System) | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | ECE & ELED | | | | | | SCED | | | | | |
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| AAQEP Standard and aspect | Question | Semester and Year | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2f | 9.1 Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (UETS 9a, 9b, 9d, 9e). | Fall 2021 | 2.87 | 0.48 | 52 | 2.98 | 0.13 | 59 | 2.88 | 0.32 | 45 | 3.00 | 0.00 | 46 |
| | | Spring 2022 | 2.87 | 0.51 | 84 | 2.94 | 0.32 | 94 | 2.78 | 0.47 | 67 | 2.89 | 0.42 | 81 |
| | | Fall 2022 | 2.92 | 0.46 | 62 | 2.98 | 0.16 | 81 | 2.85 | 0.40 | 58 | 2.98 | 0.12 | 66 |
| | | Spring 2023 | 2.92 | 0.27 | 77 | 2.98 | 0.16 | 80 | 2.88 | 0.36 | 76 | 2.97 | 0.16 | 75 |
| | | Fall 2023 | 2.87 | 0.49 | 67 | 2.92 | 0.40 | 72 | 2.88 | 0.37 | 58 | 2.97 | 0.18 | 62 |
| | | Spring 2024 | 2.92 | 0.31 | 90 | 2.94 | 0.38 | 93 | 2.69 | 0.66 | 86 | 2.88 | 0.39 | 90 |

For ECE & ELED, Mentor Teacher and University Supervisor mean is consistent across time, although University Supervisor mean is slightly higher. SD is slightly tighter for University Supervisor data than for Mentor Teacher data. Because 3 is the highest possible score, program completers scores are, on average, meeting or exceeding the expectation of 80% or higher on this item.

For SCED , Mentor Teacher and University Supervisor mean is consistent across time, although University Supervisor mean is higher. SD is slightly tighter for Mentor Teacher data than for University Supervisor data with some inconsistencies in the University Supervisor SD. Because 3 is the highest possible score, program completers scores are, on average, meeting or exceeding the expectation of 80% or higher on this item.

**Table 2f.2**

*Special Education Final Student Teaching Evaluations*

| AAQEP Standard and aspect | Question | | SPED Logan | | | | | | OPTT (online program) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mentor Teacher | | | University Supervisor | | | Mentor Teacher | | | University Supervisor | | |
| | | | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| 2f | 9.1 Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (UETS 9a, 9b, 9d, 9e). | Fall 2021 | 2.90 | 0.31 | 29 | 2.85 | 0.44 | 33 | | | | | | |
| | | Spring 2022 | 2.86 | 0.36 | 13 | 2.84 | 0.37 | 25 | 2.67 | 0.52 | 6 | 2.82 | 0.45 | 39 |
| | | Fall 2022 | 2.82 | 0.39 | 17 | 2.97 | 0.19 | 29 | | | | 3.00 | | 1 |
| | | Spring 2023 | 2.43 | 0.53 | 7 | 2.88 | 0.32 | 52 | 2.60 | 0.55 | 5 | 2.84 | 0.37 | 43 |
| | | Fall 2023 | 2.85 | 0.37 | 20 | 2.92 | 0.27 | 26 | 3.00 | | 1 | 3.00 | 0.00 | 2 |
| | | Spring 2024 | 2.83 | 0.41 | 6 | 2.69 | 0.52 | 38 | 2.71 | 0.49 | 7 | 2.64 | 0.54 | 35 |

Scores on the collaboration to support professional learning standard indicate sped majors are exceeding the criterion of 80% (i.e., 2.4). Scores are mostly stable, with an outlying cohort, however, these are different depending on mentor teacher or supervisor scores. Variability is also stable across cohorts. These results show SPED majors can contribute effectively to the school environment.

**Survey Results**

Our annual alumni and employer surveys are based on the Utah Effective Teaching Standards. For each standard we ask the alumni to rate themselves. The prompt is: Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following?
The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

The prompt in the employer survey is similar: Based on your interactions and observations of the USU first-year employee in your school/district, how well can he/she do the following? The scale is 4-0 where 4 = very well, 3 = well, 2 = adequately, 1 = poorly, 0 = not at all.

These annual surveys of recent graduates and their employers provide evidence that our completers collaborate with colleagues to support professional learning. Average ratings below 3.00 indicate a possible area for improvement, so these results meet our expectations.

**Table 2f.3**

*Employer Survey*

| | Employer Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| AAQEP Standard and Aspect | Question Description | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 2f | Collaborate with colleagues to plan and evaluate instruction. | 3.34 | 0.83 | 65 | 3.33 | 0.81 | 108 | 3.31 | 0.91 | 113 |
| 2f | Participate in a collaborative decision-making culture. | 3.28 | 0.80 | 65 | 3.37 | 0.79 | 108 | 3.33 | 0.87 | 113 |

## Table 2f.4

*Alumni Survey*

| | Alumni Survey | 2022 | | | 2023 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| AAQEP Standard and Aspect | Question Description | M | SD | N | M | SD | N | M | SD | N |
| 2f | Collaborate with colleagues to plan and evaluate instruction. | 3.17 | 0.95 | 30 | 3.36 | 0.70 | 56 | 3.26 | 0.88 | 57 |
| 2f | Participate in a collaborative decision-making culture. | 3.17 | 0.79 | 30 | 3.36 | 0.67 | 56 | 3.05 | 0.91 | 57 |

# Evidence Attachments

2f.png

AS2f.png

ES2f.png

SPED2f.png

SPED2f.png

## S2: Summary

In this section, a brief summary of evidence and findings for Standard 2 along with relevant next steps is provided.

## Narrative

### Summary of Standard 2

For standard 2, we offered ample evidence that program completers have engaged successfully in relevant professional practice and are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of school placements and educational settings.

### Goals Related to Standard 2

In our most recent Annual Report (submitted December 2024), we set the following goals:

*Early Childhood/Elementary/Secondary/Special Education:* USU (specifically, Sylvia Read) led a statewide effort to revise the common student teaching instrument to align with a revised version of the General Teaching Competencies for Teaching Preparation Programs. The new rubric for teacher evaluation, called the Student Teaching Evaluation Rubric (STER) will incorporate heavy use of goal setting. The new student teaching evaluation instrument will likely also include a goal setting component (2e). USU will pilot use of the STER during the 2024-2025 school year.

Actions we took were:

*Early Childhood/Elementary/Secondary/Special Education:*
In order to assess completer professional competence and growth going forward, we have developed three new instruments based on the latest version of the Utah Effective Teaching Standards and their associated general teacher education competencies. The first instrument is our new competency based student teaching evaluation rubric (STER). The second is our new alumni survey, and the third is our new employer survey, both of which are built upon the general teacher education competencies.

Actual outcomes so far:

*Early Childhood/Elementary/Secondary Education:*

## Fall 2024 & Spring 2025 STER Data (pilot phase)

| Competency | ELED Mentor Teacher | | | ELED University Supervisor | | | SCED Mentor Teacher | | | SCED University Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | mean | SD | N | mean | SD | N | mean | SD | N | mean | SD | N |
| LL1: Participate in meetings with student's parents/guardians (e.g., IEP, 504, behavior, attendance, parent teacher conferences) to help assess and plan needed student support. | 2.35 | 0.48 | 105 | 2.27 | 0.44 | 122 | 2.25 | 0.58 | 112 | 2.36 | 0.53 | 131 |
| LL2: Design learning that builds on the learner's background knowledge and supports students' needs. | 2.50 | 0.56 | 105 | 2.41 | 0.51 | 122 | 2.41 | 0.54 | 112 | 2.48 | 0.56 | 131 |
| LL3: Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. | 2.70 | 0.48 | 105 | 2.65 | 0.50 | 122 | 2.52 | 0.58 | 112 | 2.67 | 0.53 | 131 |
| LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds. | 2.36 | 0.52 | 105 | 2.32 | 0.48 | 122 | 2.26 | 0.56 | 112 | 2.35 | 0.54 | 131 |
| LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. | 2.46 | 0.57 | 105 | 2.42 | 0.50 | 122 | 2.24 | 0.55 | 112 | 2.44 | 0.56 | 131 |
| LL6: Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom. | 2.33 | 0.53 | 105 | 2.29 | 0.46 | 122 | 2.33 | 0.54 | 112 | 2.49 | 0.55 | 131 |
| LL7: Provide formative and timely feedback to guide students in self-assessment of learning. | 2.38 | 0.58 | 105 | 2.25 | 0.44 | 122 | 2.45 | 0.53 | 112 | 2.37 | 0.54 | 131 |
| IC1: Demonstrate an understanding of Utah Core Standards. Create IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards. | 2.51 | 0.54 | 105 | 2.46 | 0.50 | 122 | 2.43 | 0.57 | 112 | 2.65 | 0.52 | 131 |
| IC3: Design learning experiences aligned to learning intentions and success criteria. | 2.47 | 0.52 | 105 | 2.41 | 0.51 | 122 | 2.44 | 0.55 | 112 | 2.54 | 0.56 | 131 |
| IC4: Plan learning progressions that build upon students' previous learning and support current learning intentions. | 2.42 | 0.53 | 105 | 2.33 | 0.47 | 122 | 2.36 | 0.55 | 112 | 2.41 | 0.55 | 131 |
| IC5: Provide opportunities for students to track, reflect on, and set goals for their learning. IC6: Allow students multiple opportunities and means for demonstration of competency. | 2.18 | 0.50 | 105 | 2.21 | 0.43 | 122 | 2.22 | 0.51 | 112 | 2.27 | 0.51 | 131 |
| IC7: Design a variety of instructional strategies to engage students and promote active learning. | 2.56 | 0.55 | 105 | 2.63 | 0.50 | 122 | 2.41 | 0.57 | 112 | 2.66 | 0.54 | 131 |
| IP1: Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student. | 2.40 | 0.58 | 105 | 2.28 | 0.47 | 122 | 2.25 | 0.60 | 112 | 2.38 | 0.55 | 131 |
| IP2: Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse. | 2.34 | 0.52 | 105 | 2.31 | 0.48 | 122 | 2.31 | 0.52 | 112 | 2.30 | 0.52 | 131 |
| IP3: Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction. | 2.43 | 0.55 | 105 | 2.33 | 0.49 | 122 | 2.36 | 0.56 | 112 | 2.42 | 0.55 | 131 |
| IP4: Employ a variety of assessments that allow all students to demonstrate learning. | 2.21 | 0.51 | 105 | 2.15 | 0.38 | 122 | 2.24 | 0.45 | 112 | 2.40 | 0.54 | 131 |
| IP5: Provide feedback to students and parents that supports learning and growth. | 2.28 | 0.55 | 105 | 2.24 | 0.43 | 122 | 2.29 | 0.49 | 112 | 2.27 | 0.51 | 131 |
| IP6: Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds. | 2.47 | 0.52 | 105 | 2.28 | 0.47 | 122 | 2.30 | 0.54 | 112 | 2.42 | 0.55 | 131 |
| IP7: Encourage students to think about, engage with, and access content in creative ways. | 2.42 | 0.57 | 105 | 2.47 | 0.52 | 122 | 2.36 | 0.59 | 112 | 2.51 | 0.56 | 131 |
| IP8: Intentionally selects tools and technology to design and implement activities that promote active student technology use. | 2.39 | 0.56 | 105 | 2.27 | 0.46 | 122 | 2.41 | 0.57 | 112 | 2.52 | 0.56 | 131 |
| CC1: Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices. | 2.33 | 0.53 | 105 | 2.21 | 0.43 | 122 | 2.17 | 0.57 | 112 | 2.29 | 0.53 | 131 |
| CC2: Promote a classroom environment in which students will respect and value each other. | 2.60 | 0.55 | 105 | 2.58 | 0.51 | 122 | 2.44 | 0.56 | 112 | 2.57 | 0.56 | 131 |
| CC3: Involve students in establishing clear guidelines for behavior. | 2.43 | 0.57 | 105 | 2.40 | 0.51 | 122 | 2.26 | 0.60 | 112 | 2.34 | 0.54 | 131 |
| CC4: Address physical and emotional safety concerns in | 2.54 | 0.52 | 105 | 2.42 | 0.51 | 122 | 2.45 | 0.55 | 112 | 2.52 | 0.56 | 131 |
| CC5: Consistently applies the norms of the classroom to align with schoolwide expectations. | 2.46 | 0.52 | 105 | 2.33 | 0.49 | 122 | 2.33 | 0.49 | 112 | 2.39 | 0.53 | 131 |
| CC6: Strategically organize and structure the classroom environment for optimal student learning. | 2.53 | 0.57 | 105 | 2.56 | 0.51 | 122 | 2.36 | 0.58 | 112 | 2.59 | 0.55 | 131 |
| CC7: Model and maintain routines and procedures to encourage a predictable and functional classroom. | 2.64 | 0.56 | 105 | 2.61 | 0.51 | 122 | 2.45 | 0.58 | 112 | 2.61 | 0.54 | 131 |
| CC8: Encourage an environment where students feel safe to take risks, participate and engage. | 2.51 | 0.54 | 105 | 2.47 | 0.50 | 122 | 2.49 | 0.56 | 112 | 2.67 | 0.53 | 131 |
| PR1: Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning. (yes = 2, no = 0) | 2.00 | 0.00 | 105 | 2.00 | 0.00 | 122 | 1.98 | 0.18 | 112 | 1.98 | 0.17 | 131 |
| PR2: Comply with relevant school, district, and state laws, rules, and policies governing the profession. (yes = 2, no = 0) | 2.00 | 0.00 | 105 | 2.00 | 0.00 | 122 | 1.98 | 0.18 | 112 | 1.98 | 0.17 | 131 |
| PR3: Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning. | 2.53 | 0.56 | 105 | 2.46 | 0.52 | 122 | 2.45 | 0.56 | 112 | 2.42 | 0.55 | 131 |
| PR4: Engages in reflective practices that support professional, instructional, and schoolwide improvement. | 2.41 | 0.51 | 105 | 2.33 | 0.49 | 122 | 2.29 | 0.57 | 112 | 2.32 | 0.53 | 131 |
| PR5: Use effective communication with students, parents, and colleagues about student learning. | 2.50 | 0.50 | 105 | 2.32 | 0.48 | 122 | 2.30 | 0.51 | 112 | 2.35 | 0.52 | 131 |
| PR6: Exhibit professional and ethical conduct in accordance with school, district, and state policy. (yes = 2, no = 0) | 2.00 | 0.20 | 105 | 2.00 | 0.00 | 122 | 2.00 | 0.18 | 112 | 2.00 | 0.17 | 131 |
| PR7: Secure student data and respect confidentiality related to student data. (yes = 2, no = 0) | 2.00 | 0.00 | 105 | 2.00 | 0.00 | 122 | 2.00 | 0.00 | 112 | 2.00 | 0.17 | 131 |

| Total | | 83.66 | 0.48 | 105 | 81.67 | 0.43 | 122 | 80.80 | 0.50 | 112 | 83.93 | 0.50 | 131 |

**Special Education:**

Students must earn a minimum of 2 on every competency and a total of 70 points. The items highlighted in green are ones where students are scoring higher whereas those highlighted in red are potential areas for improvement. Students are not expected to score a 3 (exceeds expected level of competency).

# Fall 2025 & Spring 2025 STER Data for SPED Logan and OPTT (pilot phase)

| Question Description (Student Teaching - Versi | SPER Mentor Teacher | | | SPER University Supervisor | | | OPTT Mentor Teacher | | | OPTT University Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | SD | N | Mean | SD | N | Mean | SD | N | Mean | SD |
| LL1: Participate in meetings with student's parents/guardians (e.g., IEP, 504, behavior, attendance, parent teacher conferences) to help assess and plan needed student support. | 32 | 2.41 | 0.50 | 62 | 2.60 | 0.49 | 7 | 2.43 | 0.53 | 25 | 2.68 | 0.48 |
| LL2: Design learning that builds on the learner's background knowledge and supports students' needs. | 32 | 2.69 | 0.47 | 62 | 2.56 | 0.56 | 7 | 2.57 | 0.53 | 25 | 2.64 | 0.57 |
| LL3: Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. | 32 | 2.78 | 0.42 | 62 | 2.58 | 0.53 | 7 | 2.71 | 0.49 | 25 | 2.80 | 0.41 |
| LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds. | 32 | 2.69 | 0.47 | 62 | 2.53 | 0.56 | 7 | 2.71 | 0.49 | 25 | 2.52 | 0.59 |
| LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. | 32 | 2.66 | 0.48 | 62 | 2.40 | 0.53 | 7 | 2.71 | 0.49 | 25 | 2.44 | 0.51 |
| LL6: Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom. | 32 | 2.56 | 0.50 | 62 | 2.45 | 0.53 | 7 | 2.57 | 0.53 | 25 | 2.52 | 0.51 |
| LL7: Provide formative and timely feedback to guide students in self-assessment of learning. | 32 | 2.53 | 0.51 | 62 | 2.39 | 0.52 | 7 | 2.43 | 0.53 | 25 | 2.48 | 0.51 |
| IC1: Demonstrate an understanding of Utah Core Standards. Create IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards. | 32 | 2.59 | 0.50 | 62 | 2.58 | 0.53 | 7 | 2.71 | 0.49 | 25 | 2.68 | 0.48 |
| IC3: Design learning experiences aligned to learning intentions and success criteria. | 32 | 2.72 | 0.46 | 62 | 2.55 | 0.56 | 7 | 2.86 | 0.38 | 25 | 2.60 | 0.58 |
| IC4: Plan learning progressions that build upon students' previous learning and support current learning intentions. | 32 | 2.59 | 0.50 | 62 | 2.45 | 0.56 | 7 | 2.57 | 0.53 | 25 | 2.52 | 0.59 |
| IC5: Provide opportunities for students to track, reflect on, and set goals for their learning. IC6: Allow students multiple opportunities and means for demonstration of competency. | 32 | 2.38 | 0.49 | 62 | 2.32 | 0.50 | 7 | 2.43 | 0.53 | 25 | 2.40 | 0.50 |
| IC7: Design a variety of instructional strategies to engage students and promote active learning. | 32 | 2.59 | 0.56 | 62 | 2.61 | 0.55 | 7 | 2.57 | 0.79 | 25 | 2.64 | 0.57 |
| IP1: Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student. | 32 | 2.66 | 0.48 | 62 | 2.63 | 0.55 | 7 | 2.86 | 0.38 | 25 | 2.64 | 0.57 |
| IP2: Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse. | 32 | 2.59 | 0.50 | 62 | 2.42 | 0.59 | 7 | 2.71 | 0.49 | 25 | 2.52 | 0.51 |
| IP3: Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction. | 32 | 2.69 | 0.47 | 62 | 2.40 | 0.56 | 7 | 2.86 | 0.38 | 25 | 2.48 | 0.59 |
| IP4: Employ a variety of assessments that allow all students to demonstrate learning. | 32 | 2.56 | 0.50 | 62 | 2.37 | 0.52 | 7 | 2.71 | 0.49 | 25 | 2.40 | 0.50 |
| IP5: Provide feedback to students and parents that supports learning and growth. | 32 | 2.34 | 0.55 | 62 | 2.48 | 0.54 | 7 | 2.57 | 0.53 | 25 | 2.56 | 0.51 |
| IP6: Provide relevant learning opportunities that are grounded in student interests, needs, | 32 | 2.50 | 0.51 | 62 | 2.50 | 0.54 | 7 | 2.57 | 0.53 | 25 | 2.68 | 0.48 |
| IP7: Encourage students to think about, engage with, and access content in creative | 32 | 2.47 | 0.62 | 62 | 2.48 | 0.54 | 7 | 2.57 | 0.79 | 25 | 2.60 | 0.50 |
| IP8: Intentionally selects tools and technology to design and implement activities that promote active student technology use. | 32 | 2.47 | 0.67 | 62 | 2.39 | 0.52 | 7 | 2.57 | 0.79 | 25 | 2.40 | 0.50 |
| CC1: Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices. | 32 | 2.47 | 0.57 | 62 | 2.44 | 0.53 | 7 | 2.43 | 0.79 | 25 | 2.64 | 0.49 |
| CC2: Promote a classroom environment in which students will respect and value each other. | 32 | 2.78 | 0.42 | 62 | 2.50 | 0.54 | 7 | 2.71 | 0.49 | 25 | 2.64 | 0.49 |
| CC3: Involve students in establishing clear guidelines for behavior. | 32 | 2.63 | 0.55 | 62 | 2.37 | 0.58 | 7 | 2.86 | 0.38 | 25 | 2.56 | 0.51 |
| CC4: Address physical and emotional safety concerns in a timely manner. | 32 | 2.69 | 0.54 | 62 | 2.53 | 0.53 | 7 | 2.71 | 0.49 | 25 | 2.72 | 0.46 |
| CC5: Consistently applies the norms of the classroom to align with schoolwide | 32 | 2.56 | 0.50 | 62 | 2.47 | 0.53 | 7 | 2.57 | 0.53 | 25 | 2.64 | 0.49 |
| CC6: Strategically organize and structure the classroom environment for optimal student learning. | 32 | 2.75 | 0.44 | 62 | 2.58 | 0.53 | 7 | 2.71 | 0.49 | 25 | 2.68 | 0.48 |
| CC7: Model and maintain routines and procedures to encourage a predictable and functional classroom | 32 | 2.75 | 0.44 | 62 | 2.58 | 0.56 | 7 | 2.86 | 0.38 | 25 | 2.72 | 0.54 |
| CC8: Encourage an environment where students feel safe to take risks, participate | 32 | 2.59 | 0.50 | 62 | 2.48 | 0.54 | 7 | 2.71 | 0.49 | 25 | 2.64 | 0.49 |
| PR1: Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning. (yes = 2, no = 0) | 32 | 2.00 | 0.00 | 62 | 2.00 | 0.00 | 7 | 2.00 | 0.00 | 25 | 2.00 | 0.00 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| PR2: Comply with relevant school, district, and state laws, rules, and policies governing the profession. (yes = 2, no = 0) | 32 | 2.00 | 0.00 | 62 | 2.00 | 0.00 | 7 | 2.00 | 0.00 | 25 | 2.00 | 0.00 |
| PR3: Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning. | 32 | 2.53 | 0.57 | 62 | 2.50 | 0.57 | 7 | 2.57 | 0.79 | 25 | 2.52 | 0.59 |
| PR4: Engages in reflective practices that support professional, instructional, and schoolwide improvement. | 32 | 2.31 | 0.54 | 62 | 2.42 | 0.56 | 7 | 2.43 | 0.79 | 25 | 2.48 | 0.59 |
| PR5: Use effective communication with students, parents, and colleagues about student learning. | 32 | 2.53 | 0.51 | 62 | 2.53 | 0.50 | 7 | 2.57 | 0.53 | 25 | 2.68 | 0.48 |
| PR6: Exhibit professional and ethical conduct in accordance with school, district, and state policy. (yes = 2, no = 0) | 32 | 2.00 | 0.00 | 62 | 2.00 | 0.00 | 7 | 2.00 | 0.00 | 25 | 2.00 | 0.00 |
| PR7: Secure student data and respect confidentiality related to student data. (yes = 2, no = 0) | 32 | 2.00 | 0.00 | 62 | 2.00 | 0.00 | 7 | 2.00 | 0.00 | 25 | 2.00 | 0.00 |
| | 32 | 88.06 | 0.45 | 62 | 85.11 | 0.48 | 7 | 89.86 | 0.48 | 25 | 88.12 | 0.46 |

Here we offer preliminary data from the alumni survey. These results were collected in April and May of 2025. As of May 7, there was a 9% response rate. The survey was sent to completers who graduated between September 1, 2023 and August 31, 2024. Although we do not have many responses, of those we have, it is clear that our secondary education students do not feel adequately prepared to "Participate in meetings with parents/guardians (e.g., IEP, 504, behavior, attendance, parent-teacher conferences) to help assess and plan needed student support." Of the 11 total responses, the breakdown was: very well (1), well (1), adequately (1), poorly (5), and not at all (3). Clearly, this is an area for growth, especially for secondary education. Recently, about a year ago, we began to require that the SPED 4000 class be taken after admission to the program. This may make a difference in results in the future. It is possible that these students took that class too early in their program.

Here we offer preliminary data from the employer survey. These results were collected in April and May of 2025. As of May 7, there was a 28% response rate. The survey was sent to employers of completers who graduated between September 1, 2023 and August 31, 2024. The prompt was "Based on your interactions and observations of the Utah State University graduate in your school/district, how well can he/she do the following?" The survey is scored on a scale of 0-4, with the following response options: 0 = not at all, 1 = poorly, 2 = adequately, 3 = well, and 4 = very well. On the basis of these results, we are confident that our completers are prepared to work in diverse contexts, have done so successfully, and are growing as professionals.

## Evidence Attachments

Alumni Survey Spring 2025.pdf

AlumniSurveySpring2025.pdf

Employer Survey Spring 2025.pdf

EmployerSurveySpring2025.pdf

Fa24Sp25STER.png

Fa24Sp25STER.png

General Teacher Preparation Competencies June 2024.pdf

GeneralTeacherPreparation CompetenciesJune2024.pdf

SPED_Fa24Sp25_STER.png

STER.pdf

## S3: Quality Program Practices

In this section, the provider makes the case that the program has the capacity to ensure that its completers meet Standards 1 and 2.

### Narrative

For Standard 3, we make the case that our teacher education programs have the capacity to ensure that our completers meet Standards 1 and 2.

- For aspect a, we will provide evidence that the curriculum is aligned with the requirements of the Utah State Board of Education.

- For aspect b, we will describe our partnerships with school districts to provide high-quality clinical experiences.

- For aspect c, we provide evidence that stakeholders are engaged in the data cycle via our Council on Teacher Education.

- For aspect d, we describe our admission and monitoring processes for candidates to ensure that they are successful according to the requirements of the Utah State Board of Education.

- For aspect e, we demonstrate that we have the capacity to maintain quality using an audit.

- For aspect f, we document parity with the Nursing program in terms of faculty qualifications, adequacy of facilities, fiscal support, student support services, and mechanisms for student feedback.

# Evidence Attachments

## Aspect 3a

In this section, evidence is presented for 3a. Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable.

## Narrative

In this section, we provide the evidence that USU's teacher education programs offer coherent curricula with clear expectations that are aligned with state and national standards.

All programs offered by Utah State University have approval from the Utah State Board of Education. See the USBE provided list here.

This QAR includes six semesters of evidence, from Fall 2021, Spring 2022, Fall 2022, Spring 2023, Fall 2023, and Spring 2024. During that time period, educator preparation programs needed to be aligned with the Utah Effective Teaching Standards.

In June of 2024, the Utah State Board of Education approved the General Teacher Education Competencies. Going forward, beginning in Fall 2024, all teacher preparation programs will use the General Teacher Education Competencies as the foundation for coursework and clinical practice. These competencies are tied to the Utah Effective Teacher Standards and are explained in detail here.

In addition, content knowledge competencies guide our programs. The Early Childhood and Elementary education content competencies are outlined here. Literacy competencies are also required.

The secondary education content competencies are outlined in each of the endorsement documents for every licensure area. All secondary education programs were reviewed and approved by the USBE to ensure alignment with the content knowledge required for each.

Curriculum matrices are linked below. These matrices show how our programs align to the new competencies, not to the original version of the Utah Effective Teaching Standards. We began using the new student teaching evaluation instrument in Fall 2024 and Spring 2025. We do not yet have sufficient data or confidence in the data to use it as evidence although we presented some

preliminary evidence in the summary section for Standard 2. Nevertheless, below are matrices as preliminary evidence that our programs will align with the new competencies required by USBE.

- Early Childhood & Elementary Education General Competencies

- ELED/ECE content competencies

- ELED/ECE literacy content competencies

- Special Education General Competencies

- Secondary Education General Competencies

In addition, beginning Fall 2024, a new student teaching evaluation rubric (STER) was adopted and approved by USBE. The content validity has been investigated using a Lawshe process (see Data Quality). The rubric was created by a subcommittee of UTEAAC (Utah Teacher Education Assessment and Accreditation Consortium), which consists of teacher preparation faculty from all higher education teacher preparation programs in Utah. The rubric serves as an instrument to determine the extent to which teacher candidates have met the required General Teacher Education Competencies.

In addition to this evidence, we offer the catalog descriptions for each program using the 2025-2026 catalog.

Early Childhood Education

Elementary Education

Special Education

Mathematics Education

Math/Stats Education Composite

Biological Science Composite Teaching

Chemistry Teaching

Physical Science Composite

Physics Teaching

Earth Science Teaching

Agricultural Education

Business Education

Family Consumer Sciences Education

Technology and Engineering Education

History Teaching

English Teaching

Spanish Teaching

French Teaching

German Teaching

Theatre Education

Music Education, Band

Music Education, Orchestra

Music Education, Guitar

Music Education, Choral

Art Education

Physical Education

## Evidence Attachments

2025GeneralTeacherPreparationCompetencyGuidebook.pdf

ELED_ECE_ContentCompetencies_matrix.xlsx

ELED_ECE_general_competencies_matrix.pdf

ELED_ECE_literacy_competencies.xlsx

EPP Elementary Content Competencies.pdf

General Teacher Preparation Competencies June 2024.pdf

List of Approved Educator Preparation Programs (EPP) in Utah.xlsx

SecondaryEd_General_Competencies_Matrix.pdf

SPED_curriculum_matrix.pdf

STER.pdf

UETS 1.0.pdf

USU Secondary Education Approval Letter.docx

## Aspect 3b

In this section, evidence is presented for 3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts.

## Narrative

In this section, we provide evidence that USU's teacher education programs develop and implement quality clinical experiences in the context of documented and effective partnerships with P-12 schools and districts.

**Partnerships**

Partnerships with school districts vary in both form and complexity. With a few districts, we have a formalized partnership agreement, which is codified at the request of the district. Given that Utah State University is the land-grant institution for Utah, we have had students in every county and school district, so formal partnership agreements are not always needed. Nevertheless, we recognize that active engagement with our school district partners is an area that would benefit from increased attention both from the school district side as well as the university side. As part of our commitment to our school district partners, 5 districts are represented on our Council of Teacher Education: Cache County School District, Logan City School District, Box Elder School District, Davis School District, and Uintah School District. In Fall 2023 and Spring 2024, we placed students in 34 different districts, 26 charter schools, 2 private schools (St. Joseph Catholic High School, the Up to 3 private preschool here at Utah State University), the Utah School for the Deaf and Blind, and 5 different schools in Idaho. Table 3b.1 below shows the number of students placed and the type of placement (practicum, clinical, student teaching, associate teacher hire) in each of these categories and the type of placement

**Table 3b.1**

Type of Placements by District/Charter/Private

| | ELED Associate Teacher Hire | ELED Content Placement | ELED Foundations Placement | ELED Student Teaching | SCED Associate Teacher Hire | SCED Clinical | SCED Student Teaching | SPED Cinical | SPED Clinical OPTT | SPED Student Teaching | Grand Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Alpine District | | | | 7 | | 2 | 6 | | 1 | 3 | 19 |
| Box Elder District | | | | 4 | | 16 | 3 | | 3 | 2 | 28 |
| Cache Charter Schools | 2 | 9 | 46 | 26 | | 16 | 5 | | | | 104 |
| Cache District | | 74 | 60 | 53 | 5 | 148 | 86 | 24 | 1 | 20 | 471 |
| Canyons District | 1 | | | 6 | | | 4 | | 3 | 6 | 20 |
| Carbon District | | | | 1 | 1 | 1 | 3 | | | 1 | 7 |
| Davis District | | | | 1 | 1 | 1 | 8 | | 2 | 7 | 20 |
| Duchesne District | 1 | | | | 1 | 3 | 1 | | | | 6 |
| Emery District | | | | 4 | | | | | 1 | 2 | 7 |
| Garfield District | | | | 1 | | 1 | | | | | 2 |
| Grand District | | | | | | | | | 1 | 1 | 2 |
| Granite District | | | | 2 | | | 1 | | 1 | 3 | 7 |
| Idaho Schools | | | | 1 | 1 | 3 | 4 | | | | 9 |
| Iron District | | | | | | | 1 | | | | 1 |
| Jordan District | | | | 4 | 2 | 1 | 1 | | 4 | 13 | 25 |
| Juab District | | | | | | 1 | 1 | | | | 2 |
| Kane District | | | | | | | | | 1 | 1 | 2 |
| Logan City District | | 31 | 14 | 21 | 2 | 52 | 17 | 46 | 1 | 2 | 186 |
| Millard District | | | | | | | | | 1 | 2 | 3 |
| Morgan District | | | | 2 | | 1 | | | | | 3 |
| Murray District | | | | 1 | | | 1 | | | | 2 |
| Nebo District | | | | 1 | | 1 | 1 | | | 2 | 5 |
| North Sanpete District | | | | | | 3 | 1 | | | | 4 |
| Ogden City District | 1 | | | | | | | | | | 1 |
| Other Charter Schools | 8 | 1 | | 2 | 11 | 1 | | | 1 | 1 | 25 |
| Private Schools | | | | | | | 1 | 11 | | | 12 |
| Provo District | | | | 1 | | | | | | 2 | 3 |
| Salt Lake City District | | | | 3 | 1 | | 4 | | 2 | 4 | 14 |
| San Juan District | | | | 1 | 1 | | | | | | 2 |
| Sevier District | | | | | 1 | 1 | | | 1 | 1 | 4 |
| South Sanpete District | | | | 1 | | 1 | 1 | | | | 3 |
| South Summit District | | | | | | | 1 | | 1 | | 2 |
| Tooele District | | | | 2 | | | | | | 1 | 3 |
| Uintah District | | | | 1 | | 5 | 1 | | | | 7 |
| Washington District | | | | 3 | 1 | | | | 2 | 3 | 9 |
| Weber District | | | | 2 | 1 | 3 | 2 | | 8 | 14 | 30 |
| Utah Schools for the Deaf & Blind | | | | 1 | | | | | | | 1 |
| Grand Total | 13 | 115 | 120 | 152 | 29 | 261 | 154 | 81 | 35 | 91 | 1051 |

The Special Education program has several additional mechanisms to promote communication and collaboration with our school partners. Special Education invites a Director of Special Education from a local school district to meet with the all new students each year during orientation to welcome them to their field experience placements and to introduce Professional Behavior Guidelines expected by the school districts. Each semester, Special Education Directors and Coordinators from around the state are invited to interview our students during a Student Teaching Workshop. The directors and coordinators have lunch with the SPED faculty to collaborate on issues across the state and find ways we can support each other. The Special Education Department also provides Online Practical Teacher Training program programs in all emphasis areas. Each of these programs has an advisory board composed of district personnel and USU faculty that meet monthly to collaborate.

The Special Education program works closely with district partners in making placements for

practica and student teaching. This process is initiated by the department's Practicum or Student Teaching Coordinator who makes recommendations for placement in classrooms in the local schools. These recommendations are based on (a) the match between the objectives of the particular field experience and the opportunities afforded in the classroom, and (b) the degree to which the cooperating teacher implements the evidence-based practices that we teach and our students apply in field experiences. The Field-Based Experiences Coordinator contacts special education district directors for their approval. When this approval is received, this coordinator advises the Practicum Coordinator, who then contacts specific principals and schools for their approval. After that approval is received, the coordinator contacts specific teachers for their final approval. If at any level approval is denied, the process begins again with the coordinator contacting program coordinator, then district director, principal and lastly teacher. After all placements are confirmed the practicum student is notified and instructed to contact the cooperating teacher.

Further evidence of partnerships comes in the form of associate teacher hires. Recently, due to teacher shortages, school districts have increased the number of students they hire as instructor of record during student teaching. Teacher candidates are eligible for an Associate Educator License if they have completed all but student teaching. Upon successful completion of the program and student teaching, they are eligible to be recommended for the Professional Educator License. Our partnerships mean that we work closely with both students and school districts when an associate teacher job has been offered to an elementary or secondary education student. Special education students are not eligible for hire as instructor of record due to federal regulations.

Appendix UT: Evidence of Utah-Specific Requirements for Educator Preparation

Early Childhood, Elementary, and Secondary Education
The Office of Field Experiences (OFE) provides comprehensive support to mentor teachers through various initiatives and resources, thus ensuring that mentor teachers are well-equipped to guide and support student teachers effectively.
Here are some key ways that the OFE supports mentor teachers:
**Email Correspondence**: The OFE maintains regular communication with mentor teachers via email. This ensures that mentor teachers are kept informed about important updates, deadlines,

and resources available to them.

**Access to Articles**: Mentor teachers have access to a range of educational articles that provide insights into best practices, new teaching strategies, and current research in education. These resources help mentor teachers stay informed and enhance their mentoring skills.

Student Teaching Handbook: The OFE provides a comprehensive student teaching handbook that outlines the expectations, responsibilities, and guidelines for both mentor teachers and student teachers. This handbook serves as a valuable reference to ensure a successful student teaching experience.

**State Resources**: Mentor teachers also have access to state resources, including guidelines and standards set by Utah State Board of Education, such as this. These resources help mentor teachers align their mentoring practices with state requirements and ensure that student teachers are meeting the necessary standards.

**Classroom Visits**: Representatives from the OFE conduct classroom visits to observe and support both the mentor teachers and the student teachers. These visits provide an opportunity for direct feedback and assistance, fostering a collaborative environment.

**Tiered Support from University Faculty**: The OFE offers tiered support from university faculty, ensuring that mentor teachers have access to expert advice and assistance at various levels. This structured support system helps address any challenges that may arise during the mentoring process.

**Honorarium**: Mentor teachers receive an honorarium as a token of appreciation for their time and effort in mentoring student teachers. This financial support acknowledges the valuable contribution of mentor teachers to the education community.

These efforts collectively ensure that mentor teachers at USU have the necessary support and resources to effectively mentor and guide future educators.

Special Education

The Special Education department maintains strong, enduring partnerships with local school districts and districts across Utah. Each semester, we collaborate closely with these districts to assign student teaching and practicum placements. Our process begins with consulting district directors to identify highly recommended teachers. Following this, we reach out to principals and teachers to confirm their willingness to mentor our students.

For new mentor teachers, we provide training on their responsibilities and the expectations for supporting program candidates. This includes an overview of their role and detailed guidance on the competencies our candidates are expected to demonstrate. We also provide a Student Teaching Handbook.

Throughout the semester, practicum and student teaching coordinators conduct site visits to observe classrooms and engage directly with mentor teachers, addressing their questions and providing additional training if necessary. Our supervisors are always available to support mentor teachers and ensure a successful learning experience for all involved.

**Utah Registered Apprenticeship Program for Teachers (U-RAPT)**

A recent development is USU's participation as an approved Related Instruction Provider for the Utah Registered Apprenticeship Program for Teachers (U-RAPT). We currently have signed MOUs with Box Elder School District, Davis School District, North Sanpete School District, and Weber County School District, and Wasatch Peak Academy. Currently, 5 students are working as pre-apprentices or apprentices in Davis, Box Elder, and North Sanpete, with more to come.

## Evidence Attachments

2024 SPED Handbook.pdf

Draft AAQEP Appendix UT (1).docx

placements.png

SPED Spring Student Teacher email example.pdf

## Aspect 3c

In this section, evidence is presented for 3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation.

## Narrative

In this section, we provide evidence that USU's teacher education programs engage multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation.

### Engagement with Multiple Stakeholders

Changes to our programs occur not only when we see a pattern in the data, but also when stakeholders bring an issue to our attention or in response to Utah State Board of Education rule changes. There are multiple mechanisms through which this engagement occurs. One is the Council on Teacher Education. Documentation of conversations about curriculum, data, and other items of interest to the council is located in the minutes, which are all available online. The teacher education programs at Utah State University are governed by Policy 105 of the university code, which states: The Council on Teacher Education advises the University community on teacher preparation. It develops or approves teacher education curricula, establishes admission and certification policies (in conjunction with the State Office of Education), and works to improve the University's teacher education program. The council is concerned with:

(1) the development of teacher education curricula;

(2) the approval of all teacher education curricula;

(3) the election, admission, and counseling procedures for students in teacher education programs;

(4) the graduation requirements and the recommendation of students for professional certification; and

(5) the improvement of graduate programs in professional education.

(a) Membership of the council. The council is composed of:

(1) the Dean of the College of Education;

(2) the Provost;

(3) representatives of the colleges of the University offering teaching majors and minors;

(4) representatives of the academic departments within the College of Education and Human Services involved in the training of teachers. Council members are to be nominated by their

respective deans, in consultation with their staffs, and approved by the senate. The term of office is for three years with staggered appointments.

(b) Chair of the council. The council is chaired by the Associate Dean of the College of Education.

In addition to representatives from academic departments involved in the training of teachers, members of the Council on Teacher Education include Director of Licensing from the Utah State Board of Education, teacher and administrators from five partner school districts, and a representative from the Utah Education Association, the state affiliate of NEA. Because the Council on Teacher Education serves in both an advisory as well as regulatory role, engagement with our local stakeholders occurs through this body.

Another group that showcases our engagement with stakeholders is UTEAAC, Utah Teacher Education Assessment and Accreditation Consortium. This group consists of faculty and administration from all higher education based teacher preparation programs in Utah. Over the past few years, we have been heavily engaged in discussions around the PPAT, the Foundations of Reading test, and the final student teaching evaluation used to determine the extent to which teacher candidates have met the expectations/competencies that qualify them for a licensure recommendation to the Utah State Board of Education.

We have also been engaged in innovative practices through partnerships with Davis School District and Logan City School District. Both of these districts have partnered with Utah State University for an embedded Teacher Education Academy. This is a program that provides select students with the opportunity to spend an extensive amount of time, far longer than a typical practicum, in a school, learning alongside the teacher. In some cases, students are hired as paraprofessionals, which increases their time and commitment to becoming a teacher.

Finally, the School of Teacher Education and Leadership has a unique partnership with the Edith Bowen Laboratory School, a charter school located on the Utah State University campus. Every semester, every teacher at EBLS hosts a student teacher as part of their mission as a school. Placements at EBLS take first priority before placing student teachers in Logan City School District or Cache County School District.

USU's innovative Online Practical Teacher Training (OPTT) program prepares Utah-based special

educators to provide evidence-based academic instruction and behavior management to students with disabilities. The program accepts applicants who are special education teachers or special education paraprofessionals with or without a bachelor's degree. Applicants must be working in a district or charter school that agrees to collaborate with USU's Department of Special Education and Rehabilitation (SPER) to provide classroom support throughout the program.

We also have a Education Paraprofessional Certificate of Completion. This certificate was created in response to a request from a rural district partner and is intended to prepare individuals who have graduated from high school and who have been hired as paraprofessional in the public schools to improve their practice as a paraprofessional and to move toward teacher licensure if they so choose. The schedule requires approximately 6-9 credits per semester to accommodate the paraprofessionals' work schedules. The program is offered entirely through asynchronous online courses. This certificate is also stackable, meaning that all of the credits can be used in an Associate of Science degree in Elementary Education, which in turn stacks into a BA or BS in Early Childhood or Elementary Education. The certificate can also be used to fulfill requirements in a degree leading to licensure for the secondary grades.

## Evidence Attachments

Teacher Academy Flyer F24 FINAL.pdf

## Aspect 3d

In this section, evidence is presented for 3d. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards. Appendix A is included in this section.

## Narrative

In this section, we provide evidence that USU's teacher education programs enact admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards.

### Candidate Recruitment

Given the large size of the institution, candidate recruitment occurs largely through centralized admissions and recruitment efforts. The Utah State University Admissions office works closely with our college to ensure that marketing materials are accurate. A Degree Finder function allows prospective students to request information about any major in which they are interested. Throughout the year, the Admissions office holds junior preview days and senior preview days for prospective and incoming students. In 2025, they are transitioning to from senior preview days to "Next Step" nights, partly in response to a new common application in the state that will allow any high school student to apply to all public institutions of higher education simultaneously, meaning that the pool of "prospective" students will be much larger and efforts to yield matriculated students will need to change.

### Candidate Selection

Each of the initial licensure programs has an application and admissions process. For all programs, students must pass a criminal background check. In addition, they must be in good standing with the university, meaning that they have at least a 2.0 GPA. Additional information regarding admissions requirements for each teacher preparation program is linked below:

Early childhood and elementary education

Secondary education

Special Education-Logan

Special Education-OPTT

Early childhood, elementary, and special education majors begin as pre-majors and then apply to

the major after prerequisites have been met. Students in secondary education are admitted to their content area as a "teaching major" and then apply to the Secondary Teacher Education Program (STEP).

Before and after admission to any of the educator preparation programs, students meet regularly with their professional academic advisor. Secondary education students may have up to three advisors, one for their teaching major, one for their teaching minor (if applicable), and one for STEP. The university uses DegreeWorks, a degree auditing platform, to help both advisors and students know the program requirements and monitor degree requirements, including minimum grades, credit hours, etc.

In addition to academic advising, students are supervised in their practicum placements by faculty. If students are struggling to meet the expectations of a practicum, they are provided with a plan of improvement and provided guidance. Even if students maintain the required GPA, they can be dismissed from the program if they do not meet the expectations of their practicum placement. Again, during student teaching, students must be meeting the expectations in order to complete the program successfully. Students can be, and have been, dismissed from student teaching. In these situations, students can apply to graduate with a general studies degree or change to another non-teaching major (e.g., English instead of English Teaching).

**Progress Monitoring**
1. Background check passed
2. Minimum grades in specific prerequisite classes
3. Good standing with University
4. Successful completion of coursework with minimum grades
5. Successful completion of pre-student teaching practicum or clinical experiences
6. Successful completion of student teaching with a passing score on the PAES (student teaching evaluation)

**Appendix A Case Study**
For our case study, we selected Fall 2022 as the cohort to investigate. In that semester, 213 unique students matriculated into a major in Early Childhood Education, Elementary Education, Secondary Education (various disciplines), or Special Education, both Logan and OPTT.

Matriculation date is a bit inexact in terms of serving as an indicator of when students truly enter the major and begin taking classes. That said, from this sample, we learned the following.

As of July 2024, 24 of those 213 students have changed their major to a non-teaching major. The majority of those changed from the teaching version of a major to the non-teaching (English teaching to English). Some changed to General Studies or Interdisciplinary Studies. Some changed to a human services major such as Social Work or Human Development and Family Studies.

Of those 213, 20 did not complete their educator preparation program.

- 3 did not complete student teaching because they did not meet professional expectations. They were all elementary education majors, so when this happens, we allow them to withdraw from student teaching and change their major to General Studies Human Services. Secondary education students would typically change their major to the non-teaching version of their major or change to Integrated Studies within their college.

- 7 stopped out for unknown reasons.

- 8 took a leave of absence

- 2 failed two courses in one semester and did not return

Of those 213, as of July 2024,

- 46 are scheduled to student teach in Fall 2024. Students usually graduate the same semester that they student teach.

- 29 are still making progress and are registered for Fall 2024 classes in their educator preparation program, some of whom may be ready to student teach in Spring 2025.

From this audit, we conclude that our admissions and monitoring system is working as expected and in alignment with state requirements and professional standards.

## Evidence Attachments

## Aspect 3e

In this section, evidence is presented for 3e. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system. Appendix D is included in this section.

## Narrative

In this section, we offer evidence that USU's teacher education programs engage in continuous improvement of programs and program components, and investigate opportunities for innovation, through an effective quality assurance system.

### Quality Assurance

Our quality assurance system for the teacher education programs in the College of Education and Human Services, consists of many components. Visually, we represent it like this:

**Figure 3e.1**

*Quality Assurance System*
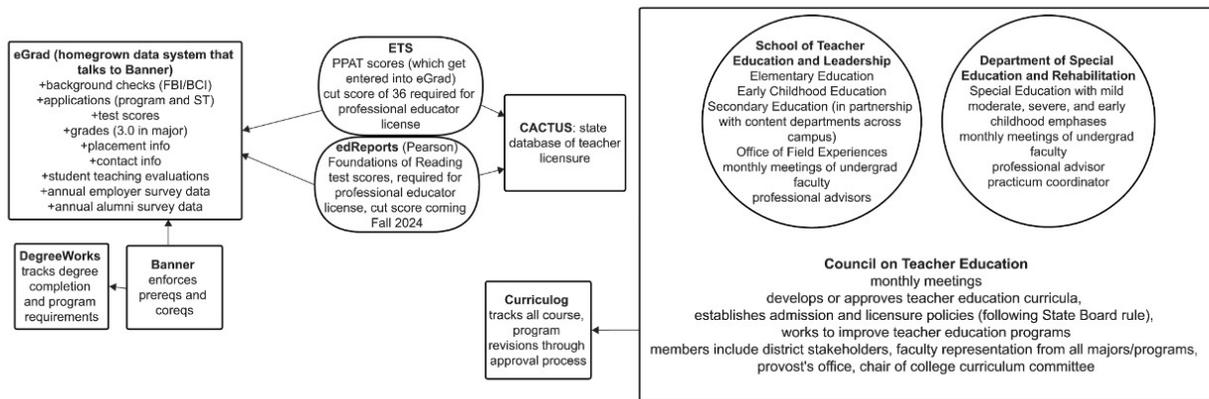


### Appendix D

For Appendix D, 20 students were selected at random from the entire list of 1,120 completers from Fall 2021-Spring 2024. Using stratified random sampling, 2 early childhood education, 7 elementary education, 7 secondary education, and 4 special education students were selected. This is roughly proportionate to the number of completers in each major: 2 out of 68 early childhood completers, 7 out of 406 elementary education completers, 7 out of 411 secondary education completers, and 4 out of 435 special education completers.

In order to verify that our quality assurance system has the capcity to monitor quality, we examined the records in eGrad and DegreeWorks for these completers. Specifically, we checked for the following:

- Completeness of placement data

- Minimum grades in coursework

- Time in program (# of semesters) from admission to teacher education program to graduation

- Major GPA at graduation

- Total number of credits at graduation

- PPAT score (if applicable)

- Foundations of Reading score (if applicable)

- Student teaching application complete

| Campus | Program Desc | StudentName | Completeness of placement data | Minimum grades in coursework | Time in program from admission to teacher education program to graduation | Major GPA at graduation | Total number of credits at graduation | satisfactory outcome in student teaching (supervisor rating) | PPAT score, 36 cut score for Fall 2023 only | Foundations of Reading score, 240 cut score as of Spring 2024 | Completed license app |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Logan Main Campus | Early Childhood | Olivia S | yes | yes | 5 semesters | 3.67 | 125 | yes | 49 | 257 | yes |
| Price Campus | Early Childhood | Jenna S | content block missing | yes | 5 semesters | 3.50 | 135 | yes | 41 | 217* | yes |
| Logan Main Campus | ELED | Zachary K | foundations missing | yes | 4 semesters | 3.47 | 149 | yes | 28* | n/a | yes |
| Logan Main Campus | ELED | Amber C | yes | yes | 4 semesters | 3.83 | 144 | yes | 45 | 253 | yes |
| Logan Main Campus | ELED | Cali B | yes | yes | 5 semesters | 3.82 | 125 | yes | 41 | 266 | yes |
| Logan Main Campus | ELED | Emma B | yes | yes | 4 semesters | 3.97 | 155 | yes | 52 | 281 | yes |
| Regional Campus | ELED | Kassee T | yes | yes | 4 semesters | 3.53 | 127 | yes | 37 | n/a | no |
| Regional Campus | ELED/SPED | Madison O | yes | yes | 5 semesters | 3.93 | 147 | yes | 45 | 268 | yes |
| Regional Campus | ELED | Sarah H | yes | yes | 4 semesters | 3.89 | 121 | yes | 43 | 218* | yes |
| Logan Main Campus | Secondary Ed French Teaching | Brooke A | clinical missing | yes | 4 semesters | 3.84 | 124 | yes | 43 | n/a | yes |
| Logan Main Campus | Secondary Ed Social Studies Composite | Hannah D | yes | yes | 4 semesters | 3.69 | 152 | yes | 45 | n/a | yes |
| Logan Main Campus | Secondary Ed Art Ed, K-12 | Makayla B | yes | yes | 4 semesters | 3.29 | 143 | yes, with concerns | 13* | n/a | yes |
| Logan Main Campus | Secondary Ed Biological Science Composite major and Chemistry Teaching minor | Karla SR | yes | yes | 5 semesters | 3.54 | 165 | yes | 45 | n/a | yes |
| Logan Main Campus | Secondary Ed Social Studies Composite | Martin J | yes | yes | 4 semesters | 3.67 | 168 | yes | 45 | n/a | yes |
| Logan Main Campus | Secondary Education BS | Karen M | yes | yes | 5 semesters | 3.07 | 193 | yes | 35* | n/a | yes |
| Regional Campus | Secondary Education BS | Eva K | yes | yes | 4 semesters | 4.00 | 148 | yes | 40 | n/a | yes |
| Logan Main Campus | Special Education OPTT | Chelsey P | yes | yes | 5 semesters | 4.00 | 127 | yes | 21* | 219 | yes |
| Regional Campus | Special Education OPTT | Megan H | yes | yes | 4 semesters | 3.97 | 129 | no documents | 49 | n/a | yes |
| Regional Campus | Special Education OPTT | Codee F | yes | yes | 4 semesters | 3.94 | 35 (2nd BS) | no documents | 44 | n/a | yes |
| Logan Main Campus | Early Childhood and Special Education BS | Cassidy H | yes | yes | 6 semesters | 4.00 | 174 | yes | 44 | n/a | yes |

*prior to cut score

Some placement data was missing; when probed, it became apparent that the staff assistant who manages the placements for statewide students was not using eGrad to make placements but rather manually entering the information later. This is problematic because when a student is struggling, it is imperative to be able to trace the students' prior placements and check for issues. The staff assistant, as a result of this probe, is planning to use eGrad going forward.

During the audit, we noticed that one student did not complete her teaching license application. We reached out to her, and she thought she had completed it (she is not currently teaching). We took the opportunity to have her complete the application again and finish the process so that she has the credential when she needs it. For the past year, we have also been following up with all student teachers to remind them to apply for student teaching, but this student completed her degree before we began following this procedure.

# Evidence Attachments

D_audit.png

Quality Assurance System.png

## Aspect 3f

In this section, evidence is presented for 3f. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment. Appendix C is included in this section.

## Narrative

In this section, we offer evidence that USU's teacher education programs have the capacity for quality reflected in staffing, resources, operational processes, and institutional commitment.

Utah State University and the College of Education and Human Services have a wide-ranging and expertly functioning infrastructure to support quality teaching. As part of the Office of Academic Affairs, the Center for Innovative Design and Instruction (CIDI) is solely devoted to providing instructional design services to faculty for best use of Canvas to support traditional face to face instruction, instruction over interactive video conferencing, hybrid delivery of courses . The Office of Academic Affairs is home to the Center for Empowering Teaching Excellence, which host an annual conference called Empowering Teaching Excellence and offers a wide array of teaching development opportunities.

USU provides state-of-the-art classrooms where faculty have access to the appropriate technology for the mode of course delivery, whether face to face or broadcast via video conferencing or a hybrid mode. We have an extensive support system for academic and instructional services, which can be explored here: usu.edu/teach/help-topics/classroom-tech/ and usu.edu/teach/

Many of the classrooms that we use can be viewed here: classroomsupport.usu.edu/classroom_information/index

The faculty qualifications for teacher education are similar to other similar programs across campus; for example, in the Social Work program, a larger percentage of the faculty are clinical faculty rather than research faculty, but they have the experience in social work and a master's degree or higher. Because USU is classified by Carnegie as High Research, most faculty at USU have a doctoral degree with exceptions for programs with high clinical expectations. Teacher education has both a high clinical expectation and high research expectation, and our faculty

qualifications reflect those twin goals. All CVs can be viewed here.

Fiscal support for our programs is good. The College of Education and Human Services has a differential tuition structure so that rather than course fees being attached to specific courses, every course has a smaller amount added to the tuition. For teacher preparation, this money is requested from the dean's office and is used to defray the costs of mentor teacher stipends, university supervisor stipends, and associated costs (test prep for Foundations of Reading Assessment). The differential tuition is also used, in part, to support accreditation costs. Faculty salaries in teacher preparation are competitive with other universities of a similar nature, especially when cost of living and university benefits (retirement benefits are extremely generous) are taken into account. The president of the university has faculty and staff compensation at the top of the list of priorities in part as a result of recent increases in the cost of living. Some faculty receive an additional merit increase based upon strong research/grant productivity. For additional detail, see Parity Table.

## Evidence Attachments

Faculty Qualifications Table.docx
Parity Table.pdf

## DataQ

In this section, as part of a well-functioning quality assurance system (3e), evidence of investigations of the data quality of measures being used to make the case for Standards 1 and 2 is presented. Appendix E is included in this section.

## Narrative

The test validity and reliability data for the Foundations of Reading test can be viewed here. We had one candidate who asked for accommodations because English is not her first language. She eventually passed the Foundations of Reading test on her third attempt. We do not know if accommodations were provided for the third attempt, but this does indicate some concern about the fairness of this mandated assessment.

The validity and reliability of the Praxis Performance Assessment for Teachers can be viewed here (in a comparison with edTPA). Given that the PPAT was developed with a year-long model in mind, the results did not seem particularly valid to us given that our students had to complete it within an 8-week time frame. Many of the faculty in specific secondary disciplines did not find the expectations valid for their discipline (e. g., music and world languages). Nevertheless, we were able to have one semester of results that met the benchmark set by the state.

PAES, or the Utah Teacher Candidate Performance Assessment and Evaluation System (UTC-PAES), consists of a rubric that is the basis for all formative assessments during student teaching. The rubric and the system of which it is a part was developed by the Utah Teacher Education Assessment and Accreditation Consortium (UTEAAC). This group consists of representatives from all of the institutions of higher education in the state of Utah that offer teacher education programs.

The same rubric is used for final summative assessments during student teaching. Formative versions of the PAES are used in other practicum/clinical assessments that are not reported in this self-study. But because all assessments are derived from the same instrument and because the instrument is aligned with the Utah Effective Teaching Standards, which were, in turn, based upon the InTASC standards, we have confidence that the instrument is valid.

A confirmatory factor analysis and a reliability study was conducted by a graduate student at

Brigham Young University. The researcher conducted the analysis using data from the PAES. The report can be viewed here. At the time of the study, USU there was a significant difference in summed scores at USU between the mentor teachers (M=56.22, SD=5.68) and the university supervisors (M=57.31, SD=4.929); t (492) = -4.275, p < .001. These results suggest that the mentor teachers and the university supervisors at USU may have been interpreting the items on the UPTOP
differently.

However, a separate analysis of the PAES data revealed that the intraclass correlation between university supervisor and mentor teacher scores was not strong, but this is a measure of exact agreement on every item, so a strong correlation should not be expected. On the other hand, agreement on whether or not a student should pass or fail on any given subscore was high. However, the Cronbach alpha analysis shows good internal consistency (a = .9), thus providing a reliable measure of the concept of effective teaching. The details of the analysis can be found here.

In terms of fairness, we investigated the consistency of results for Logan based students vs distance students in our statewide campuses. Because we are a land-grant university, our teacher education programs are available throughout the state at our various campuses and centers. It is essential that the quality of programming be the same or similar, regardless of student location and program modality. We believe that, although the modality of coursework delivery may differ, the content and quality of coursework provided to students not located at the main campus is similar. In order to test this assumption, 6 semesters of final summative student teaching evaluations were disaggregated by location, Logan and statewide. Then the mean scores given by the university supervisors were compared. Through this comparison of student teaching evaluation scores, we determined that there is not a statistically significant difference (t = 1.1628, df = 408, p-value = 0.2456) in the outcomes of Logan students (M=64.71) compared to statewide students (M=64.41) . Furthermore, the Cohen's d is negligible (d estimate: 0.1265282). For more detail, see statistical consultation. This provides us with sufficient confidence that our student outcomes are similar enough. In other words, there is no equity gap based on student location. This analysis is repeated in 4f as evidence that we investigate our effectiveness relative to our institutional commitment to our land-grant mission.

Because in Fall 2024 we began to use a new instrument, the Student Teaching Evaluation Rubric (STER), we chose not to conduct additional reliability studies on the old instrument. The STER is based on the General Teacher Preparation Competencies, as required by board rule. In the spring of 2025, the content validity of the STER was investigated using a Lawshe process. Four of the competencies did not meet the content validity ratio threshold. The competencies are mandated by the USBE, so it has not yet been determined what will be done with the items that did not meet the minimum threshold. The items/competencies are:

- Provide opportunities for students to track, reflect on, and set goals for their learning.

- Provide relevant learning opportunities that are grounded in students interests, needs, and backgrounds.

- Provide intentional tools and technology to design and implement activities that promote active student technology use.

- Involve students in establishing clear guidelines for behavior.

The alumni and employer surveys were built by the same group who built the PAES. The group based the questions for the survey on the Utah Effective Teaching Standards, which in turn are based upon the InTASC standards. The InTASC standards (2013) made no claims about validity; however, the InTASC standards have long been widely used as the basis for programs and assessments.

In spring 2025, we deveoped a new alumni and employer survey based on the General Teacher Preparation Competencies. In general, we have found the alumni and employer survey has given us more actionable data upon which to base program improvement efforts. This is because the data has more variability, allowing us to discriminate between data that seem strong and data seem worth noting because it has either a lower average or because the variability of the data is wider--or both. The student teaching evaluation data trends toward the high end for all candidates, with little variability, largely because students who have significant performance challenges are dismissed from student teaching before the final summative evaluation rating occurs. Every semester, one or two students do not complete student teaching because of performance issues. Whenever possible, they are allowed to withdraw from the course and an

alternative degree route is designed so that they can complete a bachelor's degree that does not come with the expectation of licensure. For elementary education students, this tends to be the General Studies Human Services bachelor's degree. For secondary education students, we work to help them graduate in the non-teaching degree for their discipline (e.g., English instead of English Teaching).

## Evidence Attachments

consult re 4f claim.pdf

GeneralTeacherPreparation CompetenciesJune2024.pdf

LAWSHE UTEAAC SUMMIT May 8, 2025.pptx.pdf

PAES reliability.pdf

UPTOP Data Analysis Report.pdf

## S3: Summary

In this section, a brief summary of evidence and findings for Standard 3 along with relevant next steps is provided.

## Narrative

For Standard 3, we made the case that our teacher education programs have the capacity to ensure that our completers meet Standards 1 and 2.

- For aspect a, we provided evidence that during the period for which data was provided, the curriculum was aligned with the requirements of the Utah State Board of Education.

    - We are currently in the process of getting state approval for the elementary content competencies and how they are addressed in our programs. The elementary content competencies will be reviewed in summer 2026.

    - The literacy competencies are approved by USBE as of July 31, 2025.

- For aspect b, we described our partnerships with school districts to provide high-quality clinical experiences.

    - Our partnerships are formalized through MOUs with some LEAs who are participating the Utah Registered Apprenticeship for Teachers Program (Davis, North Sanpete, Box Elder, Weber, Wasatch Peak).

    - Our partnerships are also formalized through our Council on Teacher Education in which we have representation from Box Elder School District, Cache County School District and Logan City School District, which located near our main campus in Logan. We also have representation from Davis School District, who hires many of our graduates. And we have representation from Uintah School District, located in the Uintah Basin where there is a major statewide campus of Utah State.

- For aspect c, we provided evidence that stakeholders are engaged in the data cycle via our Council on Teacher Education and in department meetings.

- Data from student teaching evaluations and alumni and employer surveys are reviewed annually. We also review the data from the Pearson Foundations of Reading Test. Faculty in TEAL and SPERC regularly review data during faculty meetings.

- For aspect d, we described our admission and monitoring processes for candidates to ensure that they are successful according to the requirements of the Utah State Board of Education.

  - Students are progressing according to expectations, meaning that a very small number of students fail student teaching, some students change majors when they are not meeting program expectations/requirements, some change majors for other reasons, and some leave the university. The vast majority who begin the program finish successfully.

- For aspect e, we demonstrated that we have the capacity to maintain quality using an audit.

  - The audit revealed that some students' placements and associated evaluations were not being recorded and stored in our data system. This is currently being addressed by the staff in those programs under the direction of Julia Lyman and Sharla Hart, respectively.

- For aspect f, we documented parity with the Nursing program in terms of faculty qualifications, adequacy of facilities, fiscal support, student support services, and mechanisms for student feedback.

  - Given the nature of our university and the size of these programs, clinical supervision in both teacher education and nursing is often carried out by temporary employees who are experts in their fields. Both programs have qualified faculty. Both programs have access to high-quality instructional environments. And both students in both programs have access to professional academic advisors as well as other student support resources provided by the university.

# Evidence Attachments

literacy_competenciesUSBEapproval.pdf

## S4: Program Engagement in System Improvement

In this section, the provider makes the case that its program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.

### Narrative

For Standard 4, we make the case that our program practices in teacher education strengthen the P-20 education system in light of local needs and in keeping with our mission as a College of Education and Human Services.

For aspect a, we present evidence that we engage with local partners and stakeholders to support high-need schools and that we participate in efforts to reduce disparities in educational outcomes.

For aspect b, we present evidence that we seek to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support.

For aspect c, we present evidence that our programs support completers' entry into their professional role.

For aspect d, we present evidence that we use available and trustworthy information about completers' placement, effectiveness, and retention to improve programs.

For aspect e, we establish that we meet the obligations and mandates established by the Utah State Board of Education and the Utah System of Higher Education.

For aspect f, we investigate our own effectiveness relative our mission as a land-grant institution of higher education.

# Evidence Attachments

## Aspect 4a

In this section, evidence is presented for 4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes.

## Narrative

In this section, we present evidence that USU's teacher education programs engage with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes.

Utah State University is committed to improving educational outcomes in high needs schools and for high needs students. This is accomplished, first and foremost, by preparing our graduates to be effective educators who understand their professional responsibility to serve all their students. Preparing highly effective and highly professional graduates is the foundation for supporting students and schools with the most intensive needs. This is also accomplished in a variety of ways including the placement of students for clinical placements, practicum experiences, and student teaching, faculty grants and outreach, and clinical services administered by program faculty.

Routinely, we place students for clinical experiences, practicum experiences, and student teaching in Davis School District, Salt Lake School District, Murray School District, and Granite School District. These four districts are in the Salt Lake valley and serve the refugee population of Salt Lake County as well as other minority populations including students from the Marshall Islands, Pacific Islanders, and Latino/a students. Our partner districts in the Logan area are Cache County School District and Logan City School District, and the percentages of students who are economically disadvantaged are listed below for these six districts. Logan City School District, which is the closest district to the main campus, has experienced a dramatic increase over the last 10 years in its diversity, with 45% of the students identified as non-white. See Table 4a.1.

In addition, 26% of all placements are in Title I schools, as shown in Table 4a.2 below.

**Table 4a.1**
*Representation of Diversity in Frequently Used School Districts*

| Frequently used districts | Percentage English learner | Percentage non-white | Percentage of economically disadvantaged students |
|---|---|---|---|
| Cache County School District | 3.52% | 15.55% | 26.45% |
| Logan City School District | 17.93% | 45.28% | 58.32% |
| Davis District | 4.48% | 20.13% | 18.57% |
| Granite School District | 23.6% | 48.38% | 49.83% |
| Salt Lake School District | 21.57% | 59.62% | 54.11% |
| Murray School District | 10.8% | 37.51% | 39.3% |

**Table 4a.1**

*Placements in Title I Schools*

| Fall 2023 and Spring 2024 Placements | |
| --- | --- |
| | Sum of Total Students |
| ○ ELED Content Placement | 115 |
| Not Title I | 48 |
| Title I | 67 |
| ○ ELED Foundations Placement | 120 |
| Not Title I | 68 |
| Title I | 52 |
| ○ ELED Student Teaching | 152 |
| Not Title I | 69 |
| Title I | 83 |
| ○ SCED Clinical | 261 |
| Not Title I | 252 |
| Title I | 9 |
| ○ SCED Student Teaching | 154 |
| Not Title I | 149 |
| Title I | 5 |
| ○ SPED Cinical | 81 |
| Not Title I | 52 |
| Title I | 29 |
| ○ SPED Clinical OPTT | 35 |
| Not Title I | 26 |
| Title I | 9 |
| ○ SPED Student Teaching | 91 |
| Not Title I | 77 |
| Title I | 14 |
| Grand Total | 1009 |

**Literacy Clinic**

Each fall and spring semester, the students in ELED 4040, Reading Assessment and Intervention and ELED 4042 Reading Practicum, work in the Literacy Clinic. Through this work, the students are able to apply what they are learning in class to provide children of Cache Valley who need reading support with one-on-one diagnostic and intervention approaches to assist their reading and writing development. Since 2013, hundreds of students have been served.

**TIME Clinic**

The TIME Clinic: Tutoring Intervention & Mathematics Enrichment is a research clinic housed in the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services at Utah State University. The TIME Clinic provides mathematics tutoring services that specialize in elementary mathematics instructional support for children. Tutors in the clinic use research-based strategies and individualized tutoring to help elementary-aged children strengthen their understanding of mathematics. Researchers in the clinic study instructional

methods, materials, and technology to determine effective methods that improve students' mathematics achievement. Hundreds of hours of mathematics tutoring services have been provided for local children thanks to generous donations to the Emma Eccles Jones College of Education and Human Services in the name of Linda Ann Weeshoff and by the Marriner S. Eccles Foundation.

**ASSERT**

Founded in 2003, the Autism Support Services: Education, Research, and Training (ASSERT) program is a training and research center in the Department of Special Education and Rehabilitation at Utah State University that aims to improve the lives of individuals with autism spectrum disorder (ASD) through its three-fold mission:

- Education: ASSERT staff provide research-based support to individuals with autism spectrum disorder (ASD) and their families in the greater Cache Valley Area through the on-campus model classroom.

- Research: ASSERT staff conduct and disseminate research on effective behavioral intervention techniques for individuals with ASD as well as methods of training parents and professionals to use these techniques.

- Training: ASSERT staff provide short- and long-term training and consultation to teachers and other professionals who work with individuals with ASD.

Over the past 20 years, the program has directly helped more than 150 families in the greater Cache Valley area through its on-campus preschool classroom, and it has reached countless others through its research and training efforts. In addition to the undergraduate and graduate students at Utah State who gain experience working and volunteering with ASSERT, the program has collaborated with eight school districts in Utah over the past 20 years to help current educators at the preschool and elementary school levels learn effective strategies for helping their students with ASD maximize their potential. Through its international outreach program, ASSERT staff have helped teach professionals all over the world to use evidence-based strategies for children on the autism spectrum.

**Ingenieros Ingeniosos**

Ingenieros Ingeniosos (Ingenious Engineers) is an initiative aimed at advancing engineering

education and empowering educators to inspire the engineers of tomorrow. This project offers valuable insights for all those involved in shaping the future of Latine STEM education. At Ingenieros Ingeniosos, we are passionate about introducing students to the humanistic aspects of engineering. Our program is structured around a series of engaging and hands-on lessons, each designed to nurture engineering skills and foster a strong sense of engineering identity and personal assets.

**Utah Behavior Support Clinic**

The Utah Behavior Support Clinic offers evaluation, outpatient, and intensive outpatient services to individuals aged 2+. Following an intake evaluation, the clinical team may recommend outpatient or intensive outpatient (6+ hours per week) services based on individual behavioral presentation and therapeutic goals. Our clinic setting also provides a safe place to evaluate and treat high-risk behaviors. We provide services in the clinic, as well as school- and home-based services. Therapy sessions are conducted by trained therapists under the supervision of a board-certified behavior analyst at the doctoral level (BCBA-D).

**AggieUp**

AggieUp prepares first-generation college students at Logan High School (in our local school district) for higher education. Participants receive mentorship from USU faculty, staff, and students, entry to exclusive campus events and tours, and early access to tailored university courses. By senior year, students are graduate college-ready. A faculty member in the School of Teacher Education and Leadership, JC Vasquez, is a consultant with this program who focuses on providing bilingual communication to the parents of the Spanish-speaking students who are seniors. A system of mentoring students is part of the ongoing conversations about using USU ambassadors and other organizations, including faculty and staff at USU to work in the retention component of this group of students.

# Evidence Attachments

TitleIplacements.png

## Aspect 4b

In this section, evidence is presented for 4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support.

## Narrative

In this section, we present evidence that USU's teacher education programs seek to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support.

Our efforts to contribute to the diversification of the teaching workforce in Utah include active recruitment of teacher candidates from around the State of Utah. Recruiting occurs largely at the university level, with open houses and junior/senior preview days offered both in Logan and in other parts of the state. Advisors from TEAL and SPERC regularly participate in these events. In addition, the larger campuses across the state, Uintah Basin, Salt Lake, Brigham City, etc., hold open houses on a regular basis.

Further, through the use of concurrent enrollment courses, specifically TEAL 1010 and SPED 1000, high school students throughout the state can earn college credit in these courses (and many others) that will prepare them to become educators.

TEAL 1010, Introduction to Education, is a concurrent enrollment class at many high schools throughout the state. This course provides high school students a way to learn more about teaching as a career and is one of a set of courses in a new (new to Utah) Career and Technical Education pathway called K-12 Teaching as a Profession. In addition, we recruit at the state conference for Educators Rising. To support students who have participated in Educators Rising at the high school level, we have established a collegiate chapter of Educators Rising.

SPED 1000, Principles of Effective Tutoring, is a concurrent enrollment course intended to teach high school students the tutorial skills necessary to maintain and improve performance of students with disabilities. The course was added to recruit students into the special education major in response to survey data from the special education majors indicating that peer tutoring was the reason they decided to go into the field. In the course, high school students learn

effective instructional skills, practice skill components, and receive evaluation on the extent to which they use effective tutoring strategies. Additionally, students in this course are taught to become advocates for people with disabilities. As a peer tutor working in a school classroom with a student who has disabilities, participants learn about special education legislation, confidentiality and protection of educational records, social issues driving services for children with disabilities, assessment of academic and social skills, data collection, self-determination, and demonstrating exemplary behavior as a role model for individuals with disabilities.

We have also established a Education Paraprofessional Certificate, which stacks into an associate's degree, which then stacks into a bachelor's degree. The paraprofessional certificate allows working paraprofessionals to take university coursework that helps them develop in their support roles in the schools. One district, Uintah School District, provides a pay increase to their paraprofessionals who complete the certificate. Many of the those who have completed the certificate have gone on to pursue a bachelor's in elementary education. This is a way to encourage paraprofessionals to become licensed teachers in the spirit of "grow your own" efforts. Although this does not necessarily contribute to the diversification of the teacher workforce, it does help build a stable workforce in that paraprofessionals can complete this certificate (and the subsequent associate and bachelor degrees) while living and working in their home county. Teachers who work where they live tend to stay in those districts longer, thus providing a more stable workforce in rural areas where it can be more difficult to recruit new teachers.

The Center for the School of the Future and TEAL promote the Teacher Academy Schools concept throughout the state. We have participated in this endeavor in elementary schools through Davis County School District and the Logan City School District with potential for participation in other areas of the state. The purpose of Teacher Academy Schools (TAS) schools is to provide a pathway to teaching through additional embedded field experience in school settings as a central part in teacher preparation programs. In this innovative teacher pathway, preservice teachers earn university credit with a Learn & Earn option that offers the possibility of a paid practicum as a member of an instructional team while students earn their degree (dependent on available funds). This supports the need for a local educator workforce that is highly qualified upon completing their degree program. In 2024-2025, we had 5 students who were participating in this program with Logan City School District, with 10 more who will begin in Fall 2025.

The Master in Elementary Teaching (MET) and the Master in Secondary Teaching (MST) degrees have been designed for persons seeking educator licensing following a previous undergraduate degree. Both master's degrees are available for students at the Logan Campus and at Statewide Campuses. The basic elements of coursework include completion of all licensure requirements in combination with master's coursework. These programs were crafted to provide a viable avenue for job changes and degree seekers to become licensed elementary or secondary educators. Upon degree completion, USU will be able to recommend licensure addressing workforce needs. As of this writing, these new degrees are on track for approval to be offered beginning Fall 2025.

Each semester, TEAL partners with the teacher at Ridgeline High School (one of our local public high schools) who teaches a course called "Diversity Discovery" to bring students in the course to campus as part of our Common Experience Conference. The course is available to all upperclassman at the high school, but students who identify as demographic minorities (racially, linguistically, nationally, in terms of sexual orientation, or ability/disability designation) make up the majority of the class. These students form a student panel to answer questions from education students attending the conference about their experiences in school. During their visit to campus, they are also involved in recruiting activities, including the opportunity to visit Edith Bowen Laboratory school and read with children there. Our intention is that exposure to the college, its offerings, and their own capacities to enhance it will increase the likelihood of their considering a career in education and human services.

We understand the challenges school districts face in recruiting licensed special education teachers, particularly in rural areas where the need is often greater. To help address this, we host Zoom recruitment events every semester to share information about our OPTT program. We provide school districts with a Zoom link, which they distribute to paraeducators and any others who may be interested in earning a degree and teacher license. Each session lasts approximately an hour and includes an overview of the program, guidance on the application process, details about available scholarships, and time to answer questions. The advisor and OPTT coordinator attend. On average, these sessions attract around 50 participants statewide. We also hold similar Zoom events with information regarding various master's programs. These event are held more often during the semester and attract a handful of participants each time. The director of the Special Education Master's Program attends as well as the coordinator for the ABA master's program.

The Utah Registered Apprenticeship Program for Teachers (U-RAPT) is a paid, competency-based program with two phases: pre-apprenticeship for those earning an associate's degree while gaining classroom experience, and apprenticeship for those with an associate's degree who work with a mentor teacher to earn a bachelor's degree and teaching license. USU is a related instruction provider and on the list of U-RAPT Accepted Partners (Google Doc) More information can be found here and here: U-RAPT FAQs. USU's participation in this program is evidence of our commitment to increasing access to higher education for those who seek to become teachers, especially in rural areas. We currently have two special education majors who are working as pre-apprentices in Davis School District, 2 elementary education majors who will be working as apprentices in North Sanpete School District, and one special education major who will be an apprentice in Box Elder School District. USU is the Related Instruction Provider for these students.

## Evidence Attachments

## Aspect 4c

In this section, evidence is presented for 4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned. Appendix B is included in this section.

## Narrative

This section provides evidence that USU's teacher education programs support completers' entry into and/or continuation in their professional role.

To support our completers' entry into their professional role, we engage in many efforts. For example, students have the opportunity to meet many employers at Education Career Fairs. Districts from all over Utah and as well as districts from as far away as California and Texas come to recruit our students. Many districts interview students on the spot, giving teacher candidates an opportunity to practice interviewing. Some teacher candidates walk away with a job offer. The Career Design Center also offers help with resumé writing and other processes related to employment and careers: https://www.usu.edu/career-design-center/students/resources-by-college/cehs/

The districts who hire the majority (based on the First Destinations Survey) of our teachers are represented on the Council on Teacher Education. Through this engagement with stakeholders, we are able to receive feedback about our alumni and their performance in the classroom. Although this feedback is not specific to any specific graduate, nevertheless we find it useful for program improvement. One major example of this is the increase in the number of credits for SPED 4000, Education of Students with Disabilities. In the past it was a 2-credit course that students could take prior to admission to their chosen teacher education major. Beginning in 2022-2023, it became a 3-credit course and was no longer available to pre-majors. This change was made in response to feedback from our partner districts who desire to have new teachers who are more able and ready to engage in meaningful inclusion of students with IEPs and 504 plans, especially students with severe disabilities.

Educators Rising is a national association for aspiring educators, and USU has recently started a collegiate chapter. Many students in Utah have participated in Educators Rising as high school students, and now they can continue that identity-building as they participate along with other undergraduate students. In March 2025, we had our first group of college age students participate

in the state-level competitions (with the cooperation of our colleagues at Utah Valley University, so that the students would have someone to compete against!). One of our professional academic advisors, Ashley Fluegel, has spearheaded the organization of a Teacher Education Club, within which students can join the collegiate verison of Educators Rising. We are offer this as an example of supporting students entry into the workforce because they develop their identity as professional educators through participation in professional development and affiliation with other teacher candidates.

In our student teaching seminar for the early childhood, elementary, and secondary education majors, we have made adjustments that are intended to support completers' entry into the workforce:

- LRBI module requires students to read parts of the USBE [technical manual on the Least Restrictive Behavior Interventions](#) and to self-assess their classroom management skills.

- Professional Growth Plan is required at the end of the student teaching semester. This plan is designed to help them identify specific areas for professional development and set actionable goals to enhance their teaching skills. The PGP process encourages continuous self-assessment and professional learning, ensuring that student teachers are well-prepared to meet the diverse needs of their future students.

- Model Code of Educator Ethics case study and self-assessment module requires students acquaint themselves with the MCEE and, after reading a case study, apply its principles to analyze and address ethical dilemmas faced by educators. By systematically applying the MCEE to case studies, educators can enhance their ethical decision-making skills and ensure their actions align with professional standards.

- Coaching model for teacher mentors requires the mentor teacher and teacher candidate work together in the classroom, sharing responsibilities for planning, instruction, and assessment. This partnership helps the teacher candidate gradually take on more responsibilities, allowing them to build confidence and skills progressively. Mentors periodically observe the teacher candidate and provide constructive feedback. Teacher candidates complete coaching forms that help them process feedback and set goals for improved practice.

- Orientation includes information on preparing application materials (from USU Career Services), supports for teachers (Curtis Benjamin, Utah Education Association), legal issues for new educators (Kirk McRae, Cache County School District), what districts want new teachers to do, e.g., connecting with colleagues, finding resources (Jennette Jenkins and Allison Riddle, Davis School District), among other topics such as what to expect in an interview, what to expect in your first year, etc.

In the student teaching seminar for special education, students gain essential career skills through the completion of and feedback on essential assignments such as:

- Behavioral Assessment and Reinforcement Assignment

  - In this assignment, the student teacher will demonstrate competence in classroom management, behavioral assessment and reinforcement procedures. This is done by implementing a reinforcement system, recording and graphing data to evaluate effectiveness, recording fidelity data and reflecting on the effectiveness of the reinforcement system.

- Collaboration with Other School Personnel Assignment

  - In this assignment, the student teacher will demonstrate competence in collaborating with school-based professionals and families on an on-going basis. This is demonstrated by the students participating and documenting communication with families, collaboration with school-based professionals and attending and participating in collaborative meetings such as faculty meetings, PCLs, IEP meetings, etc.

- IEP/IFSP Assignment

  - In this assignment, the student teacher will demonstrate competence in preparing for an IEP, eligibility determination, parent teacher conferences and/or progress reporting the student teacher by reviewing formal and informal assessment data, identifying strengths and areas of needs, writing a PLAAFP, an IEP goal and at least 2 objectives, designing a data-tracking sheet for each objective, and discussing pupil schedule, accommodations, and any other

additional instructional supports/arrangements

- Explicit instruction

    - In this assignment, the student teacher will demonstrate competence in planning, implementing and reflection of explicit instruction. This is done by each student planning explicit instruction and then teaching a lesson to students that the student teacher then evaluates. They also record themselves teaching and cite examples from the recording that demonstrate various teaching skills such as opportunities to respond, reinforcement, error correction, student monitoring etc.

- Workshop with district coordinators

    - Each semester we invite school district special education directors and coordinators to meet with USU faculty and student teachers. During lunch, the faculty and directors meet to discuss current issues in the districts and how we can collaborate together on various projects. After lunch, the directors meet with the student teachers and provide a panel where they present information on their district and they answer a question that may help students as they prepare for interviews such as, "how do I prepare for an interview", "what do I say when I can't think of an answer" etc. After the panel, individual interviews are held. Each student is able to complete 4-5 interviews in an afternoon. We typically have 12-15 districts from across the state of Utah participate. Many times job offers are made on this day.

Perhaps the most impactful way that we support completers' entry into the workforce in Utah is through our thorough and comprehensive alignment of programs with the requirements and expectations set for by the Utah State Board of Education as codified in the General Teacher Preparation Competencies, which are aligned with the Utah Effective Teaching Standards. In addition, we support students' attainment of the knowledge and competencies required to teaching reading according to the Science of Reading as codified in SB 127.

We offer several graduate programs that allow teachers and job changers to earn endorsements

or licenses. In the past, teachers frequently earned endorsements as part of a master's degree (M.Ed.) in Curriculum and Instruction. This is a less common occurrence now because the Utah State Board of Education has created microcredential pathways that allow teachers to earn endorsements without taking university-based graduate coursework. Nevertheless, we still offer courses to support endorsement areas such as English as a Second Language, Dual Language Immersion, Elementary Math, and Educational Technology. Most recently, we are in the approval process of two Master's degree options (Master in Elementary Teaching-MET and Master in Secondary Teaching-MST) for job changers or other licensure seekers who desire entry into the teaching workforce. We also added a graduate certificate that leads to the Instructional Coaching endorsement. In addition to endorsements, we offer other master's degrees and coursework leading to a School Leadership license and a School Counseling license. Other graduate programs we offer that appeal to teachers are the M.Ed. in Instructional Technology and Learning Sciences.

Edith Bowen Laboratory School, which is part of the College of Education and Human Services, hosted the first annual Utah Learning for Educators and Researchers through Networked Systems (LEARNS) conference. Edith Bowen received a $50,000 three-year innovation grant from the Utah State Charter School Board to help fund the conference. The mission of Utah LEARNS is to connect elementary educators throughout Utah in ways that allow them to share their expertise and to access scholars and research so they might improve their professional practice and empower student learning. The one-day conference featured keynote speaker Gregory Benner from the University of Alabama, who spoke on practical trauma-informed behavioral strategies for the classroom. The remaining speakers were faculty members at Edith Bowen who taught workshops at the school. Participants then went out on field studies that included canoeing on the Cutler Marsh, visiting the beaver pond in Logan Canyon, and other outdoor activities. For next year's LEARNS conference, the principal hopes to bring in teachers from throughout the state and create connections, and there is plan to find or develop a web-based platform where teachers can connect and share their resources.

Similarly, the Mentoring and Supporting Teacher Effectiveness and Refinement (MASTER) pilot grant was recently awarded to EBLS by the Utah School Board of Education (USBE). This grant is a companion grant to the Utah LEARNS grant and is a $50,000 award that extends for two years. "The MASTER grant program is looking for ways that applicants can support and mentor other teachers during the school year. It is also a leadership opportunity for teachers," explains Justis.

"Teachers coaching other teachers, especially first- and second-year teachers, is very valuable. The grant will pay for substitute teachers to assist in the classroom while teachers are coaching other teachers or leading a small learning team of teachers." The overall goal of MASTER is for teachers to connect monthly on Zoom or through in-person on-site visits, which enables teachers in all areas of the state–even rural, remote areas–to participate.

Finally, we now have funding for a USU Collaboratory for Innovation in Teaching and Leadership, which will include an Early Career Teachers Academy, a School Leaders Network, and other statewide professional devleopment offerings that will be aimed to improve induction and retention in the teaching profession. Nearly $1M has been funded over the next three years to support this work.

## Evidence Attachments

0818.25EEJFoundationGrantContract.pdf

General Teacher Preparation Competencies.pdf

R277609LRBITechnicalManual2023.pdf

USUCollaboratoryforInnovationinTeachingandLeadershipProposal-Updated.pdf

UtahEffectiveTeachingStandards.pdf

## Aspect 4d

In this section, evidence is presented for 4d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs.

## Narrative

In this section, we present evidence that USU's teacher education programs investigate available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and use that information to improve programs.

According to the 2024 Educator Exit Survey, of those who answered the survey and had left the profession before they had three years of experience, 12.1% named Utah State University as their educator preparation program (see page 10). This is higher than some EPPs, but lower than others. No conclusions can be drawn from this data regarding the influence of the EPP on leaving the profession.

Retention of teachers in the profession, disaggregated by EPP is shown in Tables 9 and 10 of the USBE Annual EPP Report.

In this survey, among the most influential factors in educators' decisions to leave their current position were emotional exhaustion/burnout and job-specific stressors. A total of 43% of educators indicated emotional exhaustion/burnout as having a major influence on their decision while 36% indicated job-specific stressors had a major influence. Additional summary of responses for these two influences appears in Figure 8 on page 15.

In terms of effectiveness, we have bolstered our literacy preparation for early childhood, elementary, and special education teacher candidates in order to ensure that our graduates can have a positive impact on state reading achievement scores. We are measuring our students' competency, in part, through the Pearson Foundations of Reading test. Our students are surpassing the state requirement for a pass rate of 75%. Our pass rate is approximately 80% for the 2024-2025 year. Students who don't initially pass are supported by faculty as they prepare to retake the test.

Each year we survey our graduates using employment information in the state's licensing database (CACTUS). We also survey students who are not in that database. Survey responses for 2021, 2022, 2023, along with the data from CACTUS, indicate that nearly 100% of graduates who have sought employment are employed in education. See Faculty Senate Reports for 2021, 2022, and 2023.

Based on these data points, we have been proactive about collaborating with school districts on new pathways to licensure such as the Utah Registered Apprenticeship Program for Teachers. This has only just begun, but should the Department of Labor continue to fund the program, we anticipate more students will be able to participate. We have partnerships with 4 districts. Pre-apprentices receive $4,000 per year towards their school expenses, and apprentices receive $10,000 per year. We just awarded our first two pre-apprentices funding for 2024-2025 school year expenses; both are in the special education program and work for Davis School District.

We have also worked to increase participation in our Teacher Academy program, with funding from the Center for the School of the Future. This program provides additional time and funding for early childhood, elementary, and special education teacher candidates to be embedded in the schools beyond the typical practicum hours. We have had 4 students participate in Davis School District and 5 in Logan School District. An additional 10 students will be starting in Fall 2025.

Finally, the Utah legislature has renewed funding for another year for the student teaching stipend. Students who are not employed as the instructor of record are eligible for a $6,000 stipend to help defray the expenses associated with a full semester of student teaching. The outcomes have been overwhelmingly positive. Here are comments from a survey conducted by the USBE:

- Receiving [the stipend] helped relieve so much extra stress that I was carrying, motivated me even more to complete my degree, and positively influenced my overall well-being. There are no words to express how grateful and blessed I am!

- The stipend benefited me in more ways than I thought it would. As I was preparing to teach all day I was planning multiple lessons. Some of the lessons took more time to plan. Especially, because of students that were struggling with behavior and academics. I

wanted to create lessons that would reach all the students and be more engaging. If I taught a basic lesson I only would have reached about 5 students. The stipend helped me have a different view on my learning.

- The stipend was giving me some compensation so I was more invested in the students as well as my own learning. I was being paid to learn and improve rather than having to pay to learn.

- The stipend really helped me focus 100% on my student teaching. I didn't need to work. This helped my well-being. After long days at school I was exhausted and was glad I didn't have to go to work. As I gave my all in student teaching I was able to see how it impacted the students in a positive way. The students were able to have my full attention. I could tell that this extra focus helped me plan better lessons.

- After I taught my engaging lesson I was able to see how it truly reached all students and made a difference. I was able to talk to my mentor teacher and reflect on the lessons. My mentor teacher trusted me and knew I cared about having a good lesson for the students. The stipend allowed me to be the best I could. It helped my basic needs be met. I remember learning that before you can learn anything you have to have those basic needs met. As a student teacher I had much to learn and I was able to focus on learning rather than my basic needs.

- I am so grateful that I had this stipend so that I could do my best during student teaching. I could focus on one thing and not have to worry about other things. Thank you!

## Evidence Attachments

2021_Faculty_Senate_Report.pdf
2022FacultySenateReport.pdf
2023 Faculty Senate Report.pdf
USBE Annual EPP Report.pdf

## Aspect 4e

In this section, evidence is presented for 4e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates.

### Narrative

In this section, we provide evidence that USU's teacher education programs meet the obligations and mandates established by the state of Utah (and as specified in Appendix UT).

As described in several other places in this report, all of our teacher preparation programs are approved by the Utah State Board of Education. We keep current on the mandates and obligations of Utah State Board of Education rule, most recently through the development of competency-based evaluations such as our new Student Teaching Evaluation Rubric, which is explicitly aligned with the General Teacher Preparation Competencies. We have also aligned our programs with the literacy competencies and the elementary content competencies, which are the manifestation of the state board rule, R277-304. Evidence for Early Childhood and Elementary Education provided to USBE is here. Evidence for secondary education is here. Evidence for special education is here.

As the land-grant institution for Utah, our mission is clear. We prepare teachers and leaders throughout the state. We also are committed to preparing teachers for areas of critical shortage, specifically special education, elementary education, math, and science.

## Evidence Attachments

Draft AAQEP Appendix UT (1).docx
GeneralTeacherPreparation CompetenciesJune2024.pdf
Utah TSA (Criticality Index) 2024.pdf

## Aspect 4f

In this section, evidence is presented for 4f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments.

### Narrative

In this section, we present evidence that USU's teacher education programs investigate their effectiveness relative to its institutional and/or programmatic mission and commitments.

Because we are a land-grant university, our teacher education programs are available throughout the state at our various campuses and centers. It is essential that the quality of programming be the same or similar, regardless of student location and program modality. We believe that, although the modality of coursework delivery may differ, the content and quality of coursework provided to students not located at the main campus is similar.

In order to test this assumption, 6 semesters of final summative student teaching evaluations were disaggregated by location, Logan and statewide. Then the mean scores given by the university supervisors were compared.

Through this comparison of student teaching evaluation scores, we determined that there is not a statistically significant difference (t = 1.1628, df = 408, p-value = 0.2456) in the outcomes of Logan students (M=64.71) compared to statewide students (M=64.41) . Furthermore, the Cohen's d is negligible (d estimate: 0.1265282). For more detail, see statistical consultation.

This provides us with sufficient confidence that our student outcomes are similar enough. In other words, there is no equity gap based on student location.

# Evidence Attachments

consult re 4f claim.pdf

## S4: Summary

In this section, a brief summary of evidence and findings for Standard 4 along with relevant next steps is provided.

## Narrative

For Standard 4, we made the case that our program practices in teacher education strengthen the P-20 education system in light of local needs and in keeping with our mission as a College of Education and Human Services.

For aspect a, we presented evidence that we engage with local partners and stakeholders to support high-need schools and that we participate in efforts to reduce disparities in educational outcomes. We regularly place students in Title I schools, although we cannot guarantee that all students will have a placement in a Title I school. We also have important research and service projects that support high-needs schools, which allows us to have a positive impact on those schools.

For aspect b, we presented evidence that we seek to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support. The most recent example of this is our burgeoning participation in the Utah Registered Apprenticeship for Teachers program. As of this writing, we have four students (3 of whom are special education majors, for which there is a critical shortage) who will be apprentices or pre-apprentices in 3 different districts, and we have two other LEAs with whom we have a signed MOU to become the "related instruction provider" for their pre-apprentices and apprentices. We also allow students to serve as the instructor of record during their student teaching semester, which helps to fill critical gaps in the teacher workforce for the LEAs who hire them.

For aspect c, we presented evidence that our programs support completers' entry into their professional role. The evidence included career services events (job fairs), full alignment of programs with state requirements, and relevant and timely assignments during student teaching that support their entry into their professional role. Frequently, students are hired before they graduate, and anecdotally, district leaders tell us that they love to hire Utah State students.

For aspect d, we presented evidence that we use available and trustworthy information about

completers' placement, effectiveness, and retention to improve programs. At every opportunity, we collaborate with school districts and charter schools to provide pathways to licensure that allow students to earn while they learn (apprenticeships and Teacher Academy). We gleefully provide students with letters that allow them to apply for the student teaching stipend of $6000. These efforts are based on the evidence that indicates a smooth transition into education can increase retention. We also have significantly bolstered our literacy preparation for early childhood, elementary, and special education teacher candidates in an effort to help the state meet its goals for student reading achievement.

For aspect e, we established that we meet the obligations and mandates established by the Utah State Board of Education and the Utah System of Higher Education. All of our programs are approved by USBE, and all programs are regularly reviewed and have been approved by the Utah System of Higher Education.

For aspect f, we investigated our own effectiveness relative our mission as a land-grant institution of higher education. We are satisfied that our statewide students are receiving preparation that is equivalent to the preparation that Logan students receive.

## Evidence Attachments

## Conclusion

The conclusion presents the overall findings and analysis from the self-study, summarizes the implications of the findings, and points to future actions.

## Narrative

### Early Childhood and Elementary Education

In the early childhood and elementary education programs, we have previous goals for which plans and actions have taken place. For example, in previous alumni and employer survey data, classroom management was an area of focus. We have restructured the classroom management course to be taken during the practicum block before student teaching so that pre-service teachers have the opportunity to see classroom management at work and have assignments completed in an actual classroom. Faculty member Laura Harvey has piloted this new course in 2024-2025 and pre-service teachers will begin taking the course during a practicum semester starting 2025-2026 school year. In previous years, this course could be taken anytime during the program. This change is designed to support pre-service teachers in being more confident in their classroom management knowledge before they start their teaching career.

An additional goal on which progress has been made is related to 1c, culturally responsive practice and the impact of language acquisition and literacy development on learning. TEAL 5710, Instruction of Linguistically and Culturally Diverse Learners, was created several years ago to prepare students to teach second language learners. The data show small increases in the alumni and employer survey data for questions related to 1c. The course now makes more explicit the needs of English learners. To build preservice teachers' skills in working with English learners, we have been using *EL Excellence Everyday* by Tonya Ward Singer, a book used in our local school districts by practicing teachers. The book provides strategies that can utilized quickly and easily to support English Learners at beginner and intermediate levels of English proficiency. Preservice teachers examine student vignettes to target skills that need intervention or practice and then articulate how they would apply specific strategies from the book to address the needs of the sample student. Preservice teachers also read *Primary Language Impact on Second Language and Literacy Learning* by Yoon & Pratt where they examine twelve world languages to identify how students' native language impacts their literacy development in elementary grades. Finally, preservice teachers examine existing lesson plans and practice incorporating components of the SIOP Model that offer clear language support to English Learners across different levels of WIDA

identified language proficiency.

We also have new goals and plans. Specifically, in order to assess completer professional competence and growth going forward, we will use the three new instruments based on the latest version of the Utah Effective Teaching Standards and their associated general teacher education competencies. The first instrument is our new competency based student teaching evaluation rubric (STER). The second is our new alumni survey, and the third is our new employer survey, both of which are built upon the general teacher education competencies. We also created a program exit survey for students upon completion of their student teaching semester. This survey was piloted in Spring 2025. We will use these data to determine areas for continuous improvement to our undergraduate programs that are addressed in the survey responses.

The STER is the data source going forward for many of the aspects for this report. We will continue to monitor these data in future years to ensure the data provides actionable information for program improvement. From the pilot year of the STER, there are three items that we will focus on, 1) providing students opportunities to track, reflect on, and set goals for learning and to provide multiple opportunities and means for demonstration of competency, 2) employ a variety of assessments that allow all students to demonstrate learning, and 3) create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices. We will address these three items in undergraduate faculty meetings and figure out where in the program they need to be addressed or reinforced so that by the time pre-service teachers are student teaching, they are aware of strategies for implementing them into classroom instruction.

For the current school year, we will focus on implementing the new Elementary Content Competencies that will be required by the state for our program starting 2026-2027. The Elementary Literacy Competencies were just approved in July 2025. Those courses that have literacy competencies will include assignments that directly relate to the new competencies. We will use the assignment competency checklists to verify that all of the competencies are being met by each teacher candidate. For the content competencies, faculty will work on developing specific assignments that tie directly to the new content competencies for approval by USBE in summer 2026.

**Secondary Education**

In our secondary education programs, we have made progress with regard to 1c, culturally responsive practice, but is a continuing area of focus. Specifically, we are working towards greater course integration in SCED 5200, Language, Literacy, and Learning in the Content Areas, leading to preparing students to teach second language learners. The employer survey showed student improvement in this area and we will continue to pursue greater emphasis in this area. Additionally, courses SCED 3210, Educational and Multicultural Foundations, and SCED 5100, Motivation and Classroom Management, have course modules that specifically address second language learners and participating in meetings with students' parent/guardians to help assess and plan for student support (1c, 1f, 2a, 2b).

A goal for the current school year is to implement the new General Teaching Competencies (2025) into the secondary education courses with course alignment completion by June 2026 as required by the Utah State Board of Education.

A goal for the future is to make use of a newly created program exit survey for students upon completion of their student teaching semester. This survey was piloted in Spring 2025. We will use the secondary education data to provide areas for continuous improvement to our undergraduate programs that are addressed in the survey responses.

**Special Education**

In the special education program, both the Logan-based and online OPTT program, we have three goals for improvement (1) align coursework with new special education competencies, (2) increase pass rates for Utah Foundations of Reading Assessment, and (3) increase students efficacy with culturally responsive teaching and language and literacy development for second language learners.

For the current school year, we will focus on ensuring the newly approved (March 2025) Utah Special Education Competencies are comprehensively addressed in our course sequence. Course alignment to these competencies are required by the State Board of Education by June 2026. We will use the assignment competency checklists to verify that all of the competencies are being met by each teacher candidate.

In order to increase the pass rate for the Utah Foundations of Reading Assessment, we will encourage students to enroll in the self-paced ELED 4049 Foundations of Reading Review course. This course includes practice items for both the multiple choice and case study portion of the assessment. For those students who do not reach the state determined score for licensing, we will provide information about (1) all state approved alternative pathways and (2) possibilities for individualized supports as needed.

Most of the content addressing the impact of language and literacy development on learning is covered within our two reading intervention courses, SPED 5310, Teaching Reading and Language Arts to Students with Disabilities (on campus cohort) and SPED 5311, Reading and Language Arts Interventions for Students with Disabilities (online cohort) within dedicated textbook sections and in class materials. Culturally responsive practice is embedded within several of our 5000 level courses, including SPED 5070, Policies, Procedures, and Collaboration in Special Education, SPED 5530, Family/Professional Collaboration and Technology for Teaching Exceptional Learners, SPED 5080, Transition Focused Education and Collaboration. We have added self-efficacy measures to our student surveys (completed each semester) to monitor their feelings of competency in general special education teaching areas that include cultural competency. In both the above mentioned SPED 5310 and 5311 courses, students complete a separate literacy specific efficacy measure at the beginning and end of the course. We will monitor these scores throughout the year to pinpoint areas of improvement.

## Evidence Attachments

EPP Elementary Content Competencies.pdf

GeneralTeacherPreparation CompetenciesJune2024.pdf

STER.pdf

## Clarification Question Responses

This section includes the Quality Review Team's clarification questions from the Previsit Report along with the provider's responses.

### Narrative

Placeholder text

# Evidence Attachments