



AAQEP Annual Report for 2024

Provider/Program Name:	Utah State University, Teacher Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Utah State University is a land-grant, research institution with a main campus in Logan, Utah and several regional campuses. USU began as an agricultural college, but in the 1920s began offering courses related to teaching. In 1927, Utah State University started a school of education. The university now plays an important research role with particular emphasis in space, agriculture, and teaching. The Emma Eccles Jones College of Education and Human Services is the largest college on campus.

In 2019, Utah State University was granted accreditation for the Teacher Education Program, which provides initial licensure in the areas of elementary, secondary, and special education at the undergraduate level. These programs are housed within two separate departments, the Department of Special Education and Rehabilitation Counseling (SPERC) and the School of Teacher Education and Leadership (TEAL). Majors within these departments include early childhood, elementary, and special education (mild/moderate disabilities, severe disabilities, early childhood disabilities). Those seeking license for

secondary teaching are majors in other departments (22 other departments) housed in other colleges (except for social studies composite teaching) and complete pedagogy courses within TEAL. The program received accreditation for all undergraduate, initial licensure majors.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://cehs.usu.edu/about/annual-report-teacher-education>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/31/24)	Number of Completers in most recently completed academic year (12 months ending 08/31/24)
<i>Programs that lead to initial teaching credentials</i>			
Elementary Education, BS/BA	Elementary (K-6)	345	161
Early Childhood Education, BS/BA	Early Childhood (K-3)	20	22
Special Education, BS/BA (birth-5, mild-moderate, severe), including all OPTT	Special Education (K-12)	158	81
Elementary Education & Special Education (Composite), BA, BS	Elementary (K-6) & Special Education (K-12)	3	1
Early Childhood Education & Special Education, BS/BA	Early Childhood (K-3) & Special Education (K-12)	38	6
Agricultural Education, BS	Agriculture Science (6-12) (CTE/General)	95	10

Business Education, BS	Business & Marketing (6-12)(CTE/General)	5	6
Family and Consumer Sciences, BS	Family & Consumer Sciences (6-12)	97	21
Technology and Engineering Ed, BS	Technology & Engineering (6-12)	16	8
Art Ed, BFA	Visual Arts (6-12 or K-12)	13	1
Theater Education, BFA	Theatre (6-12 or K-12)	12	4
Music Ed (Band/Choral/Orch/Guitar), BM	Music (6-12 or K-12)	54	6
English Teaching, BA, BS	English (6-12)	204	28
History Teaching, BA, BS	History (6-12)	89	15
Chinese Teaching minor	World Language-Chinese (6-12)	0	0
Spanish Teaching, BA	World Language-Spanish (6-12)	23	6
French Teaching, BA	World Language-French (6-12)	4	0
German Teaching, BA	World Language-German (6-12)	2	0
Biological Sciences Composite, BS	Biology (6-12)	39	6
Chemistry Teaching, BS	Chemistry (6-12)	10	7
Physical Sciences Composite, BS	Physical Sciences Composite (6-12)	9	2
Physics Teaching, BS	Physics (6-12)	17	3
Earth Sciences Composite, BS	Earth Science (6-12)	6	2
Geography Teaching minor	Geography (6-12)	3	1
Math Ed & Math/Stats composite, BS	Secondary Math (6-12)	158	24
Political Science teaching minor	Political Science (6-12)	10	1
Social Studies Composite, BS	Social Studies Composite (6-12)	31	7
Sociology teaching minor	Sociology (6-12)	5	0
Psychology teaching minor	Psychology (6-12)	7	7

Kinesiology-Physical Education teaching, BS	Physical Education (K-12)	87	13
School Library Media Minor	School Library Media Administration (K-12)	1	1
Total for programs that lead to initial credentials		1547	442
Unduplicated total of all program candidates and completers		1521	416

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

n/a

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
1521
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
416
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
442

D. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

<https://cehs.usu.edu/files/accreditation/2023completionratedata.xlsx>

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Utah currently only requires one license exam, and only for some candidates. The **Utah Foundations of Reading Test (UFORT)** assesses knowledge of the foundations of reading development, development of reading comprehension, reading assessment and instruction, and application of knowledge for teaching foundational reading skills and reading comprehension. It is required for all teacher candidates in early childhood, elementary, and special education (except birth to 5). Students who do not earn a passing score can apply directly to the state for an Associate Educator License, but they cannot be recommended for the Professional Educator License until they have either retake and pass the test, pass the alternate FLEX option, explained below, or successfully complete 3 microcredentials.

Testing period: September 1, 2023-August 31, 2024

Cut score is 240

Mean score: 255, SD=21.4 (N=274)

78% pass rate (state expectation is 75% pass rate)

Students who score between 231-239 are eligible to take the [Series FLEX option](#). For Series FLEX, candidates provide an analysis of a National Evaluation Series™ test objective to demonstrate the depth of their subject matter knowledge. Series FLEX Foundations of Reading requires candidates to provide a written submission to demonstrate their subject matter knowledge. For 2023-2024, 23 of our test takers are eligible for the Flex option.

Students who score below 231 can apply for an Associate Educator License, but in order to be recommended for the Professional Educator License, they must successfully complete 3 microcredentials (\$20 each) developed by the Utah State Board of Education and housed in the MIDAS system:

[Structured Literacy Acquisition and Development](#)

[Comprehension, Vocabulary, and Writing](#)

[Informing and Assessing Literacy Instruction Based on Assessment and Monitoring\](#)

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Alumni survey results from 2024 provide evidence that completers rated themselves as adequately, well, or very well prepared on every item measured. One of the lower rated items was “Provide instruction that uses language acquisition strategies to meet the needs of English learners” (2.46), but this is an increase from 2022, when it was rated 2.33. Another item that has a low average rating but is increasing is “Support students’ growth in international and global perspectives.”

Alumni Survey	2022	2023	2024
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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
Support students' growth in international and global perspectives.	2.33	1.03	30	2.46	1.17	56	2.61	1.00	57

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Employer survey results from 2024 provide evidence that employers of completers rated them as adequately, well, or very well prepared on every item measured. One of the lower rated items was “Provide instruction that uses language acquisition strategies to meet the needs of English learners” (3.07), but this is an increase from 2022, when it was rated 2.77. Another item that has a low average rating but is increasing is “Support students’ growth in international and global perspectives.” These results align with the survey results from alumni shown in part F.

Employer Survey	2022			2023			2024		
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
Support students' growth in international and global perspectives.	2.74	1.11	65	2.88	1.01	108	2.90	0.94	113

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

We are able to use the licensing database (CACTUS) managed by the Utah State Board of Education to determine who among our graduates is employed in the state. We also survey students who are not in that database. Survey responses along with the data from CACTUS indicates that 100% of graduates who have sought employment are employed in education.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																														
Student teaching evaluations	The instrument has a total possible score of 66, and the criterion for success is 80% of 66, or 53.	For Fall 2023 and Spring 2024, the average score was 60.3 for special education candidates (N = 26), as rated by their supervisor. The average score was 58.35 (N = 37) for the online special education candidates, as rated by their supervisor. For ELED, the average score was 64.03 (N = 165) and for secondary ed, the average score was 62.89 (N = 152). These scores are well above the expected level of success.																														
PPAT	For Fall 2023, there was a cut score of 36 for the PPAT. In Spring 2024, the PPAT was eliminated as a requirement.	The pass rate in Fall 2023 was 97.5% with a mean score of 42.46, N = 156.																														
Employer survey results	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 2024, the response rate was 30%. Average ratings below 3.00 indicate a possible area for improvement.	<table border="1"> <thead> <tr> <th></th> <th>Employer Survey</th> <th colspan="3">2024</th> </tr> <tr> <th>AAQEP Standard and Aspect</th> <th>Question Description</th> <th>Mean</th> <th>SD</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>1a</td> <td>Convey accurate information and concepts based on the content knowledge of his/her discipline(s).</td> <td>3.29</td> <td>0.73</td> <td>113</td> </tr> <tr> <td>1a</td> <td>Engage students in applying methods of inquiry.</td> <td>3.08</td> <td>0.90</td> <td>113</td> </tr> <tr> <td>1a</td> <td>Engage students in critical thinking.</td> <td>3.05</td> <td>0.96</td> <td>113</td> </tr> <tr> <td>1a</td> <td>Integrate literacy and/or other content areas into instruction to purposefully engage students in applying content knowledge.</td> <td>3.13</td> <td>0.87</td> <td>113</td> </tr> </tbody> </table>		Employer Survey	2024			AAQEP Standard and Aspect	Question Description	Mean	SD	N	1a	Convey accurate information and concepts based on the content knowledge of his/her discipline(s).	3.29	0.73	113	1a	Engage students in applying methods of inquiry.	3.08	0.90	113	1a	Engage students in critical thinking.	3.05	0.96	113	1a	Integrate literacy and/or other content areas into instruction to purposefully engage students in applying content knowledge.	3.13	0.87	113
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		1a	Plan instruction based on the Utah Core Standards.	3.34	0.80	113
		1b	Create learning experiences based on students' individual developmental levels.	3.29	0.85	113
		1c	Provide instruction that uses language acquisition strategies to meet the needs of English language learners.	3.07	0.85	113
		1d	Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.14	0.87	113
		1d	Differentiate instruction to meet the needs of students.	3.18	0.86	113
		1d	Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions).	3.08	0.96	113
		1d	Provide instruction that addresses students' learning differences.	3.18	0.88	113
		1d	Select assessments (e.g., pre, formative, summative) that match learning objectives.	3.19	0.83	113
		1d	Set appropriately challenging learning goals for all students.	3.23	0.88	113
		1d	Use data from assessments to provide feedback to students.	3.14	0.93	113
		1d	Use students' assessment/performance results to guide instruction.	3.18	0.92	113
		1e	Use a variety of classroom management strategies to create and maintain a positive learning environment.	3.24	1.04	113
		1f	Reflect on personal and professional biases.	3.21	0.88	113

Alumni survey results	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 2024, the response rate was 16%. Average ratings below 3.00 indicate a possible area for improvement.	Alumni Survey		2024		
		AAQEP Standard and Aspect	Question Description	M	SD	N
		1a	Convey accurate information and concepts based on the content knowledge of his/her discipline(s).	3.14	0.85	57
		1a	Engage students in applying methods of inquiry.	2.82	0.85	57
		1a	Engage students in critical thinking.	2.89	0.79	57
		1a	Integrate literacy and/or other content areas into instruction to purposefully engage students in applying content knowledge.	2.84	0.92	57
		1a	Plan instruction based on the Utah Core Standards.	3.25	0.85	57
		1b	Create learning experiences based on students' individual developmental levels.	2.98	0.81	57
		1c	Provide instruction that uses language acquisition strategies to meet the needs of English language learners.	2.46	1.04	57
		1d	Design assessments (e.g., pre, formative, summative) that match learning objectives.	2.98	0.95	57
1d	Differentiate instruction to meet the needs of students.	2.93	0.88	57		

		1d	Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions).	3.00	0.76	57
		1d	Provide instruction that addresses students' learning differences.	2.93	0.84	57
		1d	Select assessments (e.g., pre, formative, summative) that match learning objectives.	2.95	0.89	57
		1d	Set appropriately challenging learning goals for all students.	3.09	0.76	57
		1d	Use data from assessments to provide feedback to students.	3.05	0.91	57
		1d	Use students' assessment/performance results to guide instruction.	3.02	0.88	57
		1e	Use a variety of classroom management strategies to create and maintain a positive learning environment.	2.74	1.01	57
		1f	Reflect on personal and professional biases.	3.12	0.83	57

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
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Employer survey results	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 2024, the response rate was 30%. Average ratings below 3.00 indicate a possible area for improvement.	<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">Employer Survey</th> <th colspan="2">2024</th> </tr> <tr> <th>AAQEP Standard and Aspect</th> <th>Question Description</th> <th>Mean</th> <th>SD</th> <th colspan="2">N</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>Collaborate with families, colleagues, and other professionals to support students' growth and development.</td> <td>3.27</td> <td>0.91</td> <td colspan="2">113</td> </tr> <tr> <td>2b</td> <td>Provide instruction that addresses students' cultural differences.</td> <td>3.05</td> <td>0.84</td> <td colspan="2">113</td> </tr> <tr> <td>2c</td> <td>Collaborate with students to establish a respectful learning environment.</td> <td>3.35</td> <td>0.91</td> <td colspan="2">113</td> </tr> <tr> <td>2c</td> <td>Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.</td> <td>3.27</td> <td>1.00</td> <td colspan="2">113</td> </tr> <tr> <td>2d</td> <td>Support students' growth in international and global perspectives.</td> <td>2.90</td> <td>0.94</td> <td colspan="2">113</td> </tr> <tr> <td>2e</td> <td>Actively reflect on the effectiveness of his/her instruction to identify areas strength and challenges.</td> <td>3.22</td> <td>0.89</td> <td colspan="2">113</td> </tr> <tr> <td>2e</td> <td>Engage in professional learning to strengthen his/her instructional practice.</td> <td>3.44</td> <td>0.80</td> <td colspan="2">113</td> </tr> <tr> <td>2e</td> <td>Implement new ideas to improve their instruction.</td> <td>3.25</td> <td>0.86</td> <td colspan="2">113</td> </tr> <tr> <td>2f</td> <td>Collaborate with colleagues to plan and evaluate instruction.</td> <td>3.31</td> <td>0.91</td> <td colspan="2">113</td> </tr> <tr> <td>2f</td> <td>Participate in a collaborative decision-making culture.</td> <td>3.33</td> <td>0.87</td> <td colspan="2">113</td> </tr> </tbody> </table>							Employer Survey		2024		AAQEP Standard and Aspect	Question Description	Mean	SD	N		2a	Collaborate with families, colleagues, and other professionals to support students' growth and development.	3.27	0.91	113		2b	Provide instruction that addresses students' cultural differences.	3.05	0.84	113		2c	Collaborate with students to establish a respectful learning environment.	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.	3.27	1.00	113		2d	Support students' growth in international and global perspectives.	2.90	0.94	113		2e	Actively reflect on the effectiveness of his/her instruction to identify areas strength and challenges.	3.22	0.89	113		2e	Engage in professional learning to strengthen his/her instructional practice.	3.44	0.80	113		2e	Implement new ideas to improve their instruction.	3.25	0.86	113		2f	Collaborate with colleagues to plan and evaluate instruction.	3.31	0.91	113		2f	Participate in a collaborative decision-making culture.	3.33	0.87	113	
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	2c	Collaborate with students to establish a respectful learning environment.	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.	2.96	0.96	57
	2d	Support students' growth in international and global perspectives.	2.61	1.00	57
	2e	Actively reflect on the effectiveness of his/her instruction to identify areas strength and challenges.	3.07	0.78	57
	2e	Engage in professional learning to strengthen his/her instructional practice.	3.28	0.88	57
	2e	Implement new ideas to improve their instruction.	3.14	0.79	57
	2f	Collaborate with colleagues to plan and evaluate instruction.	3.26	0.88	57
	2f	Participate in a collaborative decision-making culture.	3.05	0.91	57

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

We accomplished a strong passing rate for the PPAT, which was the result of years of effort on the part of faculty. Then the PPAT was eliminated. Nevertheless, the focus on teaching our students how to effectively use data to inform their instruction will endure. With the removal of the PPAT, programs added assignments to the student teaching semester that focus their attention on effective communication with families and colleagues, goal setting for professional development, and professional/ethical behavior, among others.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2024-25 year	<p>Early Childhood/Elementary Education: Increased focus on the content covered in the Utah Foundations of Reading Assessment. Focus on updating coursework to align with the recently approved Elementary Content Competencies and General Teaching Competencies from the state.</p> <p>Secondary Education: Increased focus on secondary education students' preparation to teach linguistically diverse learners. Focus on updating coursework to align with the recently approved General Teaching Competencies from the state.</p> <p>Special Education: Increased focus on the content covered in the Utah Foundations of Reading Assessment for all emphasis areas. Focus on updating coursework to align with the recently approved General Teaching Competencies from the state.</p>
Actions	<p>Early Childhood/Elementary Education: Instructors of literacy courses are revising course activities and assignments to better align them with the content of the Utah Foundations of Reading Assessment. Program added a 1 credit review course to better prepare students for this assessment. Instructors in all courses within these programs are updating syllabi, course objectives, and classroom instruction to align with the Elementary Content Competencies and General Teaching Competencies from the state.</p> <p>Secondary Education: Increase emphasis on effective techniques to teach linguistically diverse learners in SCED 5200 course. Focus on updating secondary education program course syllabi, course objectives, and instruction to align with the General Teaching competencies from the state.</p>

	<p>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. Students can take the 1 credit review course to better prepare for this assessment.</p>
Expected outcomes	<p>Early Childhood/Elementary Education: Improvement in average scores on the Utah Foundations of Reading Assessment. Approval from the state on curriculum alignment with the Elementary Content Competencies and General Teaching Competencies from the state.</p> <p>Secondary Education: Improvement in ratings from alumni and employer survey evaluations. Approval from the state on course alignment of the General Teaching Competencies across.</p> <p>Special Education: Improvement in average scores on the Utah Foundations of Reading Assessment.</p>
Reflections or comments	<p>We have been teaching Science of Reading content since at least 2000 (the year of the National Reading Panel report), if not earlier because the elementary and special education faculty have always focused on evidence-based literacy. Nevertheless, the depth of knowledge and application of knowledge required in this test’s format necessitates additional “test prep” course activities. We focus on teaching in our preparation programs based on educational best practices and current research while also aligning our instruction to the requirements of the state.</p>
	<p>Standard 2</p>
Goals for the 2024-25 year	<p>Early Childhood/Elementary Education: Develop a rubric for evaluating the Elementary Content Competencies that will help in evaluation of our programs and for state accountability requirements.</p> <p>Early Childhood, Elementary, Secondary, and 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.</p>
Actions	<p>Early Childhood/Elementary Education: Participate in a committee to develop a rubric for evaluating the Elementary Content Competencies for state approval to be used by universities in the state.</p> <p>Early Childhood, Elementary, Secondary, and Special Education: Pilot a new student teaching evaluation instrument (STER) with other universities in the state that is aligned with the General Teaching Competencies and provide feedback for improvement.</p>

Expected outcomes	More careful alignment with USBE EPP program requirements.
Reflections or comments	We will use the new instrument (STER) for all of the 2024-2025 academic year and participate in gathering feedback with other universities so as to make improvements for the 2025-2026 academic year. We will pilot a new elementary content competencies rubric starting Spring 2025 for refinement and use for the 2025-2026 academic year.
	Standard 3
Goals for the 2024-25 year	<p>Elementary Education: Revise program to account for changes in admissions requirements and to ensure that the content competencies are adequately addressed. Evaluate options for electives to ensure students can transfer and graduate with the required credits in a timely manner.</p> <p>Secondary Education: Ensure that General Teaching Competencies are adequately addressed across courses. Clarify the importance of the STER.</p> <p>Special Education: Ensure that General Teaching Competencies are adequately addressed across courses. Clarify the importance of the STER.</p>
Actions	<p>Elementary Education: Change admission requirements and continue the work of two committees to ensure content competencies are adequately addressed in the program course sequence (overall course sequence and literacy course sequence).</p> <p>Secondary Education: Continue to work on revising course objectives and outcomes to address the General Teaching Competencies. Clarify the importance of and early exposure to the STER in clinical experiences.</p> <p>Special Education: Continue to work on revising course objectives and outcomes to address the General Teaching Competencies. Revisit core special education courses in undergraduate meetings to ensure alignment with program revision goals.</p>
Expected outcomes	<p>Elementary Education: Updated catalog, website, and program documents to align with updated admission requirements and findings from the two committees on alignment with content Competencies. Students graduating in a timely manner having taken minimal extra credits.</p> <p>Secondary Education: Courses will link course assignments to General Teaching Competencies across program.</p> <p>Special Education: Courses will link course assignments to General Teaching Competencies across program. Changes will be made to core courses as deemed necessary.</p>
Reflections or comments	We have continued the process of determining how our program is aligned with the new

	Elementary Content Competencies and have continued to address electives options to ensure timely graduation opportunities. We are already aligning General Teaching Competencies across the Special Education program and Secondary Education program, including asking partner departments to include the competencies in their course syllabi and assignments.
	Standard 4
Goals for the 2024-25 year	USU teacher education programs continue to focus on increasing enrollment to meet the educator workforce needs of the state.
Actions	We are attempting to push the paraprofessional certificate program out into the districts statewide. We created an associate’s degree for special education and elementary education. We are creating two associate degrees as stackable pathways to a bachelor’s degree leading to licensure. We are also developing master’s degrees with licensure in elementary education and secondary education.
Expected outcomes	We expect that a master’s with elementary and secondary licensure option will attract teacher candidates.
Reflections or comments	We hope to make becoming a teacher a more manageable option for career changers and non-traditional students.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

A new bachelor's degree (BA) that leads to a Deaf Education license for ASL/English is currently going through the university curriculum approval process. This replaces a master's degree that was suspended several years ago.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

A pedagogical performance assessment (e.g., PPAT) is no longer required. Early childhood, elementary, and special education teacher candidates (except the birth-5 emphasis in special education) who apply for licensure after September 1, 2024 must score 240 or above on the Utah Foundations of Reading Assessment.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Sylvia Read, Associate Dean for Accreditation and Undergraduate Studies	Sylvia Read, Associate Dean for Accreditation and Undergraduate Studies

Date sent to AAQEP:	12/17/24
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