AAQEP Accreditation Self-Study

UTAH STATE UNIVERSITY
TEACHER EDUCATION PROGRAMS

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Introduction and Overview

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. The gift made possible the design and construction of a new building, the Emma Eccles Jones Center for Early Childhood Education, and five endowed chairs in early childhood education.

Regional Campuses

In keeping with the original land-grant mission of providing educational opportunities for people living in rural and remote areas of the state, and consistent with the early efforts of the National Summer School of the 1920's, Utah State University's Regional Campuses currently serve a significant portion of the university's total enrollment. Teacher preparation programs at USU are well-represented in regional 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: https://regionalcampuses.usu.edu/locations/. Not every program is available at every campus due to Board of Regents policy (R315) that regulates service areas for all of the public institutions of higher education in Utah: https://higheredutah.org/wp-content/uploads/2013/11/SBR-Policy-2013-09-13_R315-FINAL-V03.pdf

Profile of the Emma Eccles Jones College of Education and Human Services

The Emma Eccles Jones College of Education and Human Services 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 corporate settings.

The Emma Eccles Jones College of Education and Human Services is the largest college at Utah State University with 5,773 students (2017-18).

The College is comprised of seven 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, and Special Education and Rehabilitation.

The College is also home to the following: the Emma Eccles Jones Center for Early Childhood Education; the Center for Persons with Disabilities; the Sorensen Legacy Foundation Center for Clinical Excellence; the National Center for Hearing Assessment and Management; the Dolores Dore Eccles Center for Early Care and Education; the Edith Bowen Laboratory School; and the Sound Beginnings Program (for children with cochlear implants or digital hearing aids).

Honors for the Emma Eccles Jones College of Education and Human Services

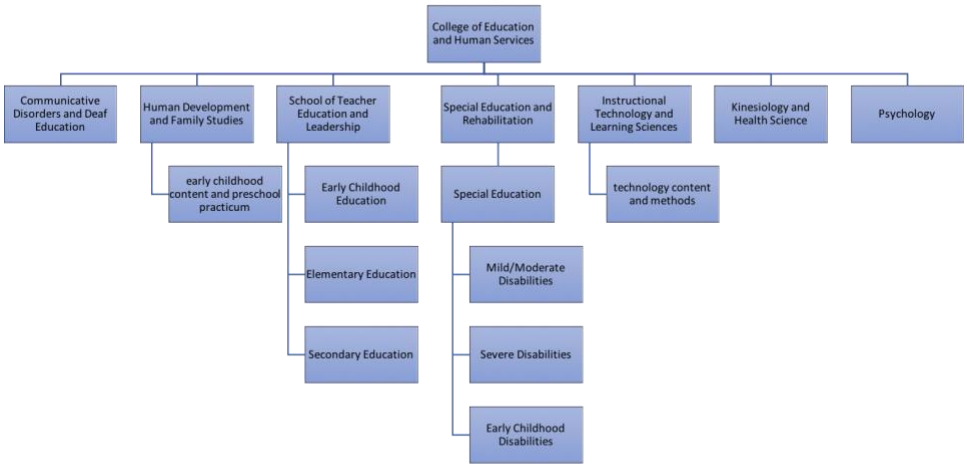
U.S. News and World Report magazine has ranked the graduate programs in the university's Emma Eccles Jones College of Education and Human Services among the top tier of colleges of education in the nation—the only such program in the Intermountain West and Desert Southwest to achieve and maintain this distinction. In 2018, the magazine ranked the college 27th in the nation overall against all graduate colleges of education, and the college ranked 6th in the nation in total research dollars. The College's dean, Beth Foley, has said: "The amount and scope of the research we do only aids in our ongoing commitment to be pioneers in education. Potential educators and students looking to learn from and work with some of the nation's best now know the Emma Eccles Jones College is a leader when it comes to producing quality teachers and offering innovative research opportunities."

The *U.S. News and World Report* bases its rankings on a weighted average of 11 quality measures, including peer assessments, faculty resources, faculty awards and GRE scores for doctoral students.

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). The Department of Special Education and Rehabilitation offers training in special education with emphases in mild/moderate disabilities, severe disabilities, or early childhood disabilities. 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, math level 2).



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 http://teal.usu.edu/.

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 opportunity 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 reflective and effective educators, scholars, and leaders through student-focused learning experiences; diverse knowledge and thought; school, community, and global engagement; and research and innovation that inform practice.

Profile of the Department of Special Education and Rehabilitation

The Department of Special Education and Rehabilitation 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 sper.usu.edu. 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.

Self-study Overview

The data for this study has been drawn from the past 2-4 years of programs, depending on the source of data. Data have been analyzed by core faculty in elementary, secondary, and special education. The entire self-report has been read and approved by the faculty in the School of Teacher Education and Leadership and the Department of Special Education and Rehabilitation.

Sources of data

- Two full years of final summative evaluation of student teaching using the Performance Assessment and Evaluation System (PAES). Prior to two years ago, we used a different assessment that is no longer valid. During student teaching, teacher candidates are assessed on all of the Utah Effective Teaching Standards (UETS) through the Performance Assessment and Evaluation System (PAES), which was developed by the Utah Teacher Education Accreditation and Assessment Consortium (members include faculty from Brigham Young University, Utah Valley University, Westminster College, University of Utah, Southern Utah University, Weber State University). The PAES was developed to align specifically with the state's teacher evaluation instrument, the Utah Teacher Observation Tool.
- Four years of Praxis data for license and endorsement areas required by the Utah State Board of Education
- Coursework: Our teacher preparation programs ensure that students have the relevant content knowledge by requiring general education coursework.
- Pedagogical content knowledge is developed through specific methods courses. Special education students take specific methods courses for teaching students with disabilities. Elementary education majors take two methods courses for reading, one for language arts, one for social studies, four for math (two from the math department and two from TEAL), and one for science. In addition, early childhood majors take an early childhood methods course specific to teaching kindergarten. Secondary education majors take methods courses through their home department (e.g., music methods, art methods). Secondary science and social studies education majors also take specific methods courses in TEAL.
- Practicum/clinical experiences: Through practicum (elementary and special education terminology) and clinical (secondary terminology) experiences, students apply learning theory,

create and development positive learning environments, and develop the dispositions and behaviors required for successful teaching careers.

- Teacher Performance Assessment: In order to pass student teaching, students must successfully complete a teacher performance assessment. In the elementary and secondary programs, this is a stand-alone assignment called the Teacher Work Sample. In the special education program, the Teacher Work Sample is embedded into a portfolio that includes other evidence of learning outcomes specific to special education (e.g., Behavioral Assessment and Intervention, Comprehensive Educational Assessment, Individual Educational Plan, etc.). This assessment requires students to document the learning environment in which they are student teaching (or completing an internship), provide a coherent set of lesson plans, collect assessment data on selected students, analyze the data, and, finally, reflect upon the effectiveness of their own teaching.
- Surveys: Each April/May, graduates of the program who have completed a placement survey to determine if and where they are teaching are sent a different follow-up survey to assess their level of satisfaction and feelings of preparedness for the classroom in which they are teaching. In addition, each student's principal is sent a similar survey that specifically asks about the competencies of the USU graduate teaching in their school. The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned. Beginning in May 2018, the same survey was sent to graduates and employers of all three programs, elementary, secondary, and special education. In addition, the new surveys (named Utah Teacher Education Employer Survey or UTEES and the Utah Teacher Education Student Survey or UTESS) were developed by members of UTEAAC (Utah Teacher Education Assessment and Accreditation Consortium), and the participating institutions (e.g., Brigham Young University, Utah Valley University, Weber State University) are all using the same survey. The new survey is administered electronically at Utah State University and thus we are getting a slighter higher response rate than we did with previous surveys that were paper-based.
- Documents including faculty meeting minutes, Council on Teacher Education meeting minutes, formal partnership documents, student contact form, syllabi with alignment matrices to state teacher effectiveness standards (UETS), waiver policy and data, general education coursework, teaching major 4-year degree maps.

Standard 1: Completer Performance

The evidence that the elementary, secondary, and special education programs meet the expectations of Standard 1 comes from several data sources and perspectives, including Praxis scores, coursework, student teaching and other field experiences, and surveys of graduates and their principals after they are employed.

Content and Pedagogical Knowledge

This section will address the aspect of Standard 1 that focuses on providing evidence of content and pedagogical knowledge. First, we present all of the evidence, and then we provide our interpretation of the evidence.

Praxis Scores

Praxis scores serve as a primary measure of content knowledge. Below is a presentation of Praxis scores for selected majors. The full dataset can be accessed http://cehs.usu.edu/evidence-room/Praxis%20Data%20-%202014-2018.xlsx. Highlighted cells indicate areas of possible concern—meaning that the when standard deviation is subtracted from the mean, it is clear that some students are not passing on the first attempt. The N includes all attempts.

Selected Praxis Data 2014-2018

(CS= Praxis test cut scores set by Utah State Board of Education)	2014-15			2015-2016			2016-2017			2017-2018 (as of 6-1-18)		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N
ELED Majors												
5002 ELED: Reading & LA Subtest CS 157	167.11	13.40	135	164.05	13.65	155	164.64	13.30	154	166.94	13.60	80
5003 ELED: Mathematics Subtest CS 157	179.99	15.52	126	179.31	16.66	134	183.16	14.31	114	178.34	16.84	64
5004 ELED: Social Studies Subtest CS 155	164.64	16.44	141	162.36	14.40	171	163.37	15.27	161	163.93	13.96	82
5005 ELED: Science Subtest CS 159	173.34	14.53	131	172.90	15.75	138	171.95	13.74	130	172.26	15.15	69
5169 Middle School Mathematics CS 165	175.86	12.38	22	171.36	16.41	25	167.33	12.69	21	172.64	19.92	14
Special Education Majors												
5002 ELED: Reading & LA Subtest CS 157	166.98	12.84	59	161.42	14.72	55	159.10	14.50	51	158.33	9.43	12
5003 ELED: Mathematics Subtest CS 157	174.45	21.17	58	172.06	19.66	48	175.53	19.52	40	173.08	19.40	12
5004 ELED: Social Studies Subtest CS 155	160.30	16.32	57	158.40	15.47	65	157.29	15.39	49	152.88	12.14	16
5005 ELED: Science Subtest CS 159	170.21	14.06	56	166.75	16.77	51	165.02	13.86	44	158.67	19.23	15
Agriculture Education												
5701 Agriculture CS 147	170.40	9.07	5	166.40	7.24	10	170.24	8.91	17	162.33	14.61	6
Biology												
5235 Biology CS 149	176.38	8.67	8	172.00	7.16	14	177.20	12.28	5	179.00	N/A	1
Chemistry												
5245 Chemistry CS 151				189.00	N/A	1	151.33	11.24	9	165.50	6.36	4
English												
5039 English/LA CS 162	174.82	12.48	22	169.73	9.66	30	177.70	7.52	23	173.83	10.62	12
History												
5941 World & US History CS 156	157.25	9.23	16	162.88	17.30	16	162.07	16.72	15	169.67	11.59	3

Math & Stats Composite												
5161 Mathematics CS 160	158.33	11.08	18	159.78	23.99	23	162.17	18.31	18	157.67	2.52	3
Music												
5113 Music CS 156	175.15	10.03	13	164.50	8.80	8	174.00	7.62	10	175.83	11.21	6
Social Studies Composite												
5081 Social Studies CS 159	164.78	18.50	23	165.69	11.58	16	170.25	14.12	8	177.73	11.98	11

General Education Coursework

In addition to Praxis as evidence of content knowledge, students in specific majors take specific general education coursework. All four-year degree plans for all majors include courses in:

- Communications Literacy (English 1010, 2010)
- Quantitative Literacy
- Breadth requirements (18-20 credits)
  - Breadth American Institutions
  - Breadth Creative Arts
  - Breath Humanities
  - Breadth Life Sciences
  - Breadth Physical Sciences
  - Breadth Social Science

For more detail: http://catalog.usu.edu/content.php?catoid=12&navoid=3849
All degree maps can be found here: http://catalog.usu.edu/content.php?catoid=12&navoid=3905

Specific majors specify preferred general education coursework that prepares teacher candidates for the content they will teach. Degree maps also include courses that are required for admission into a teacher education program. Students are required to have minimum grades in specific general education courses and an overall GPA of 3.0 in order to be admitted into a teacher education program.

Links to Elementary Education degree maps:

- Early Childhood Education
- Elementary Education

Links to Special Education degree maps:

- Special Education: Mild/Moderate Emphasis
- Special Education: Severe Emphasis
- Special Education: Birth to Age 5 Emphasis (Early Childhood)

Links to Secondary Education degree maps:

- Art Education
- Biological Science Composite
- Business Education
- Chemistry Teaching
- Earth Science Composite
- English Teaching
- Family and Consumer Sciences Education
- French Teaching
- German Teaching
- History Teaching

- Human Movement Science: Physical Education Teaching
- Math/Stats Composite
- Music Education, Band
- Music Education, Orchestra
- Music Education, Choral
- Physical Science Composite (Chemistry)
- Physical Science Composite (Physics)
- Physics Teaching
- Social Studies Composite Teaching
- Spanish Teaching
- Technology and Engineering Education
- Theater Education

Evidence from Performance Assessment and Evaluation System (PAES)

The final student teaching evaluation (PAES) includes items (items 4.1, 6.1, 7.2, 7.3, 7.4 and 7.5) that specifically probe the degree to which our graduates' teaching is informed by sufficient and appropriate content knowledge. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

		ELED						SCED						SPED					
Content and Pedagogical Knowledge		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (UETS 4a, 4c, 4d, 4e, 7c). InTASC 4 and 5.	Fa16-Sp17	2.9	0.3	145	2.93	0.29	150	2.85	0.38	128	2.93	0.32	133	2.75	0.48	45	2.61	0.61	46
	Fa17	2.8	0.4	59	2.8	0.4	59	2.6	0.6	49	2.8	0.4	50	2.63	0.63	15	2.83	0.39	12
	Sp18	2.8	0.4	108	2.9	0.3	100	2.8	0.5	58	2.8	0.4	58	2.76	0.43	21	3	0	19
6.1 Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (UETS 4b, 6a). InTASC 7	Fa16-Sp17	2.91	0.31	145	2.95	0.24	150	2.78	0.46	128	2.86	0.45	133	2.79	0.41	45	2.63	0.57	46
	Fa17	2.9	0.3	59	2.9	0.3	59	2.7	0.5	49	2.8	0.5	50	2.56	0.64	15	3	0	12
	Sp18	2.9	0.3	108	3	0.1	100	2.8	0.5	58	2.9	0.4	58	2.83	0.38	21	3	0	19
7.2 Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (UETS 3f, 6d, 7e). InTASC 8	Fa16-Sp17	2.75	0.46	145	2.91	0.29	150	2.76	0.46	128	2.86	0.4	133	2.68	0.47	45	2.5	0.59	46
	Fa17	2.7	0.5	59	2.8	0.5	59	2.6	0.6	49	2.8	0.5	50	2.56	0.51	15	2.75	0.45	12
	Sp18	2.7	0.5	108	2.8	0.4	100	2.7	0.5	58	2.7	0.5	58	2.68	0.52	21	2.95	0.23	19
7.3 Supports and expands each learner's communication skills through reading, writing, listening, and speaking (UETS 3f, 7d). InTASC 8	Fa16-Sp17	2.88	0.37	145	2.94	0.25	150	2.83	0.43	128	2.9	0.37	133	2.75	0.44	45	2.65	0.53	46
	Fa17	2.9	0.3	59	2.9	0.3	59	2.6	0.5	49	2.8	0.4	50	2.74	0.53	15	3	0	12
	Sp18	2.9	0.3	108	2.9	0.2	100	2.8	0.4	58	2.8	0.4	58	2.8	0.46	21	2.95	0.23	19
7.4 Uses a variety of available and appropriate technology and resources to support learning (UETS 3e, 7f, 7g). InTASC 8	Fa16-Sp17	2.89	0.32	145	2.96	0.2	150	2.85	0.4	128	2.92	0.3	133	2.71	0.46	45	2.7	0.47	46
	Fa17	2.8	0.4	59	2.8	0.5	59	2.7	0.5	49	2.7	0.5	50	2.74	0.45	15	2.67	0.49	12
	Sp18	2.8	0.4	108	2.8	0.5	100	2.9	0.3	58	2.9	0.3	58	2.8	0.46	21	2.89	0.32	19
7.5 Develops learners' abilities to find and use information to solve real-world problems (UETS 7g, 7f). InTASC 8	Fa16-Sp17	2.77	0.45	145	2.88	0.32	150	2.68	0.5	128	2.79	0.46	133	2.7	0.46	45	2.54	0.62	46
	Fa17	2.7	0.5	59	2.8	0.4	59	2.5	0.7	49	2.7	0.5	50	2.63	0.49	15	2.92	0.29	12
	Sp18	2.7	0.5	108	2.8	0.4	100	2.7	0.5	58	2.8	0.5	58	2.73	0.5	21	2.89	0.32	19

Evidence from First-Year Teacher and Principal Surveys

We survey our graduates who are in their first-year of teaching and the supervisors, usually principals, of those graduates. Below are the relevant items for Content and Pedagogical Knowledge from the 2015-2017 administrations of the first-year teacher and principal surveys for elementary and secondary education followed by two tables summarizing relevant data for special education. The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Response rates vary a bit because of missing data, but this chart estimates the response rate for each group for each year.

	2015	2016	2017
First year teachers ELED	25%	36%	26%
Principals ELED	64%	96%	63%
First year teachers SCED	12%	23%	20%
Principals SCED	57%	80%	68%
First year teachers Special Education	65%	68%	77%
Principals Special Education	72%	65%	85%

Content and Pedagogical Knowledge Standard 1	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
Elementary education	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
5 – Always demonstrates exceptional level of content knowledge in all the subject areas taught.4 – 3 –Demonstrates solid content knowledge in the subject areas taught.2 –1 – Frequently reveals inaccurate or incomplete knowledge in any subject area AND does not work to build background knowledge.	3.60	0.50	20.00	3.30	0.68	57.00	3.97	0.75	31.00	3.96	0.78	84.00	3.52	0.59	23.00	3.58	0.62	59.00
5 – Skillfully incorporates multicultural resources and perspectives across curriculum areas (e.g., through use of children's literature, visual media, classroom displays, curriculum materials) to develop cross-cultural understanding. 4 – 3 – Incorporates multicultural resources and perspectives across curriculum areas (e.g., through use of children's literature, visual media, classroom displays, curriculum materials) to develop cross-cultural understanding.2 –1 – Does not incorporate multicultural resources and perspectives across curriculum areas (e.g., through use of children's literature, visual media, classroom displays, curriculum materials) to develop cross-cultural understanding.	3.26	0.81	27.00	3.20	0.71	65.00	3.74	0.93	31.00	3.63	0.88	84.00	3.30	0.67	27.00	3.43	0.68	67.00
5 - Consistently plans lessons with comprehensive attention to and understanding of state standards and the Common Core.4 –3 – Plans lessons with attention to state standards and the Common Core.2 –1 – Plans with little familiarity of state standards and the Common Core.	3.65	0.49	17.00	3.44	0.61	52.00	4.42	0.85	31.00	4.12	0.77	84.00	3.74	0.45	19.00	3.54	0.72	46.00
5– Skillfully and creatively applies a range of effective instructional strategies that are suited to the content. 4 –3 – Applies a range of instructional strategies.2 –1 – Fails to apply a range of instructional strategies.	3.45	0.63	29.00	3.37	0.71	62.00	3.90	0.70	31.00	3.99	0.78	84.00	3.63	0.49	24.00	3.48	0.67	62.00
Secondary education																		
Understand AND conveys accurately and clearly key concepts of subject(s) taught	4.20	0.56	15.00	4.14	0.92	72.00	4.23	0.81	22.00	4.05	0.80	78.00	4.54	0.66	24.00	4.23	0.69	82.00
Evaluates and selects instructional resources for accuracy, accessibility, and relevance	4.13	0.64	15.00	4.01	0.85	72.00	4.32	0.72	22.00	3.96	0.82	77.00	4.42	0.88	24.00	4.05	0.72	81.00
Makes connections to students' experiences and uses reflection to make content accessible and relevant	4.13	0.99	15.00	4.03	0.97	71.00	4.32	0.65	22.00	3.96	0.80	75.00	4.46	0.83	24.00	4.14	0.77	81.00
Integrates reading and writing (and other content areas, when relevant) into instruction to purposefully engage learners in applying content knowledge	4.33	0.62	15.00	3.82	0.92	71.00	4.23	0.87	22.00	3.65	0.98	72.00	4.17	0.83	23.00	3.66	0.91	82.00
Engages students in meaningful learning experiences where they can construct their own knowledge using a wide array of tasks and materials	4.07	0.88	15.00	3.96	1.01	72.00	3.73	0.88	22.00	3.95	0.92	78.00	4.29	0.86	24.00	4.00	0.86	82.00
Uses a variety of appropriate teaching strategies to help students attain knowledge that is usable and applicable	4.20	0.68	15.00	4.00	0.90	72.00	4.14	0.77	22.00	3.85	0.91	78.00	4.17	0.70	24.00	3.95	0.84	82.00
Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness	4.13	0.92	15.00	4.03	0.98	72.00	3.91	0.92	22.00	3.79	1.02	78.00	4.04	0.95	24.00	4.01	0.84	81.00

Content and Pedagogical Knowledge	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
Implement and evaluate instructional programs that are effective for individual students with various cognitive, physical and cultural needs.	3.29	0.46	21	3.28	0.54	25.00	3.43	0.66	23
Design curriculum and instruction that are effective for students with diverse learning needs.	3.33	0.48	21	3.15	0.61	26.00	3.43	0.73	23

Content and Pedagogical Knowledge	2015			2016			2017		
Principal Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
The USU Special Education graduates in my school implement and evaluate instructional programs that are effective for individual students with various cognitive, physical and cultural needs.	3.54	0.51	24	3.57	0.65	47	3.46	0.62	48
The USU Special Education graduates in my school use curriculum and instruction that are effective for students with diverse learning needs.	3.71	0.46	24	3.73	0.57	48	3.46	0.62	48

2018 Survey of First-Year Teachers and Principals

Beginning in May 2018, we adopted a new survey, which was sent to graduates and employers of all three programs, elementary, secondary, and special education. In addition, the new surveys (named Utah Teacher Education Employer Survey or UTEES and the Utah Teacher Education Student Survey or UTESS) were developed by members of UTEAAC (Utah Teacher Education Assessment and Accreditation Consortium), and the participating institutions (e.g., Brigham Young University, Utah Valley University, Weber State University) are all using the same survey. The new survey is administered electronically at Utah State University; the response rate for completers is slighter higher, but the response rate for principals is lower than in previous years when surveys were paper-based.

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well. Below are charts for elementary, secondary, and special education summarizing the relevant items for Content and Pedagogical Knowledge from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our "cut score" for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with "very well," "well," or "adequate," we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that require further examination and improvement efforts. It is worth noting that ratings of "poorly" or "not at all" were rare (frequencies of 2 or 1 occurred at the disaggregated level).

The raw data for the first-year teacher survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx

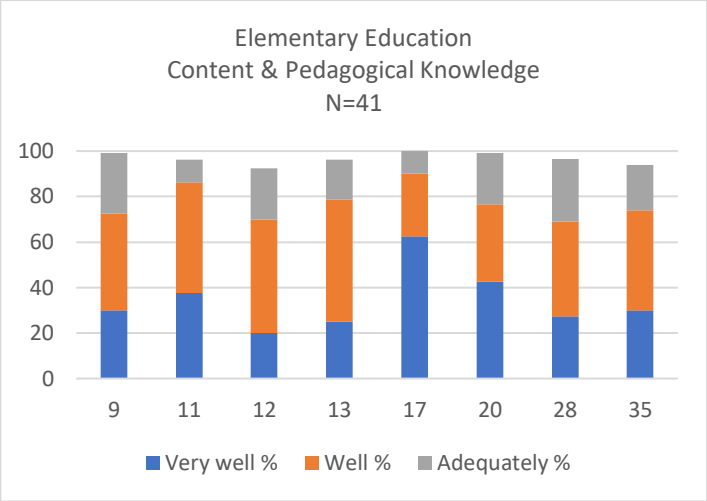
The raw data for the principal survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx.

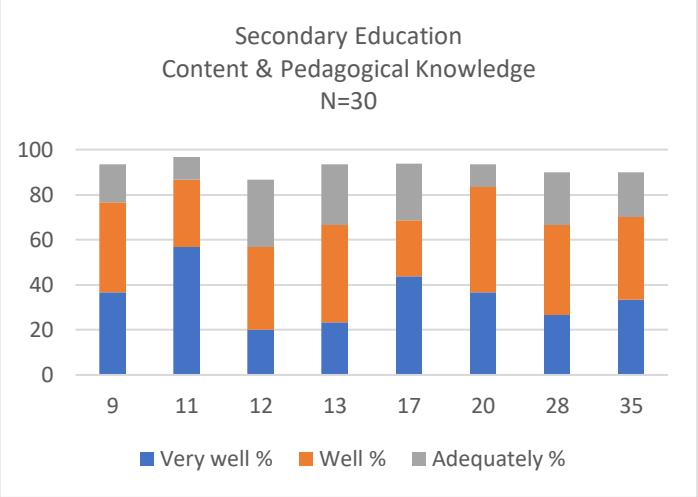
First-Year Teachers

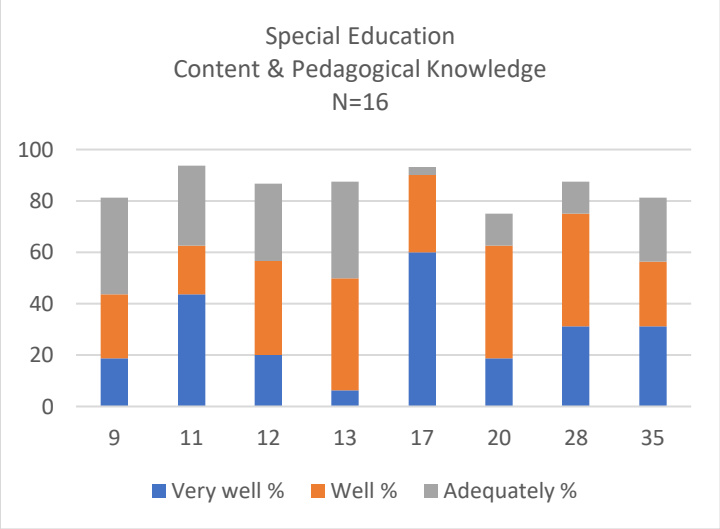
For the first-year teacher data, the items sampled for Content and Pedagogical Knowledge were:

> 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:
>
> 9. Incorporate a variety of digital media and technology tools to extend the learning environment beyond your classroom.
> 11. Convey accurate information and concepts based on the content knowledge of your discipline(s).
> 12. Engage your students in applying methods of inquiry.
> 13. Engage your students in critical thinking.

17. Plan instruction based on the Utah Core Standards.
20. Use technology effectively to support and enhance your instruction.
28. Integrate literacy and/or other content areas into instruction to purposefully engage your students in applying content knowledge.
35. Provide opportunities for your students to connect classroom learning to the real world.





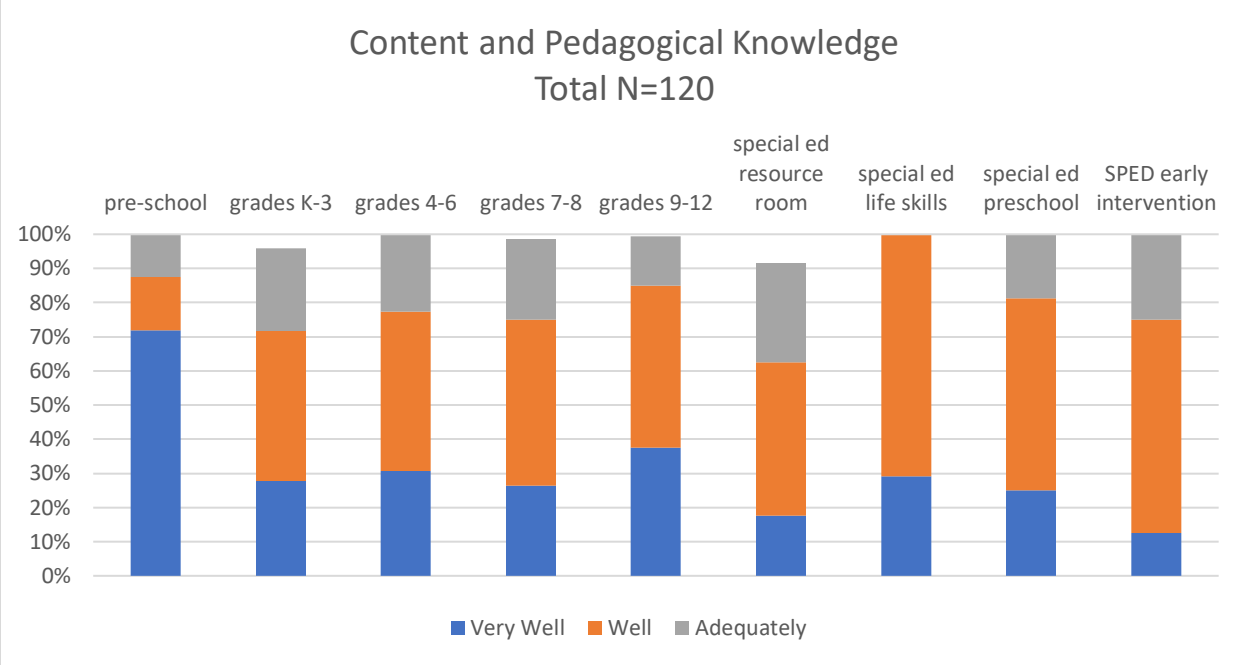


Principals
In the chart below, the items sampled were combined to derive an overall Content and Pedagogical Knowledge rating by principals. The total number of respondents was 120. The data is disaggregated by grade level or program type.

Items sampled for Content and Pedagogical Knowledge were:

Thinking about the first-year teacher in your building, how well can he/she do the following:

9. Incorporate a variety of digital media and technology tools to extend the learning environment beyond the classroom.
11. Convey accurate information and concepts based on the content knowledge of his/her discipline(s).
12. Engage students in applying methods of inquiry.
13. Engage students in critical thinking.
17. Plan instruction based on the Utah Core Standards.
20. Use technology effectively to support and enhance instruction.
28. Integrate literacy and/or other content areas into instruction to purposefully engage students in applying content knowledge.
35. Provide opportunities for students to connect classroom learning to the real world.



Evidence from Teacher Work Samples and Special Education Portfolio

Although the Teacher Work Sample has only been in use for two full semesters for elementary education and we have just begun to require it for secondary education majors, it does shed light on some of the aspects of the AAQEP standards. All Teacher Work Samples in elementary and secondary education are scored using the same rubric. The data for the row of the rubric most relevant for Content and Pedagogical Knowledge is summarized below for Fall 2017 (ELED only) and Spring 2018.

The portfolio in special education includes lesson plans that are scored using a rubric based on the one used for the Teacher Work Sample in elementary and secondary education. The new rubric has been in use for two full semesters and the data for Fall 2017 and Spring 2018 are provided below.

Teacher Work Sample--Content and Pedagogical Knowledge

Rationale for methods: To earn a 3, the rationale for methods must provide a justication for teaching methods that references and explicitly connect instructional decisions to learning in methods class, professional development, or research literature.

	N	mean	SD
Fall 17 ELED	56	2.66	0.61
Spring 18 ELED	88	2.55	0.59
Spring 18 SCED	46	2.52	0.72

The Special Education Student Teaching Portfolio includes a section on developing and implementing a lesson plan. Two evaluation items are relevant here. The grading scales are as follows.
SPED Lesson Plan Components 1: To earn a 3, Lesson plan includes:
1. Clear demonstration and modeling of new material; 2. Each phase of the effective teaching cycle (learning set, new material, guided practice, independent practice); 3. Scripted text shows an effective instructional strategy; 4. Sufficient number of trials, items, and opportunities to respond; 5. Scaffolding includes reduction of support.

SPED Lesson Plan Components 2: Lesson plan includes:
1. Feedback planned in lesson provided to learner is meaningful and linked to learner performance; 2. Lesson clearly describes corrections of learner errors using effective strategies; 3. Data based criteria for moving to the next phase of the lesson is specific and establish based on individual learner needs.

		N	mean	SD
Fall 17 SPED	Lesson Plan Components 1	20	2.65	0.49
	Lesson Plan Components 2	20	2.50	0.51
Spring 18 SPED	Lesson Plan Components 1	38	2.97	0.16
	Lesson Plan Components 2	38	2.82	0.39

Overall Interpretation of the Evidence for Content and Pedagogical Knowledge

Elementary Education

Given the mean Praxis scores shown in the Praxis Table, elementary education majors demonstrate sufficient content knowledge in reading and language arts, mathematics, and science. The same holds true for social studies; however, performance in social studies tends to be right at the state adopted cut-off. The ETS reported standard error of measurement (SEM) for the social studies subtest for 2016-2017 is 7.7, although it varies slightly from year to year. Thus, applying an SEM of approximately 8 to each year's mean creates the image of student performance on this test that is right at the cut-off. One solution we will implement to improve this is limiting the courses students use to meet their Breadth Humanities requirement under the General Education Program to only those courses that have a social studies focus.

Evidence from all these sources (i.e., PAES, teacher and principal surveys, teacher work sample) combined indicates that elementary education majors graduating from Utah State University have the content and pedagogical knowledge necessary to be effective teachers. Although ratings in all aspects of content and pedagogical knowledge are strong, the general area of critical thinking skills is not quite as strong. For example, PAES averages for higher order thinking and problem solving are closer to 2.7, whereas other items are closer to 2.9. First-Year teacher survey data also indicate less confidence in these areas. These data indicate that performance is still quite good in the pedagogical application of

critical thinking but that it may be an area that can be strengthened even further. Nonetheless, the data provide evidence that the USU teacher preparation program meets this aspect of Standard 1.

Secondary Education

Collectively considering Praxis, PAES, first-year teacher and principal surveys, and the Teacher Work Sample data variously from 2015-18, we see that secondary education teacher candidates are generally prepared in the aspect of content and pedagogical knowledge. Although appraising themselves somewhat higher than do their principals, these USU-trained secondary teachers demonstrate that in their first-year they easily exceeded the threshold for competence. For the *2018 survey* of first-year teachers and principals, USU-trained teachers in their first-year also comfortably exceeded the threshold of 80%.

Perhaps signaling some attention, although still several points above 80%, the response to item 12 ("Engage your students in applying methods of inquiry") reveals that about 15% of first-year SCED teachers feel only adequately prepared to deal with this issue. Although USU secondary education teacher educators will take steps to look into this item, there is no reason to believe that it is a major concern. The collective data from 2015-18 continue to show that the secondary education program remains suitably on track to prepare teacher candidates to meet the Content and Pedagogical Knowledge aspect of Standard 1.

Among secondary education majors for the years 2014-18, the means of candidates' performance on most PRAXIS subject areas often exceeds the cut scores by a comfortable margin, even when including the standard deviations. Some notable exceptions, however, include Chemistry, English, Mathematics, and Social Studies, although Chemistry (2016-17) and English (2015-16) each respectively demonstrate *just one year* when the standard deviations reflected a number of students who scored somewhat below the mean.

Regarding the other two subject areas, the means for Social Studies secondary candidates in the years 2014-16 suggest that the majority easily exceeded the cut score, while the standard deviation for 2015-16 noticeably improved by a third. For Mathematics (2014-18), the mean consistently hovers near the cut score for those years, yet again, the standard deviation noticeably reflects improvement for 2017-18. Despite these few minor anomalies, therefore, the PRAXIS data for 2014-18 still broadly suggest that USU secondary teacher candidates easily meet the content and pedagogical knowledge aspect for Standard 1.

Special Education

Special education majors demonstrate a pattern of performance on the Praxis subtests that is similar to elementary education majors. Performance is well above cut points in the core basic academic areas of reading and language arts and mathematics. It is above the threshold in science except in the 2017-2018 year, and the data for this year are incomplete and constitute a small sample of only 16 students, less than one-third of the sample in other years. The social studies Praxis shows performance slightly above the cut point, except in the current year with the small sample. Special education program faculty have decided not to limit the courses students can choose from for general education, but instead to encourage more test preparation for the social studies subtest.

Content and pedagogical knowledge appears to be an area of strength based on the ratings that our graduates provided for the first-year teacher survey. The only area of concern is special education teachers' perception of preparation in the use of technology.

The data from the PAES, teacher and principal surveys, and the Teacher Work Sample data from 2015-2018 demonstrate that special education teacher candidates from Utah State University are well prepared in content and pedagogical knowledge. In the principal and first-year teacher surveys, the special education teacher candidates scored a little lower than expected in items 9 and 20, which cover digital media and technology (9. Incorporate a variety of digital media and technology tools to extend the learning environment beyond your classroom, 20. Use technology effectively to support and enhance your instruction). Faculty from special education were already aware of this issue and in the 2017-2018 year moved the special education technology course to later in the special education sequence so that candidates had a lesson plan framework and a great deal more experience with all aspects of special education before learning how to incorporate technology into their teaching. We expect these data to increase when the current teacher education cohort completes the program.

Learners, Learning Theory, and Application

This section will address aspects of Standard 1 that include application of learning theory in practice, impact of language acquisition/literacy on learning, pedagogical knowledge, learners, and learning theory. Evidence related to this topic includes performance in student teaching (PAES), first-year teacher and principal surveys, and the Teacher Work Sample for elementary and secondary education and the portfolio for special education. Following a presentation of all the evidence is our interpretation of the evidence.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from item 1.1 on the final student teaching evaluation (PAES) which evaluates the degree to which the student "creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs." This item is scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Learners, Learning Theory, and Application		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
1.1 Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs (UETS 1a, 2e). InTASC 1	Fa16-Sp17	2.86	0.37	145	2.94	0.25	150	2.77	0.46	128	2.93	0.33	133	2.71	0.49	45	2.65	0.53	46
	Fa17	2.9	0.6	59	2.9	0.6	59	2.6	0.7	49	2.8	0.7	50	2.7	0.54	15	2.92	0.29	12
	Sp18	2.9	0.7	108	2.8	0.4	100	2.8	0.7	58	2.9	0.8	58	2.76	0.49	21	3	0	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Learners, Learning Theory, and Application Standard 1	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
Elementary education	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
5 - Always writes or adapts lesson plans that demonstrate thorough preparedness and attention to learning objectives, materials, procedures, accommodations for diverse learners, and assessment.4 –3 - Usually writes or adapts lesson plans that demonstrate thorough preparedness and attention to learning objectives, materials, procedures, accommodations for diverse learners, and assessment.2 –1 – Does not write or adapt lesson plans.	3.43	0.59	23.00	3.45	0.62	62.00	4.10	0.70	31.00	4.04	0.81	84.00	3.71	0.46	24.00	3.54	0.72	61.00
5 – Skillfully creates opportunities for students to generate original work in appropriate contexts (e.g. drawings, digital presentations, posters, or informational, persuasive, or narrative writing).4 –3 – Creates opportunities for students to generate original work (e.g. drawings, digital presentations, posters, or informational, persuasive, or narrative writing).2 –1 – Does not create opportunities for students to generate original work.	3.32	0.56	25.00	3.33	0.65	63.00	3.90	0.71	30.00	3.68	0.78	84.00	3.56	0.51	27.00	3.37	0.60	63.00
5 – Frequently and successfully involves families and community members in supporting and enriching students' experiences. 4 – 3 – Occasionally and successfully involves families and community members as needed 2 – 1 – Does not involve families or commun	3.17	0.54	29.00	3.28	0.64	68.00	3.90	0.80	30.00	3.87	0.82	84.00	3.34	0.59	35.00	3.54	0.64	67.00
Secondary education																		
Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals	3.87	0.74	15.00	3.63	0.98	72.00	3.86	1.04	22.00	3.88	0.86	76.00	3.67	1.01	24.00	3.80	0.88	80.00
Differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning	4.13	0.83	15.00	3.81	0.97	72.00	4.09	0.87	22.00	3.73	0.96	78.00	3.92	0.88	24.00	3.89	0.88	81.00
Creates plans that are appropriate to students' levels, backgrounds, and standards	4.13	0.74	15.00	3.93	1.02	71.00	4.00	0.82	22.00	3.90	0.87	77.00	3.92	0.97	24.00	3.89	0.90	82.00
Sets appropriate learning goals and encourages student reflection	3.87	0.92	15.00	4.01	0.86	72.00	4.23	0.69	22.00	3.89	0.84	76.00	4.04	0.62	24.00	4.01	0.82	82.00
Modifies instructional approaches and materials for students with special needs	3.67	0.90	15.00	3.74	1.06	72.00	4.09	0.97	22.00	3.85	0.92	74.00	3.57	1.12	23.00	3.93	0.95	81.00
Uses IEP and/or consults with special education, reading, ESL teachers, or families	3.60	0.99	15.00	3.86	1.10	71.00	3.91	1.23	22.00	3.73	0.92	73.00	3.46	1.14	24.00	3.84	0.83	80.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Learners, Learning Theory, and Application	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
Design curriculum and instruction that are effective for students with diverse learning needs.	3.33	0.48	21	3.15	0.61	26.00	3.43	0.73	23
Principal Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
The USU Special Education graduates in my school use curriculum and instruction that are effective for students with diverse learning needs.	3.71	0.46	24	3.73	0.57	48	3.46	0.62	48

2018 Survey of First-Year Teachers and Principals

Below are the relevant items for Learners, Learning Theory, and Application from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our "cut score" for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with "very well," "well," or "adequate," we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of "poorly" or "not at all" were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

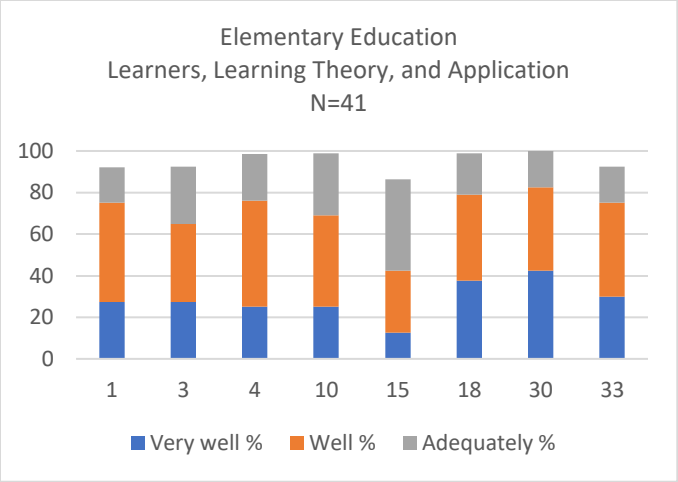
The raw data for the first-year teacher survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx

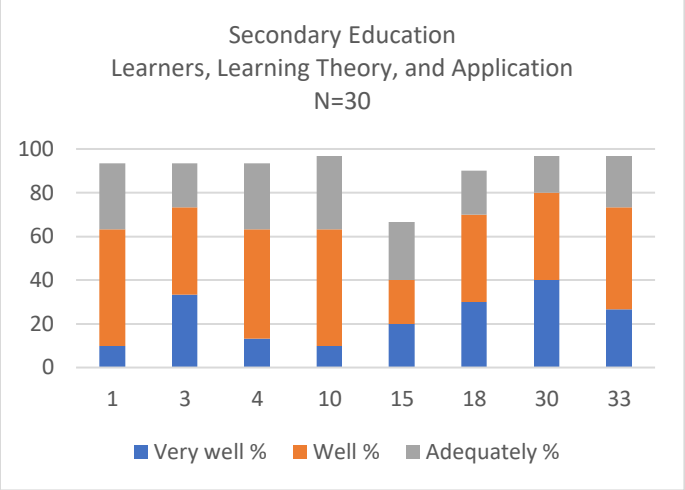
The raw data for the principal survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx

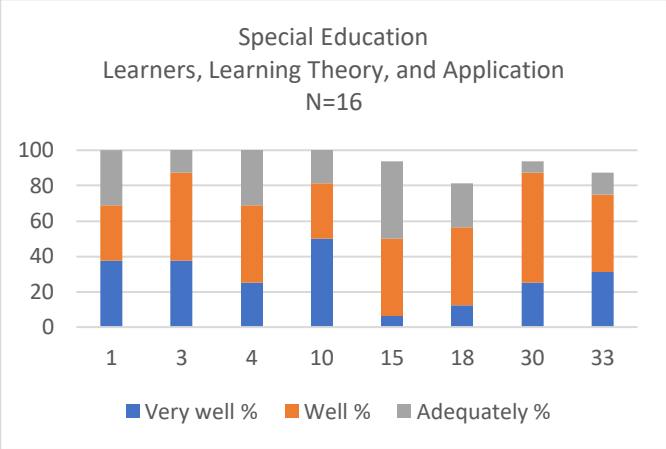
First-Year Teachers

The items sampled for Learners, Learning Theory, and Application were:

> 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:
>
> 1. Create learning experiences based on your students' individual developmental levels.
> 3. Set appropriately challenging learning goals for all students.
> 4. Provide opportunities for your students to demonstrate learning in different ways.
> 15. Provide instruction that uses language acquisition strategies to meet the needs of English language learners.
> 18. Facilitate your students' use of technology for learning.
> 10. Provide instruction that addresses students' learning differences.
> 30. Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions).
> 33. Implement activities and tasks that support your students' ability to communicate.





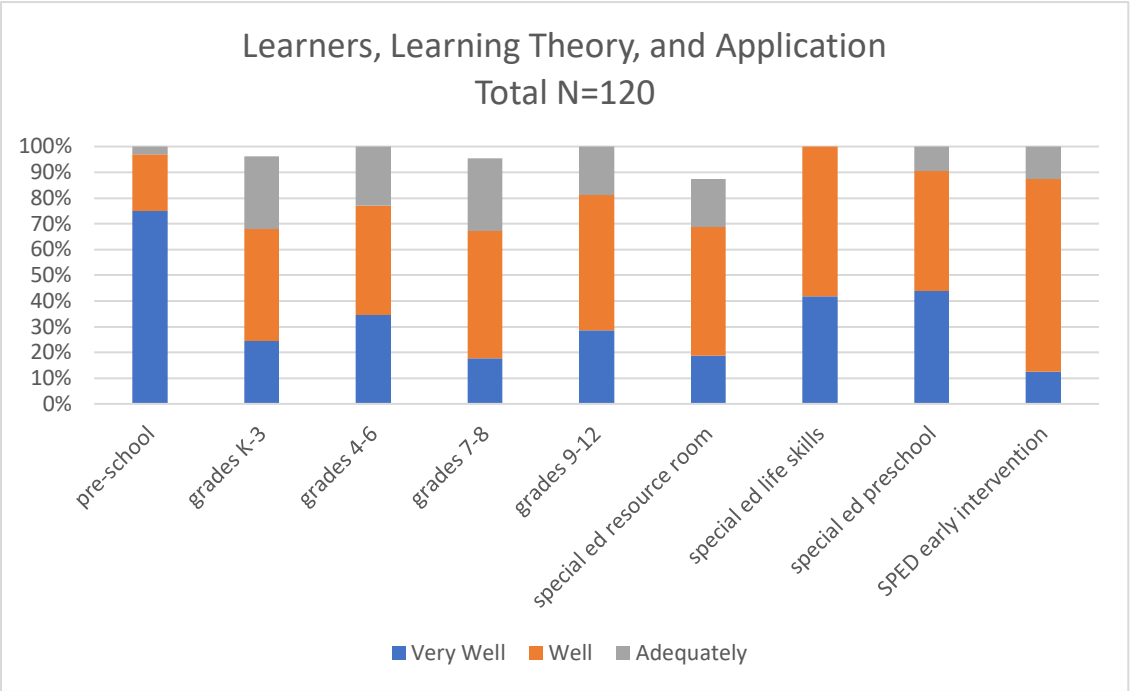


Principals

In the chart below, the items sampled were combined to derive an overall Learners, Learning Theory, and Application rating by principals. The total number of respondents was 120. The data is disaggregated by grade level or program type. The items sampled were:

How well can the first-year teaching in your building do the following:

1. Create learning experiences based on students' individual developmental levels.
3. Set appropriately challenging learning goals for all students.
4. Provide opportunities for students to demonstrate learning in different ways.
15. Provide instruction that uses language acquisition strategies to meet the needs of English language learners.
18. Facilitate students' use of technology for learning.
10. Provide instruction that addresses students' learning differences.
30. Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions).
33. Implement activities and tasks that support students' ability to communicate.



Evidence from Teacher Work Sample and Special Education Portfolio

Teacher Work Sample--Learners, Learning Theory, and Application

Focus students: To score a 3, the focus students (minimum of 2) must be described in terms of their prior learning, academic background, and personal packground AND instructional decisions/levels/types of support based on this knowledge must be explained.

Differentiation & adaptations/accommodation: To score a 3, the planned adaptations or accommodations must provide specific strategies for specific students and respond to students' errors and possible misunderstandings.

		N	mean	SD
Fall 17 ELED	Focus students	56	2.75	0.44
	Differentiation and adaptations/ accommodations	56	2.49	0.50
Sp 18 ELED	Focus students	88	2.85	0.36
	Differentiation and adaptations/ accommodations	88	2.57	0.50
Sp 18 SCED	Focus students	46	2.59	0.69
	Differentiation and adaptations/ accommodations	46	2.24	0.77

The Special Education Student Teaching Portfolio includes an item focusing on the degree to which the teacher plans differentiation and accommodations based on individual learner needs and skills. The specific item is evaluated on a 0-3 scale, where 0 is not effective, 1 is emerging effective, 2 is effective, and 3 is highly effective. Each level is further defined as shown in the rubric

http://cehs.usu.edu/evidence-room/Evaluation%20of%20Special%20Education%20Student%20Teaching%20Portfolio.pdf.

SPED Differentiation/accommodation: Planned accommodations and assistive technologies are aligned with each learner's IEP as described in the description of learners and are specific to the current lesson plan as applicable.

	N	mean	SD
Fall 17	20	2.85	0.37
Spring 18	38	2.95	0.23

Overall Interpretation of the Evidence for Learners, Learning Theory, and Application

Elementary Education

On the survey, first-year teachers who graduated from our elementary programs rated these items a bit lower than other items in the survey. We were aware of this as an issue in the program and have begun requiring all early childhood and elementary education students to take TEAL 5710, Linguistic and Cultural Diversity for Teachers, which explore the factors impacting the education of English language learners. The texts, discussions, and assignments in this course revolve around teacher competencies and diversity pedagogy that focus on how teacher candidates can use and appreciate the value of their future students' home cultures and primary languages. Syllabus available http://cehs.usu.edu/evidence-room/TEAL%205710%20Syllabus.doc.

Taken together, data from the PAES, first-year teacher and principal surveys, and Teacher Work Sample indicate that USU students in the elementary education majors are adequately prepared in Learners, Learning Theory, and Application, though preparation in language acquisition strategies for English Language Learners is not as strong as other areas, as previously discussed. Nonetheless, the data provide evidence that the USU teacher preparation program meets this aspect of Standard 1.

Secondary Education

Students develop their understanding of learning theory through specific courses. Secondary education majors take SCED 4210, Assessment and Curriculum Design, which includes content on learning theory; however, the evidence above suggests that integration of learning theory into SCED 4210 is still a work in process. One section of the course requires that students write a short paper on learning theory that summarizes behavior, social construction theory, and cognitive load theory, but expectations across sections of the course may not be aligned.

One issue to note here are the lower ratings for item 15 on the survey for secondary first-year teachers, which asked the first-year teachers, "Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do provide instruction that uses language acquisition strategies to meet the needs of English language learners?" In raw numbers, 8 students responded "poorly" and 2 students responded "not at all." This is a deficiency in our program, especially for the secondary education majors, that we have been aware of and for which we are working on a solution. Specifically, through course revision, SCED 3210, 5200 and 5210 have been updated to include content specific to working with English language learners. For example, we will be adding the following text to the SCED 5200 syllabus: "Teacher candidates will

define, practice, and reflect upon some of the major concepts, principles, theories, and research related to the nature and role of students' language-acquisition needs within a classroom context of cultural diversity. These candidates, therefore, will complete assignments to assist them in creating learning environments that are both sensitive to, and supportive of, English Learners' cultural identities and their language and literacy development while acquiring content-area knowledge." Also, in SCED 5200, Language, Literacy, and Learning in the Content Areas, students will create and Academic Vocabulary Lesson Plan for Diverse Learners. The assignment requires the students to create a lesson plan (with at least three activities) in which they propose how they will help diverse learners to develop proficiency with the academic vocabulary that supports a core disciplinary concept within their content area and write a justification in which they identify how their lesson plan meets research-based principles behind vocabulary instruction for diverse learners.

When combined, notwithstanding item 15 just discussed, the data from the various reports above clearly demonstrate that SCED candidates meet or exceed the Learners, Learning Theory, and Application aspect of Standard 1. The slightly low Teacher Work Sample score of 2.24 (SD = .77) for the "Differentiation and Adaptations…" criterion among secondary education candidates possibly suggests an irregularity that may need a closer look. In any case, the data show that secondary education candidates broadly meet or exceed the expectations for this aspect of Standard 1.

Special Education

The issue of technology for special education teachers (18. Facilitate your students' use of technology for learning) came up again on the survey of first-year teachers. As mentioned previously, special education faculty already adjusted the location of the technology course in the overall program to address this issue.

The collective evidence from the Special Education PAES, teacher and principal surveys and Teacher Work Sample data met or exceeded the criteria for Learners, Learning Theory and Application for Standard 1. As would be expected, Special Education students scored particularly high in the area of differentiation and providing accommodations for students. Technology usage is a weak area, but adaptations to the sequence of this content have already been made in the program.

Data Literacy

This section will provide evidence of the aspects of Standard 1 related to completer's ability assess student learning for formative and summative purposes and their ability to use data to inform practice. We present evidence from PAES, surveys of first-year teacher and principals, the Teacher Work Sample for elementary and secondary education, and the portfolio for special education. Following the presentation of the evidence is our interpretation.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from specific items on the final student teaching evaluation (PAES), specifically items 5.1, 5.2, 5.3. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Data Literacy		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (UETS 5a, 5c, 5d, 8a). InTASC 6	Fa16-Sp17	2.81	0.44	145	2.79	0.41	150	2.73	0.5	128	2.78	0.46	133	2.71	0.49	45	2.57	0.65	46
	Fa17	2.8	0.4	59	2.8	0.5	59	2.4	0.7	49	2.6	0.5	50	2.63	0.56	15	2.92	0.29	12
	Sp18	2.8	0.4	108	2.8	0.4	100	2.6	0.6	58	2.7	0.5	58	2.8	0.4	21	2.84	0.37	19
5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (UETS 5b, 5e). InTASC 6	Fa16-Sp17	2.73	0.51	145	2.77	0.42	150	2.72	0.54	128	2.8	0.42	133	2.66	0.48	45	2.52	0.62	46
	Fa17	2.7	0.5	59	2.7	0.5	59	2.5	0.6	49	2.8	0.5	50	2.7	0.47	15	2.92	0.29	12
	Sp18	2.6	0.5	108	2.8	0.4	100	2.7	0.6	58	2.9	0.4	58	2.76	0.49	21	2.95	0.23	19
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). InTASC 6	Fa16-Sp17	2.8	0.44	145	2.82	0.4	150	2.74	0.48	128	2.85	0.41	133	2.54	0.5	45	2.57	0.58	46
	Fa17	2.8	0.5	59	2.8	0.5	59	2.5	0.6	49	2.7	0.5	50	2.74	0.53	15	2.75	0.45	12
	Sp18	2.7	0.5	108	2.9	0.3	100	2.7	0.5	58	2.8	0.5	58	2.76	0.49	21	2.89	0.32	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Data Literacy Standard 1	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
Elementary education	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
5 - Always uses formative and summative inputs to reflect on and make ongoing modifications in instruction.4 –3 - Sometimes uses formative and summative inputs to reflect on and make ongoing modifications in instruction.2 –1 – Does not assess student learning during instruction or does not modify instruction accordingly.	3.70	0.47	23.00	3.47	0.74	62.00	4.16	0.64	31.00	4.08	0.76	84.00	3.84	0.37	19.00	3.60	0.56	58.00
5- Always gathers information regarding students' prior knowledge or skill level when designing and delivering instruction. 4 –3 - Gathers information regarding students' prior knowledge or skill level when designing and delivering instruction. 2 -1– Fails to gather information regarding students' prior knowledge or skills when designing and delivering instruction.	3.34	0.72	29.00	3.23	0.77	64.00	3.68	0.79	31.00	3.75	0.86	84.00	3.37	0.63	27.00	3.44	0.64	66.00
Secondary education																		
Produces valid and reliable measurements of instructional objectives in order to improve teaching and learning	3.73	0.70	15.00	3.83	0.93	72.00	3.77	0.81	22.00	3.77	0.87	78.00	3.83	1.01	24.00	3.93	0.82	81.00
Uses summative evaluations based on multiple measures that give an accurate accounting of learning	3.67	0.72	15.00	3.92	0.96	72.00	3.86	0.99	22.00	3.77	0.92	77.00	4.25	0.79	24.00	3.98	0.81	81.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Data Literacy	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
CEC Assessment/INTASC Assessment									
Report assessment results to parents, colleagues, administrators and other professionals with clarity, accuracy, and sensitivity.	3.38	0.59	21	3.50	0.58	26.00	3.52	0.59	23
Use assessment data to evaluate learning and facilitate proper placement and instructional strategies.	3.40	0.60	20	3.35	0.63	26.00	3.52	0.51	23
Apply policies, procedures, and professional ethics that assure appropriate assessment, interpretation of scores, and placement.	3.38	0.67	21	3.15	0.54	26.00	3.35	0.71	23
Develop programs that include assessment that is appropriate for a diverse population of students.	3.10	0.70	21	3.04	0.68	25.00	3.26	0.62	23
Use various types of assessment procedures (e.g., norm referenced, curriculum based, work samples, observations) with technical skill and cultural sensitivity.	3.19	0.40	21	3.12	0.59	26.00	3.30	0.56	23
Principal Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
The USU Special Education graduates in my school apply policies, procedures, and professional ethics that assure appropriate assessment, interpretation of scores, and placement.	3.76	0.44	25	3.73	0.49	48	3.55	0.62	47
The USU Special Education graduates in my school develop programs that include frequent assessment that is appropriate for a diverse populations of students.	3.61	0.50	23	3.67	0.63	48	3.50	0.58	48
The USU Special Education graduates in my school report assessment results to parents, colleagues, administrators and other professionals with clarity, accuracy, and sensitivity.	3.67	0.48	24	3.60	0.61	47	3.42	0.71	48
The USU Special Education graduates in my school use assessment data to evaluate learning and facilitate proper placement and instructional strategies.	3.70	0.47	23	3.73	0.49	48	3.52	0.55	48
The USU Special Education graduates in my school use various types of assessment procedures with technical skill and cultural sensitivity.	3.60	0.50	25	3.63	0.64	48	3.25	0.56	48

2018 Survey of First-Year Teachers and Principals

Below are the relevant items for Data Literacy from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our "cut score" for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with "very well," "well," or "adequate," we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of "poorly" or "not at all" were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

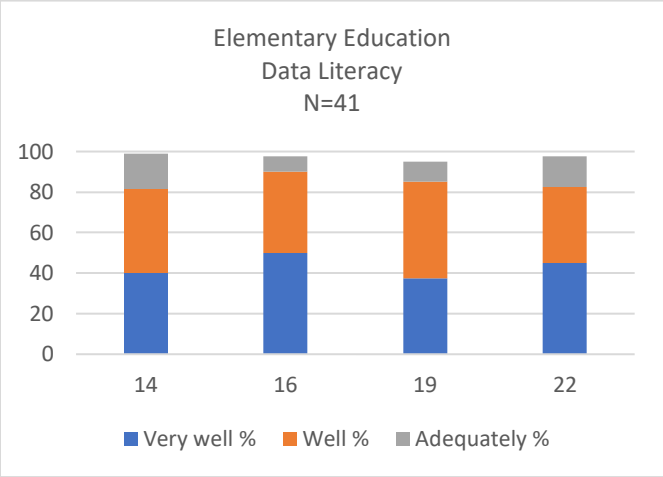
The raw data for the first-year teacher survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx

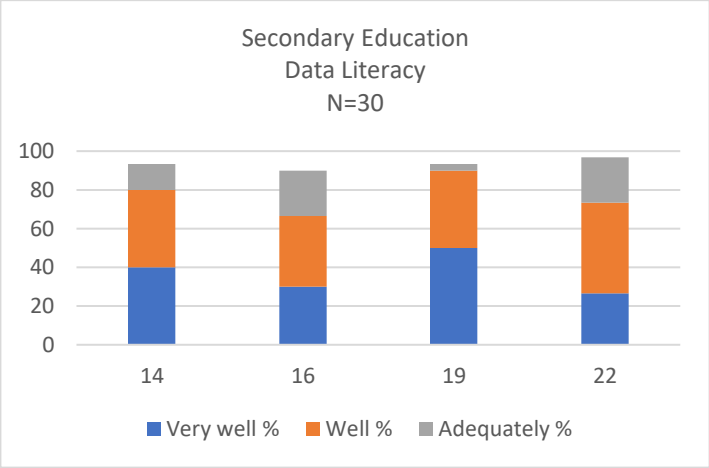
The raw data for the principal survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx

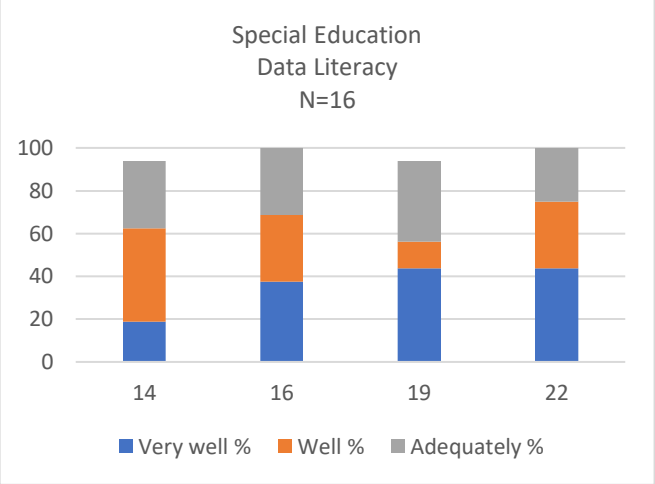
First-Year Teachers

The items sampled for Data Literacy were:

> 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:
>
> 14. Select assessments (e.g., pre, formative, summative) that match learning objectives.
> 16. Use data from assessments to provide feedback to your students.
> 19. Design assessments (e.g., pre, formative, summative) that match learning objectives.
> 22. Use your students' assessment/performance results to guide your instruction.





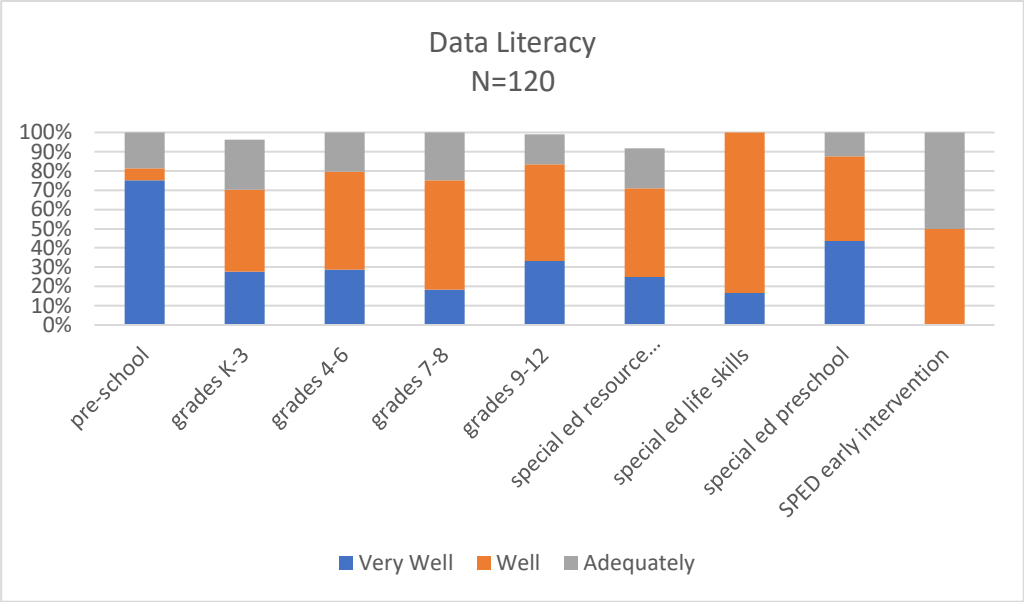


Principals

In the chart below, the items sampled were combined to derive an overall Data Literacy rating by principals. The total number of respondents was 120. The data is disaggregated by grade level or program type. The items sampled were:

How well can the first-year teacher do the following:

14. Select assessments (e.g., pre, formative, summative) that match learning objectives.
16. Use data from assessments to provide feedback to students.
19. Design assessments (e.g., pre, formative, summative) that match learning objectives.
22. Use your students' assessment/performance results to guide instruction.



Evidence from Teacher Work Sample and Special Education Portfolio

Teacher Work Sample--Data Literacy

Assessment plan: To score a 3, the formative and/or summative assessments used must be defined and fully aligned with all objectives addressed in the lessons.

Analyze student learning: To score a 3, the assessment of student work must provide detail about the quality of the focus studetns' work or provide a quantitative summary. Students/ misunderstandings or errors must be discussed, and the teacher must describe how s/he will modify the lessons to improve student work.

		N	mean	SD
Fall 17 ELED	Assessment plan	56	1.98	0.13
	Analyze student learning	56	2.59	0.50
Spring 18 ELED	Assessment plan	88	2.80	0.41
	Analyze student learning	88	2.83	0.38
Spring 18 SCED	Assessment plan	46	2.63	0.57
	Analyze student learning	46	2.30	0.79

The Special Education Student Teaching Portfolio includes two evaluation items directly relevant to data literacy. The grading scales are as follows.

- SPED Assessment of Learner Work: To score a 3, assessment of learner work provides detail about the quality of the work or provides a quantitative summary. Learners' misunderstanding or errors are discussed. The preservice teacher describes how s/he will modify the unit to improve learner outcomes.
- SPED Measurement: To score a 3, the measurement must be thoroughly described and a clear rationale for the appropriateness of the measure must be provided.

		N	mean	SD
Fall 17	Assessment of Learner Work	20	2.75	0.44
	Measurement	20	2.89	0.32
Spring 18	Assessment of Learner Work	38	2.84	0.37
	Measurement	38	2.74	0.45

Overall Interpretation of the Evidence for Data Literacy

For elementary education majors, data from PAES, teacher and principal surveys, and the teacher work sample indicate that Data Literacy is an area of particular strength. One exception is noted in the mean score for "assessment plan" in Fall 17. While the mean score of 1.98 can still be interpreted as effectively meeting the cut score of 2, we believe that this comparatively low score is simply an anomaly based on the introduction of the Teacher Work Sample as a new assessment tool for the program. Nonetheless, the data provide evidence that the USU teacher preparation program meets this aspect of Standard 1.

Evidence from PAES, First-Year Teacher and Principal Surveys, and the Teacher Work Sample suggest that the performance of secondary education candidates on the aspect of Data Literacy mirrors that of the elementary education candidates' strength. One item—the slightly low Teacher Work Sample score of 2.3 (SD = .79) for the "Analyze Student Learning" criterion among SCED candidates—again, possibly suggests an aberration developing from the introduction of the Teacher Work Sample as a new assessment tool for the program. Nevertheless, the data show that these candidates broadly meet or exceed the expectations for this aspect of Standard 1.

The evidence on Data Literacy demonstrates special education majors are competent in the area of Data Literacy. The PAES evaluation of student teaching performance items in this area shows average ratings generally above 2.7 on a scale with a maximum of 3. Self-evaluations of recent graduates and principal ratings (UTESS) both show over 90% rating their data literacy skills as "adequate" or above. Finally, teacher work sample items in this area show average scores above 2.7 on 3-point scale. All of these data sources support the conclusion that program graduate perform well in this area.

Inclusive Learning Environments

This section will provide evidence of the aspects of Standard 1 related to the dispositions and behaviors required for successful professional practice, creation and development of positive learning and work environments, and culturally responsive practice. We present evidence from PAES, surveys of first-year teacher and principals, the Teacher Work Sample for elementary and secondary education, and the portfolio for special education. Following the presentation of the evidence is our interpretation.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from specific items on the final student teaching evaluation (PAES), specifically items 2.1 3.1, 3.2, 3.3, 7.1, 9.2. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

		ELED						SCED						SPED					
Inclusive Learning Environments		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (UETS 2a, 2b, 2c, 2d).	Fa16-Sp17	2.83	0.39	145	2.88	0.33	150	2.76	0.45	128	2.9	0.36	133	2.79	0.46	45	2.59	0.58	46
	Fa17	2.8	0.4	59	2.8	0.4	59	2.5	0.6	49	2.6	0.5	50	2.67	0.48	15	2.83	0.39	12
	Sp18	2.7	0.5	108	2.7	0.5	100	2.7	0.5	58	2.5	0.6	58	2.73	0.5	21	3	0	19
3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (UETS 3a). InTASC 3	Fa16-Sp17	2.82	0.42	145	2.92	0.27	150	2.8	0.46	128	2.92	0.34	133	2.82	0.39	45	2.78	0.47	46
	Fa17	2.8	0.5	59	2.9	0.3	59	2.6	0.6	49	2.8	0.4	50	2.59	0.64	15	3	0	12
	Sp18	2.9	0.3	108	2.9	0.4	100	2.8	0.5	58	2.8	0.4	58	2.8	0.46	21	3	0	19
3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (UETS 3b). InTASC 3	Fa16-Sp17	2.9	0.32	145	2.94	0.23	150	2.8	0.45	128	2.91	0.31	133	2.88	0.33	45	2.74	0.44	46
	Fa17	2.9	0.3	59	2.9	0.3	59	2.7	0.6	49	2.9	0.4	50	2.78	0.42	15	3	0	12
	Sp18	2.9	0.3	108	3	0.1	100	2.8	0.4	58	2.9	0.3	58	2.83	0.44	21	2.95	0.23	19
3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (UETS 3c, 3d). InTASC 3	Fa16-Sp17	2.75	0.46	145	2.91	0.3	150	2.7	0.54	128	2.88	0.39	133	2.73	0.45	45	2.65	0.48	46
	Fa17	2.7	0.5	59	2.9	0.4	59	2.4	0.6	49	2.8	0.4	50	2.81	0.4	15	2.83	0.39	12
	Sp18	2.7	0.5	108	2.9	0.3	100	2.6	0.7	58	2.8	0.4	58	2.78	0.57	21	3	0	19
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). InTASC 8	Fa16-Sp17	2.88	0.34	145	2.91	0.29	150	2.8	0.42	128	2.87	0.39	133	2.82	0.39	45	2.67	0.52	46
	Fa17	2.9	0.4	59	2.9	0.4	59	2.6	0.6	49	2.6	0.5	50	2.78	0.42	15	2.92	0.29	12
	Sp18	2.8	0.4	108	2.7	0.5	100	2.7	0.5	58	2.6	0.5	58	2.85	0.42	21	2.89	0.32	19
9.2 Advocates for the learners, the school, the community, and the profession (UETS 9c). InTASC 9	Fa16-Sp17	2.94	0.27	145	2.94	0.25	150	2.85	0.4	128	2.92	0.34	133	2.71	0.49	45	2.65	0.57	46
	Fa17	2.9	0.4	59	2.9	0.3	59	2.7	0.5	49	2.8	0.5	50	2.74	0.45	15	2.92	0.29	12
	Sp18	2.8	0.4	108	2.9	0.3	100	2.7	0.5	58	2.9	0.4	58	2.8	0.46	21	3	0	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Inclusive Learning Environments Standard 1	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
Elementary education	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
5 - Always targets instruction to the various strengths, interests and needs of the individual students within the class.4 –3 - Targets instruction to the strengths, interests, and needs of the individual students within the class.2 –1 – Targets instruction only to the middle of the class.	3.41	0.63	29.00	3.22	0.83	63.00	4.13	0.72	31.00	3.77	0.87	84.00	3.65	0.57	23.00	3.42	0.72	60.00
5 – Is an astute observer of students' behavior and affect AND strategically attends to their social and emotional needs through warm and respectful interactions, supportive language, and personal demeanor (e.g. eye contact, smiling, body language).4 –3 - Consistently attends to the social and emotional needs of the students through warm and respectful interactions, supportive language, and personal demeanor (e.g. eye contact, smiling, body language).2 –1 – Ignores the social and emotional needs of the students.	3.61	0.58	23.00	3.26	0.77	57.00	4.16	0.86	31.00	4.10	0.84	84.00	3.83	0.39	23.00	3.29	0.76	45.00
Secondary education																		
Designs and adapts strategies for diverse learners, including English language learners, such as visuals. graphic organizers. gestures, and appropriate modifications	3.87	0.92	15.00	3.76	0.97	70.00	4.00	1.02	22.00	3.77	0.88	79.00	3.71	0.95	24.00	3.89	0.87	81.00
Is aware of how his/her own teacher behaviors/attitudes affect the learning environment and is respectful of all students	4.53	0.64	15.00	4.17	0.94	71.00	4.59	0.67	22.00	4.10	0.91	79.00	4.54	0.72	24.00	4.21	0.90	82.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Inclusive Learning Environments	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
Create safe and positive instructional environments that encourage participation, self-advocacy and social interaction.	3.62	0.50	21	3.46	0.65	26.00	3.70	0.63	23
Principal Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
The USU Special Education graduates in my school create safe and positive instructional environments that encourage participation, self-advocacy and social interaction.	3.72	0.46	25	3.73	0.54	48	3.58	0.65	48

2018 Survey of First-Year Teachers and Principals

Below are the relevant items for Inclusive Learning Environments from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our "cut score" for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with "very well," "well," or "adequate," we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of "poorly" or "not at all" were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

The raw data for the first-year teacher survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx

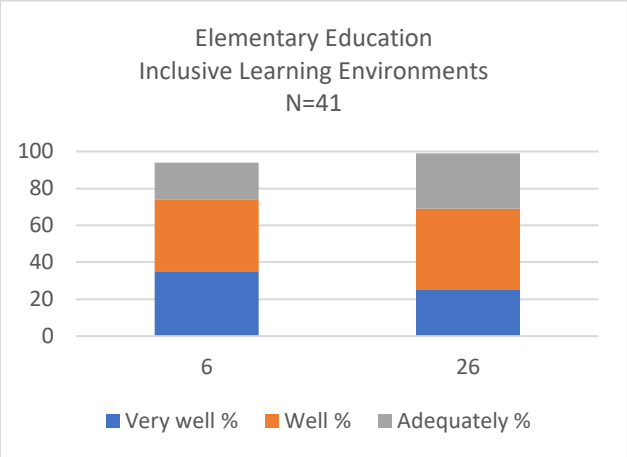
The raw data for the principal survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx

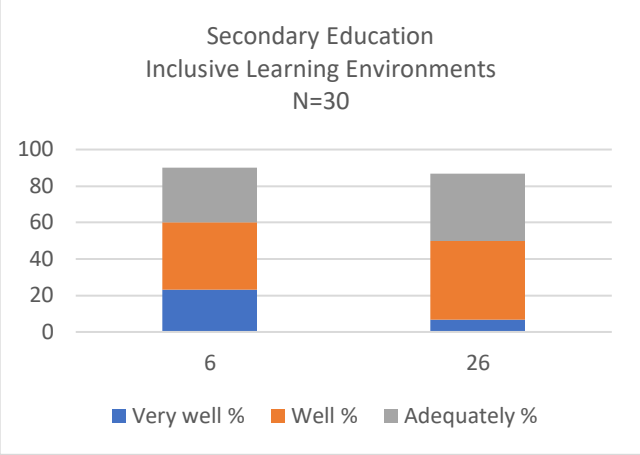
First-Year Teachers

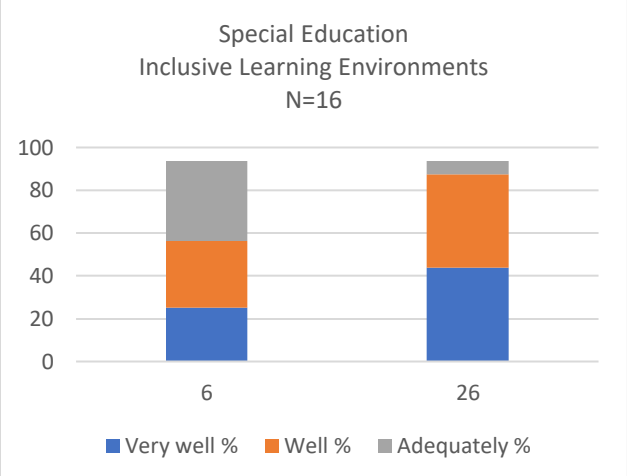
The items sampled for Inclusive Learning Environments were:

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:

6. Provide instruction that addresses students' cultural differences.
26. Differentiate instruction to meet the needs of your students.







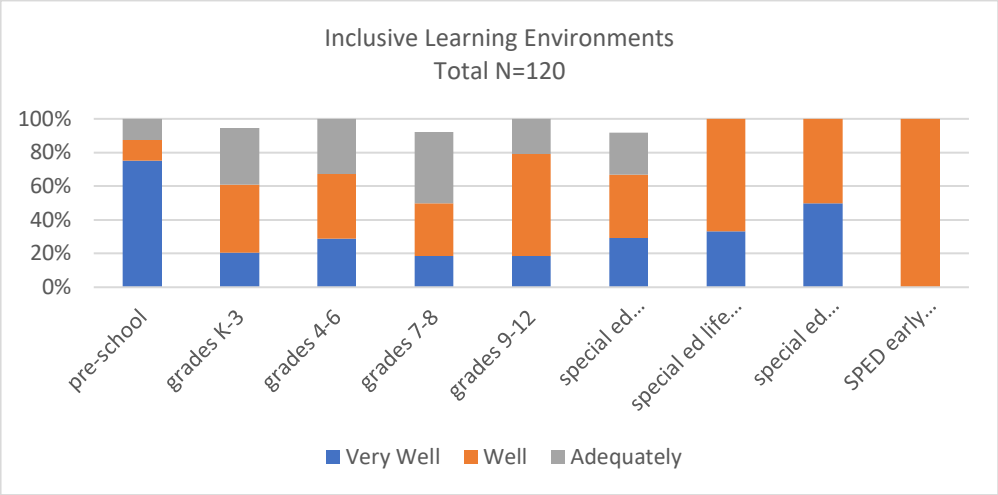
Principals

In the chart below, the items sampled were combined to derive an overall Inclusive Learning Environments rating by principals. The total number of respondents was 120. The data is disaggregated by grade level and type of program. The items sampled were:

How well can the first-year teacher in your building do the following:

6. Provide instruction that addresses students' cultural differences.

26. Differentiate instruction to meet the needs of students.



Evidence from Teacher Work Sample and Special Education Portfolio

Teacher Work Sample--Inclusive Learning Environments

School and student information: To score a 3, all demographic information for school and class is provided. Evidence shows that background knowledge about individual students influenced instructional decisions.

		N	mean	SD
Fall 17 ELED	School and student information	56	2.75	0.44
Spring 18 ELED	School and student information	88	2.89	0.32
Spring 18 SCED	School and student information	46	2.59	0.54

The Special Education Student Teaching Portfolio includes an evaluation item that is directly relevant to inclusive learning environments. The item is as follows.

- SPED Description of Learners: To earn a 3, All demographic information for instructional group is provided, including previous diagnosis or disability category, previous exposure to the context of the lesson, and any other relevant learning history. Evidence shows that background knowledge about individual learners influenced instructional decisions.

	N	mean	SD
Fall 17	20	2.90	0.31
Spring 18	38	2.97	0.16

Overall Interpretation of the Evidence for Inclusive Learning Environments

Elementary Education

For ELED majors, data from PAES, teacher and principal surveys, and the Teacher Work Sample, indicate at least adequate preparation in Inclusive Learning Environments. The data provide evidence that the USU teacher preparation program meets this aspect of Standard 1.

In all four aspects of Standard 1 (i.e., Content and Pedagogical Knowledge; Learners, Learning Theory, and Application; Data Literacy; and Inclusive Learning Environments), a trend was noted. The principal survey ratings of first-year teachers in Grades K-3 were not as strong as the rating for teachers in other groups. Given the way this data is gathered and reported, it is difficult to determine what exactly this means for the early childhood education majors within our ELED program. Although completers from the early childhood education majors are certainly included within these data, so are majors from the basic ELED or ELED/SPED programs, because principals may hire completers from any of these programs and place them in Grades 1-3. Thus, this data point is more about the grade placement in which a student is hired as opposed to being about any specific major. The course that students take for classroom management in elementary and early childhood education is currently being re-developed. We will monitor this data going forward.

Secondary Education

The PAES, First-Year Teacher and Principal Surveys, and the Teacher Work Sample data all suggest that among SCED majors, the candidates also appear adequately prepared for Inclusive Learning Environments. Two areas of interest in the 2018 Survey of First-Year Teachers and Principals, however—"Provide instruction that addresses students' cultural differences" and "Differentiate

instruction to meet the needs of your students"—suggest some scrutiny from USU's SCED teacher educators, with 20% or more respondents reporting the candidates as merely "adequately prepared." Perhaps deserving an even closer look for SCED faculty is the overall rating for SCED candidates from principals: the principals' response reveals a range of 20-40% of first-year secondary teachers as being only "adequately prepared" for inclusive learning environments. Despite these areas of interest, however, the data still broadly suggest that the SCED candidates meet or exceed the expectations for this aspect of Standard 1.

Special Education

The collective data (PAES, First-Year Teacher and Principal Surveys, and the Teacher Work Sample) suggest that special education teacher candidates are well prepared to create inclusive learning environments. Scores from the PAES on relevant items show means generally above 2.7 on a 3-point scale, and the teacher work sample yielded scores of 2.9 or above on a 3-point scale. Graduate self-evaluations show over 90% indicating that they are "adequately" prepared or better. Item 6 and 26 also meet and exceed the threshold of 80% or more responses of very well, well, or adequate. Item 6 had more responses of "adequate," which may be worth further exploration by the special education faculty, although they consistently look for ways to increase students' capacity for working with students from other cultures. In fact, the students all include, in their portfolios, a professional interactions plan in which they write about how they will collaborate and communicate with the variety of families they will encounter in their work.

The one somewhat low score in this area comes from the principal survey. When asked about resource room teachers specifically, slightly over 90% responded that they were adequately prepared or better. This is in contrast to Special Education life skills, preschool and early intervention teachers, 100% of which were rated as "well prepared" or better. This may be due to the nature of the role of a resource room teacher, which, by definition, delivers services in a special classroom. As schools shift to increasing delivery of services within the general education classroom, teachers' roles with respect to inclusion can become ill-defined.

Standard 2: Completer Practice and Growth

The evidence that the elementary education, secondary and special education programs meet the expectations of Standard 2 comes from several data sources and perspectives, including the PAES, the teacher performance assessments (portfolio in SPED and Teacher Work Sample in ELED and SCED), placement data, and surveys of graduates.

Diversity Competence

This section will provide evidence of the aspects of Standard 2 that address how completers understand and engage with local school and cultural communities, foster relationships with families, engage in diverse cultural and socioeconomic community contexts, and support students' growth in international and global perspectives. We present evidence from PAES, surveys of first-year teacher and principals, the Teacher Work Sample for elementary and secondary education, and the portfolio for special education. Following the presentation of the evidence is our interpretation.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from specific items on the final student teaching evaluation (PAES), specifically items 1.2, 2.1, 9.1. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Diversity Competence		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development (UETS 1b). InTASC 1	Fa16-Sp17	2.83	0.43	145	2.79	0.43	150	2.74	0.5	128	2.88	0.37	133	2.68	0.54	45	2.63	0.61	46
	Fa17	2.8	0.4	59	2.9	0.4	59	2.6	0.6	49	2.7	0.5	50	2.7	0.54	15	2.92	0.29	12
	Sp18	2.8	0.5	108	2.9	0.3	100	2.7	0.6	58	2.8	0.4	58	2.76	0.49	21	3	0	19
2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (UETS 2a, 2b, 2c, 2d). InTASC 2	Fa16-Sp17	2.83	0.39	145	2.88	0.33	150	2.76	0.45	128	2.9	0.36	133	2.79	0.46	45	2.59	0.58	46
	Fa17	2.8	0.4	59	2.8	0.4	59	2.5	0.6	49	2.6	0.5	50	2.67	0.48	15	2.83	0.39	12
	Sp18	2.7	0.5	108	2.7	0.5	100	2.7	0.5	58	2.5	0.6	58	2.73	0.5	21	3	0	19
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). InTASC 10	Fa16-Sp17	2.91	0.35	145	2.94	0.25	150	2.84	0.41	128	2.91	0.31	133	2.71	0.53	45	2.67	0.56	46
	Fa17	2.9	0.3	59	2.9	0.3	59	2.7	0.6	49	2.8	0.4	50	2.78	0.51	15	3	0	12
	Sp18	2.9	0.3	108	3	0.2	100	2.8	0.4	58	2.9	0.4	58	2.85	0.42	21	3	0	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Diversity Competence Standard 2	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
Elementary education	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
5 - Frequently modifies assessments and/or assessment methods to make appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.4 –3 - Sometimes modifies assessments and/or assessment methods to make appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.2 –1 – Does not make appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.	3.33	0.56	24.00	3.32	0.82	63.00	3.87	0.92	31.00	3.90	0.82	83.00	3.56	0.58	25.00	3.42	0.65	60.00
5 - Always designs instruction that considers students' cultures and/or experiences.4 –3 - Designs instruction that considers students' cultures and/or experiences.2 –1 - Students' cultures and experiences are ignored when designing instruction.	3.33	0.62	27.00	3.37	0.67	68.00	3.97	0.75	31.00	3.67	0.88	84.00	3.52	0.57	29.00	3.48	0.64	67.00
Secondary education																		
Helps students respect contributions made by diverse learners in the classroom	3.93	0.59	15.00	3.82	0.94	72.00	4.05	0.90	22.00	3.91	0.88	76.00	3.83	0.82	24.00	3.91	0.87	81.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Diversity Competence	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
Work to promote the highest quality-of-life for individuals with exceptional learning needs.	3.62	0.50	21	3.12	0.71	26.00	3.61	0.50	23
Communicate and collaborate with students and their families in culturally appropriate ways.	3.67	0.58	21	3.48	0.51	25.00	3.61	0.50	23
Implement and evaluate instructional programs that are effective for individual students with various cognitive, physical and cultural needs.	3.29	0.46	21	3.28	0.54	25.00	3.43	0.66	23
Design curriculum and instruction that are effective for students with diverse learning needs.	3.33	0.48	21	3.15	0.61	26.00	3.43	0.73	23

Principal Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
The USU Special Education graduates in my school communicate and collaborate with students and their families in culturally appropriate ways.	3.57	0.51	23	3.68	0.66	47	3.50	0.62	48
The USU Special Education graduates in my school implement and evaluate instructional programs that are effective for individual students with various cognitive, physical and cultural needs.	3.54	0.51	24	3.57	0.65	47	3.46	0.62	48
The USU Special Education graduates in my school promote the highest quality-of-life for individuals with exceptional learning needs.	3.58	0.58	24	3.81	0.40	47	3.56	0.54	48
The USU Special Education graduates in my school use curriculum and instruction that are effective for students with diverse learning needs.	3.71	0.46	24	3.73	0.57	48	3.46	0.62	48

2018 Survey of First-Year Teachers and Principals

Below are the relevant items for Diversity Competence from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our "cut score" for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with "very well," "well," or "adequate," we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of "poorly" or "not at all" were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

The raw data for the first-year teacher survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx

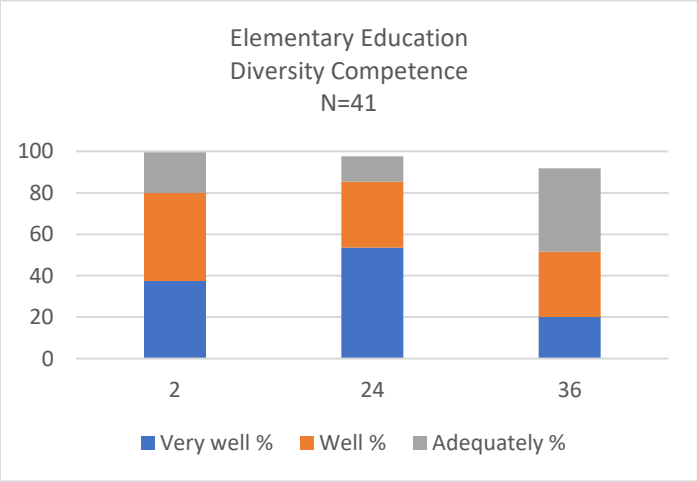
The raw data for the principal survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx

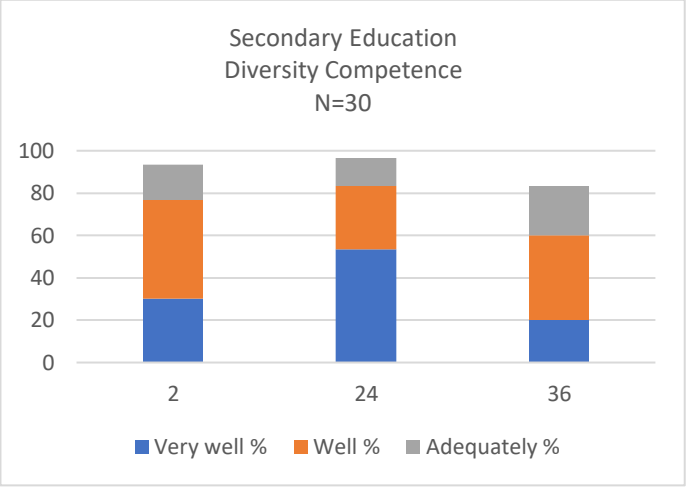
First-Year Teachers

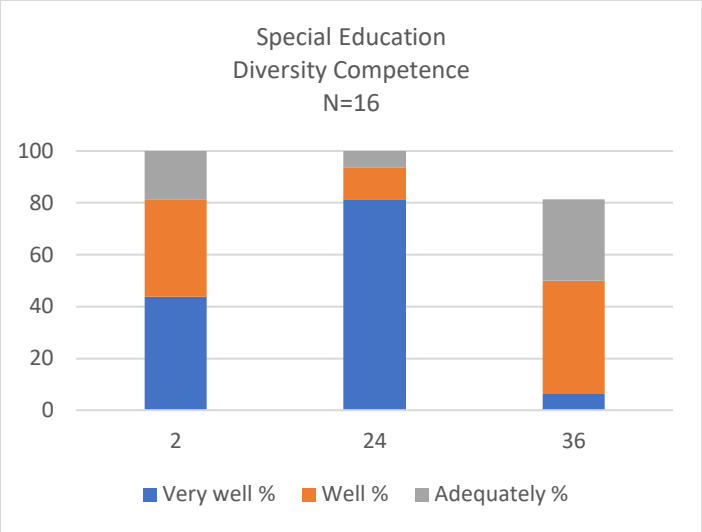
The items sampled for Diversity Competence were:

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:

2. Collaborate with families, colleagues, and other professionals to support your students' growth and development.
24. Advocate for all students.
36. Support students' growth in international and global perspectives.





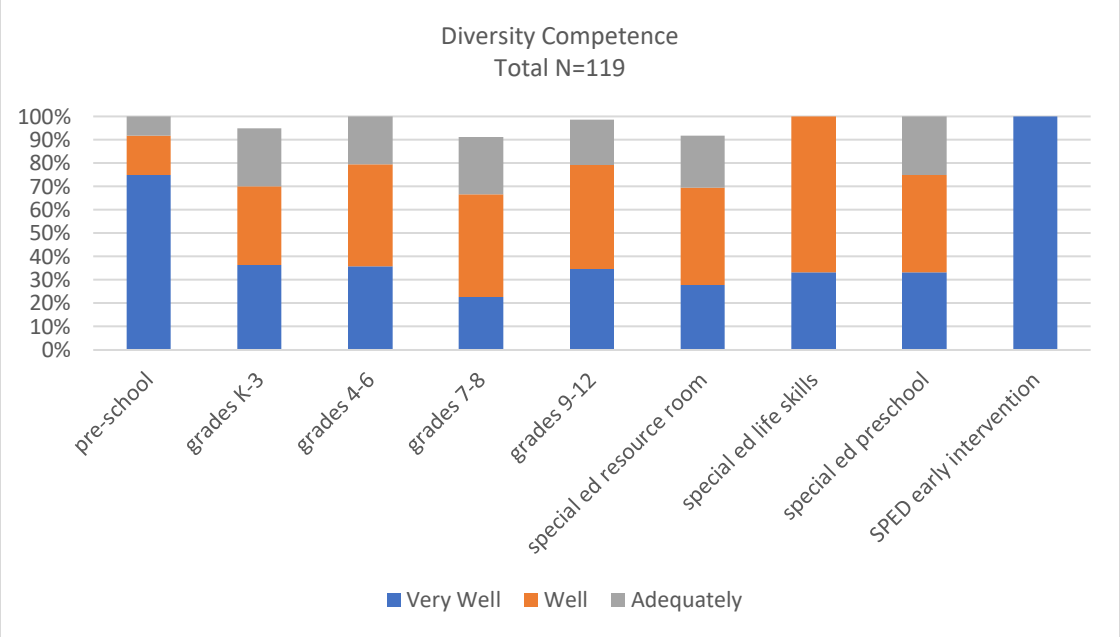


Principals

In the chart below, the items sampled were combined to derive an overall Diversity Competence rating by principals. The total number of respondents was 119. The data is disaggregated by grade level and type of program. The items sampled for Diversity Competence were:

How well can the first-year teacher in your building do the following:

2. Collaborate with families, colleagues, and other professionals to support students' growth and development.
24. Advocate for all students.
36. Support students' growth in international and global perspectives.



Evidence from Teacher Work Sample and Special Education Portfolio

Teacher Work Sample--Diversity Competence

Academic language: To score a 3, lesson plans must include targeted support for use of vocabulary as well as additional language demands.

		N	mean	SD
Fall 17 ELED	Academic language	56	2.29	0.49
Spring 18 ELED	Academic language	88	2.59	0.49
Spring 18 SCED	Academic language	46	2.22	0.70

The Special Education Student Teaching Portfolio includes an evaluation item that is directly relevant to competence in addressing diversity. The item is as follows.

- SPED Learner Diversity: To score a 3, evidence of multiple components of diversity must be considered when designing the lesson for all learners. Description includes how they do or do not demonstrate instructional design/adaptations to address diversity.

		N	mean	SD
Fall 17	Learner Diversity	20	2.85	0.37
Spring 18	Learner Diversity	38	3.00	0.00

Overall Interpretation of the Evidence for Diversity Competence

Elementary Education

For ELED majors, data from PAES, teacher and principal surveys, and the Teacher Work Sample, indicate at least adequate preparation in Diversity Competence. On the teacher survey, ratings for "growth in international and global perspectives" were not as high as for other items, though the 80% standard was still met. This item was added to the survey specifically because of Standard 2, and we expected worse results than this given that only a handful of students are able to participate in our international student teaching program we sponsor. Nevertheless, the social studies methods course that all elementary education majors take does make an effort to expand students' horizons to a more global perspective. The course used the National Council of Social Studies Standards, including Theme IX: Global Connections, and in 3 out of 4 sections of the class in Spring 2017, the students read and read and responded to an article by Case, published in Social Education in 1993: http://www.socialstudies.org/sites/default/files/publications/se/5706/570607.html. We'll attend to this to determine what changes may be needed to perform even better on this element. In any case, the data provide evidence that the USU teacher preparation program meets this aspect of Standard 2.

Secondary Education

Most of the data from PAES, the teacher and principal surveys, and the Teacher Work Sample suggest that new USU-trained SCED teachers appear mostly prepared for the element of Diversity Competence in Standard 2. One item for preservice candidates—the slightly low Teacher Work Sample score of 2.2 (SD = .70) for the "Academic Language" criterion—may suggest that SCED teacher educators should give this issue more attention. For another, although the response exceeds the threshold of 80%, item 36 in the UTESS ("Support students' growth in international and global perspectives") is some cause for the attention of SCED teacher educators, with a little over 20% of respondents reporting "adequately." This point appears to find additional support in the 2018 feedback from principals on the diversity competence of first-year teachers, especially for first-year middle school teachers ("adequately" = 24%).

These combined concerns notwithstanding, the various data in this section collectively demonstrate mostly adequate diversity competence among SCED candidates.

Special Education

Based on the evidence from the PAES, teacher and principal surveys, and the Teacher Work Sample, special education candidates demonstrate very strong Diversity Competence. On the PAES evaluation of student teachers, scores were generally above 2.7 and in the most current group (Spring 2018) University supervisors evaluated student performance with a mean of 3.0 on all three relevant items. Similarly, in the teacher work sample, the cohort of students earn a perfect 3.0. On the UTESS recent graduates self-evaluated their competence in supporting "growth in international and global perspectives" with barely 80% rating "adequate" or above. This particular item stands in contrast to the other items related to diversity competence (collaboration and advocacy) on which 100% of graduates self-evaluated as "adequate" or higher. This supports the validity of the items because we provide a great deal of training on collaboration and advocacy and little on supporting global perspectives – teachers' ratings align with our programmatic emphasis. The international and global perspectives content is often more often covered when the pupils are in the general education classroom. The relatively lower ratings for this item can promote discussion among faculty of whether we should give more emphasis to this topic in our program.

General Comments on Diversity Competence

We make every effort to place students in a variety of grade levels and schools in an effort to build students' ability to adapt to different contexts; however, we have not collected specific data on candidates' readiness to adapt to different contexts. If we are to address this explicitly, in the future we will need to adapt our completer and principal survey to probe this notion. Another option might be to conduct focus groups with graduates to assess this dimension of standard 2.

Effective and Responsive Learning Environments

This section will provide evidence of the aspects of Standard 2 that address how completers engage in culturally responsive educational practices with diverse learners, create productive learning environments, and develop productive learning environments in diverse contexts. We present evidence from PAES and surveys of first-year teacher and principals. Following the presentation of the evidence is our interpretation.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from specific items on the final student teaching evaluation (PAES), specifically items 3.1, 3.2, 3.3. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Effective and Responsive Learning Environments		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (UETS 3a). InTASC 3	Fa16-Sp17	2.82	0.42	145	2.92	0.27	150	2.8	0.46	128	2.92	0.34	133	2.82	0.39	45	2.78	0.47	46
	Fa17	2.8	0.5	59	2.9	0.3	59	2.6	0.6	49	2.8	0.4	50	2.59	0.64	15	3	0	12
	Sp18	2.9	0.3	108	2.9	0.4	100	2.8	0.5	58	2.8	0.4	58	2.8	0.46	21	3	0	19
3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (UETS 3b). InTASC 3	Fa16-Sp17	2.9	0.32	145	2.94	0.23	150	2.8	0.45	128	2.91	0.31	133	2.88	0.33	45	2.74	0.44	46
	Fa17	2.9	0.3	59	2.9	0.3	59	2.7	0.6	49	2.9	0.4	50	2.78	0.42	15	3	0	12
	Sp18	2.9	0.3	108	3	0.1	100	2.8	0.4	58	2.9	0.3	58	2.83	0.44	21	2.95	0.23	19
3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (UETS 3c, 3d). InTASC 3	Fa16-Sp17	2.75	0.46	145	2.91	0.3	150	2.7	0.54	128	2.88	0.39	133	2.73	0.45	45	2.65	0.48	46
	Fa17	2.7	0.5	59	2.9	0.4	59	2.4	0.6	49	2.8	0.4	50	2.81	0.4	15	2.83	0.39	12
	Sp18	2.7	0.5	108	2.9	0.3	100	2.6	0.7	58	2.8	0.4	58	2.78	0.57	21	3	0	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Effective and Responsive Learning Environment Standard 2	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
Elementary education	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
5– Consistently creates learning experiences that are relevant, motivating, and engage students in active learning.4 –3– Creates learning experiences that are relevant, motivating, and engage students in active learning.2 –1 – Often creates learning experiences that are not relevant, motivating, or engaging.	3.47	0.51	30.00	3.30	0.67	61.00	3.97	0.75	31.00	4.00	0.89	84.00	3.76	0.44	25.00	3.48	0.65	61.00
5 - Always teaches and reinforces classroom routines and procedures so that the classroom runs efficiently.4 –3 - Teaches and reinforces classroom routines and procedures; transitions are generally smooth. 2 –1 – Does not teach routines; loses instructional time because of confusion, interruptions, and inefficient transitions.	3.33	0.73	27.00	3.06	0.91	50.00	4.29	0.82	31.00	4.20	0.81	83.00	3.65	0.59	20.00	3.35	0.90	43.00
5 – Always has the respect of the students and consistently addresses disruptive behaviors before they escalate. 4 – 3 – Has the respect of the students and works to address disruptive behaviors before they escalate. 2 –1 – Is not respected by students; classroom is frequently chaotic.	3.23	0.82	26.00	3.15	0.91	53.00	4.00	0.77	31.00	4.12	0.90	84.00	3.56	0.58	25.00	3.27	0.82	48.00
Secondary education																		
Develops learning experiences that engage and support students as self-directed learners who internalize classroom expectations and procedures	4.00	0.76	15.00	3.96	0.94	72.00	3.86	1.04	22.00	3.85	0.86	79.00	4.00	0.83	24.00	4.07	0.91	82.00
Enhances the learning environment by encouraging students to develop multiple literacies (e.g., technology, media, local and global resources, speaking/listening, reading/writing, decision-making, analysis/synthesis) in real-world context	4.13	1.06	15.00	4.04	0.89	71.00	3.82	0.80	22.00	3.82	0.95	76.00	4.08	0.97	24.00	3.99	0.90	82.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Effective and Responsive Learning Environments	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
Create safe and positive instructional environments that encourage participation, self-advocacy and social interaction.	3.62	0.50	21	3.46	0.65	26.00	3.70	0.63	23
Facilitate maintenance and generalization of skills across learning environments.	3.00	0.63	21	3.04	0.73	25.00	3.36	0.66	22
Effective and Responsive Learning Environments	**2015**			**2016**			**2017**		
Principal Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
The USU Special Education graduates in my school create safe and positive instructional environments that encourage participation, self-advocacy and social interaction.	3.72	0.46	25	3.73	0.54	48	3.58	0.65	48
The USU Special Education graduates in my school facilitate maintenance and generalization of skills across learning environments.	3.52	0.51	25	3.67	0.56	48	3.36	0.57	47

2018 Survey of First-Year Teachers and Principals

Below are the relevant items for Effective and Responsive Learning Environments from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our "cut score" for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with "very well," "well," or "adequate," we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of "poorly" or "not at all" were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

The raw data for the first-year teacher survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx

The raw data for the principal survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx

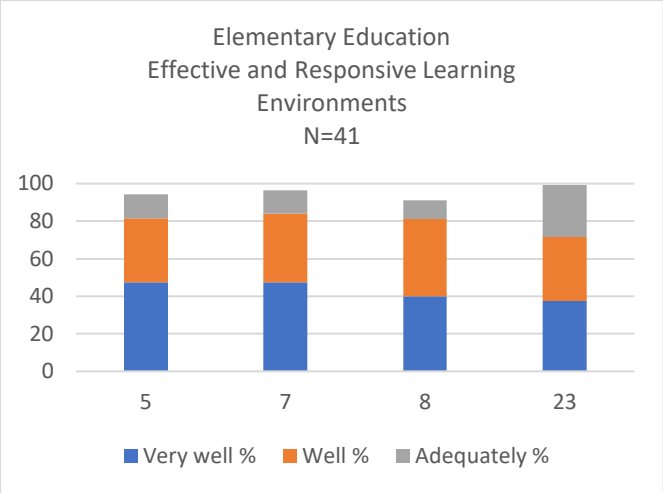
First-Year Teachers

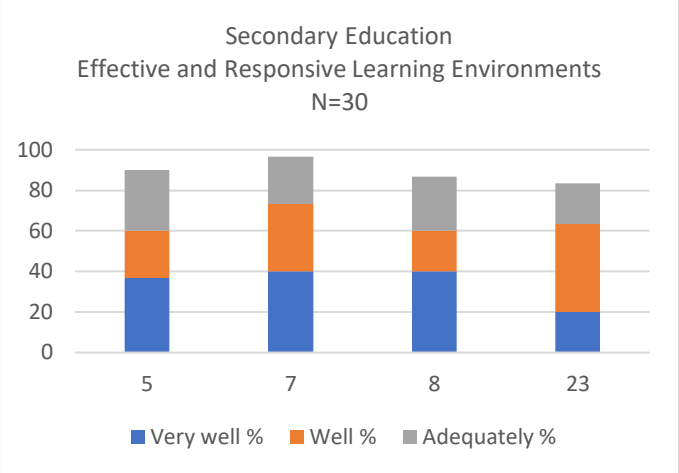
The items sampled for Effective and Responsive Learning Environments were:

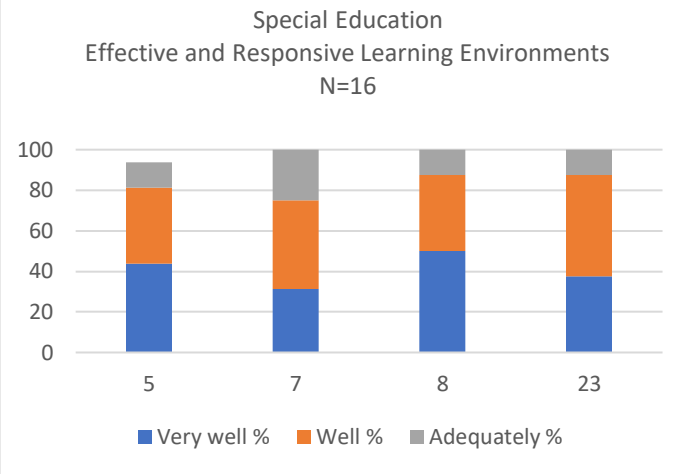
Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:

5. Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.
7. Collaborate with your students to establish a respectful learning environment.
8. Use a variety of classroom management strategies to create and maintain a positive learning environment.

23. Use a variety of questioning strategies to promote engagement.





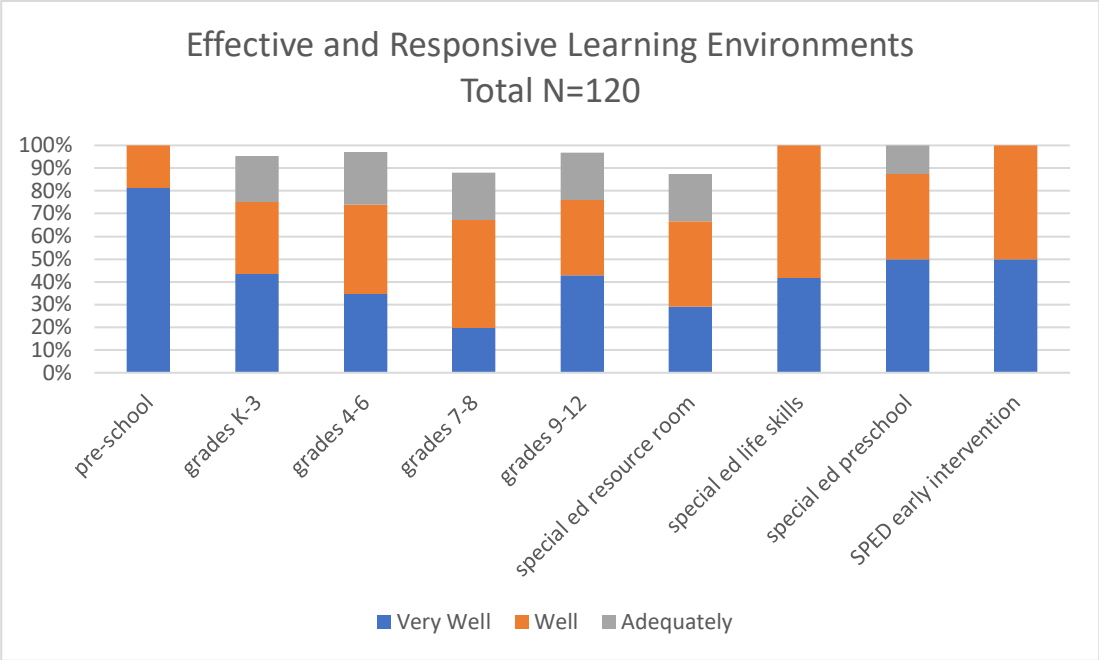


Principals

In the chart below, the items sampled were combined to derive an overall Effective and Responsive Learning Environments rating by principals. The total number of respondents was 120. The data is disaggregated by grade level and type of program. The items sampled for Effective and Responsive Learning Environments were:

How well can the first-year teacher in your building do the following:

5. Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.
7. Collaborate with students to establish a respectful learning environment.
8. Use a variety of classroom management strategies to create and maintain a positive learning environment.
23. Use a variety of questioning strategies to promote engagement.



Overall Interpretation of the Evidence for Effective and Responsive Learning Environments

Elementary Education

For elementary education majors, data from PAES, teacher and principal surveys, and the Teacher Work Sample, indicate at least adequate preparation in Effective and Responsive Learning Environments. The data provide evidence that this is a relatively strong area of preparation in this standard and that the USU teacher preparation program meets this aspect of Standard 2.

Secondary Education

The data from PAES and the first-year teacher and principal surveys reveal that new secondary teachers seem adequately prepared for the aspect of Effective and Responsive Learning Environments in Standard 2. Although responses by first-year secondary teachers exceed the threshold of 80%, nevertheless, items 8 ("Use a variety of classroom management strategies to create and maintain a positive learning environment") and 23 ("Use a variety of questioning strategies to promote engagement") may require some attention from the secondary education program, with somewhat over 20% of respondents reporting "adequately" in both cases. In addition, these points appear to find some support in the 2018 feedback from principals on the effective and responsive learning environments provided by first-year secondary teachers ("adequately" = 20%). Nevertheless, even with these areas of concern above, the various data in this section collectively demonstrate at least adequate preparation among secondary education candidates for this element of Standard 2.

Special Education

For special education majors, these data (PAES, teacher and principal surveys, and the portfolio) indicate that this is a strong area of preparation. On the PAES, special education student teachers' mean scores were generally above 2.7 with university supervisors' scores averaging 3.0 in the most recent semester (Spring 2018). Similarly, strong scores are seen on the first-year teacher survey. These graduates indicated that they had "adequate" or better ability on three of the four relevant items, and on the

remaining item over 90% indicated “adequate” or better ability. Principal ratings for first-year teachers in life skills, preschool and early intervention roles concurred—100% of these ratings were at the “adequate” level or above. Again, first-year teachers with resource room assignments were rated somewhat lower by principals with over 85% at or above “adequate.” The Special Education Undergraduate Committee will consider these data to determine whether changes need to be made to improve graduate performance in this area.

Professional Growth

This section will provide evidence of the aspects of Standard 2 that address completers’ goal-setting, self-assessment and collaboration, all in the service of professional growth. We present evidence from PAES, surveys of first-year teacher and principals, the Teacher Work Sample for elementary and secondary education, and the portfolio for special education. Following the presentation of the evidence is our interpretation.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from specific items on the final student teaching evaluation (PAES), specifically items 8.1. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

		ELED						SCED						SPED					
Professional Growth		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
8.1 Adapts and improves practice based on reflection and new learning (UETS 8b, 8c, 8d, 8e). InTASC 9	Fa16-Sp17	2.92	0.29	145	2.93	0.26	150	2.86	0.39	128	2.86	0.42	133	2.91	0.35	45	2.65	0.67	46
	Fa17	3	0.2	59	2.9	0.4	59	2.8	0.5	49	2.8	0.4	50	2.85	0.46	15	3	0	12
	Sp18	2.9	0.2	108	3	0.2	100	2.8	0.4	58	2.9	0.4	58	2.9	0.3	21	3	0	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Professional Growth Standard 2	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
Elementary education	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
5 - Skillfully reflects on his/her teaching performance and actively seeks out feedback in order to improve.4 –3 – Usually reflects on his/her teaching performance, seeks out feedback, and uses feedback to improve.2 –1 - Does not reflect critically on his/her own teaching and/or does not respond appropriately to feedback.	3.74	0.45	19.00	3.33	0.86	55.00	4.29	0.74	31.00	4.08	0.78	84.00	3.79	0.43	14.00	3.50	0.65	48.00
5 – Persistently seeks professional growth opportunities from supervisors, colleagues, workshops, reading, and online resources.4 –3 – Pursues professional growth opportunities.2 –1 - Does not pursue professional growth opportunities.	3.46	0.59	24.00	3.37	0.79	63.00	4.03	0.98	31.00	4.04	0.80	83.00	3.76	0.44	21.00	3.47	0.55	47.00
Secondary education																		
Associates with other professionals, attending meetings, joining professional societies, reading relevant literature	3.93	0.59	15.00	4.27	0.84	71.00	4.41	0.96	22.00	4.30	0.78	77.00	4.50	0.72	24.00	4.37	0.83	81.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Professional Growth	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
Demonstrate high ethical standards in interactions with students, parents, colleagues and the community.	3.81	0.40	21	3.62	0.50	26.00	3.83	0.39	23
Know laws, rules, regulations and ethical considerations for managing student behavior.	3.48	0.51	21	3.27	0.72	26.00	3.26	0.69	23
Principal Survey SPED	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**
The USU Special Education graduates in my school demonstrate high ethical standards in interactions with students, parents, colleagues and the community.	3.76	0.44	25	3.81	0.45	47	3.63	0.64	48
The USU Special Education graduates in my school know laws, rules, regulations and ethical considerations regarding management of student behavior.	3.56	0.58	25	3.54	0.62	48	3.54	0.58	48

2018 Survey of First-Year Teachers and Principals

Below are the relevant items for Professional Growth from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our “cut score” for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with “very well,” “well,” or “adequate,” we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of “poorly” or “not at all” were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

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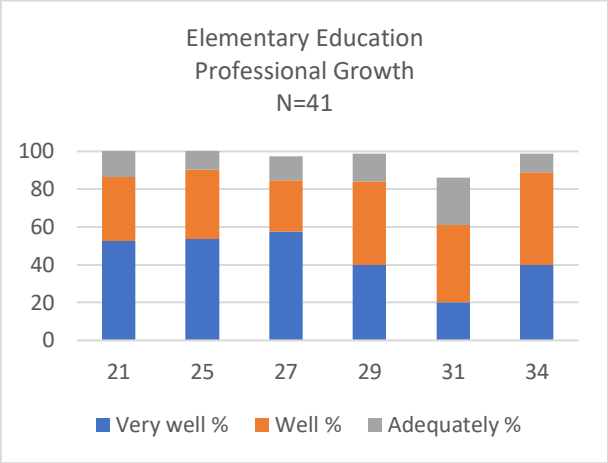
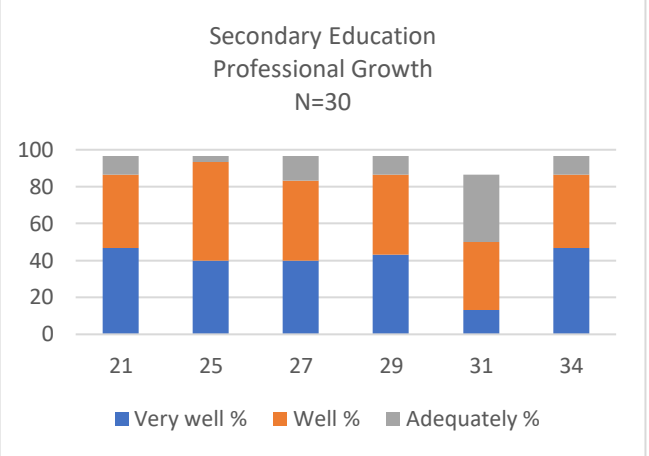
The raw data for the principal survey can be viewed here: http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx

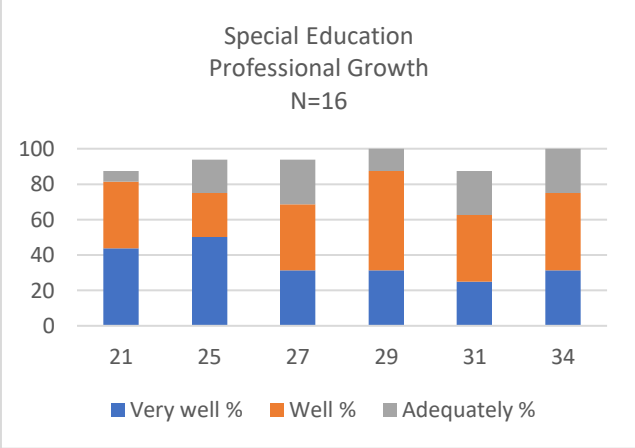
First Year Teachers
The items sampled for Professional Growth were:

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:

21. Participate in a collaborative decision-making culture.
25. Engage in professional learning to strengthen your instructional practice.
27. Collaborate with colleagues to plan and evaluate instruction.
29. Implement new ideas to improve your instruction.
31. Stay informed regarding current education policy and research.
34. Actively reflect on the effectiveness of my instruction to identify areas of strength and challenges.





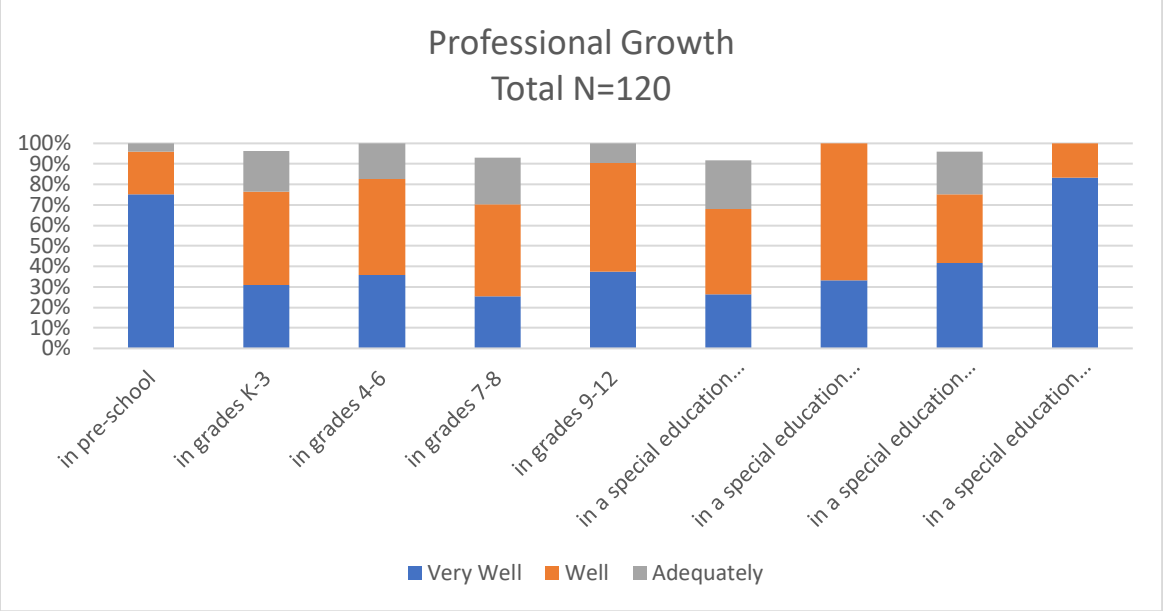


Principals

In the chart below, the items sampled were combined to derive an overall Effective and Responsive Learning Environments rating by principals. The total number of respondents was 120. The data is disaggregated by grade level and type of program. The items sampled for Professional Growth were:

How well can the first-year teacher in your building do the following:

21. Participate in a collaborative decision-making culture.
25. Engage in professional learning to strengthen your instructional practice.
27. Collaborate with colleagues to plan and evaluate instruction.
29. Implement new ideas to improve your instruction.



Evidence from Teacher Work Sample

Teacher Work Sample--Professional Growth

Analyze teaching effectiveness: To score a 3, the candidate must propose changes in teaching practice that address individual learning needs related to the lesson objectives.

		N	mean	SD
Fall 17 ELED	Analyze teaching effectiveness	56	2.48	0.50
Spring 18 ELED	Analyze teaching effectiveness	88	2.78	0.41
Spring 18 SCED	Analyze teaching effectiveness	46	2.30	0.76

Overall Interpretation of the Evidence for Professional Growth

Elementary Education

For elementary education majors, data from PAES, teacher and principal surveys, and the Teacher Work Sample, indicate better than adequate preparation in Professional Growth. In fact, this is the program's strongest area of preparation. However, in the 2018 first-year teacher survey, the item related to information about "educational policy and research" is not as strong as other areas for this element of the standard. The reasons for this are somewhat difficult to interpret because we do not know whether this result comes from information about policy, about research, or both, but it is something we will be watching for possible improvement. Nonetheless, the data provide evidence that the USU elementary education program meets this aspect of Standard 2.

Secondary Education

For secondary education teacher candidates, the data from PAES, the teacher and principal surveys, and the Teacher Work Sample reflect that preservice and first-year secondary teachers appear mostly prepared for the element of Professional Growth in Standard 2. One item for preservice candidates—the slightly low Teacher Work Sample score of 2.3 (SD = .76) for the "Analyzing Teaching Effectiveness" criterion—suggests that secondary program may need to give this issue more attention. Also, similar to the elementary program, the 2018 feedback from first-year teachers on item 31 in the first-year teacher survey ("Stay informed regarding current education policy and research") is not as strong as other areas with approximately 30% reporting "adequately." Despite these issues to ponder above, the various data in this section collectively demonstrate at least adequate preparation among SCED candidates for this element of Standard 2.

Special Education

The collective data from PAES and the teacher and principal surveys demonstrate that special education majors met or exceeded expectations in the area of Professional Growth. The PAES results from the last two cohorts is particularly strong; cooperating teachers' average rating was above 2.8 and University supervisors' average rating was 3.0. The self-evaluation of recent graduates showed variability depending on the item. Items related to implementation of new ideas and actively reflecting on effectiveness were strong with 100% giving responses of "adequate" or above. Items on collaborative decision making and staying informed on current policy and research saw somewhat lower responses with 80% to 85% endorsing "adequate" or above. Principal ratings of graduates were strong with 90% of ratings at "adequate" or above in all roles and higher ratings of those in life skills and early intervention roles. Collaborative decision making and staying current on policy and research are critical to being an effective special education teacher. Therefore, the somewhat lower scores in these areas are troubling. The Special Education undergraduate committee will examine these results and consider whether programmatic changes are needed.

Standard 3: Quality of Program Practices

The evidence that the elementary education, secondary, and special education programs meet the expectations of Standard 3 comes from several data sources and perspectives including matrices that demonstrate alignment with the Utah Effective Teaching Standards (which is mandated by the Utah State Board of Education, the governing body for the state public education, including teacher preparation approval), evidence of partnerships with schools districts, faculty qualifications summary, GPA data on students, a description of our student monitoring procedures, and minutes from faculty meetings and meetings of the Council on Teacher Education, and other data.

In this section, we will also make the case that our quality control system is effective and ensures that program completers meet standards 1 and 2 above. This will include a description of the quality control system and evidence of its effectiveness. The internal audit described and reported separately in Appendix D will inform this section.

High Quality Program

This section will provide evidence of the aspects of Standard 3 related to program practices including the curriculum and standards, high quality clinicals, admissions process, candidate monitoring, and capacity for quality in staffing, resources, and institutional commitment.

Evidence from Curriculum Alignment Efforts

Matrices of courses and standards for the elementary, secondary, and special education preparation programs are presented in Appendix H. The Utah State Board of Education regulates teacher education programs and require programs to base their curriculum on the Utah Effective Teaching Standards (UETS), which are an adaptation of the InTASC standards. Every syllabus in our teacher education programs delineates how the course objectives and activities align with the UETS. The evidence is clear that our courses and programs are tightly aligned with the UETS. Additional alignment is evidenced by our use of the Utah Teaching Candidate Preservice Assessment and Evaluation System UTC-PAES rubrics developed by the Utah Teacher Education Assessment and Accreditation Council (UTEAAC). This collaboratively developed rubric is the backbone of all of our practicum/clinical evaluation forms (scaled back versions to suit the developmental level of the students at various points in their programs of study) as well as our student teaching formative and summative evaluations. Special Education adapted the UTC-PAES rubric by adjusting the language to fit a special education context and aligning the rubric items to Council for Exceptional Children (CEC) Standards.

In addition, meeting minutes from undergraduate as well as secondary education curriculum-specific meetings show that we have been working to align courses with each other as well as with the Utah Effective Teaching Standards. One area in particular has been of concern in the secondary education program—learning theory. In the elementary and special education preparation programs, the students all take TEAL 3660, Education Psychology, but in the secondary program, the students do not have room in their degree plans for another course. Many students graduate with far more than 120 credits, so every effort is made to not increase the number of credits for a secondary teaching major or composite. Therefore, work is ongoing to find the appropriate place to integrate learning theory content. Currently, the efforts are centered on SCED 4210, Assessment and Curriculum Design, a course in the secondary teacher education program. Details of those discussions can be found in the minutes for the secondary education curriculum group, which can be found here: http://cehs.usu.edu/evidence-room/SCED%20curriculum%20meeting%20minutes%20September%202016-May%202018.docx

Evidence of 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. Thus, with the districts nearest to the main campus in Logan, we have embarked on a partnership that is focused on strengthening the mentor teacher-student teacher relationship. In conjunction with Logan City School District and Cache County School District, beginning in Fall 2018, we are providing mentor teacher training at the school sites. The training for Logan City School District was a full-day event for elementary and secondary programs. Both mentor teachers and student teachers were required to attend. For Cache County School District, we are holding a half-day workshop for elementary and secondary students, as requested by the district. We met with the administration of both districts to plan these workshops, and both were enthusiastic about their involvement. As we solidify the content of the mentor teacher training for elementary and secondary education, we will develop online modules that teachers across the state will be able to access. Teachers who have completed the training either in person or online will be given priority status when assigning student teachers.

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 Alternative Teacher Preparation (described in more detail below) 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 internships. Recently, due to teacher shortages, school districts have increased the number of interns employed. Our partnerships mean that we work

closely with both students and school districts when an internship has been offered to an elementary or secondary education student.

Evidence from Admissions Processes

Admissions processes have undergone several changes over the past few years. Before January 2015, the state required a 3.0 minimum GPA in order for students to be admitted to the program. Later, in January 2015, they set the standard as a cohort GPA of 3.0, in alignment with CAEP expectations, but they allowed programs to set aside 10% of the admission slots for students to apply for using a waiver system. Each year, a number of students applies for a waiver to the admission standards (data available upon request). This has allowed us to admit students from underrepresented populations (e.g., Navajo), who then must earn minimum grades in their coursework in order to graduate and be recommended for licensure. The data audit revealed compliance with admissions processes.

GPA and ACT Scores

Appendix I displays the GPA and ACT scores (when available) for students admitted in 2016-17, 2015-26, and 2014-15. The data reveal that the mean cumulative GPA (which includes transfer courses) is consistently far higher than 3.0. Mean ACT scores are consistently higher than 20, which is the 50th percentile national for the ACT for 2013-2015: https://www.act.org/content/dam/act/unsecured/documents/NormsChartMCandComposite-Web2015-16.pdf

Evidence from Faculty Qualifications

When faculty are hired in the School of Teacher Education and Leadership or the Department of Special Education, they have relevant degrees and K-12 teaching experience. Partner departments for secondary education do not always have the human resources to provide course instructors with K-12 teaching experience. Nevertheless, a review of the faculty qualifications in Appendix C will show that rarely do those involved in teacher education lack K-12 teaching experience. The vast majority of those who lack teaching experience in k-12 grades are teaching courses in programs that only offer a teaching minor, not a teaching major (e.g., geography, psychology, sociology). The data audit revealed that faculty are qualified and, if they serve in an adjunct capacity, are qualified and receive support from a full-time faculty member to develop and teach the courses to which they are assigned.

Other indicators that our faculty contribute to coherent and high-quality curriculum include faculty role statements, which guide the tenure and promotion process. Role statements for faculty include a subheading titled “Participation or leadership in development of curricula.” They then state: “A department’s academic program is ever changing, and you are expected to participate in curriculum development in a substantive and collegial manner. This includes development of your assigned course in a fashion consistent with program learning objectives.” All faculty are evaluated on how well they meet this expectation, regardless of whether their overall emphasis is research or teaching.

Evidence from 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. Academic and Instructional Services (AIS https://ais.usu.edu/) is home to the Center for Innovative Design and Instruction (CIDI), a unit that 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 (some synchronous, some asynchronous, or fully online course delivery. AIS and CIDI also host an annual conference called Empowering Teaching Excellence which is focused on effective teaching.

AIS is also responsible for the state-of-the-art classrooms (confirmed through the audit) where faculty have access to the appropriate technology for the mode of course delivery, whether face to face or broadcast via video conferencing (IVC). The IVC system used at USU provides teachers and students with near real-time two-way audio and video. In addition, teachers can use other forms of video conferencing such as Zoom to accomplish small group discussion or collaborative work at a distance. Two of our TEAL faculty (from the Uintah Basin campus) presented at the 2018 Empowering Teaching Excellence conference on effective use of Zoom during a broadcast class. Special Education faculty presented making materials accessible to learners with disabilities.

The College of Education and Human Services is also home to the Education Technology Center (http://cehs.usu.edu/resources/yetc), which is more than just a computer lab. The Education Technology Center is home to a library of curriculum materials from the major textbook publishers. In addition, TeacherLink is a widely used electronic resource carefully curated and managed by the director, Nathan Smith.

Evidence from Process of Monitoring Candidate Progress

Undergraduate minutes for the elementary and secondary programs, beginning in the fall of 2013, show that we have made a concerted effort to monitor teacher candidates who are at risk of not meeting professional expectations. We revised our Contact Report Form (http://teal.usu.edu/faculty-resources/images/contact_report_form%202018.pdf) and created a secure area in Canvas where faculty/instructors/supervisors could submit the form. Submission of a form triggers the creation of a file. The following procedures are followed as early in the semester as possible. The instructor addresses the academic performance issues with the student either face-to-face or electronically. If instructors wish, they may reach out to the Director of Undergraduate Teacher Preparation for assistance. If this fails to produce changes in performance, the instructor schedules and conducts a personal contact with the student in which the performance issues and remedies are specified in writing in the student contract report form, which is then dated and signed by the instructor and the student. For students at Regional Campuses, evidence of electronic contact between the instructor and student in which the student acknowledges the issues serves the same purpose as the contact report. The contact report form is forwarded to the Director of Undergraduate Teacher Preparation with a recommendation from the instructor as to whether intervention should be escalated to the Director or not. The director establishes a discussion board concerning the student and asks past and present instructors to provide information about the student's previous and current performance. During the 2016-2017 academic year, 18 discussion boards were initiated, with 17 during the 2017-2018 school year. The director determines, based on the recommendation of the instructor submitting the student contact form and information gathered through the discussion board, whether to intervene one-on-one or to convene a panel of TEAL faculty to review the student's issues and make recommendation and requirements for improving that student's performance. Recommendations and requirements from the committee are communicated in writing to the student within five business days. Failure on the part of the student to meet requirements communicated in the time specified in writing may result in the student's removal from the program.

In January 2014, elementary and secondary faculty approved raising the minimum grade in education courses to a B- for elementary and secondary education students. In October 2016, a course repeat policy was approved allowing students to take courses twice (previously students were allowed to take

courses 3 times). These decisions were made to acknowledge and respond to concerns that students who have lower grades are often those who struggle later in the program.

In Special Education, all faculty and advisors involved in the teacher preparation program meet monthly to discuss student issues, collaborate on curriculum, evaluate the program, and set policy. In each meeting time is allocated for faculty to discuss any student who might be at-risk in their class. If the student is at-risk in multiple classes, then the advisor will meet with each faculty member individually to get more information and then will meet with the student to provide support, resources and guidance to give the candidate an opportunity to succeed. In addition, the program has detailed and specific procedures for supporting students who are at-risk in practica and student teaching. These policies are available in the evidence room here http://cehs.usu.edu/evidence-room/SPED_at_risk_studentteaching%20_revised_Feb2018.pdf and here http://cehs.usu.edu/evidence-room/SPED_At_Risk_Practicum_revised_Feb2018.pdf

Our advising system and staff allow us to monitor students' progress very closely. At many universities, advisors are generalists, advising at the college level for many majors. In TEAL and SPED, we have professional advisors who operate at the department and program level. This specialized knowledge of teacher education allows them to be especially effective. Our regional campus advisors are generalists, but the Director of Advising for TEAL works with these advisors through monthly meetings and annual or semi-annual visits to the campuses for training and distribution of information to help them guide students. The special education program has an advisor dedicated to supporting students at distant sites. She works in collaboration with the regional campus advisors, visits each site annually, and directly advises students in the special education program. Advisors are one important reason that our students are able to graduate in a timely manner.

Continual Improvement Processes

This section will provide evidence of the aspects of Standard 3 that are related to engaging with multiple stakeholders, investigating opportunities for improvement and innovation, continuous improvement of program, program components, and data system.

Evidence from Faculty Meeting Discussions—TEAL

Through faculty work, both in undergraduate faculty meetings and in other specialized committees, programs tighten their focus, update curriculum, and otherwise engage in continual improvement.

Curriculum Changes

ELED 4150, Assessment and Differentiation, was implemented in 2013. The decision to add this course was based on consistent prior feedback from surveys of completers (and their employers) who expressed the need for more preparation in assessment, differentiation of instruction for diverse learners, and data literacy in general. A review of the data (see section 1: Data Literacy, page XX) from the most recent survey administrations shows that this is no longer an area of strong concern. The course has been designed specifically to teach students to interpret standardized test data, specifically the criterion referenced test administered in UTAH, to create and interpret gradebook data, to share data with other stakeholders (including students, parents, and other teachers), to create and interpret teacher-made tests, and to create and interpret formative data. Further, students learn how to use data to make instructional decisions differentiated by student need.

Prior to 2013, secondary teacher education program students took INST 4015, Technology Tools and Integration for Teachers, which was a 1-3 credit course and elementary and special education students took INST 4010, Principles and Practices of Technology for Elementary Teachers, a 3-credit course. Both were taught by another department in the College of Education and Human Services. The course has been substantially revised and is now ITLS 5500, Technology Integration and Innovation in Education. The syllabus is available https://techintegrateed.weebly.com/.

In October 2013, in response to a request from the English Department, faculty approved the substitution of ENGL 4520 *Teaching Literacy in Diverse Classrooms* for SCED 4200, *Language, Literacy and Learning in the Content Areas.* The English Department, in conjunction with their student advisory board for English teaching majors, determined that the courses were redundant and caused students to graduate with more than 120 credits.

In response to the needs and requirements of the Utah State Board of Education, we have updated and revised our ESL endorsement courses. Work on this began in fall of 2015 and was finalized in the 2017-2018 academic year. Clinical hours have been added across several courses, as well as a course on family and community involvement.

In response to a change in state school board rules about teacher preparation programs, and in response to very real needs of our school district partners as well as responses from graduates to our annual surveys, the faculty voted in November 2015 to require that students take TEAL 4710 Language and Cultural Diversity in Education or TEAL 4745 Second Language/Literacy Acquisition and Development. This change is only for elementary and early childhood education students. At first secondary education students were also required to take one of these courses, but the school board removed the language about "coursework" and changed this to "content." Because secondary education teaching majors already have too many credits at graduation, this requirement was later rescinded. At this point, efforts are being made to include ESL strategies in the SCED 5200, Language, Literacy, and Learning in the Content Areas.

Math Education and Preparation

In August 2013, the faculty voted to have elementary education and special education students take MATH 2020 before admission so that students would be better able to pass the math section of the Praxis multiple subjects test. Also, students were putting off taking MATH 2020 until the end of their program and then rushing to get it taken before or during student teaching. Putting MATH 2020 as a pre-program course has alleviated the student procrastination problem as well as improved Praxis test performance.

Through a national initiative, as established by the Conference Board of the Mathematical Sciences (2010), members (including faculty at Utah State University) of the Utah Association of Mathematics Teacher Education (UAMTE) and the elementary mathematics specialist at the state level formed a UAMTE committee to determine basic requirements for mathematics courses and mathematics education courses prospective teachers should require for state licensure. Through this UAMTE committee work, all members first described what each of their universities required of their prospective teachers and how their elementary mathematics education programs varied. We found programs varied as much as nine semester hours in prospective teachers' elementary mathematics education coursework requirements. Thus, this UAMTE committee and state leaders felt compelled to use national standards to determine fundamental expectations for prospective teachers' elementary mathematics education coursework.

To establish national expectations, members of the UAMTE committee read and discussed The Mathematical Education of Teachers II (MET II) (Conference Board of the Mathematical Sciences, 2010) document to discern how course work may be organized by topic and how mathematics content knowledge and mathematics pedagogical content knowledge should be delineated. From our discussions, we decided that each elementary program should include "12 semester hours focused on a careful study of mathematics associated with the CCSS (K–5 and related aspects of 6–8 domains) from a teacher's perspective" (Conference Board of the Mathematical Sciences, 2010, p. 31). Thus, we developed objectives and course titles for two mathematics courses (MATH 2010: Algebraic Thinking & Number Sense for Elementary Education School Teachers; MATH 2020: Euclidean Geometry and Statistics for Elementary Education School Teachers) and two mathematics education courses (ELED 4061: Teaching Elementary School Mathematics I: Rational Numbers, Operations, and Proportional Reasoning; ELED 4062: Teaching Elementary School Mathematics II: Number, Operations, and Algebraic Reasoning). The distinction between these two types of courses are the former provides mathematics experiences from a teacher's perspective and the latter provides mathematics pedagogy from a teacher's perspective. This increased our prerequisite requirements by three semester hours and our program requirements by three semester hours (a total change of six semester hours).

After working at the state level, Dr. Beth MacDonald, one of the committee members and an Assistant Professor in mathematics education in the School of Teacher Education and Leadership at USU, led committee work with invested stakeholders (e.g., mathematics faculty, mathematics education faculty and graduate teaching assistants, special education advisors, teacher education advisors, communication disorders and deaf education advisors, elementary education faculty, Associate Dean for Graduation, Educator Licensing & Accreditation) over the course of eight months to develop and seek approval of four new courses and to make changes to the 12 elementary education programs to allow for three additional semester hours. Through such extensive program and course development, the elementary education programs at Utah State University were refined to allow for more streamlined and intentional course experiences for our prospective teachers. Further, we anticipate that prospective teachers will be exiting better prepared to plan and teach mathematics in a rich, comprehensive, and accessible manner to wide variances of elementary student populations.

Common Assessments

In January 2015, the faculty approved revising the portfolio. Details were not determined at that time, but eventually the portfolio expectations for elementary and secondary students were aligned so that both groups would be expected to use the Utah Effective Teaching Standards as the basis for the portfolio. In fall 2017, the portfolio was replaced by a Teacher Work Sample, roughly modeled after commercially available teacher performance assessments.

In March 2016, TEAL officially adopted the preservice teacher evaluation system developed by UTEAAC, the Utah Teacher Education Assessment and Accreditation Consortium for the formative and summative student teaching evaluations for both ELED and SCED. In addition, condensed and developmentally appropriate versions of these forms were adopted for practica and clinicals that occur prior to student teaching.

Evidence from Undergraduate Committee Meeting Discussions—Special Education

Common Assessments

Special Education began using a modified preservice teacher evaluation system developed by the Utah Teacher Education Assessment and Accreditation Consortium (UTEAAC) for the formative and summative student teaching evaluations in the fall of 2016. As we noted above, this instrument was modified to aligned with CEC standards and include targets that are specific to special education. The instrument was revised summer of 2017 and was field tested fall of 2017. The instrument was officially adopted on February 2, 2018. This will allow us to compare same items on assessments across Elementary, Secondary and Special Education.

Course Realignment

In 2016, Special Education revised its course sequence to place the course on Foundations of Assessment and Effective Instruction (SPED 5040) in the spring of students' sophomore year rather than the fall of the junior year. This allows students to receive foundational content prior to more advanced coursework and practica in which the content of this courses is to be applied. In tandem with this change, the course on use of technology (SEPD 5530) was moved from the sophomore year to the junior year. This move was designed to make the technology course more practical and applicable because students have more teaching experience and are currently engaged in practica when they take the course. Students are now able to understand how technology can be used to solve problems that they have experienced and are currently working with. We also expect that this enhanced applicability of the technology course will result in improved technology rating scores on the teacher and principal surveys.

In the special education mild/moderate emphasis, the math instructional methods course (SPED 5340) had been taught in the spring semester of the junior year, the same semester as the math practicum. This created challenges with ensuring that students had sufficient preparation in math curriculum and instruction prior to their practicum experience. The math content was concentrated in a daily intensive class for the first three weeks of the semester and the practicum did not begin until the 4th week of the semester. In 2016, we moved the math course to the fall semester so that students would complete this course prior to beginning their math practicum in the spring. We anticipate much stronger student performance in the practicum and more robust skills in math instruction upon completion.

Two broad courses on mathematics for teachers (Math 2010 and Math 2020) were added to the Mild/Moderate and Severe Emphasis. This was intended to establish a much stronger content foundation for their math instruction. These courses are not required, however, for the Birth to Five Emphasis because the content of these courses is beyond the scope of pre-kindergarten curriculum.

Candidates who are dual majors with ELED and SPED with a mild/moderate emphasis complete all the math classes listed above for Elementary Education as well as a class on teaching math to students with disabilities (SPED 5340) and a math practicum in a secondary setting. The content of SPED 5340 and ELED 4061 were similar. The professors of the two courses met several times in the fall of 2017 to compare content and syllabi and concluded that it was redundant for dual majors to take both courses. Since the content of SPED 5340 is tied to the SPED math practicum, the choice was made by both TEAL and SPED faculty to waive Math 4061 for Dual ELED/SPED majors with a mild/moderate emphasis.

Multiple sources (faculty understanding of current policy and best practice, changes district practices, feedback from district Special Education Directors, conversations with Utah State Board of Education personnel, and student opinion surveys) have suggested that our graduates needed deeper knowledge and skills in assessment. In response to the ratings, we expanded the assessment course focusing on students with severe disabilities, increasing it from 1 to 2 credit hours. For the Birth to five program, we added a new 2-credit class in assessment. We are currently planning to expand the Mild/Moderate assessment course from 1 to 2 credits as well.

Practicum Placements

In 2017, several issues related to the practica in reading and math for students with mild/moderate disabilities were raised. First, we were concerned that students needed more opportunities to reflect on their own teaching and collaborate with peers in analyzing data and observations of teaching and learning in practica and making decisions based on these data and observations. Second, due to policy and curricular changes in districts and at the state level, we were finding it increasingly difficult to find high quality practicum sites that afforded students opportunities to engage in extensive practice of evidence-based reading and math instruction. In response to these two challenges, a subcommittee was established in September of 2017 evaluate our reading practicum and suggest possible changes. As a result of committee recommendations, beginning in the fall of 2018, students in these practica will work in pairs. Both students will attend practicum each day and they will take turns either teaching or observing, collecting data, and giving feedback to their partner. Partners will evaluate data, develop responses, and implement modifications together. In addition, students will learn techniques of coaching and co-teaching in their coursework.

Observation Forms

In order to improve scoring accuracy, speed communication, and improve record keeping, the department developed digital practicum and student teaching observation forms. The forms are Excel documents with extensive macros embedded. After they have been scored, they can be easily uploaded so they can be accessed by students, supervisors, and coordinators. The forms were developed and initially field-tested during the 2017-2018 school year. Implementation of student teaching forms will begin in the fall of 2018 while practicum forms will continue to undergo field testing and refinement.

Student Attrition

Most years we retain 80-90% of the special education students we admit. For students beginning the SPED major in 2015, our retention rate was 79%. For students beginning the SPED major in 2016, the retention rate was 70%. (See SPED Performance Dashboard in the evidence room here: http://cehs.usu.edu/evidence-room/SPER%20Performance%20Dashboard%20August%202018.pdf)
Many factors contribute to this attrition including (a) students change their mind about the major, (b) acceptance into the program becoming less competitive due to decline applications in the last 5 years, and (c) students struggling with course demands. To address application criteria, we are working on a long-term study to determine which application criteria best predict success as a teacher. To address the issue of students changing their mind, we have started a campaign to increase students' sense of connection with the program and the profession. After admission last November we hosted a "Welcome to the Major" party for teacher candidates, faculty and staff. During the SPED Foundations class spring of 2018, we had faculty come to class, introduce themselves and discuss their class that would be taught in the coming year. During orientation for fall 2018's new students focused on their motivation to enter the profession and their transition from the role of student to the role of

professional. We will track data to evaluate the success of these innovations and continue to respond to that data.

Rigorous Content

The special education year can be challenging for teacher candidates. Our program is known around the State of Utah for its rigorous content and outstanding graduates. Candidates are asked to learn a different way of thinking about teaching as well as learning special education law and policies, applied behavior analysis, curriculum for students with disabilities, collaboration with colleagues and families, assistive technology and detailed lesson planning. One of our main challenges is to support student success in this very demanding program. In order to set our students up for success, we have changed the order of courses as mentioned previously, and we have added an orientation (2 half-day sessions) at the beginning of the junior year, to remind students of why they chose special education and to give them strategies to manage the work load of the SPED year successfully. As we mentioned above, we are carefully tracking student attrition and will continue to respond accordingly.

At-Risk Policies

Special Education has had policies for supporting students at-risk of failing both practicum and student teaching for many years. The policies were updated in the 2016-2017 school year to simplify the language. In 2017-2018 they were revised again to be more compatible with preschool settings and to allow students more time to respond to feedback prior to a follow-up observation. The At-Risk Policies are available under "other documents" in the evidence room here: http://cehs.usu.edu/evidence-room/teacher-education

In Special Education the policy on course repeats updated the fall of 2014 has been "Students are required to earn a "B-" or higher in all licensure courses. Students who receive a grade below "B-" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below "B-" or withdraw from two practica (or one practica two times) will not be permitted to continue in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee."

Admission Standards

During the fall of 2017, the Undergraduate Committee began to think through the admission criteria for the major. At that time teacher candidates needed a C or higher in general education courses (ENGL 1010, Math 1050 or 1051, Math 2010, Math 2020, Breadth American Institutions, Breadth Life Science, Breadth Physical Science: PHYS 1200, and Human Development. Students had to attempt the Praxis test (5169 Middle School Math for Mild/Moderate, 5001 Elementary Multiple Subjects for Severe and Birth to 5), have a 3.0 GPA, have minimum ACT Scores (21 composite, 20 English, 19 Math, 18 Reading, 18 Science), pass a College of Education and Human Services Writing Assessment, take a speech and hearing test, and pass the state's background check and ethics review. The committee decided to start to look at which criteria predicted student success.

In the spring of 2018, the State Board of Education has given universities more freedom in admission standards for teacher candidates. Teacher Education departments can propose new admission requirements if they meet three criteria (basic previous academic success, disposition for employment in an education setting and basic skills in reading, writing and mathematics). The SPED Department

decided to adopt the following criteria. These criteria were approved by the Council on Teacher Education in the Math 2018 meeting.

- Previous academic success:
    - 3.0 GPA with the possibility of exceptions with compelling reasons
- Disposition for employment in educational setting
    - Letter: "Why I want to be a SPED teacher."
- Basic skills in reading, writing and mathematics
    - Grades of C or higher classes that we currently require for admission
        - Reading and Writing
        - English 1010,
        - Breadth American Institutions
        - HDFS 1500: Human Development
        - Mathematics QL
            - For Severe and MM
                - Math 1050/1051 or equivalent
                - Math 2010/2020
            - For B5
                - STAT 1040/1045 or Math 1050/1051
        - Science
            - Breadth Life Science
            - Breadth Physical Science
    - Keep Praxis requirement to take Praxis before admission
    - Keep background check/ethics review
    - Discontinue writing exam because it has not been a good predictor of writing ability

In addition, the Praxis 5169 – Middle School Mathematics was being required for admission for our mild/moderate emphasis. Praxis 5001 – Elementary Education Multiple Subjects is required for severe and birth to five emphases. The reason for 5169 is that teachers in Utah used to be considered highly qualified to teach math to students with disabilities in a secondary setting with a passing Praxis 5169 score. That is no longer the case. Our math professor said that the math content in Praxis 5001 is a good pre-requisite for our math practicum at a secondary level. Currently students that are dual majors with ELED or one of the other emphases in SPED need to take 2 Praxis tests if the student's emphasis is mild/moderate, which is expensive. The committee decided that in the future, we will require Praxis 5001 for admission. If students have already taken 5169, we will accept that too.

A representative from the Undergraduate Committee met with the employee in AIS (Academic and Instructional Services) to see what it would take to gather data about our admission process to see what factors predict success in our program. There is additional data needed that will take several months to complete. He says that GPA is the best predictor of success, but for us, it's not practical success. We need to predict an outcome measure and how to select students in practicum and student teaching as a predictor of success. It was decided since our standards often change that we go back two years. The committee voted to begin gathering the data.

Portfolio Evaluation

The department conducts a thorough assessment the final evaluation of candidate performance, the student teaching portfolio, on a biannual basis. This assessment has the twin goals of (a) understanding the strengths and weaknesses of student performance to drive programmatic changes, and (b) refine

the alignment of our goals for graduate performance, the program's curriculum, and the final evaluation. The portfolio includes five sections: (1) Assistive Technology, (2) Professional Interactions, (3) Educational Planning (which is the Teacher Work Sample), (4) Functional Behavior Assessment, and (5) Comprehensive Educational Assessment. Sub-committees score random samples of each portfolio section across program and emphasis areas. The sub-committees report back to the Undergraduate Committee with subsection and component scores, qualitative observations, and recommendations for changes in the program and/or the portfolio requirements. The Undergraduate Committee then discusses changes to refine the assessment as well as the changes to the program to better meet the program goals. A summary of strengths, needs, and actions related to each of the five sections of the portfolio can be found here.

Evidence from Council on Teacher Education Meetings

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 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 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, a local principal, a local superintendent, a local teacher, 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.

In the past 3 years, a number of program and policy changes affecting elementary, secondary, and special education came to the Council on Teacher Education including the adoption of the Teacher Work Sample, the UTC-PAES, and numerous specific program level changes. Decisions are discussed and voted on following Roberts Rules of Order. The reports to the Faculty Senate are available on this webpage under Council on Teacher Education Reports: http://cehs.usu.edu/evidence-room/teacher-education.

Standard 4: Engagement, Improvement, Innovation, Impact

The evidence that the elementary, secondary, and special education programs meet the expectations of Standard 4 comes from several data sources and perspectives.

Partnerships for Long-Term Impact

This section will provide evidence of the aspects of Standard 4 that address engagement with partners to support high needs schools, participation in efforts to reduce disparities in educational outcomes, efforts to meet local and state educator workforce needs, jurisdictional obligations, and efforts to diversify the educator workforce through recruitment and support.

Evidence of Diversification of Workforce Efforts

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 with special emphasis on rural and underserved areas, and considerations in admissions decisions to support many dimensions of diversity.

We hold frequent open houses at the regional campuses around the State of Utah to recruit for all teacher preparation programs—elementary, secondary, and special education. Staff in both the School of Teacher Education and Leadership and the Department of Special Education and Rehabilitation is devoted to the needs of these students.

Laura Parrish serves as the advisor and recruiter and Julia Lyman serves as a recruiter for the special education program. The distance advisor oversees students enrolled in the special education major and endorsement programs offered at regional campuses throughout the state of Utah. Their main role is to aid students in preparation toward the admission and successful completion of their program. Because of the many barriers that distance students face, it is the goal of the distance advisor to travel down to each regional campus once a year to have a mid-semester advising meeting. Throughout this meeting, it is expected for the students and advisor to discuss program completion, licensure requirements, financial aid opportunities, as well as address questions and concerns. Students are also encouraged to set up a phone or video appointments with their advisor and keep continuous communication via email each semester. The distance advisor also works in collaboration with regional advisors located at other campuses, where they can provide face to face support as well as helping prepare pre-special education majors to apply into the program.

The School of TEAL has a dedicated regional campus liaison, Sylvia Read, as well as support staff at the SLC center, Karli Fish. In addition, we have advisors at every regional campus who have been trained by our Director of Advising, Denise Taylor, to know how to advise students in elementary education. In secondary education, Marilyn Cuch, who is located at the Roosevelt location of the Uintah Basin Campus, serves as the advisor for all regional campus secondary education students.

Special efforts are underway in both Price and Blanding to recruit students into teacher education programs. The superintendents in the local school districts have sponsored open houses for the paraprofessional employees in their districts to encourage them to consider seeking a degree that will allow them to become licensed teachers in the state of Utah. These efforts have yielded six Native American students who are currently elementary education majors in Blanding, Utah. In addition, because of these efforts, there are four students in Price who are working on the prerequisites for applying to the elementary education program.

We also offer TEAL 1010, Introduction to Education, as 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: https://schools.utah.gov/file/2d77d364-486b-4226-8f99-b75b4d59c3c6

The Inter-University Recruitment Project includes a team of professionals who recruit individuals from the population of working paraprofessionals, or "paraeducators", in Utah schools and other high probability groups to special education teaching majors at participating institutions in Utah. This project takes advantage of the recruitment partnership established in 2009 with USBE, USU, 7 INSTITUTIONS OF HIGHER ED, and participating districts:

- Utah State Board of Education (USBE)
- Utah State University (USU)
- University of Utah,
- Weber State (WSU)
- Salt Lake Community College (SLCC)
- Snow College
- Southern Utah University
- Dixie State University
- participating districts

These partners directly address the critical teacher shortage (T. H. Bell, 2017) in Utah by recruiting individuals from high probability target groups to become special education teachers at their self-selected institution of higher education.

One of the prime methods of recruiting paraeducators to teaching careers is the partnership of higher education institutions with local school districts to schedule recruitment events. Recruitment events were held in 9 school districts and charter schools including Davis, Nebo, Tooele, Canyons, Washington, Granite, Weber, Salt Lake City and Providence Hall Charter School. Additionally, the project has developed and distributed a brochure for individuals considering special education majors. The Department of Special Education and Rehabilitation at Utah State University maintains a website: http://utahspedprograms.com. Finally, the Inter-University Project team currently tracks a database of over 135 students looking to obtain their Special Education degree. From the information in the database, the project team has identified 70 of these individuals who are currently working as paraeducators in Utah schools. Periodic contacts are made with each of these paraeducators to update information and describe teacher training options to them.

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. Each semester the department brings all the SPED 1000 students to campus. They tour Assert the assistive technology lab and other special ed services on campus, and then they have lunch with the faculty. 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. There are currently 10 sections of SPED 1000 from Logan to Salt Lake City. Sixty-six students were enrolled over the 2017-2018 year, and there were 72 students in the 2016-2017 year.

The application process in special education includes special consideration (among many considerations) for students from underrepresented populations. A waiver system has allowed for special consideration for students whose GPA or ACT scores does not meet minimum criteria but who demonstrate other qualifications that would predict success in the major. In 2018, the ACT requirement was eliminated from special education admission decisions; this was due, in part, to the fact that these scores can pose a barrier to diversification of our student population and they are a poor predictor of success in the program or in subsequent teaching.

Evidence of Commitment to High Needs Schools and Students

Utah State University is committed to improving education in high needs schools and for high needs students. This is accomplished, first and foremost, by preparing our graduates to 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. We also accomplished in a variety of ways including the placement of students for practica and student teaching, faculty grants and outreach, and clinical services administered by program faculty.

Routinely, we place students for practica and student teaching in Salt Lake School District, Murray School District, and Granite School District. These three 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 5 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 29% of the students identified as Latino/a. The raw data can be found here: http://cehs.usu.edu/evidence-room/LEAEnrollmentDemographics.xlsx.

Frequently used districts	**Percentage of Economically Disadvantaged Students**
Salt Lake School District	59.5%
Murray School District	38.9%
Granite School District	56.9%
Logan City School District	61.6%
Cache District	32.6%

School of Teacher Education and Leadership

Faculty research, development, and service projects are frequently centered on addressing educational disparities. For example, Project STITCH provides training to teachers who serve students in rural areas and students who are underrepresented in post-secondary education. This project has served 160 teachers in 5 states and 18 districts including San Juan School District in Utah, which serves a very high

percentage of Navajo students, Santa Ana District in California, which is 60% Latino/a, and native Hawaiians in Hawaii.

The GEAR UP grant, which is actually a cluster of GEAR UP grants, also addresses educational disparities. GEAR UP is an acronym for Gaining Early Awareness and Readiness for Undergraduate Programs. This U.S. Department of Education grant is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students. USU currently has three cohorts of students from all over the state who are involved in GEAR UP. Website: https://utahstars.usu.edu/about-us

The TIME (Tutoring Intervention & Mathematics Enrichment) Clinic is 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.
Services begin with a diagnostic test to determine a child's level of mathematics understanding. Instruction includes targeted concept development using hands-on materials and technology. Tutors provide one-on-one instruction and are specialists in helping children reach their academic goals. Children's progress is measured by performance on tutoring assessments and attitudes towards mathematics. Tutors conduct ongoing evaluations to inform parents of their child's progress and suggest ways to support the child's progress at home. Website: https://teal.usu.edu/graduate/math/time-clinic

Under the guidance of Dr. Cindy Jones, Literacy Clinic Director, the goals of this community outreach program are to aid parents and public schools in helping children develop reading and writing skills, provide teacher candidates mentored training in literacy instruction, and support reading specialists through continuing education and professional development. Established in 2013, the Literacy Clinic is 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 clinic provides tutoring for students in Grades K-6 who are above, at, or below grade level readers. The literacy strengths and needs of each child are determined through diagnostic testing and a targeted intervention plan is developed.
Fee is charged on a sliding income scale, and scholarships are available based on financial need.
Website: https://literacyclinic.usu.edu/

Dr. Wilson-Lopez and colleagues have received four grants from the National Science Foundation whose purpose was to identify and implement promising instructional approaches to engineering education for underrepresented students, especially those who speak Spanish as a home language. In Grant 1222566, they identified the assets that Latinx immigrants brought to the engineering design process; while in Grant 1552567, they developed and tested engineering pedagogies that drew from these assets while providing students with bilingual language and literacy-based supports to scaffold their engineering work. In Grant 1664228, they studied the literacy practices of engineers in order to develop instructional models that engaged underrepresented students in authentic literacy practices embedded within engineering design tasks. Finally, in Grant 1644976, they organized a conference with colleagues across the nation to discuss the ways in which literacy pedagogies could be used to advance equity in

engineering education. Collectively, these grants developed and tested instructional approaches for underrepresented students in engineering education in order to advance equity in engineering pathways and careers.

Scott Hunsaker authored and served as Principal Investigator for a grant for the Utah State Board of Education, under the Jacob K. Javits Program of the U.S. Department of Education, that focused on instruction for advanced readers in Title I elementary schools in Utah. K-6 teachers in district, charter, and parochial schools throughout Utah participated in training to identify and serve advanced readers in schools that focus so much on student deficiencies that proficiencies are ignored. This grant also provided undergraduate research opportunities at USU.

Nicole Pyle, faculty in the School of Teacher Education and Leadership, leads a reading endorsement cohort partnership with Ogden City Schools. Through this partnership, we are providing the coursework for the reading endorsement (a state-defined set of courses) in order to develop the literacy leadership capacity for Ogden City Schools where 80% of the students are economically disadvantaged and 51% of the students are Latino/a. Courses are taught by tenured and tenure-track faculty onsite at the Odgen School District offices. To date, 23 teachers have benefited from this partnership.

In addition, Nicole Pyle's research is focused on academic interventions for youth with multiple risk indicators for academic failure in secondary education. Through state and federally funded grants of over $2,500,000, her primary research goal is to develop evidence-based, academic interventions in secondary education that will increase adolescent literacy and academic achievement and ultimately improve graduation rates and college and career readiness rates of youth at risk for academic failure. Her university-school partnerships provide direct services (literacy interventions, academic supports, and college readiness) to youth who are most at risk of dropping out to graduate with a diploma from comprehensive high schools, alternative high schools, alternative education settings, and juvenile justice settings prepared for the academic rigor of postsecondary education.

Department of Special Education and Rehabilitation

The highest need schools and districts often have severe difficulties recruiting highly effective teachers. This challenge is so severe with respect to special education teachers that many districts must hire uncertified and untrained individuals to teach on Letters of Authorization. Above, we have described the efforts made by the Department of Special Education and Rehabilitation to recruit potential teachers into the field. The Department is also addressing these high needs schools by offering teacher preparation programs that are directly targeted to these schools and districts. These programs include (a) distance delivery of our undergraduate pre-service special education certification programs, and (b) post-bachelor's alternative teacher preparation programs for individuals who are teaching on Letters of Authorization.

The Department of Special Education and Rehabilitation offers the full undergraduate pre-service special education certification programs in Mild/Moderate Disabilities and Severe Disabilities at regional campus and distance locations throughout the state. These programs are designed to serve individuals in underserved and rural areas who are not in a position to move to Logan for their education. They especially target working special education paraprofessionals who bring a wealth of experience to the program. These programs are organized to be compatible with fulltime work in the schools. They allow rural districts to "grow their own" professionals who have deep roots in their communities.

The Department has also developed Alternative Teacher Preparation (ATP) programs in each of its specialization areas: Mild/Moderate Disabilities, Severe Disabilities, and Disabilities Birth to Five. These programs are based on the same courses and objectives as the traditional on-campus programs, but are offered in ways that are accessible to teachers on Letters of Authorization. They are highly coordinated with our partner districts and success of the teachers is seen as a shared responsibility. This is accomplished through monthly meetings between the department faculty and key personnel in partner districts in which progress in courses and expectations for classroom application are discussed in detail. As a group, the ATP programs include the following features: Courses taught after school hours, courses reorganized to teach the most immediately needed skills and knowledge first, courses conducted off campus in locations of greatest need, distance broadcast delivery to locations around the state, online courses, coaching by district staff that is closely aligned with coursework, and use of technology for remote supervision. These programs have been developed in response to state and district needs in partnership with by the State Board of Education and local districts.

Founded in 2003 by Dr. Thomas Higbee, the Autism Support Services: Education, Research, and Training (ASSERT) program is a training and research center in the Department of Special Education and Rehabilitation that improves the lives of individuals with autism spectrum disorder (ASD) through its three-fold mission: (a) Education - ASSERT staff provide research-based support to individuals with autism spectrum disorders (ASD) and their families in the greater Cache Valley Area through the on-campus model classroom; (b) 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; and (c) Training - ASSERT staff provide short- and long-term training and consultation to teachers and other professionals who work with individuals with ASD. ASSERT works extensively with school districts to develop and support highly effective local programs.

Under the direction of Dr. Sarah Pinkelman of the Department of Special Education and Rehabilitation, the Utah Behavior Support Clinic (UBSC) provides behavior support to individuals, families, educators, and professionals through evidence-based assessment, intervention, consultation, training, and research. The UBSC provides expert training, consultation, and technical assistance in behavior support to numerous schools, districts, the Utah State Board of Education, and other organizations across Utah. The UBSC also includes an out-patient clinic specializing in the reduction of challenging behavior and the acquisition of appropriate behavior and skills. In addition, the UBSC is an active research center with numerous projects related to effective behavior support services and methods of implementing and sustaining those services in schools.

Dr. Robert Morgan has developed numerous projects in support of young adults with disabilities as they make the difficult transition from the K-12 school system to work or post-secondary education. In 2012, he founded the Utah Transition Action Team (UTAT) to promote interdisciplinary communication and collaboration among the many professionals and stakeholders who are involved in the transition process. UTAT has grown to a group of 120 interdisciplinary professionals who meet quarterly to collaborate on initiatives related to improving post-school outcomes of youth. The group includes special and general education teachers, vocational rehabilitation counselors, parents, students, school counselors, social workers, centers for independent living, adult service providers, community rehabilitation providers, college disability resource center counselors, state-level and school district administrators, and others. Dr. Morgan has led UTAT members in organizing an annual transition conference attended by 120-150 professionals from multiple disciplines and family members. National experts in transition serve as guest speakers who present on timely topics. UTAT and the transition

conference are particularly important because transition outcomes require interdisciplinary collaboration and the lack of this collaboration had been a major impediment to improvement.

A second component of Dr. Morgan's effort to improve transition outcome is focused on advanced training for professionals. He designed and initiated a Special Education Master's program to train transition specialists – this program includes inter-professional training in which special educators take courses with rehabilitation counselors. Graduates from this program (and the parallel program for Rehabilitation counselors) are having an impact within the state by actively participating in UTAT and other initiatives.

Aggies Elevated, a project of the Department of Special Education and Rehabilitation and co-founded by Dr. Morgan, is a federally designated Comprehensive Transition Program at Utah State University that offers a two-year certificate program for young adults with intellectual disabilities. This program addresses the critical need for post-secondary educational opportunity for this highly underserved population. It is one of a small number of programs in the country that provides a residential college experience for students with intellectual disabilities. The certificate and curriculum have been approved by the Utah Board of Regents and Utah State University as a vocational program. The goal of Aggies Elevated is competitive, integrated employment (at or above minimum wage) for graduates. As of July 1, 2018, employment rate for Aggies Elevated graduates was 85%.

Supports for Long-Term Impact

This section will provide evidence of the aspects of Standard 4 related to supporting completers' entry into their professional role, using data on completer placement, retention, and effectiveness to improve, and investigating effectiveness relative to our mission and commitments.

Evidence of Completer Entry Support

One of the ways in which we support our students as the enter the profession in Utah is through the alignment of our assessment system with that of the Utah State Board of Education's mandate to school districts, which specifies that school district must base their teacher evaluation systems on the Utah Effective Teaching Standards. UTEAAC used the state-developed assessment tool to build the Utah Teacher Candidate Performance Assessment and Evaluation System (UTC-PAES), and USU adopted the tool officially two years ago. Anecdotally, students report that they are comfortable in new teacher induction meetings knowing that they have already been evaluated using a similar process and instrument.

Completer entry support is an area where it can be difficult to get districts to want to involve higher education because they often have their own philosophy and set of policies and practices that they want new teachers to learn. We have had some recent success with developing and offering mentor teacher training to our local districts, and they have been supportive. This does not represent entry support during the induction years, but it does support students who are completing the program to have successful student teaching and internship experiences.

Evidence of Using Data to Improve

Based on principal surveys and first-year teacher surveys, we concluded that elementary and secondary students need additional preparation to be ready to meet the needs of English learners. Therefore, we decided to require elementary education students to take one of two ESL courses and to integrate content focused on those students to a secondary education pedagogy course. To regularize staffing and

to focus the curriculum for the elementary side, we eventually decided to require one course for all students. A highly qualified lecturer was hired to teach those courses, and Fall 2018 will be the first time that all elementary students will take the required course. Students have the option of taking other ESL-focused courses as part of their emphasis, and all ESL courses can be used toward a state-sponsored endorsement program (endorsements are granted by the Utah State Board of Education and are attached to a teacher's license).

Additional data from the Teacher Work Sample revealed that students often do not know how to justify their instructional decisions based on assessments or based on what they have learned in their preparation program. This is an area that we continue to work on, but an initial effort through training on the Teacher Work Sample aims to raise students' awareness that decisions should be made based on data or research and build their understanding that they have been taught to do both in their coursework. When students neglect to include a rationale in their Teacher Work Sample and are given the opportunity to add a rationale, they are able to do so in ways that show the effectiveness of the programs, coursework, and field work.

Evidence of Effectiveness Relative to Mission and Commitments

As the land-grant institution for Utah, our mission is clear. We prepare teachers and leaders throughout the state, especially in Logan and the rural areas. We also are committed to preparing teachers for areas of critical shortage, specifically special education, math, and science. These days, even elementary education is considered a moderate shortage area.

As noted on the Special Education Undergraduate Dashboard Data, our special education graduates seeking employment have had a 100% success rate in finding jobs since we started tracking that data in 1998. We frequently receive comments from District Special Education Directors that our graduates are considered to be the best and most highly desirable new special education teachers in the state. In fact, most of our students are offered 5-6 jobs before they graduate. This is strong evidence that our program is addressing its mission to prepare highly effective special education teachers. As we described above, the department has developed numerous distance and alternative teacher preparation programs to address its mission and commitment to partner with districts to prepare excellent special education teachers around the state.

For many years, USU has had an agreement with the Utah State Board of Education to provide courses for secondary students seeking a teaching license through an alternate route (ARL—alternate route to licensure). TEAL provides the courses, and at the completion of the coursework, the student applies for licensure directly with the Utah State Board of Education. Many of these students use this ARL coursework as the electives for a Master of Education degree.

Conclusion

In this section, we briefly summarize our findings and describe our maintaining and strengthening our programs over the next 5-7 years.

Findings

Our programs are well-aligned with the expectations of teacher education programs in Utah. We use the Utah Effective Teaching Standards (which were derived from the InTASC) as a foundation for curriculum development and completer evaluation. Data, disaggregated by program, show that in all areas we achieve adequacy or better.

Implications and Recommendations

The implications of these findings are that we are largely on the right track in terms of program structure, candidate monitoring, assessment and monitoring of candidates, etc. The process of gathering data and analyzing it for the purposes of this self-study has given us the concrete evidence that we need to validate our current improvement efforts.

One area where we are unsure of our path is completer support. It is possible that the Center for the School of the Future, a center within the College of Education and Human Services, is going to take on the goal of providing induction support. The new director (Dr. Parker Fawson, who began this role on August 1, 2018) of the Center for the School of the Future has been involved in the Network for Transforming Educator Preparation and may have guidance on this issue resulting from his work at the national and state level.

Goals for Improvement

Pulling together the data for this report was complicated in that the data resided in several systems. One goal for the future is to take full advantage of a new data system that is under development. We hope to be able to have annual or semi-annual "data days" when program data is presented to faculty and external stakeholders for comment and reflection. If data is examined on a regular basis, programs and majors can use the data to make changes more nimbly.

We continue to have as a major goal improving our elementary and secondary students' skills and abilities to work with English learners. Now that we have a dedicated course in elementary education and a strong strand in SCED 5200, Language, Literacy, and Learning in the Content Areas, we anticipate that our students' outcomes and perceptions of their strengths will improve.

Issue	Remedy	Evidence	Plan of action
First-year elementary and secondary teachers (program graduates) feel less confident in their ability to teach English learners.	In the ELED program, all students will take TEAL 5710. In the secondary program, SCED 5200 is being modified to include strategies for reaching English learners.	No evidence is yet available to show result of program changes.	Carefully monitor survey responses to determine the degree to which remedies are working.
First-year teachers in grades 1-3 are rated lower in classroom management skills than those in other grades.	Classroom management course is being re-developed.	Not yet available	Carefully monitor principal surveys to determine if course changes have an effect.
On the principal survey, for special education graduates, ratings on collaborative decision making and staying current on	--	--	The Special Education undergraduate committee will examine these results and consider whether

Issue	Remedy	Evidence	Plan of action
policy and research were lower			programmatic changes are needed.
Lack of data on how many graduates return for post-bachelor's coursework	Seek for ways to track this using School of Graduate Studies admissions data	Not yet available	Obtain data for the 2020 Annual Report.
Weak intraclass correlation between university supervisor and mentor teacher evaluations of student teacher performance.	Training for supervisors and mentor teachers on how to use the PAES instrument.	--	Develop training materials prior to Fall 2019 semester. Pilot with university supervisors in Fall 2019.

Appendices

Appendix A: Candidate recruitment, selection, monitoring, described and documented

The university does the majority of recruitment efforts; however, education-specific recruitment occurs through transfer fairs and career fairs and open houses at high schools, community colleges, and regional campuses throughout the Utah, in neighboring states (especially Idaho, Wyoming, and Colorado), in and California. The advisors also recruit through an annual women's basketball game attended by local elementary students; the peer advisor and advisor play games with the elementary students and promote the idea of teaching as a career.

The admissions office of the university also works with our departments to arrange for tours for interested students. Students get a one-on-one tour with an advisor or a group tour with student ambassadors from the College of Education and Human Services.

Specific recruitment efforts are made at regional campuses to bring in non-traditional students and students from underrepresented populations. These include luncheons and other events that highlight the regional campus system as a way to get a degree without leaving the local area and focus on the flexibility of the programs, which allows teacher candidates to continue working while pursuing a teaching degree.

Elementary and Secondary Education

For the elementary program, candidates are recruited through taking ELED 1010, Introduction to Education. A similar course, TEAL 1010, Introduction to Education, serves as a recruitment tool for both elementary and secondary teacher candidates. TEAL 1010 is offered at high schools throughout the state as a concurrent enrollment course. Advisors from our programs are guest speakers in every section of these classes, helping prospective students make an informed decision about choosing a teaching major.

Selection is based on prior academic performance (3.0 GPA) as well as Praxis test scores. Students who do not meet the GPA or ACT requirements can apply for a waiver. Waivers are granted for up to 10% of the total enrollment across elementary, secondary, and special education. They are granted to students who are non-traditional (over 25), serving as sole caregiver in a family, from an underrepresented population, or are applying for a program that has a moderate or critical shortage in the state. Waivers are occasionally granted to students whose ACT score is in an area that is outside of the content area they will teach (e.g., math ACT score for someone in art education).

Students are monitored throughout their time in the program. They must earn a B- or better in all courses in the major and successfully complete practicum and clinical experiences. Practicum/clinical evaluations include a dispositions/professionalism evaluation. Students who are struggling to meet the professional expectations are provided with an improvement plan. On the rare occasion that students cannot meet the expectations of the plan, they are exited from the program and complete an interdisciplinary studies degree or other non-teaching major.

A student contact report form is the initial alert that a problem may exist; these are submitted by faculty or practicum supervisors depending on the context of the challenge. These reports are sent to Dr. Hunsaker, the director of the elementary and secondary teacher preparation programs. Specific improvement plans and all the attendant emails and relevant documentation are tracked and collected

in a FERPA-compliant process, password-protected in Canvas, our learning management system. In some cases, Dr. Hunsaker convenes a panel to make a decision about a student's future in the program. The panel consists of faculty who understand the program but did not initiate the alert. This provides for a degree of bias-mitigation that serves to protect the student from capricious decision-making.

Special Education

Special education faculty closely monitor students' progress throughout coursework and practicum experiences. They spend time during undergraduate committee meetings discussing any students who are struggling in coursework or practicum experiences, and they strategize together on how to support the student so that he or she can be successful. The specific policy that governs students who are at-risk of failure in student teaching can be found http://cehs.usu.edu/evidence-room/SPED_at_risk_studentteaching_revised_Feb2018.pdf.

Discussion

The process of selection and monitoring students appears to function as expected. Our audit revealed that students complete in a timely manner. If anything, our selection process has been too stringent, but new rules from the Utah State Board of Education have allowed us to drop the ACT requirement, which previously kept some students from qualifying. The faculty in art education and theater education were particularly grateful for this change because in the past some promising students could not qualify because math ACT scores that did not meet the minimum. It is rare that a student transfers out to another school; more common is that students transfer to Utah State University after completing coursework elsewhere, including the two 2-year institutions remaining in the state.

Appendix B: Completer support and follow-up described and documented

Completer support happens in a variety of ways. First and foremost, student teachers are given the support of USU's Career Services office and encouraged to attend Teacher Job Fairs hosted each semester on campus. We also support students by recommending them for licensure to the Utah State Board of Education, a service that is not offered by some teacher preparation programs in the nation. Faculty also readily provide letters of reference and phone references when students request that support.

Completer support also occurs in the form of flexibility for student teaching placement. Students frequently need to move home or out of state for student teaching. We allow students to request a student teaching placement that allows them to live at home or to follow a spouse to another state when the spouse's work or graduate school plans make an out of state placement necessary. Given that a large percentage of our students are married or paying their own way through school without parent support, this flexibility during the student teaching semester is a tangible form of support for completers.

Completer follow-up is accomplished through a first-year teacher survey and principal survey. In addition, teacher candidates are encouraged to pursue a post-bachelor's endorsement or master's degree. We provide students with the opportunity to begin endorsement and master's coursework while students are in the final semesters of their bachelor's degree.

The data to determine whether or not our graduates return for a master's degree is not currently available. This is an area for further investigation.

Appendix C: Capacity described and documented

Faculty Qualifications

Name	Degree, University, Year Awarded, and Discipline	Academic Rank, Program, and Years at USU	Courses Taught	P-12 School Experience
Elementary and Secondary Teacher Education Faculty				
Sarah Braden	Ph.D., Linguistics, University of Utah, 2016	Assistant Professor, 2 years	TEAL 4770 ESOL Instructional Strategies in Content Areas	10 years
Steven Camicia	Ph.D., University of Washington, Seattle, 2007, Specialization in Curriculum and Instruction	Associate Professor Elementary Education Program, 9 years	ELED 4050 Social Studies Methods	3 years
Barb Cangelosi	M.Ed., University of North Florida, 1976, Education	Senior Lecturer, Secondary Education, 16 years	SCED 3100 Classroom Management; SCED 4210 Assessment and Curriculum Design	25 years
Eric Carlson	M.Ed., Utah State University, 2009, Secondary Education	Lecturer, ARL-Secondary Education Program, 2 years	SCED 5100 Classroom Management; SCED 3500 Social Studies Methods	9 years
Sarah Clark	Ph.D., Utah State University, 2009, Education with a specialization in Curriculum and Instruction	Associate Professor, Elementary Education Program, 8 years	ELED 4040 Reading Assessment and Intervention	6 years
Marilyn Cuch	M.S., Kansas State University, 1997, Curriculum and Instruction	Lecturer, Secondary Teacher Education Program, 11 Years	SCED 3210 Education and Multicultural Foundations, SCED 3300/4300 Clinical Experience, SCED 4210 Assessment and Curriculum Design, SCED 5500 Student Teaching Seminar	2 years
Fawn Groves	M.Ed., University of Utah, 2007, Education with an emphasis in History, Philosophy, and Sociological Studies	Lecturer, Secondary Teacher Education Program, 15 years at USU, 8 years full-time in TEAL	SCED 3210 Education and Multicultural Foundations	4 years
Andrea Hawkman	Ph.D., Social Studies Education, University of Missouri, 2017	Assistant Professor, 2 years	SCED 3500 Social Studies Methods, SCED 3300/4300 Social Studies Clinical	5 years
Scott Hunsaker	Ph.D., Univ. of Virginia, Education with specialization in Educational Psychology—Gifted	Associate Professor, Educational Foundations and Gifted Education, 22 years	ELED 4150 Assessment and Differentiation Across the Curriculum	11 years
Cindy Jones	Ph.D., Utah State University, 2008, Curriculum and Instruction	Associate Professor, Literacy, 9 years	ELED 3100 Classroom Reading Instruction, ELED 4040 Reading Assessment and Intervention	21 years
Suzie Jones	Ph.D., University of Nevada, Las Vegas, 2008,	Associate Professor, Foundations, 7 years	TEAL 3660 Educational Psychology for Teachers	2 years

	Educational Psychology			
Shireen Keyl	Ph.D., University of Arizona, 2014, Education with a specialization in Anthropology and Culture in Education	Assistant Professor, Elementary Education Program, 2 years	ELED/TEAL 3000 Historical, Social, and Cultural Foundations of Education/Practicum	6 years
Ryan Knowles	Ph.D. University of Missouri, 2015, Social Studies Education and Quantitative Research Methods	Assistant Professor, Social Studies, 2 years	ELED 4050 Social Studies Methods	3 years
Max Longhurst	Ph.D., Utah State University, 2015, Education with a specialization in Curriculum and Instruction	Assistant Professor of Science Education, 3 years	ELED 4000 Science methods, TEAL 6560, TEAL 6190	6 years
Kim Lott	Ph.D., Secondary Science Education, Auburn University, 2002	Associate Professor, 12 years	ELED 4000 Science methods	8 years
Marie Lund	Masters of Second Language Teaching, 2013, Utah State University	Lecturer, new hire, fall 2018	TEAL 5710 Intro to Instruction for Linguistically and Culturally Diverse Students, ELED 4030 Language Arts Methods	4 years
Sherry Marx	PhD, University of Texas at Austin, 2001. Curriculum and Instruction	Professor, TEAL, 14 years	TEAL 4710 Language and Cultural Diversity in Education	1 year public high school + 4 years ESL
Beth MacDonald	Ph.D., Virginia Tech, 2013, Curriculum and Instruction with a specialization in Mathematics Education	Assistant Professor, Mathematics Education and Leadership, 3 years	ELED 4060, Math Methods TEAL 4630 Middle Level Math Methods	17 years
Anne Mackiewicz	Ph.D., Utah State University, Education with a specialization in Curriculum and Instruction, 2013	Clinical Assistant Professor, Elementary Education Program,76 years since merger	ELED 1010, Intro to Education; ELED 4480 Early Childhood Methods, ENGL 2330; FCHD 1500 Human Development	20 years
Emma Maughan	Ph.D., University of Utah, 2008, Education with a specialization in Culture and Society	Clinical Assistant Professor, Teacher Education and Leadership, 7 years	ELED/TEAL 3000 Historical, Social, and Cultural Foundations of Education/Practicum	2 years
Kathleen Mohr	Ed. D. Texas A&M University—Commerce, 1996 Curriculum, Supervision, and Instruction	Professor, Language and Literacy Development, 6 years	TEAL 4780 Assessment for Language Learners; TEAL 4770 ESOL Instructional Strategies in Content Areas	15 years-- Bilingual K and 1st, 3rd, and ESL, K-5
Eric Mohr	Ph.D., Indiana University of Pennsylvania, 1993; Literary Criticism, Western Novel, and American Southern Literature	Professional Practice Associate Professor, Secondary Education Program, 6 years	SCED 5200 Language, Literacy, and Learning in the Content Areas; SCED 4210 Assessment and Curriculum Design; Student Teaching supervision and seminar	10 years
Diana Moss	Ph.D., Curriculum, Teaching, and Learning/Math Education, 2014	Assistant Professor, new hire, fall 2018	ELED 4061 Teaching Elementary Math I	2 years

Patricia Moyer-Packenham	PhD, The University of North Carolina at Chapel Hill, 1998, Curriculum and Instruction, specialization in mathematics education	Professor, Mathematics Education, 10 years	ELED 4060 Math Methods	10 years
Doug Nielsen	M.Ed., Utah State University, 2013, Elementary Education	Lecturer, Elementary Education Program, 3 years	ELED 1010 Intro to Education	28 years
Amy Piotrowski	Ph.D., Florida State University, 2016, Curriculum and Instruction with a major in English Education	Assistant Professor, Secondary Education Program (English Education), 2 years	SCED 3100 Classroom Management; ENGL 3510 Teaching Young Adult Literature, ENGL 4520 Teaching Literacy in Diverse Classrooms; ENGL 4530 Clinical	10 years
Nicole Pyle	Ph.D., Claremont Graduate University and San Diego State University, 2008, with an emphasis in special education and policy studies	Assistant Professor, Secondary Education, 5 years	SCED 4200 Language, Literacy, and Learning in the Content Areas	8 years
Sylvia Read	Ph.D., Utah State University, 2000, Education with a specialization in Curriculum and Instruction	Professor, Associate Dean for Teacher Education, Elementary Education Program, 15 years	ELED 4030 Language Arts Methods, ELED 4040 Reading Assessment and Differentiation, ELED 5250 Student Teaching Seminar (Teacher Work Sample)	13 years
Marla Robertson	Ph.D., Texas Woman's University, 2014, Curriculum and Instruction/Reading	Assistant Professor, Elementary Education Program, 2 years	ELED 3005/4005, Classroom Management I & II; ELED 3100, Classroom Reading Instruction; ELED 4030 Language Arts Methods; ELED 4040 Reading Assessment and Differentiation	7 years
Jessica Shumway	Ph.D., Utah State University, 2016, Education, specialization in Curriculum and Instruction/emphasis in Mathematics Ed and Leadership	Assistant Professor, Mathematics Education, 2 years	ELED 4060 Math Methods	7 years
Colby Tofel-Grehl	Ph.D., Science Education, University of Virginia, 2013	Assistant Professor, Science Education, 4 years	SCED 4210 Assessment and Curriculum Design; SCED 3400 Teaching Science I; SCED 4400 Teaching Science II	3 years
Susan Turner	Ph.D., Brigham Young University, 1998. Educational Leadership with minor in Organizational Behavior	Clinical Professor (Asst.) Instructional Leadership Faculty 10 years	SCED 4210 Assessment and Curriculum Design	25 years
JC Vazquez	Masters of Second Language Teaching, Emphasis in Multicultural Education	Lecturer, 1 year	SCED 3210 Education and Multicultural Foundations, ELED 4050 Social Studies Methods, SCED 5630	1 year

			Student Teaching Supervision	
Aurora Hughes Villa	MFA, Ceramics, School of the Art Institute, Chicago	Professional Practice Associate Professor, 2 years	Integrated Arts methods	10 years
Amy Wilson-Lopez	Ph.D., University of Georgia, Language and Literacy Education	Associate Professor, Secondary Education Program, 5 years	SCED 4200 Language, Literacy, and Learning in the Content Areas	4 years
Special Education Faculty				
Melanie Dawson	Ph.D., Utah State University, 2016, Disability Disciplines (Special Education track)	Clinical Assistant Professor, Special Education (Mild/Moderate ATP), first-year in position	SPED 5350/5360 Applied Behavior Analysis I & II; SPED 5300 Orientation to Teaching Students with Mild/Moderate Disabilities; SPED 5430/5440 Field-Based Applications for Students with Mild/Mod Dis I & II; SPED 5230 Student Teaching	9.5 years
Barbara Fiechtl	MS, Peabody College, 1979, Special Education with specialization in preschool	Clinical Instructor	SPED 5060 Consulting with Parent and Teachers; 5710 Young Children with Disabilities; 5730 Intervention Strategies for Young Children with Disabilities; 5810 Seminar and Field Experiences with Infants and Families; 5820 Preschool Practicum; 5840 Practicum: Young Children with Autism; 5700 Orientation to Teaching Young Children with Disabilities; 5720 Assessment for Eligibility, Programming and IEP Development, 5740/5760 Effective Instruction I & II; 5780 Foundations in Special Ed and Legal Issues; 5850/5860/5870 Field Based Applications of Effective Instruction I, II, & III	10 years
Nancy Glomb	Ph.D., Utah State University, 1992, Special Education	Associate Professor, Special Education, 13 years	SPED 5320 Teaching Content Areas and Transition; SPED 5070, Policies and Procedures; SPED 5330 Eligibility Assessment	7 years
Karen Hager Martinez	Ph.D., Utah State University, 2005, Special Education	Assistant Professor, Special Education and Rehabilitation Counseling, 1 year	SPED 5040 Foundations of Effective Assessment and Instructional Practices; SPED 4000 Education of Students with Disabilities, SPED 5410 Practicum: Direct Instruction SPED 5320 Teaching	12 years

			Content Areas and Transition	
Anne Larson	Ph.D., University of Minnesota, 2016, Educational Psychology with a specialization in Special Education	Assistant Professor, Special Education & Rehabilitation, 1 year	SPED 5060 Consulting with Parents and Teachers; SPED 5810 Seminar and Field Exp with Infants and Families; SPED 5730 Intervention Strategies for Young Children	8 years
Julia A. Lyman	M. Ed., Utah State University, 2017, Special Education	Program Coordinator, Special Education Program, 3 years	SPED 5060 Consulting with Parents and Teachers, SPED 5200 Student Teaching, SPED 5210 Student Teaching; SPED 5410 Practicum: Direct Instruction; SPED 5420 Math Practicum; SPED 5240 Public School Internship	5 years
Darcie Peterson	M.Ed., Utah State University, 1987	Undergraduate Program Coordinator, Advisor, Instructor, 25 years	SPED 4000 Education of Students with Disabilities; SPED 5040 Foundations of Effective Assessment and Instructional Practices; SPED 5050 Applied Behavior Analysis; SPED 5320 Teaching Content Areas and Transition; SPED 5340 Teaching Math, SPED 5420 Math Practicum, SPED 5200 Student Teaching; SPED 5210 Student Teaching	7 years
Tyra Sellers	Ph.D., Utah State University, 2011, Disability Discipline and Applied Behavior Analysis	Assistant Professor, SPED Undergrad and Masters and ABA Doctoral Program	SPED 5050 Applied Behavioral Analysis II	12 years
Kimberly H Snow	M.Ed, Utah State University, 1988, Education with a specialization in introductions to special education, curriculum, assessment, and field-based experience	Clinical Instructor, Special Education, Severe Program, 22 years	SPED 4000 Education of Students with Disabilities, SPED 5510 Curriculum for Students with Severe Disabilities, SPED 5520 Curriculum for Secondary-Level Students with Severe Disabilities, SPED 5540 Assessment of Persons with Severe Disabilities; SPED 5600 Practicum: Academic Skills; SPED 5610 Practicum: Daily Skills	3 years
Heather Thornton Weese	MS, Special Education, Utath State University with a specialization in severe and profound disabilitites	Clinical Instructor, Special Educaiton, 5 years	SPED 4000 Education of Students with Disabilities; SPED 5530 Tech for Teaching Exceptional Learners; SPED 3030 Educational and Multicultural Foundations; SPED 5510 Curriculum for Students with Severe Disabilities; SPED 5520	8 years

			Curriculum for Secondary Level Students with Severe Disabilities; SPED 5600 Practicum: Academic Skills; SPED 5610 Practicum: Daily Living	
Kaitlin Bundock	Ph.D., University of Utah, 2015, Special Education	Assistant Professor, Special Education, 1 year	SPED 5340 Teaching Math; SPED 5420 Math Practicum	3 years
Tim Slocum	Ph.D. University of Washington, Special Education	Professor Special Education 25 years	SPED 5310 Teaching Reading and LA to Students with Mild/Moderate Disabilities	5 years
M. Bryce Fifield	Ph.D., University of Oregon, 1988, Special Education and Rehabilitation	Full Professor, Special Education, 9 years	SPED/REHAB 1010, SPED 5330 Eligibility Assessment for Students with Mild/Mod, SPED 5070 Policies and Procedures in Special Education	6 years
Thomas S. Higbee	Ph.D., University of Nevada-Reno, Psychology	Professor, Special Education and Rehabilitation, 15 years	SPED 5010 Applied Behavioral Analysis; 5840 Practicum: Young Children with Autism	3 years
Bob Morgan	Ph.D., Utah State University, 1991, Special Education	Professor, Department of Special Education and Rehabilitation, 11 years	SPED 5320 Teaching Content Areas and Transition; SPED 5520 Curriculum for Secondary Level Students with Severe Disabilities	11 years
Summer Gunn	M.Ed., Utah State University, 2011, Special Education	Clinical Instructor, Special Education (Birth to 5), 1 year as faculty, 4 years as supervisor	SPED 4000 Education of Students with Disabilities, 5710 Young Children with Disabilities, 5720 Assessment for Eligibility, Programming and IEP Development; 5730 Intervention Strategies for Young Children with Disabilities, 5810, 5820	9 years
Teacher Education Faculty in Other Departments				
Jess Freeman King	Ed.D., McNeese State University, 1978, Educational Administration and Supervision Deaf Education	Full Professor, Bilingual-Bicultural ASL-English Deaf Education, 25 years	ComD 5600 Use of ASL in the Classroom; ComD 6700 Practicum in Deaf Education; ComD 6650 Strategies for Teaching English to Deaf and Hard of Hearing Children	8 years
Jan Kelley-King	M.S., University of Southern Mississippi, 1989, ComD-Deaf Education/ASL	Clinical Instructor, Bilingual-Bicultural ASL-English Deaf Education, 24 years	ComD 4800 Methods of Teaching ASL; ComD 4300 Clinical Experience Teaching ASL; ComD 5740 Teaching Reading to Deaf Children; ComD 5630 Literacy Methods in Early Childhood	3 years
Curt Radford	Ed.D., Lamar University, 2012, Deaf Studies/Deaf Education.	Lecturer, Bilingual-Bicultural ASL-English Deaf Education, 9 years.	ComD 5620 Teaching School Subjects to Deaf Children; ComD 6640 Issues in Deaf Education; ComD 4800	5 years

			Methods of Teaching ASL	
Felicia Dixon	M.Ed., Utah State University, 1993, ComD-Deaf Education	Clinical Instructor, Bilingual-Bicultural ASL-English Deaf Education, 10 years	ComD 3080 ASL Practice; ComD 6850 Seminar; ComD 6830 Student Teaching Residential; ComD 6800 Student Teaching Day School Program	5 years
Hilda Fronske	Ed.D. – Brigham Young University, 1984, Physical Education	Associate Professor, Kinesiology and Health Science, 26 years	PEP 4350 Administration PE PEP 3050 Elementary PE	8 years
Benjamin Gunsberg	PhD, University of Michigan, 2012, English	Assistant Professor, English, 4 years at USU	English 4500 Teaching Writing; English 4510 Teaching Literature; English 4540 Teaching Creative Writing	5 years
Jessica Rivera-Mueller	PhD, University of Nebraska-Lincoln, 2016, English	Assistant Professor, English, 1 year at USU	English 3510 Teaching Young Adult Literature; English 4500 Teaching Writing; English 4510 Teaching Literature; English 4520 Teaching Literacy in Diverse Classrooms English 4530 English Clinical Experience	2 years
Steven Shively	PhD, University of Nebraska-Lincoln, 1997, English	Associate Professor, English, 10 years at USU	English 3510 Teaching Young Adult Literature; English 3520 Multicultural American Literature English 4500 Teaching Writing; English 4510 Teaching Literature;	14 years
Sonia Manuel-Dupont	PhD, University of Kansas, 1986, English (Linguistics)	Associate Professor, English 31 years at USU	English 4520 (formerly 4220), Teaching Literacy in Diverse Classrooms; English 4530 English Clinical Experience	3 years
Genevieve Ford	PhD, Illinois State University, 2012, English	Assistant Professor, English, 6 years	English 3510 Teaching Young Adult Literature; English 2330 Children's Literature	none
Brock Dethier	PhD, University of Virginia, 1978, English Pedagogy	Professor, English, 19 years at USU	English 4500 Teaching Writing; English 4510 Teaching Literature	none
Joyce Kinkead	EdD, Texas A&M-Commerce, 1979, English	Professor, English, 34 years at USU	English 3510 Teaching YAL; English 4500 Teaching Writing; English 4510 Teaching Literature	1 year
Jason Soffe	BS, Utah State University, 1999, History & Philosophy	Instructor, History, 4 years	HIST 4860 Teaching History	15+ years
Mary Evelyn Menzik Moulton	B.S. + 45, Idaho State University, Social Studies Composite, Utah State University,	Instructor, History Department, 10 years	History 4860 Teaching History	27 years

	Minor ESL for Utah State			
Ruth Ann Morgan	Bachelor of Science, Utah State University, 1973 Psychology, History, Secondary Education	Instructor, History Teacher ed courses 4 years; Continuing education classes 1986 - 2011	HIST 4870 Teaching World History	27 years
Susan O. Shapiro	PhD in Classics, University of Texas at Austin, 1992	Associate Professor of History and Classics; at USU since 2001	LATN 4860 Latin Pedagogy	6 years
Bradford Hall	Ph.D., University of Washington, 1989, Speech Communication	Full Professor, Communication Studies in the Languages, Philosophy & Communication Studies department, in my eleventh years at USU.	CMST 5370 Methods in Teaching Speech Communication	0, I did do student teaching at a high school, but I have only taught full-time at the University level.
Maria Luisa Spicer-Escalante	Ph.D. University of Illinois, Urbana-Champaign. Applied Linguistics	Associate Professor of Spanish and Linguistics	LING 3300/4400; LING 4400 Teaching Modern Languages; LING 5500 and 5630 Student Teaching Seminar and Supervision	none
Tempe Mabe Willey	Master of Second Language Teaching at USU in 2016	Adjunct Instructor. I have been teaching at USU for two years.	LING 4400 Teaching Modern Languages	Certified in Spanish and English education, student teaching in Spanish and English secondary education, internship in English elementary education in Spain.
Windi Turner	PhD, Virginia Tech, 2014, Career and Technical Education	Assistant Professor, Family Consumer Sciences, 4 months	FCSE 4400 Family and Consumer Sciences Education Methods II	8 years
Lacee Boschetto	M.S., Family and Consumer Sciences, California State University, Northridge, 2008	Lecturer	FCSE 5500, 5630, Student Teaching Supervision and Seminar	12 years
Julie Wheeler	MS, Utah State University, 1981 Home Economics Education	Principal Lecturer, Family Consumer Sciences, 4 months	FCSE 3300 Clinical; FCSE 3400 Family and Consumer Sciences Education Methods II, FCSE 4300 Clinical; FCSE 4400 Family and Consumer Sciences Education Methods II, FCSE 5550, FCSE 5630, Student Teaching Seminar and Supervision	2 years
Amber Williams	BS, Family & Consumer Sciences Ed 1999, Utah State University	Lecturer, Family Consumer Sciences, 3 months	FCSE 3030, Textile Science; FCSE 3700; Housing and Interiors; FCSE 3790	17 years

	MA, Curriculum and Instruction 2008, University of Phoenix		Housing and Interior Design Teaching Methods	
Rebecca Lawver	PhD University of Missouri 2009 Agriculture Education MS – University of Nebraska – Leadership/Ag Ed	Associate Professor, Ag Education, 7 years	ASTE 2710 Orientation to Ag Education; ASTE 3100 Personal and Team Leadership; ASTE 3620 Managing the FFA and SAE Programs, ASTE 4150 Methods of Teaching Agriculture; ASTE 4300 Clinical; ASTE 5500, Student Teaching Seminar and Supervision; TEE 4400 Methods of Teaching Engineering and Technology Education II	9 years
Tyson Sorensen	PhD Oregon State University 2015 Science Education MS – AST USU ESL/ELL endorsement	Assistant Professor, Ag Education, 1 year	ASTE 2710 Orientation to Ag Education; ASTE 3240 Teaching in Lab Settings; ASTE 3620 Managing the FFA and SAE Programs; ASTE 4300 Clinical; ASTE 5500, Student Teaching Seminar; TEE 3200, Methods of Teaching Engineering and Technology Education I	7 years
Brian Warnick	PhD Oregon State University, 2004 Education	Professor, Ag Education, 12 years	ASTE 3240 Teaching in Lab Settings, ASTE 3300/4300 Clinical; ASTE 4150 Methods of Teaching Agriculture; ASTE/TEE 4210 Cognition and Evaluation of Student Learning in Career and Technical Education, ASTE 5500, ASTE 5630, Student Teaching Seminar and Supervision	7 years
Dennis Garner	BS, 1978, Business Education, Brigham Young University; MS 1980, Business Education Brigham Young University.	Senior Lecturer, Applied Sciences Technology Education Department, 27 years at USU	BUSN 3150 Methods for Business Education; BUSN 3300/4300 Clinical Experience; BUSN 3710 Orientation to Business Education	10 years
Russell Goodrich	AS, Ricks College, 1985, Mid-Management emphasis; BS, Utah State University, 1987, Business Education; MS, Utah State University, 1989, Business Information Systems	Associate Professor, Secondary Education, Business, Information Systems, 26 years	BUSN 2977 Internship Education Experiences	2 years
Ed Reeve	PhD, The Ohio State University, 1986, Education in Industrial	Professor, Engineering Technology, 29 Years	ASTE/TEE 4150, Methods of Teaching Agriculture; 4400, TEE 1000 Orientation to	3 years

	Technology		Tech and Eng Ed; TEE 3200 Methods of Teaching Engineering and Technology Eduation I; TEE 3300/4300 Clinicals; TEE 5500, TEE 5630 Student Teaching Seminar and Supervision	
Gary Stewardson	PhD, University of Maryland, 1987, Industrial Arts Education	Associate Professor, Engineering Technology, 27 years	TEE 4300/4400 Clinical Experience	5 years
Steve Williams	MS, Utah State University, 2008	Lecturer, Engineering Technology, 1 year	TEE 1000 Orientation to Tech and Eng Ed	10 years
M. Jean Culbertson	B.A. Mathematics, U. of Southern California 1961 Elementary Teaching Credential K-8, Cal State Dominguez Hills 1968 M.Ed. Math Ed. emphasis, Utah State U. 1998	Lecturer, Department of Mathematics and Statistics, 11 years full time; 15 years part time	MATH 2020 Euclidean Geometry and Statistics for Elementary Education School Teachers; MATH 2010 Algebraic Thinking and Number Sense for Elementary Education School Teachers	36 years
Brynja Kohler	B.A. Mathematics, University of Chicago 1992 M.S. Mathematics, New York University 1998 Ph.D. Mathematics, University of Utah 2004	Associate Professor, Department of Mathematics and Statistics, 12 years	MATH 4500 Methods of Secondary Mathematics Teaching; MATH 3300/4300; School Laboratory for Mathematics Teachers Level I and II	4 years
Kady Schneiter	PhD, Utah State University, 2004, Mathematical Sciences	Associate Professor of Mathematics and Statistics, 11 years	MATH 5010 Technology for Teaching Mathematics; MATH 4500 Methods of Teaching Mathematics; STAT 4010 Probability and Statistics for Teachers	None
Jim Cangelosi	Ph.D. Mathematical Sciences with Emphases in Mathematics Education & Number Theory; Louisiana State University (1972)	Professor of Mathematics; 34 years	MATH 4500 Methods of Teaching Mathematics, Methods of Teaching Statistics; MATH 5020 Mathematical Cognition and Assessment of Mathematical Achievement; MATH 2020 Euclidean Geometry & Statistics for Elementary & Special Education Teachers; MATH 1051 Classical Algebra for Teachers	7 years
Carrie Madden	MS, University of North Texas, 1991, School/Child Clinical Psychology	Lecturer, Undergraduate Psychology Program, 7 years	PSY 3660 – Educational Psychology for Teachers before it became TEAL 3660	7 years

Facilities and Infrastructure

Utah State University has state of the art facilities in Logan and at every regional campus and center. We have an extensive support system for academic and instructional services, which can be explored here: https://ais.usu.edu/

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

A typical broadcast origination classroom and receive classroom has a large flat panel display that instructors and students use to see each other in real time, a sophisticated audio/mic system that allows for teacher-student and student-student interaction, a PC that enables the use of lecture capture, a document camera, and BluRay DVD. In addition, small group work is facilitated through the use of additional technology-based video systems (e.g., Zoom) that students access using phones or laptops.

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 programs at Utah State University benefit from excellent facilities and support for instruction. Teacher education is a program that uses distance education extensively and makes extensive use of the instructional designers at CIDI.

Fiscal support for our programs is good. The College of Education and Human Services recently adopted 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 cooperating teacher stipends, university supervisor stipends, and associated costs. 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 had faculty and staff compensation at the top of the list of priorities for at least the last 5 years; nevertheless, cost of living increases have been the only result. Some faculty receive an additional merit increase based upon strong research/grant productivity. Assistant professor beginning salaries are similar to the average salary in education of other doctoral granting institutions as reported by higheredjobs.com: https://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=46

Student support is strong in the program. A survey that students complete when they apply for a license shows that students, on average, find the advising to be satisfactory or excellent. Items 2e and 2f on the survey ask students the following:

e. The **availability** of advising in this program was:
1) ____ poor; impossible to find an advisor most of the time
2) ____ satisfactory; adequate, but not outstanding
3) ____ excellent; advising assistance was available always when needed

f. The **quality** of general program advisement was:
1) ____ poor 2) ____ satisfactory 3) ____ excellent

The data from 2014-15, 2015-16, and 2016-17 surveys are available:

- http://cehs.usu.edu/evidence-room/Educator%20Licensing%20Program%20Evaluation%20Survey%20for%2014-15.xls
- http://cehs.usu.edu/evidence-room/Educator%20Licensing%20Program%20Evaluation%20Survey%2015-16.xls
- http://cehs.usu.edu/evidence-room/Educator%20Licensing%20Program%20Eval%20%202016-2017.xls

Appendix D: Internal Audit—specification and investigation of the quality control system

To conduct the audit, we first determined how many student files would be used. To get a representative sample, we decided to randomly select 3 special education graduates, 6 secondary education graduates, and 9 elementary education graduates per year for 2016-2018, which meant that we would select 54 files in total: 9 special education, 18 secondary education, and 27 elementary education.

To begin, we worked with the database to determine the graduates for the three years. The graduates were separated into programs. Elementary education graduates were separated into early childhood or dual early childhood/elementary and elementary education. Special education graduates were further separated by emphasis: mild/moderate, severe, and early childhood. Secondary education majors were separated according to the following categories:

- 1 from the Caine College of Arts
  - theater education, music education, or art education teaching majors
- 1 from the College of Agriculture and Applied Sciences
  - family consumer sciences education, agricultural education, technology and engineering education, or business education
- 2 from College of Humanities and Social Sciences
  - English, world language, or history teaching majors
- 1 from College of Education and Human Services
  - social studies education or human movement science/physical education
- 1 from College of Science
  - math/stats education composite, math education, chemistry, physics, physical science composite, biological science composite, or earth science composite teaching majors

Once separated into categories, students were randomly selected by using a random number generator. For each randomly selected student, using our databases and student information system, we examined the transcripts, the DegreeWorks info, and Filemaker to answer questions 1-14 on the audit checklist. For questions 15-22, ten students' files were examined in more detail, 3 special education (one each from mild/moderate, severe, and birth-age 5), 5 secondary education (one from each college) and 2 elementary education (one early childhood and one elementary).

This chart presents the audit questions formatted into a checklist.

Yes	No	NA	Audit Questions	Comments
			Students	
			1. Did student meet admissions requirements?	
			a. Undergraduate GPA of 3.0 or higher or received waiver	
			b. Passing Praxis score by required date (entrance for ELED and SPED, student teaching for SCED)	
			c. Prerequisites completed	
			d. ACT minimum met (SCED only)	
			e. Background check cleared prior to practica/clinical	

Yes	No	NA	Audit Questions	Comments
			f. Core course GPA met (or waiver)—ELED, SPED?	
			2. Were all practicum placements recorded in FileMaker?	
			3. Did student complete all required practica prior to student teaching/internship?	
			4. Did student meet requirements for admission to student teaching/internship (e.g., background check, minimum course grades, ethics review)?	
			5. Did student complete program and degree requirements?	
			a. Complete DegreeWorks file?	
			b. Grades of B- or better in all teacher education core courses	
			c. Successful student teaching/internship	
			6. Did student apply for licensure with the Utah State Board of Education (USBE)?	
			7. Did student complete the degree in an appropriate timeframe?	
			8. Who was student's advisor?	
			9. Did student receive special attention for being at risk in coursework or practica?	
			10. How many times did the student take Praxis?	
			11. How many credits at graduation?	
			12. Total semesters to graduation?	
			13. Credits per semester, on average?	
			14. Did student take Math 1050/1051 during first 3 semesters?	
Yes	**No**	**NA**	**Audit Questions**	**Comments**
			Program and Courses	
			15. Were programs reviewed or revised in the last 5 years?	
Yes	**No**	**NA**	**Faculty**	
			16. Who taught the methods and core education courses (1 methods course, 1 core education course)? Were the instructors sufficiently qualified (e.g., minimum of master's degree, relevant content coursework, and P-12 teaching experience)?	
			17. Were any courses that student took taught by adjuncts/contract instructors? If so, how were instructors monitored/given support?	
Yes	**No**	**NA**	**Infrastructure**	
			18. Were students' courses (1 course per student) in classrooms of appropriate size with adequate seating for students enrolled?	
			19. Were courses (1 course per student) held in classrooms with suitable equipment and supplies?	
			20. Were any courses fully online? If so, were courses reviewed by CIDI?	

The findings for **questions 1-9** were unremarkable in that all students met the admissions requirements, files were complete, etc.

For **question 10**, the number of times that students had to take Praxis varied by subject and level. For the secondary education students randomly chosen for the audit, all but one student passed the Praxis on the first attempt. The Praxis test that one student passed on the 2nd attempt was for English.

For the elementary education and 4 of the special education students, the Praxis data is shown here as frequency count as well as a mean number of times it took to pass. In addition to the special education students included in the data for this table, there were an additional 5 students who took a special education Praxis test (no longer being used) and passed it on the first attempt.

Elementary Multiple Subjects Praxis	passed on first attempt	passed on 2nd attempt	passed on 3rd attempt	passed on 8th attempt	Mean
Science	28	2	1		1.13
Social Studies	28		2	1	1.35
Math	26	3	2		1.23
English Language Arts	29	2			1.06

For **question 11**, how many credits at graduation, below are the means and standard deviations for the three categories of student. Students who were completing a second Bachelor's leading to initial licensure were excluded from the analysis.

# of credits at graduation with first Bachelor's degree	ELED	SPED	SCED
Mean	149.4	153.14	157.12
SD	18.8	16.27	17.11

For question 12, total semesters to graduation, the data is as follows.

# of semesters to graduation	ELED	SPED	SCED
Mean	12.5	13.7	11.8
SD	3.6	5	2.6

For **question 13**, average credits per semester, students in elementary education took an average of 12.8 credits per semester, secondary education students took an average of 12.2 credits per semester, and special education students took an average of 11 credits per semester. These numbers do not include AP courses or concurrent enrollment credits. Students appear to proceed in a timely fashion to degree completion.

Out of curiosity, not part of the original audit plan, we looked to see how many of the students' whose files were used for this audit, attended another university for more than one semester before becoming a student at Utah State University. Interestingly, 27 students, 50%, of the students attended another university before beginning their academic career at USU.

All of this data leads us to conclude that although students are graduating with more than the "usual" 120 credits, the students are graduating within a reasonable timeframe (11.9-13.7 semesters). They tend to begin their university with AP credits or concurrent enrollment credits that increase the credits at graduation.

For the most part, students are able to pass the relevant Praxis test(s) on the first attempt, allowing them to make timely progress in the program and be recommended for licensure at graduation.

To inquire into another potential barrier to making timely progress, through **question 14**, we checked to see whether or not special education, elementary education, and early childhood majors took college algebra (MATH 1050) during their first three semesters. For the students whose files were audited, this was not a barrier. They either took the course during the first 3 semesters or had already taken it as concurrent enrollment or passed a higher-level math course or an equivalent AP test.

Overall, this tells us that our students are getting solid advising from our professional advisors, and that transfer students are not penalized for changing institutions. Students who change majors after a significant amount of time do not graduate in a "timely" manner, and yet it's clear that once they become teaching majors, they finish at a normal pace.

For **questions 15-20**, in order to probe the data, we used the randomly selected subset of the random selection of students as the data set.

For **question 15**, the programs of study selected for the probe were Family Consumer Sciences Education, Theater Education, Social Studies Composite, English Teaching, Math/Stats Composite, Special Education (birth to 5), Special Education/Mild-Moderate, Special Education/Severe, and Elementary Education and Early Childhood Education.

Family Consumer Sciences Education. For this major, which is a composite major (no minor necessary), the faculty added three methods courses that students must complete. They learn the major content from different departments (nutrition, chemistry, FCHD, etc.), but these courses do not address pedagogy. Faculty worked with the Utah State Board of Education on the development of these core curricula. The strands and standards for FCSE are updated every three years, and courses are updated to reflect those changes. Additionally, when the USBE started placing more emphasis on FCCLA (Family, Career, and Community Leaders of America, the student organization that students can join in high school), they added a course, "Managing FCCLA." The classrooms are kept current with technology, appropriate classroom supplies, etc. The department manages their own classrooms and are not dependent on classrooms used by the university, which enables them to provide for the specific needs of their students. For example, the clothing labs are updated with the latest in equipment and the professors have attended extended training out of state to learn how to operate the equipment.
In fall 2018, the faculty were tasked with reducing the number of required courses. Faculty analyzed each course according to its merit and absolute necessity for our students. One general family relations course was dropped and a new "Adult Responsibilities Methods" course was added in order to teach students about human sexuality and other sensitive issues they need in order to teach many of our courses.

Theatre Education. The theatre education program provides comprehensive preparation for theatre educators to teach students at all levels K-12. Numerous changes over the past years ensure that students' coursework well exceeds the minimum preparation required by the state of Utah, as students take classes in Methods of Teaching Drama (K-6), Methods of Teaching Theatre (Grades 7-12), Drama Across the Curriculum (Grades K-12), Theatre for Young Audiences, Applied Theatre, a discipline-specific Student Teaching Seminar, as well as a Theatre Education Seminar course every semester they are enrolled, all in addition to a rigorous training program in the art form itself. Students are required to participate in extensive co-curricular activities including teaching and artistic work with schools and professional theatre organizations. Students are regularly assessed in the areas of pedagogy, artistry, academics, leadership/service, and professionalism through a comprehensive portfolio process in which their work is evaluated by professionals in the field of theatre education external to the university.

Social Studies Composite. This program was recently updated (during academic year 2017-2018) in order to accomplish two goals. First, the number of overall credits was reduced to bring the major in line with the 120-credit threshold for bachelor's degrees. Secondly, because the program is multidisciplinary, Dr. Andrea Hawkman (social studies specialist) in TEAL sought input from all of the partner departments who provide content and methods courses for the major and assessed which courses would be most useful to a secondary social studies teacher. Thus, the major was streamlined and made more relevant.

English Teaching. The English Education program continually seeks to improve our preparation of future teachers. One recent change is designed to help students make a smoother transition between content area coursework and the professional education courses of the STEP program. We created a new course, ENGL 3500 Teaching English, which is paired with SCED 3300 Clinical Experience I; students must take these courses concurrently. Similarly, we require that students now pair ENGL 4520 Teaching Literacy in Diverse Classrooms, with SCED 4300 Clinical Experience II. The Field Service Office of TEAL arranges placements in the schools, yet English Education faculty are the instructors of record for all of these courses. Student feedback indicated that students desired more integration between content-area preparation and pre-professional practice; they also desired more sustained work with English faculty. Now the same professors who teach English methods courses work with students as they observe and practice those methods in the schools. Another change is the addition of three new composite majors to the existing English Teaching Emphasis, one in Literature, one in Writing, and one in American Studies. These changes respond to student requests for more training in the discipline of English and to new developments in the teaching profession; our pre-service students will be better prepared, specifically to work in an environment of high-stakes, content-area testing. The English Teaching Composite options also improve time-to-graduation for most students. A final recent change is the creation of a new course, ENGL 4530 Teaching Creative Writing. This optional course responds to student interest and to the fact that more secondary schools in our region offer creative writing courses.

Math/Stats Composite. Faculty in this department did not report any changes to the program of study for this major in the last 5 years. They did report adding STAT 4010, Statistics for Teachers, to the Math

Special Education. Every other year, the department reviews the capstone project of the undergraduate SPED major – the portfolio. Each section of the portfolio is divided up by committee, randomly chosen portfolios are evaluated and the committee makes recommendations to the faculty on course content, and final project revisions. Because of this intensive program evaluation process, several changes have been made to the SPED major.

- In 2016, the faculty rearranged the order of some of the SPED classes to allow SPED 5040 to truly be a foundations course and be taught before the SPED year. This moved the assistive technology class (SPED 5530) to the 2nd semester in the SPED year. This change has allowed curriculum classes to start sooner on lesson planning and goal setting. It also allowed the Assistive Technology class to require more lesson planning with AT integrated into the lesson.
- Mild/moderate moved the math curriculum class to the semester before the math practicum to allow students to fully engage with the content before teaching math to secondary special education students. They also are field testing a system where two practicum teacher candidates are assigned to each placement and co-teach the curriculum to students.
- Severe has added a credit to their assessment class to cover the additional testing teachers are required to do in the schools. They have also revised their curriculum classes to include the Essential Elements Standards.

- Birth to 5 added a 2-credit assessment class because the need for teachers to assess student's students for SPED placement and assess student learning is increasing. They also rearranged their schedule to have teacher candidates work in an Early Intervention placement before working in a preschool placement as a more natural progression of skills. They also worked with Early Intervention agencies in the state to update the Up-to-Three placement objectives to align with the Early Intervention Credential.

Elementary and Early Childhood Education. During the last five years, these programs were modified to include ITLS 5500, Integration and Innovation of Technology in Education, a 3-credit course. This course replaced an earlier iteration of the course that was fewer credits and focused on technology tools rather than technology integration. This involved a substantial redesign of the course led by Nathan Smith, the directory of the Education Technology Center in the College of Education and Human Services. In addition, during this same period, an additional math methods course was added as part of another comprehensive redesign of the 4 math methods courses that students take as part of the Elementary and/or Early Childhood program. The most recent program revisions are currently undergoing their beta test year. One important addition is TEAL 5710, Linguistic and Cultural Diversity for Teachers. This is an area that we knew was a deficit in our program, and this year we are able to require it for all elementary and/or early childhood majors by finding room for it in the programs of study and by hiring an instructor whose main responsibility it is to teach the class. Another change that is taking place for the first time in Spring 2019 is the replacement of two 1-credit classroom management courses with one 3-credit classroom management course. This is a change that has been undertaken in response to student feedback and the perennial concern from stakeholders that students need more preparation in classroom management. Also beginning in Spring 2019, we have also separated out practicum experiences into separate courses to allow us to provide pass/fail grades for the practicum experiences. Prior to Spring 2019, practicum experiences prior to student teaching were graded as part of the methods courses, which did not allow us to separate out issues of course performance and classroom performance. Other program changes are occurring during the 2018-2019 academic year, but they are largely an effort to provide students more flexibility in the scheduling of courses over the semester and to provide us with a way to recruit students from underrepresented populations by removing some of the real and perceived barriers to program acceptance.

For **question 16 and 17**, we selected two courses per student, although some courses were repeated for some students. The course list selected is as follows:
FCSE 4400, Family and Consumer Sciences Education Methods II
THEA 4340, Methods of Teaching Theater, Grades 7-12
HIST 4860, Teaching History
ENGL 4510, Teaching Literature
MATH 4500, Methods of Secondary School Mathematics Teaching
SCED 3100, Motivation and Classroom Management
SCED 4210, Assessment and Curriculum Design
FCHD 4550, Preschool Methods and Curriculum
ELED 3100, Classroom Reading Instruction
ELED 4040, Assessment and Instruction for Struggling Readers
TEAL 4630, Methods for Teaching Middle Level Mathematics

This list of courses yielding the following instructors:

Julie Wheeler (Family Consumer Sciences Education, FCSE 4400)

Julie Wheeler is Principal Lecturer in the Department of Agricultural Systems and Education in the Family Consumer Sciences Education program. Julie holds a master's degree in Home Economics from Utah State University.

Matthew Omasta (Theater Education, THEA 4340)
Dr. Omasta is Associate Professor and Associate Department Head for the Department of Theater Arts. Additionally, he is the Director of Theater Education. Dr. Omasta holds a Ph.D. in Theatre from Arizona State University.

Mary Moulton (History, HIST 4860)
Mary Moulton is a history teacher at Uintah High School in Vernal, UT. She is endorsed in social studies by the state of Utah and received her teaching degree and endorsement from Brigham Young University.

Steven Shively (English, ENGL 4510)
Dr. Shively is Associate Professor in the Department of English. He earned his Ph.D. in English from the University of Nebraska, Lincoln, and formerly taught high school English.

Brynja Kohler (Math/Stats, MATH 4500)
Dr. Kohler is an Associate Professor in the Department of Mathematics and Statistics who earned her Ph.D. in Mathematics from the University of Utah in 2004. She taught high school mathematics in Los Angeles and New York City.

Anne Larson (Special Education, SPED 5730)
Dr. Larson is an assistant profession in the Department of Special Education and Rehabilitation. She earned her Ph.D. from the University of Minnesota in Educational Psychology and Special Education in 2016. Formerly, she served as a Speech-Language Pathologist for the Minnesota Department of Education.

Ben Lignugaris/Kraft (Special Education, SPED 5040)
Dr. Ben Lignugaris/Kraft was a full professor in the Department of Special Education and Rehabilitation until his retirement from that department in 2016.

Darcie Peterson (Special Education, SPED 5040)
Darcie Peterson is an instructor and academic advisor in the Department of Special Education and Rehabilitation. She holds an M.Ed. in Special Education.

Heather Weese (Special Education, SPED 5330)
Heather Weese is a clinical instructor in the Department of Special Education and Rehabilitation. She holds a master's degree in Special Education from Utah State University.

Nancy Glomb (Special Education, SPED 5330)
Dr. Glomb is an associate professor in the Department of Special Education and Rehabilitation. She holds a Ph.D. in Special Education from Utah State University.

Bradie Ormond (Special Education, SPED 5370)
Bradie Ormond is an adjunct instructor for the Department of Special Education and Rehabilitation. She received support to teach SPED 5370 from Marilyn Likins and Dr. Melanie Dawson, Clinical Assistant Professor in the department. Bradie Ormond has a BS in Communication Disorders with a Minor in

Family and Human Development from USU, an MA in Speech and Hearing Science from Washington State University. She has 18 years of experience in in Davis School District in multiple assignments including: Speech-Language Pathologist, Web-System Manager, Special Education Coordinator, Related Services Coordinator and Assistive Technology Specialist, 17 years as an Assistive Technology Team Member, and she serves on the steering committee for the implementation of Personalized learning for Davis School District. Finally, with a colleague, Bradie Ormond co-created the 3-year plan for the Assistive Technology project in Davis School District, which impacts over 9000 special education students.

Kelli Barker (Teacher Education/Early Childhood Education, FCHD 4550)
Kelli Barker is a lecturer in the Department of Human Development and Family Studies. Kelli holds a Master of Family and Human Development with a specialization in Early Childhood. She is also the assistant director of the Adele and Dale Young Child Development Laboratory.

Sally Brown (Teacher Education/Secondary, SCED 4210)
Sally Brown, at the time that she taught SCED 4210, was a student in the literacy concentration of the doctoral program in education with a concentration in curriculum and instruction. She is currently an assistant professor at The College of Idaho. She received support to teach this course from Dr. Susan Turner of the School of Teacher Education and Leadership.

Joe Matthews (Teacher Education/Secondary, SCED 4210)
Dr. Matthews was an associate professor in the School of Teacher Education and Leadership until his retirement in 2017.

Barbara Cangelosi (Teacher Education/Secondary, SCED 3100)
Barbara Cangelosi was a lecturer in the School of Teacher Education and Leadership until her retirement in 2017. She held a master's degree and had experience as a secondary English teacher.

J.C. Vasquez (Teacher Education/Secondary), SCED 3210)
J.C. Vasquez is a lecturer in the School of Teacher Education and Leadership. He holds a Master of Second Language Teaching Degree, has served as the Multicultural Affairs Director at the Center for Persons with Disabilities, and taught Spanish and ESL at Box Elder High School.

Carla Randall (Teacher Education/Elementary, ELED 3100)
Carla Randall is a contract instructor for the School of Teacher Education and Leadership. She holds a master's degree in Education and a reading endorsement. She was supported in teaching this class by Dr. Cindy Jones.

Cindy Jones (Teacher Education/Elementary, ELED 4040)
Dr. Jones is an associate professor in the School of Teacher Education and Leadership. She holds a Ph.D. in Curriculum and Instruction from Utah State University.

Amy Bingham Brown (Teacher Education/Elementary, TEAL 4630)
Dr. Brown was an assistant professor for the School of Teacher Education and Leadership for 5 years. She earned a Ph.D. in Mathematics Education from the University of Florida and taught elementary grades prior to her time as a faculty member at Utah State University.

For **questions 18-20** of the audit, we used the same list of courses used for questions 15-17.

The courses were held in the following locations.

Family Life 115 seats 49 and is fully equipped with a PC, DVD player, document camera, Iclicker system, lecture capture capabilities, projector, screen and mobile connectivity.

Family Life 307 seats 48 and is fully equipped with a PC, DVD player, document camera, Iclicker system, lecture capture capabilities, projector, screen and mobile connectivity.

Family Life 318 seats 20 and is equipped with a computer, projector, screen, and whiteboards.

University Reserve 103 seats 30 and is equipped with document camera, flat panel display, interactive display, laptop connection, speakers, surface studio computer and mobile connectivity.

Animal Science 320 is no longer a classroom. It has been renovated to be a lab.

Education 130 seats 35 and is equipped with PC, document camera, lecture capture capabilities, projector, screen, and mobile connectivity.

Education 131 seats 130 and is fully equipped with PC, DVD player, microphone, document camera, Iclicker system, lecture capture capabilities, projector, screen and mobile connectivity.

Education 178 seat 36 and is equipped with a computer, projector, screen, and whiteboards.

EBLS 233 seats 20 and equipped with a PC, document camera, interactive display, interactive video conference system, laptop connection, lecture capture, project, screen, speakers, and mobile connectivity.

Lillywhite 003 seta 49 and is equipped with a DVD player, PC, document camera, lecture capture, microphone for audio capture, projector, screen, and speakers.

Industrial Science 113 seats 40 and is equipped with a computer, projector, screen, and whiteboards.

Library 411 seats 49 and is fully equipped with PC, document camera, interactive video conference system, Iclicker system, lecture capture capabilities, projector, screen and mobile connectivity.

Orem Center, Kaysville Education Center, Brigham City Campus locations all have fully equipped rooms because the classrooms are set up to receive broadcasts of classes anywhere in the state. Classrooms are typically set up with tables in rows facing a large screen. Students have microphones that are either manually or automatically turned on when a student speaks. Every room is equipped with camera and sound equipment that allow for near real-time two-way audio and two-way video. In addition, instructors use internet based interactive conference systems such as Zoom to facilitate small group work.

In addition to state-of-the-art equipment, all courses at USU use the learning management system, Canvas, as a supplement to face to face or broadcast instruction. Online courses use the Canvas platform. An extensive staff is available to support instruction, whether it is online, broadcast, face to face, or a blend of modalities.

Addressing **question 20**, one of the randomly chosen courses was offered fully online—SPED 5330. Our Center for Innovative Design and Instruction reviews all online courses, but their written records of review do not go back to the period in which this course was developed.

Audit analysis. Given the findings of the audit, we feel confident that student records are complete, that students are meeting the requirements of the program, and that students are finishing their programs in a timely manner. Programs and programs are reviewed and updated to keep them current with state expectations and national standards. When courses are taught by adjuncts or doctoral students, the instructors receive support from a faculty member with expertise in the content. All courses, per university policy and procedure, are subject to student evaluation every time they are taught. Results of the evaluations are reported to department heads. Instructors who have extremely low evaluations are not approved to teach in subsequent semesters. In terms of infrastructure, classrooms are up to date with the latest technology and have adequate seating. Online courses are formally reviewed by the Center for Innovative Design and Instruction, a division of USU's Academic and Instructional Services.

Appendix E: Jurisdictional obligations met (per state agreement)

Not applicable.

Appendix F: Missional commitments and distinct contributions

In keeping with the original land-grant mission of providing educational opportunities for people living in rural and remote areas of the state, we offer our elementary, secondary, and special education teacher preparation programs throughout the state. Through distance education technology that uses broadcast, online, and a blend of both, students take both general education and major specific coursework that leads to teacher licensure. Many, though not all, of the students who take classes at regional campuses are non-traditional students, returning after a gap in their education, working parents, and first-generation college students. We have made a special effort to recruit Native American students in the southeastern region of the state, and currently have six students who are enrolled in the elementary education program. 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: regionalcampuses.usu.edu. Not every program is available at every campus due to Board of Regents policy (R315) that regulates service areas for all of the public institutions of higher education in Utah: higheredutah.org

Appendix G: Data quality appendix: reliability, validity, fairness, trustworthiness

Praxis tests are developed and administered by ETS, which provides information on their fairness, validity and reliability here: https://www.ets.org/praxis/institutions/about/fairness/

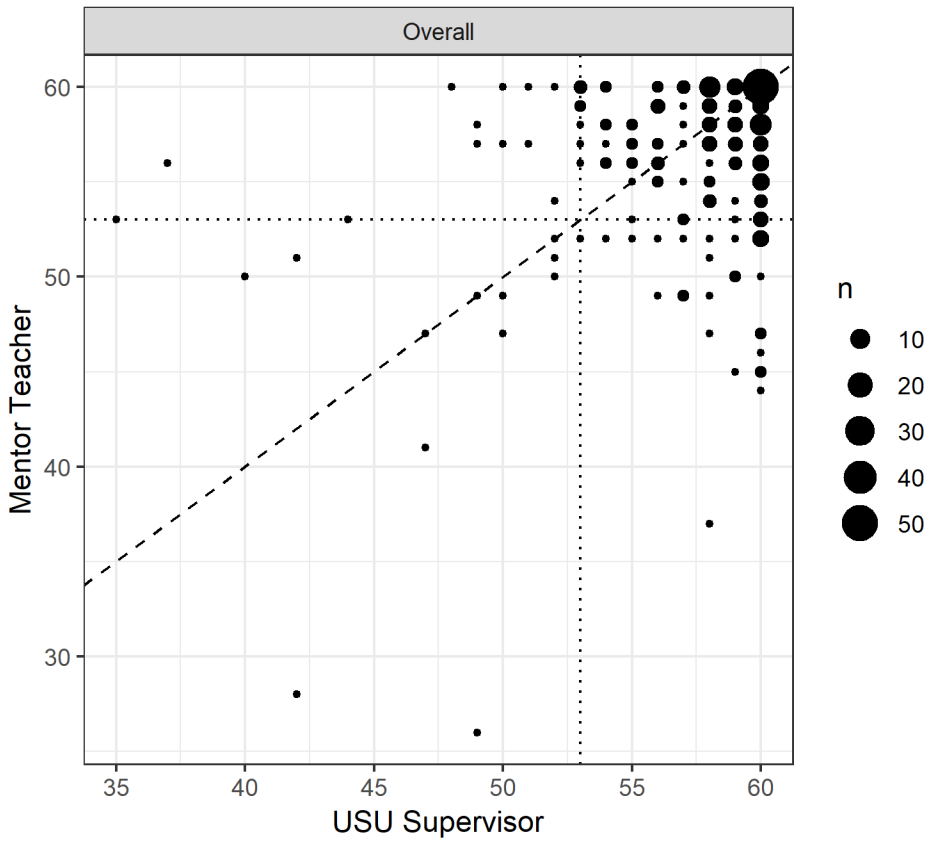
PAES, or the Utah Teacher Candidate Performance Assessment and Evaluation System (UTC-PAES), consists of a rubric that is the basis for all formative assessments during student teaching. The rubric and the system of which it is a part was developed by the Utah Teacher Education Assessment and Accreditation 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. Versions of the PAES are used in other practicum/clinical assessments that were 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. One rule that the UTEAAC group imposed upon the system is that the formative assessment should be completed four times prior to the final summative evaluation. In most cases, we are able to meet this standard for validity. However, occasionally, we have students who split their student teaching semester into two 7-week blocks because they are dual majors (e.g., ELED and Early Childhood, ELED and Special Education) or because they complete one block in an international setting. In these cases, we are unable to require supervisors and mentor teachers to complete the optimal number of formative assessments prior to completing the summative evaluation.

A study was conducted by a graduate student at Brigham Young University. The researcher conducted the analysis using data from a prior version of the PAES, which we called UPTOP. At the time of the analysis of the data, a comparison of scores by cooperating teachers and university supervisors showed a significant difference between them, suggesting that more training was needed on the instrument. The report can be viewed here: http://cehs.usu.edu/evidence-room/UPTOP%20Data%20Analysis%20Report.pdf

Due to turnover in our Office of Field Experiences, we have only just begun the process of developing training for mentor teachers and supervisors on the PAES instrument. Without adequate training, an expectation for strong reliability would reflect unwarranted confidence.

Accordingly, an analysis of the student teaching evaluations from Fall 2017 and Spring 2018 using the new PAES instrument reveals that the intraclass correlation between university supervisor and mentor teacher scores is 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 ($\alpha = .9$), thus providing a reliable measure of the concept of effective teaching. The details of the analysis can be found here: http://cehs.usu.edu/evidence-room/PAES%20reliability.pdf



This scatterplot shows agreement on overall score comparing mentor teacher to USU supervisor. There is work to be done to determine whether or not all the data is being captured accurately and cleanly and that scores below the cut score are being investigated.

UTESS/UTEES surveys, which are the new completer and principal surveys, were built by the same group who built the student teaching evaluation system (UTC-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) make no claims about validity (https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf), yet the InTASC standards are widely used as the basis for programs and assessments. Furthermore, by basing our completer and principal surveys upon the Utah Effective Teaching Standards, we are complying with state board rule governing teacher preparation programs in Utah.

To get a preliminary sense of how first year teachers (completers) and principal ratings compare, below is a chart that groups all completers' (ELED, SCED, and SPED) ratings of themselves and juxtaposes them with principals' ratings.

	Principal		Completer		Principal		Completer		Principal		Completer		Principal		Completer		Principal		Completer	
	Very well		Very well		Well		Well		Adequately		Adequately		Poorly		Poorly		Not at all		Not at all	
How well can you/can the first-year teacher in your school:		N		N		N		N		N		N		N		N		N		N
Actively reflect on the effectiveness of his/her instruction to identify areas of strength and challenges.	32.50%	39	39.77%	35	51.67%	62	44.32%	39	12.50%	15	12.50%	11	3.33%	4	2.27%	2	0.00%	0	1.14%	1
Advocate for all students.	42.50%	51	57.95%	51	42.50%	51	27.27%	24	12.50%	15	11.36%	10	2.50%	3	2.27%	2	0.00%	0	1.14%	1
Collaborate with colleagues to plan and evaluate instruction.	38.33%	46	45.45%	40	46.67%	56	35.23%	31	11.67%	14	14.77%	13	3.33%	4	2.27%	2	0.00%	0	2.27%	2
Collaborate with families, colleagues, and other professionals to support students' growth and development.	43.33%	52	35.23%	31	40.83%	49	42.05%	37	12.50%	15	18.18%	16	3.33%	4	3.41%	3	0.00%	0	1.14%	1
Collaborate with students to establish a respectful learning environment.	45.00%	54	39.77%	35	33.33%	40	36.36%	32	17.50%	21	18.18%	16	4.17%	5	4.55%	4	0.00%	0	1.14%	1
Convey accurate information and concepts based on the content knowledge of his/her discipline(s).	39.17%	47	44.32%	39	45.00%	54	36.36%	32	13.33%	16	13.64%	12	2.50%	3	4.55%	4	0.00%	0	1.14%	1
Create learning experiences based on students' individual developmental levels.	30.83%	37	22.73%	20	50.00%	60	45.45%	40	15.83%	19	23.86%	21	3.33%	4	6.82%	6	0.00%	0	1.14%	1

Design assessments (e.g., pre, formative, summative) that match learning objectives.	27.50%	33	42.05%	37	52.50%	63	38.64%	34	19.17%	23	12.50%	11	0.83%	1	2.27%	2	0.00%	0	4.55%	4
Differentiate instruction to meet the needs of students.	28.33%	34	21.59%	19	39.17%	47	43.18%	38	29.17%	35	27.27%	24	3.33%	4	6.82%	6	0.00%	0	1.14%	1
Engage in professional learning to strengthen his/her instructional practice.	35.83%	43	47.73%	42	48.33%	58	39.77%	35	13.33%	16	9.09%	8	2.50%	3	2.27%	2	0.00%	0	1.14%	1
Engage students in applying methods of inquiry.	24.17%	29	18.18%	16	45.83%	55	45.45%	40	27.50%	33	25.00%	22	2.50%	3	7.95%	7	0.00%	0	3.41%	3
Engage students in critical thinking.	25.00%	30	20.45%	18	42.50%	51	47.73%	42	30.83%	37	23.86%	21	1.67%	2	4.55%	4	0.00%	0	3.41%	3
Facilitate students' use of technology for learning.	25.83%	31	29.55%	26	50.00%	60	40.91%	36	23.33%	28	20.45%	18	0.83%	1	6.82%	6	0.00%	0	2.27%	2
Implement activities and tasks that support students' ability to communicate.	26.67%	32	29.55%	26	50.83%	61	44.32%	39	20.83%	25	18.18%	16	1.67%	2	6.82%	6	0.00%	0	1.14%	1
Implement new ideas to improve their instruction.	32.50%	39	38.64%	34	43.33%	52	45.45%	40	20.83%	25	12.50%	11	3.33%	4	2.27%	2	0.00%	0	1.14%	1
Incorporate a variety of digital media and technology tools to extend the learning environment beyond their classroom.	29.17%	35	29.55%	26	49.17%	59	37.50%	33	20.00%	24	25.00%	22	1.67%	2	5.68%	5	0.00%	0	2.27%	2

Integrate literacy and/or other content areas into instruction to purposefully engage students in applying content knowledge.	24.17%	29	27.27%	24	50.00%	60	40.91%	36	24.17%	29	22.73%	20	1.67%	2	6.82%	6	0.00%	0	2.27%	2
Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions).	24.17%	29	37.50%	33	49.17%	59	43.18%	38	23.33%	28	14.77%	13	2.50%	3	3.41%	3	0.83%	1	1.14%	1
Participate in a collaborative decision-making culture.	41.67%	50	47.73%	42	42.50%	51	36.36%	32	13.33%	16	11.36%	10	2.50%	3	2.27%	2	0.00%	0	2.27%	2
Plan instruction based on the Utah Core Standards.	45.00%	54	56.82%	50	42.50%	51	28.41%	25	10.00%	12	10.23%	9	1.67%	2	1.14%	1	0.83%	1	3.41%	3
Provide instruction that addresses students' cultural differences.	22.50%	27	28.41%	25	46.67%	56	36.36%	32	27.50%	33	26.14%	23	2.50%	3	6.82%	6	0.83%	1	2.27%	2
Provide instruction that addresses students' learning differences.	31.67%	38	23.86%	21	39.17%	47	44.32%	39	24.17%	29	28.41%	25	5.00%	6	2.27%	2	0.00%	0	1.14%	1
Provide instruction that uses language acquisition strategies to meet the needs of English language learners.	21.67%	26	13.64%	12	44.17%	53	28.41%	25	31.67%	38	37.50%	33	1.67%	2	15.91%	14	0.83%	1	4.55%	4
Provide opportunities for students to connect classroom learning to the real world.	29.17%	35	30.68%	27	45.00%	54	37.50%	33	23.33%	28	20.45%	18	2.50%	3	10.23%	9	0.00%	0	1.14%	1
Provide opportunities for students to demonstrate learning in different ways.	32.50%	39	20.45%	18	45.83%	55	48.86%	43	18.33%	22	26.14%	23	3.33%	4	3.41%	3	0.00%	0	1.14%	1

Reflect on personal and professional biases.	30.00%	36	38.64%	34	48.33%	58	38.64%	34	16.67%	20	17.05%	15	5.00%	6	3.41%	3	0.00%	0	2.27%	2
Select assessments (e.g., pre, formative, summative) that match learning objectives.	30.00%	36	35.23%	31	48.33%	58	40.91%	36	19.17%	23	18.18%	16	2.50%	3	3.41%	3	0.00%	0	2.27%	2
Set appropriately challenging learning goals for all students.	35.00%	42	30.68%	27	44.17%	53	40.91%	36	18.33%	22	21.59%	19	2.50%	3	5.68%	5	0.00%	0	1.14%	1
Stay informed regarding current education policy and research.	25.00%	30	18.18%	16	42.50%	51	38.64%	34	30.00%	36	28.41%	25	2.50%	3	12.50%	11	0.00%	0	2.27%	2
Support students' growth in international and global perspectives.	17.65%	21	17.24%	15	38.66%	46	36.78%	32	38.66%	46	32.18%	28	3.36%	4	6.90%	6	1.68%	2	6.90%	6
Use a variety of classroom management strategies to create and maintain a positive learning environment.	38.33%	46	40.91%	36	35.83%	43	32.95%	29	19.17%	23	15.91%	14	6.67%	8	7.95%	7	0.00%	0	2.27%	2
Use a variety of questioning strategies to promote engagement.	28.33%	34	30.68%	27	42.50%	51	39.77%	35	24.17%	29	21.59%	19	5.00%	6	6.82%	6	0.00%	0	1.14%	1
Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.	39.17%	47	42.05%	37	37.50%	45	30.68%	27	17.50%	21	18.18%	16	5.83%	7	6.82%	6	0.00%	0	2.27%	2
Use data from assessments to provide feedback to students.	28.33%	34	39.77%	35	47.50%	57	37.50%	33	21.67%	26	17.05%	15	2.50%	3	3.41%	3	0.00%	0	2.27%	2

Use students' assessment/performance results to guide instruction.	30.00%	36	35.23%	31	45.00%	54	39.77%	35	23.33%	28	15.91%	14	0.83%	1	6.82%	6	0.83%	1	2.27%	2
Use technology effectively to support and enhance instruction.	27.50%	33	37.50%	33	50.83%	61	39.77%	35	20.00%	24	19.32%	17	1.67%	2	2.27%	2	0.00%	0	1.14%	1

The final assessment for which validity and reliability are important is the Teacher Work Sample. Given that the state is imposing the use of a n already validated and reliable pedagogical performance assessment in the near future, we have not put effort into establishing reliability or validity for the Teacher Work Sample. In the spring of 2018, however, a small random sample of elementary level Teacher Work Samples was scored twice. In all cases, there was 100% agreement on whether or not the student had met the threshold/passing minimum score, and on individual items, scores differed by one only point. Given the necessity for timely scoring, during the Fall 2018 semester, each Teacher Work Sample is scored only once.

Appendix H: Curriculum Maps

Curriculum Mapping Elementary Education Teacher Preparation Program

UETS	INDICATORS	CLASS MATERIAL	ASSESSMENTS
1. LEARNER DEVELOPMENT The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development	Creates developmentally appropriate learning experiences while collaborating with families and colleagues to support student growth	ELED 1010 *On Being a Teacher* ch 1	observation assignment
		ELED 3005 ch 1 of Crowe, *Solving Thorny Behavior Problems*	observations, online discussion
		ELED 3100 ch 1, 2 of Gunning (2016). *Creating Literacy Instruction for All Students*.; lectures: What is Literacy?; Student Engagement.	Quiz
		ELED 4000 Select science content and adapt and design curricula to meet the knowledge, understandings, abilities and experiences of students.	Integrated Science Lesson plans, Mini-lesson plans, Science Unit
		SPED 4000 Presentations and activities on different disability classifications and development of individuals with exceptionalities. Participate in activities including collaborating with families and colleagues regarding individual student needs, and characteristics of individuals with exceptionalities.	In-class application activities Disability case study IRIS module on "Collaboration with Families" assignment Families/Birth-5 assignment
		ELED 4005 Lecture: Goals of Behavior, Reinforcing Behavior Sayeski & Brown pdf Understanding and Responding to Children's Goals pdf	Teacher Interviews Discussion Post 1 Comprehensive Classroom Management Plan
		ELED 4030 Lecture: Writing Development	Lesson plans: standards, objectives, and procedures
		ELED 4040 Archer & Hughes, *Explicit Instruction*, Ch 5; Course Lecture(s): Student Affect; Classroom Management; Behavioral Management.	Assignments: Establishing a Literacy Environment; Classroom Management Plan; Administer Incentive Plan Survey; Get to Know Activity; Behavioral Incentive Plan; PT Conference

		ELED 4050 VanSledright, (2002). Fifth Graders Investigating History in the Classroom: Results from a Researcher-Practitioner Design Experiment; Meyer (2009). The Evolution of a Big Idea: Why Don't We Know Anything about Africa?	
		ELED 4060 Course Lecture(s): Learning to Teach Mathematics; Number Sense (learning trajectories); Geometry (Van Hiele Levels of Geometric Thought); Instructional Goals and Adapting Textbook Lessons;	Week 1 Online Module assignments (Teaching Math in the 21st Century); Week 3 Online Module assignments (Chapter 8 Number Sense; Foundations for Learning Math; Evaluate Place Value Manipulatives); Week 11 Online Module assignments (Levels of Thought and LTs)
2. LEARNING DIFFERENCES The teacher understands individual learner differences and cultural and linguistic diversity	Designs, adapts, and delivers instruction to address students' diverse learning strengths and needs while encouraging learners to persevere and advance.	ELED 1010 *On Being a Teacher* ch 2	observation assignment
		ELED 3000 Readings: Doing Multicultural Education for Achievement and Equity	cultural events reflection paper
		ELED 3005 lecture: Toward a Culturally Responsive Classroom	observations, online discussion
		ELED 3100 ch 1, 2 of Gunning (2016). *Creating Literacy Instruction for All Students*; lectures: What is Literacy?; Student Engagement.	Quiz
		ELED 4000 Develop strategies for recognizing and responding to student diversity and encourage all students to participate fully in science learning.	Integrated Science Lesson plans, Mini-lesson plans, Science Unit
		SPED 4000 Presentations and participate in activities regarding inclusion, collaborating with families and colleagues regarding individual student needs, and characteristics of individuals with exceptionalities.	IRIS module on "Collaboration with Families" assignment. IRIS module on "Cultural and Linguistic Differences: What Teachers Should Know" or IRIS - Classroom Diversity: An Introduction to Student Differences assignment.

			Person/first language assignment Section 504 Assignment Disability case study Application activities Assignments on different disability categories and accommodations that can be made for individuals
		ELED 4005 Lecture: Equity in Discipline Practices, Reducing Behavior Problems The Color of Discipline pdf IES Reducing Behavior Problems pdf	Teacher Interviews Discussion Post 9 Exams
		ELED 4030 Lecture: Supporting English Learners	Lesson plans: accommodations for diverse learners Quiz: Reflecting on your own biases
		ELED 4040 Archer & Hughes, *Explicit Instruction*, ch 5; Course Lecture(s): Student Affect; Classroom Management; Behavioral Management.	Assignments: Establishing a Literacy Environment; Classroom Management Plan; Administer Incentive Plan Survey; Get to Know Activity; Behavioral Incentive Plan; PT Conference
		ELED 4050 Epstein (1998). Deconstructing Differences in African-American and European-American Adolescents' Perspectives on U.S. History	
		ELED 4060 Course Lectures: Assessment: Informing Instructional Decisions; Non-Traditional Strategies and Invented Algorithms; Number Sense and Problem Solving (variety of solution strategies within student work samples); Geometry (learning academic mathematics vocabulary).	Assignment(s):Reading Reflection #5 on Ch. 6 Teaching Mathematics Equitably to all Children; Reading Reflection #2 on "Snapshots" article; Week 11 Online Module assignments (ELLs and academic language; precise vocab)
		ELED 4150 *Assessment of Student Achievement* Chapter 3	Lesson Plan Pre-assessment Practice Scenarios on: Learning Activity Objectives; Revised Taxonomy of Cognitive

		Fulfilling the Promise Chapters 1-2, 4-6.	Objectives; Differentiation Pathways; Differentiation Strategies; Tiered Lessons; Flexible Instructional Grouping; Extension on all the above Lesson Plan Post-assessment
3. LEARNING ENVIRONMENT The teacher creates a learning environment that supports individual and collaborative learning, active in engagement, and self-motivation	Collaborates with students to establish a positive learning environment while using a variety of strategies to maintain a positive learning environment.	ELED 1010 *On Being a Teacher* ch 3	observation assignment
		ELED 3000 Readings: School Connectedness, Safe Schools Coalition, and Model Minority Myth	
		ELED 3005 ch 3-5 of *Solving Thorny Behavior Problems*, lectures: Simple Structures, Class Meetings, Intrinsic Motivation, Active Listening	observations, online discussion
		ELED 3100 *Creating Literacy Instruction for All Students*, ch 3, 13; lecture: Creating and Managing a Literacy Program	Final exam
		SPED 4000 Participate in activities regarding inclusion Presentations and activities on school-wide positive behavior support and how to create positive learning environments that support individuals with exceptionalities.	Disability case study Application activities describing accommodations that can be made for individuals with disabilities IRIS module on "Response to Instruction" assignment IRIS module on "Addressing Disruptive and Noncompliant Behaviors" assignment IRIS module on "Classroom Management" assignment
		ELED 4005 Lectures: Goals of Behavior, Reinforcing Behavior, Extrinsic Incentives, Understanding and Responding to Children's Goals, Individual Written Agreements, Effective Strategies for Prevention, Reducing Behavior Problems	Teacher Interviews Discussion Posts 1-9 Comprehensive Classroom Management Plan Exams

		Sayeski & Brown pdf; Understanding and Responding to Children's Goals pdf; Jones & Jones pdf; Brophy pdf; IES Reducing Behavior Problems pdf; Crow Ch 2 & 6; Allen pdf; The Color of Discipline pdf	
		ELED 4030 Lecture: Building a Community of Writers; *Writing Essentials* ch. 1-3	
		ELED 4040 *Explicit Instruction*, ch 5 & 7; Lectures: Establishing a literacy environment; Classroom management; Rules and procedures.	Assignments: Establishing a literacy environment; Bulletin board; Explain your classroom rules and practice procedures; Behavioral incentive plan; Classroom Management Plan; Administer Incentive Plan Survey; Get to Know Activity
		ELED 4050 Delpit (1988). The Silenced Dialogue: Power and Pedagogy in Teaching Other People's Children. Freire (1999). On Banking Education	
		ELED 4060 Course Lectures: Math Talk: Reasoning, Justification, and Communication to Deepen Mathematics Understanding; Inquiry Lesson Design.	Assignments: Reading Reflection #1 on Chapin Ch. 2 The Tools of Classroom Talk; Video Discussion #1 (part of Week 3 Online Module); Week 7 Online Module assignments (using "Discuss" to encourage Math Talk and collaboration)
4. CONTENT KNOWLEDGE The teacher understands the central concepts, tools of inquiry, and structures of the discipline	Communicates accurate information and concepts. Adapts instruction to address students' common misconceptions about subject matter. Designs instruction based on approved	ELED 1010 *On Being a Teacher* ch 4	observation assignment
		ELED 3000 Readings: Re-thinking Columbus, Religion in Public Schools, De-culturalization and the Struggle for Equality	Influential Educator paper
		ELED 3100 *Creating Literacy Instruction for All Students*, ch 4-10	Lesson plans for PA, Phonics, Fluency, Vocabulary, & Comprehension Instruction; Final Exam
		ELED 4030 Lectures: Three main text types in the Common Core; Conventions of Writing; English orthography,	

	content standards and research. Provides multiple representations and explanations of concepts. Selects instructional resources that contain accurate content.	Genre Knowledge, Writing Process, Duke's *Reading and Writing Genre with Purpose in K-8 Classrooms* ch 1-6, Routman ch 6	
		ELED 4040 *Teaching Reading Sourcebook* ch 1-15; Lectures: Components of Reading Instruction; The Big Picture & Structure of English; Early Literacy skills; Alphabetic Principle; Phonics; Word Reading; Reading Fluency.	Assignments: Create lesson plans; Lesson plan reflections; Tutoring sessions
		ELED 4050 Nagel (2008). Geography: The Essential Skill of the 21st Century; Schmidt (2011) Who Lives on the Other Side of That Boundary: A Model of Geographic Thinking; Stoddard and Marcus (2006) The Burden of Historical Representation: Race, Freedom, and "Educational" Hollywood Film; Golde (2006) Pocahontas: Comparing the Disney Image with Historical Evidence; Westheimer & Kahne(2004) Educating the "Good" Citizen: Political Choices and Pedagogical Goals; Evans (2008) Citizenship Education, Pedagogy, and School Contexts.	Social Studies and the Young Learner Project
		ELED 4060 Course Lectures: Number Sense, Place Value, & Fact Fluency; Number Sense and Problem Solving; The Operations; Problem Solving and Algebra; Fractions, Data Analysis, Geometry, Measurement.	Assignments: Online Module assignments; One portion of the Homework Sets every other week; Part of the Midterm and Final Exams
5. ASSESSMENT The teacher uses multiple measures of assessment, monitors learner progress, and guide instruction	Uses pre-assessments, and formative and summative assessments, in a variety of formats that match learning objectives.	ELED 1010 *On Being a Teacher* ch 5	observation assignment
		ELED 3005 ch 3 of *Solving Thorny Behavior Problems*, Lecture on student-to-student conflict resolution	observations, online discussion
		ELED 3100 *Creating Literacy Instruction for All Students*, ch 2; lecture on	quiz, final exam

	Teaches students to identify the elements of quality work. Uses data to assess student learning to plan for differentiated instruction. Documents student progress and provides specific feedback to students and other stakeholders in a variety of ways.	MTSS & how it is used in schools and classrooms	
		ELED 4005 Lecture: Reducing Behavior Problems, Problem Solving Conferences, Individual Written Agreements IES Reducing Behavior Problems pdf Crow Ch 2 & 6	Teacher Interviews Discussion Posts 5-7 Comprehensive Classroom Management Plan Exams
		SPED 4000 Presentations and activities on how to assess learning for individuals with exceptionalities with MTSS, RTI, and assessments used to determine eligibility of services. Activities to provide feedback to stakeholders in the IEP process.	In-class application activities MTSS, IEP and eligibility of services communication IRIS module on "Response to Instruction" assignment
		ELED 4030 Routman 9 and 10; Lecture: Writing Conferences and Writing Assessment; In class practices of assessment with student writing samples, Video: Conversations with student writers;	Lesson plans: Assessment of student writing and analysis of students' written products.
		ELED 4040 *Teaching Reading Sourcebook* ch 1-15; Lectures: Reading assessment; Analyzing data to develop intervention plan.	Assignments: Administer measures; Design instructional plan; Pretest report; Posttest report
		ELED 4050 Social Studies and the young Learner Publication	Social Studies and the Young Learner project
		ELED 4060 Course Lecture(s): Assessment: Informing Instructional Decisions (Diagnostic Interviews); Assessment: Informing Instructional Decisions (RtI and Tiered Support); Instructional Goals and Adapting Textbook Lessons	Assignment(s): Reading Reflection #2 on formative assessment; Reading Reflection #5 on Ch. 5 Creating Assessments for Learning; Diagnostic Interview Project
		ELED 4150 *Assessment of Student Achievement* Chapters 2, 5-9, 11-12.	Public School Data Gateway; Cumulative File Pre-assessment. Practice Scenarios on: Criterion-Referenced

			Tests; Statewide Testing; School Accountability; Student Scores; Norm-Referenced Tests; Percentiles. Extensions on all of the above plus: SAGE Portal, Score Interpretation for ELL students, Stanines, Student Growth Percentiles, Cumulative File Post Assessment, Grade Book Pre-assessment, Practice Scenarios on: Benchmark Testing, Parent-Teacher Conferences, Record-Keeping/Gradebooks, Multiple Choice Item Construction, Formative Assessment Strategies. Extensions on all the above plus: Report Cards, Electronic Gradebooks, True/False Item Writing, Matching Item Writing, Essay Item Writing, Performance Item Writing, Test Validity, Test Reliability, Grade Book Post Assessment
6. INSTRUCTIONAL PLANNING The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon content areas, Utah Core Standards, and instructional best practices	Plans instruction based on state core. Aligns instruction and assessment with learning goals. Designs instruction at an appropriate level of cognitive complexity for the learning goal.	ELED 1010 *On Being a Teacher* ch 6	observation assignment
		ELED 3100 *Creating Literacy Instruction for All Students* ch 4-10; lectures on What is Literacy?; The Evidence Base of Reading Instruction; National Reading Reports; Common Core State Standards; Early Literacy skills; Alphabetic Principle; Phonics; Word Reading; Fluency; Vocabulary; Comprehension; Close Reading	Lesson plans; quizzes; final exam
		ELED 4000 Develop a logical framework of long-term and short-term goals for students.	Integrated Science Lesson plans Mini-lesson plans Science Unit
		SPED 4000 Presentations and activities on developing IEP goals and objectives. Presentation and activity transition planning and services.	IRIS module on "Accommodations: Instructional and Testing Supports for Students with Disabilities" assignment

			Application activities on IEPs and transition planning.
		ELED 4030 Routman ch 8	Lesson plans, alignment of standards, objectives, procedures, and assessment
		ELED 4040 Archer & Hughes ch 2. Lectures: Effective instructional cycle; Explicit instruction; Structure of English; Early literacy skills; Developing word consciousness; Alphabetic Principle; Phonics; Word Reading; Reading Fluency.	Assignments: Create lesson plans; Lesson plan reflections; Tutoring sessions
		ELED 4050 Social Studies and the young Learner Publication	Social Studies and the Young Learner project
		ELED 4060 Course Lectures: Assessment: Informing Instructional Decisions (Diagnostic Interviews); Assessment: Informing Instructional Decisions (RtI and Tiered Support); Instructional Goals and Adapting Textbook Lessons.	Assignment(s): Reading Reflection #2 on formative assessment; Reading Reflection #5 on Ch. 5 Creating Assessments for Learning; Diagnostic Interview Project
		ELED 4150 Assessment of Student Achievement Chapters 2, 5-9, 11-12.	Public School Data Gateway; Cumulative File Pre-assessment. Practice Scenarios on: Criterion-Referenced Tests; Statewide Testing; School Accountability; Student Scores; Norm-Referenced Tests; Percentiles. Extensions on all of the above plus: SAGE Portal, Score Interpretation for ELL students, Stanines, Student Growth Percentiles, Cumulative File Post Assessment, Grade Book Pre-assessment, Practice Scenarios on: Benchmark Testing, Parent-Teacher Conferences, Record-Keeping/Gradebooks, Multiple Choice Item Construction, Formative Assessment Strategies. Extensions on all the above

			plus: Report Cards, Electronic Gradebooks, True/False Item Writing, Matching Item Writing, Essay Item Writing, Performance Item Writing, Test Validity, Test Reliability, Grade Book Post Assessment
7. INSTRUCTIONAL STRATEGIES The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and build skills to apply and extend knowledge in meaningful ways	Uses a variety of instructional strategies that elicit and build upon students' prior knowledge and experiences. Constructs learning experiences that require students to use multiple forms of communication. Systematically includes a variety of perspectives and sources to inform instruction. Uses technologies appropriate for the learning goal.	ELED 1010 *On Being a Teacher* ch 7	observation assignment
		ELED 3005 Lectures on Communication and Class Meetings	Observation; online discussions
		ELED 3100 *Creating Literacy Instruction for All Students* ch 4-10; lectures on What is Literacy?; Designing lessons; Early Literacy skills; Alphabetic Principle; Phonics; Word Reading; Fluency; Vocabulary; Comprehension; Close Reading	Lesson plans; quizzes; final exam
		ELED 4000 Understand the importance of modeling the skills of scientific inquiry as well as the curiosity, openness to new ideas and skepticism that characterize science.	Integrated Science Lesson plan
		SPED 4000 Presentations and activities on accommodations for individuals with exceptionalities including assistive technologies and strategies to prevent disruptive and non-compliant behavior.	Sensory impairment assignments. Disability specific accommodation assignments. IRIS module on "Addressing Disruptive and Noncompliant Behaviors" assignment IRIS module on "Classroom Management" assignment
		ELED 4005 Lecture: Effective Strategies for Prevention	Teacher Interviews Discussion Post 8
		ELED 4030 Routman, ch 7; Lectures: Mentor Texts; Scaffolding writing instruction; Narrative Writing; Informational Writing; Procedural Writing; Revision	Lesson plans: use of teacher modeling, shared writing, and independent writing with feedback Digital storytelling

		ELED 4040 Lectures: Effective instructional cycle; Explicit instruction; Structure of English; Early literacy skills; Alphabetic Principle; Phonics; Word Reading; Fluency; Comprehension.	Assignments: Create lesson plans; Lesson plan reflections; Tutoring sessions; Peer observation
		ELED 4050 Parker (2003) Learning to Lead Discussions	Pinterest project
		ELED 4060 Course Lectures: Inquiry Lesson Design; Math Talk; Number Sense and Problem Solving; Non-traditional Strategies and Algorithms; Technology Integration; Instructional Goals and Adapting Textbook Lessons.	Assignments: Week 7 Online Module assignments (implementing a lesson); Week 9 Online Module assignments (using technological tools to teach mathematics); Homework Set #6; Week 11 Online Module assignments (opening curriculum spaces); Mathematics Teaching and Learning Project
8. REFLECTION AND CONTINUOUS GROWTH The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner	Participates in professional development. Recognizes and reflects upon own biases in order to become a more effective teacher of all students. Reflects on instructional effectiveness to improve subsequent teaching practice. Accepts and uses feedback from multiple sources.	ELED 1010 *On Being a Teacher* ch 8	observation assignment
		ELED 3000 Readings: Doing Multicultural Education for Achievement and Equity	feedback from mentor teacher, 25 things I learned paper
		ELED 3005 lecture: Toward a Culturally Responsive Classroom	Observation; personal management stance paper
		ELED 3100 *Creating Literacy Instruction for All Students* ch 1, 2	reflections on lesson plans; quizzes, final exam
		ELED 4000 Work collaboratively with peers to experience and reflect on the teaching/learning process.	Science Notebooks. Outdoor Education Reflection.
		ELED 4005 Lecture: Effective Strategies for Prevention, Equity in Discipline Practices; Allen pdf; The Color of Discipline pdf	Teacher Interviews Comprehensive Classroom Management Plan
		ELED 4030	Lesson plans: Reflection on completed lessons; Quiz: Reflecting on your own biases

		ELED 4040	Professional learning plan goal, parts 1-3; Final paper; Lesson plan reflection
		ELED 4050	"Social Studies and Me" reflective writing
		ELED 4060 Course Lecture: Continuous Learning as a Mathematics Educator.	Assignment(s): Homework Sets #1-#5; Reading Reflections #1-#5; Midterm and Final Exams; Diagnostic Interview Project; Mathematics Teaching and Learning Project (reflection and formal report)
9. LEADERSHIP AND COLLABORATION The teacher is a leader who engages collaboratively with learners, families, colleagues, and the community	Participates as a team member in decision-making processes. Collaborates with school professionals to meet the needs of learners.	ELED 1010 *On Being a Teacher* ch 9	observation assignment
		ELED 3005 lecture: Toward a Culturally Responsive Classroom	observations, personal management stance paper
		ELED 3100 *Creating Literacy Instruction for All Students* ch 2, 13	small group discussion leader, final exam
		SPED 4000 Presentations on roles in participating in Section 504, IEP, and school-based team meetings to meet the needs of individuals with exceptionalities in the school.	IRIS module on "Collaboration with Families" assignment. IRIS module on "Cultural and Linguistic Differences: What Teachers Should Know" or IRIS - Classroom Diversity: An Introduction to Student Differences assignment. Person/first language assignment Disability case study
		ELED 4000 Work collaboratively with cooperating teacher during practicum to plan and implement science unit.	Science Unit. Final Evaluation of Practicum.
		ELED 4005 Lecture: Problem Solving Conferences, Individual Written Agreements; Crowe Ch 2 & 6	Comprehensive Classroom Management Plan
		ELED 4030 Develop preliminary lesson plans with partner in same grade level using Google docs; collaborate with mentor teacher on content of lesson plans	

		ELED 4040 Lecture: Entering the teaching profession; Professional learning plan.	Assignments: Professional learning plan goal, parts 1-3; Final paper; Graded professional participation
		ELED 4050 Practicum teaching experience	
		ELED 4060 Course Lecture(s): Assessment: Informing Instructional Decisions (Diagnostic Interviews); Assessment: Informing Instructional Decisions (RtI and MTSS); Data Analysis.	Assignment(s): Diagnostic Interview Project; Mathematics Teaching and Learning Project lessons (feedback from mentor); Reading Reflection #5
10. PROFESSIONAL AND ETHICAL BEHAVIOR The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515	Adheres to and upholds laws, rules, policies, and directives. Maintains professional behavior and appearance.	ELED 1010 *On Being a Teacher* ch 10	observation assignment
		ELED 3005	participation, observation assignments, graded attendance
		ELED 3000 Reading: We Don't Have to Be Saints	attendance & participation
		ELED 3100 *Creating Literacy Instruction for All Students* ch 13	grade for attendance, participation, and demonstrated professionalism
		SPED 4000 Presentations, case study and activities on legal responsibilities for Section 504 and IDEA	Disability Case Study Section 504 Accommodation Plan activity
		ELED 4000 Certain professional behaviors will be expected, among these are: punctuality, preparedness, cooperation in group settings, participation in group discussions, etc.	Attendance will be kept. Professionalism score will be given based attendance and participation in class.
		ELED 4005 Attendance/participation	Teacher Interviews Graded attendance
		ELED 4030	Graded attendance
		ELED 4050 Heafner and Fitchett; “Dooms Day” simulation	
		ELED 4060 Course Lectures: Assessment: Informing Instructional Decisions (RtI and MTSS); Continuous	Assignments: Practicum Experience; Mathematics Teaching and Learning Project formal report

		Learning as a Mathematics Educator.	

Curriculum Mapping Secondary Teacher Education Program

UETS	INDICATORS	CLASS MATERIAL	ASSESSMENTS
LEARNER DEVELOPMENT The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development	Creates developmentally appropriate learning experiences while collaborating with families and colleagues to support student growth	SCED 3100/5100 – Readings – Meaningful Learning; Assertive communication; Establishing a favorable climate for cooperation; Marginalized populations; Dealing with non-disruptive off-task behaviors.	Unit Test
		SCED 3210-Lectures, discussions and readings about critical pedagogy and critical race theory.	Critical reflections and online discussions on application of critical pedagogy and its impact upon content area learning.
		SPED 4000 - Presentations and activities on different disability classifications and development of individuals with exceptionalities. Participate in activities including collaborating with families and colleagues regarding individual student needs, and characteristics of individuals with exceptionalities.	In class application activities; Disability case study; IRIS module on “Collaboration with Families” assignment; Families/Birth-5 assignment.
		ITLS/TEAL 5500 - Students work through video examples of schools using technology to address diverse learner needs. Examples and links are provided for current technology tools and resources.	Students create presentations of learning products that demonstrate how current technology tools and resources could be used for differentiation strategies, and for developmentally appropriate learning experiences.
LEARNING DIFFERENCES The teacher understands individual learner differences and cultural and	Designs, adapts, and delivers instruction to address students’ diverse learning strengths and needs while encouraging	SCED 3100/5100 – Readings - Working with Individual Differences Among Students; Conducting and Monitoring Engaging Learning Activities	Unit Test
		SCED 3210- Lecture: Supporting EL, immigrants/refugee, and LGBTQ students.	Creates a classroom plan for positive learning environment for diverse learners with high learning expectations.

linguistic diversity	learners to persevere and advance.	SCED 4210 - Lecture on differentiation; Participate in class lecture and activities related to adolescent development and learning processes. Students will create lesson plans that contain differentiation strategies.	Paper detailing adolescent learning needs.
		SPED 4000 - Presentations and participate in activities regarding inclusion, collaborating with families and colleagues regarding individual student needs, and characteristics of individuals with exceptionalities.	IRIS module on "Collaboration with Families" assignment; IRIS module on "Cultural and Linguistic Differences: What Teachers Should Know" or IRIS - Classroom Diversity: An Introduction to Student Differences assignment. Person/first language assignment; Section 504 Assignment; Disability case study; Application activities; Assignments on different disability categories and accommodations that can be made for individuals.
LEARNING ENVIRONMENT The teacher creates a learning environment that supports individual and collaborative learning, active in engagement, and self-motivation	Collaborates with students to establish a positive learning environment while using a variety of strategies to maintain a positive learning environment.	SCED 3100/5100 – Reading – Conducting and monitoring engaging learning activities	Unit Test
		SCED 3210—Receives training in applying the concepts of funds of knowledge, educational laws, safe schools and critical pedagogy.	Critical reflections on application of critical pedagogy and content area learning cycles leading to positive learning environment.
		SCED 3400 - Demonstrations, group work, jigsaws, laboratories, technology integration.	Quizzes, lesson plans, microteaching.
		SCED 4200/5200 - Professional organizations' websites on high-interest, recommended books for young adolescents in different content areas (e.g. websites hosted by the ALA, NCTE Orbis Pictus, NSTA, NCSS).	Pre-service teachers create an annotated bibliography of diverse (bilingual, different levels of difficulty, multicultural, multiple perspectives, multi-genre) high-interest texts that they can include in their classroom library.
		SPED 4000 Participate in activities regarding inclusion. Presentations and activities on school-wide positive behavior support and how to create positive learning environments that support individuals with exceptionalities.	Disability case study; Application activities Describing accommodations that can be made for individuals with disabilities; IRIS module on "Response to Instruction" assignment; IRIS module on "Addressing Disruptive and

			Noncompliant Behaviors" assignment; IRIS module on "Classroom Management" assignment
CONTENT KNOWLEDGE The teacher understands the central concepts, tools of inquiry, and structures of the discipline	Communicates accurate information and concepts. Adapts instruction to address students' common misconceptions about subject matter. Designs instruction based on approved content standards and research. Provides multiple representations and explanations of concepts. Selects instructional resources that contain accurate content.	SCED 3100/5100 – Reading – Conducting and monitoring engaging learning activities	Unit Test
		SCED 3400 - Scientific misconceptions; Nature of science; Use of scientific models.	Midterm and final exam.
		SCED 4200/5200 - Harmon, J. M., Wood, J. D., & Hedrick, W. B. (2008). Vocabulary instruction in middle and secondary content classrooms: Understandings and direction from research. In A. E. Farstrup & S. J. Samuels (Eds.), What research has to say about vocabulary instruction (pp. 150-181). Newark, DE: International Reading Association. OR Self-selected readings from discipline-specific, peer-reviewed practitioner journals on vocabulary instruction.	Pre-service teachers identify core vocabulary words related to a particular disciplinary concept and identify multiple activities and representations they would use to provide vocabulary instruction on the core words
		SCED 4210 - Receive practice in identifying essential, important, and nice to know curriculum points. Students will identify the essential & important curriculum standards, the objectives, and tasks, assignments, and measures that will demonstrate student growth.	Students reflect and write about this process and be given the option to create a Curriculum Map based on adolescent needs.
ASSESSMENT The teacher uses multiple measures of assessment, monitors learner	Uses pre-assessments, and formative and summative assessments, in a variety of	SCED 3100/5100 – Readings – Teaching Cycles Model; Engaging Learning activities	Unit Test
		SCED 3400 - Backward design lesson planning; Assessments within science;	Project based learning evaluation; Microteaching; Lesson Plans

progress, and guide instruction	formats that match learning objectives. Teaches students to identify the elements of quality work. Uses data to assess student learning to plan for differentiated instruction. Documents student progress and provides specific feedback to students and other stakeholders in a variety of ways.	SCED 4200/5200 - Buehl, D. (2014). Classroom strategies for interactive learning. Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing ofadolescents in middle and high school. Rubrics for assessing writing and reading processes (e.g., Curriculum-Embedded Reading Assessment Rubric; Utah Writing Rubrics)	Pre-service teachers evaluate student reading processes (as determined by their written annotations) and student writing samples using discipline-appropriate rubrics. OR Using Buehl's three stages (Frontloading, etc.) of sharing cognitive strategies in a content-area literacy lesson, pre-service teachers deliver formative assessments, at least one of which requires an appropriate rubric to assess a writing product.
		SCED 4210 - Receive training in the use of assessment tools through class lecture, activities, and readings: Chapters 5,6,7,8 of Banks, Steven R., (2012). Classroom Assessment: Issues and Practices. Chapters 2, 6, 7, 8, 11 of Popham (2014). Classroom Assessment. Receive training from USBE Assessment school specialist.	Students write sample "test questions" based on text readings; Students create formative and summative assessments for each of their lessons in the Backward Design Curriculum Project; Students create a professional portfolio that includes samples of self-created assessments.
		SPED 4000 - Presentations and activities on how to assess learning for individuals with exceptionalities with MTSS, RTI, and assessments used to determine eligibility of services. Activities to provide feedback to stakeholders in the IEP process.	In-class application activities MTSS, IEP and eligibility of services communication; IRIS module on "Response to Instruction" assignment
INSTRUCTIONAL PLANNING The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon content areas, Utah Core Standards, and instructional best practices	Plans instruction based on state core. Aligns instruction and assessment with learning goals. Designs instruction at an appropriate level of cognitive complexity for the learning goal.	SCED 3400 - Backward design lesson planning;	Lesson plans; Microteaching
		SCED 3210-Lecture and readings on various educational philosophies and teaching styles.	Creates instructional and educational philosophy within content area(s) leading to greater inclusiveness within instruction. Collaborates with a partner to create a global curriculum unit with Utah Core and content area(s).
		SCED 4200 - Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high	In accordance with empirical literature, pre-service teachers create lesson plans that detail how they would provide

		schools—A report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. OR Teaching Secondary Students to Write Effectively OR Buehl, D. (2014). Classroom strategies for interactive learning. Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high school.	comprehension Instruction and writing instruction in ways that support students' engagement with state standards related to their disciplines. OR Using Buehl's three stages (Frontloading, etc.) of sharing cognitive strategies in a content-area literacy lesson, pre-service teachers use literacy anchor standards to demonstrate an intentional stacking of cognitive skills (e.g. moving from Knowledge/ Comprehension through Application/Analysis to Synthesis/Evaluation in Bloom's classic cognitive taxonomy
		SCED 4210 - Students receive course presentations and complete readings related to instructional planning. Reading: Backward Design and Integrating Differentiated Instruction and Understanding by Design.	Students create Backward Design Lesson Plans, Curriculum, and Assessments related to their lesson planning unit; Students also create a professional portfolio that contains examples of their instructional planning; Students write a paper describing their future grading processes; Students may choose to develop a curriculum map for final project.
		SPED 4000 - Presentations and activities on developing IEP goals and objectives. Presentation and activity on transition planning and services.	IRIS module on "Accommodations: Instructional and Testing Supports for Students with Disabilities" assignment. Application activities on IEPs and transition planning.
		ITLS/TEAL 5500: Students work through video examples of schools using technology to meet rigorous learning goals in various content areas. Students explore Utah Core Standards they would be required to teach, create and share ideas in Canvas discussions as to the technology tools and resources they would use to integrate for those standards.	Students research and explore tools that are relevant to Utah Core Standard(s) they are required to teach. They then create presentation of learning products that demonstrate how current technology tools and resources could be used for developing and assisting students to successfully achieve the standard(s).
INSTRUCTIONAL STRATEGIES	Uses a variety of instructional	SCED 3100/5200 – readings – Engaging learning activities	Unit Test- essay responses; analyzing scenarios etc.

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and build skills to apply and extend knowledge in meaningful ways	strategies that elicit and build upon students' prior knowledge and experiences. Constructs learning experiences that require students to use multiple forms of communication. Systematically includes a variety of perspectives and sources to inform instruction. Uses technologies appropriate for the learning goal.	SCED 3400 - Demonstrations, group work, jigsaws, laboratories, technology integration.	Quizzes, lesson plans, microteaching.
		SCED 4200/5200 - Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. Journal of Adolescent & Adult Literacy, 49, 490-498. OR Ostenson, J. (2009). Skeptics on the Internet: Teaching students to read critically. The English Journal, 98, 54-59. OR Self-selected readings from peer-reviewed, discipline-specific practitioner journals on the critical use and evaluation of information in the content areas.	In accordance with empirical literature, pre-service teachers create lesson plans that detail how they would provide critical literacy or digital literacy instruction in ways that enable students to answer questions or solve real-world problems. AND/OR Self-selected or disciplinary-team projects that require students to identify multiple instructional strategies for secondary students, which might include:• designing an exemplar lesson or unit plan that synthesizes and integrates multiple aspects of literacy instruction (e.g., reading, writing, vocabulary); OR • providing one-on-one tutoring to a student; OR • interviewing an exemplary content area teacher on how s/he integrates literacy into her or his instruction and reflecting on the interview.
		SCED 4210 - Receive training through course lecture and group activities that related to understanding and development of appropriate learning strategies that support future students in meeting rigorous learning goals.	Students collect a list of 20 teaching strategies, and demonstrate useful teaching strategies during lesson presentations. Students demonstrate instructional strategies during individual teaching demonstrations in class.
		SPED 4000 - Presentations and activities on accommodations for individuals with exceptionalities including assistive technologies and strategies to prevent disruptive and non-compliant behavior.	Sensory impairment assignments. Disability specific accommodation assignments. IRIS module on "Addressing Disruptive and Noncompliant Behaviors" assignment. IRIS module on "Classroom management" assignment
		ITLS/TEAL 5500 - Students work through video examples of schools using variety of	Students create presentation of learning products that demonstrate how current

		instructional strategies, constructing learning experiences that require students to use multiple forms of communication, include a variety of sources that would provide varying perspectives and sources, and use technologies appropriate for the learning goals. Students are provided examples of current technologies that can accomplish these indicators. They research technology-based tools and resources that would be relevant to their subject emphasis.	technology tools and resources could be used for developing and assisting students to successfully achieve the indicators.
REFLECTION AND CONTINUOUS GROWTH The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner	Participates in professional development. Recognizes and reflects upon own biases in order to become a more effective teacher of all students. Reflects on instructional effectiveness to improve subsequent teaching practice. Accepts and uses feedback from multiple sources.	SCED 3100 – readings - Approaching Off-task Behaviors Systematically (ch.8); Continuing to Build Your Classroom Management Talents (ch.12); Clinical Observation Paper	Clinical Observation paper
		SCED 4210 - Students receive training through class lecture and activities in ongoing evaluation and adaptation of practice to meet needs of each learner.	Students write reflections in their Teacher Work Sample in which they analyze student learning and their own teaching effectiveness. Students write a reflection that describes their personal learning and growth after group and individual teaching demonstrations they complete in class.
		SCED 4200/5200 - Presentation from USU librarian on locating peer-reviewed, practitioner-oriented or research-oriented journals and publications from professional organizations.	Locate articles on literacy instruction from a discipline-specific journal (e.g., Music Educators Journal) and submit article analyses. OR • Use articles from discipline-specific or literacy-themed journals to develop an extended “philosophy of literacy” essay. OR Preservice teachers will identify and explain essential instructional features to enhance students’ language, literacy, and learning in their content area

LEADERSHIP AND COLLABORATION The teacher is a leader who engages collaboratively with learners, families, colleagues, and the community	Participates as a team member in decision-making processes. Collaborates with school professionals to meet the needs of learners.	SCED 3100 - Working with Individual Differences among Students (ch.6)	
		SCED 3210-Lesson planning integrating families, community resources, critical pedagogy, and global curriculum.	Develops preliminary unit on integrating critical pedagogy and using a global concern in their content areas with a partner.
		SCED 4210 - Students collaborate with their peers in shared projects; Class lecture and training on collaborative processes will be given periodically throughout the semester.	Students create a group presentation as part of the course; Students participate in collaborative activities frequently during the semester. Develop preliminary lesson plans with partner in same content area. Students will learn about and reflect upon Professional Learning Communities.
		SPED 4000 - Presentations on roles and participating in Section 504, IEP, and school-based team meetings to meet the needs of individuals with exceptionalities in the school.	IRIS module on Collaboration with Families" assignment; IRIS module on "Cultural and Linguistic Differences: What Teachers Should Know" or IRIS - Classroom Diversity: An Introduction to Student Differences assignment. Person/first language assignment; Disability case study
PROFESSIONAL AND ETHICAL BEHAVIOR The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515	Adheres to and upholds laws, rules, policies, and directives. Maintains professional behavior and appearance.	SCED 3100/5100 – readings-Standards for Conduct, Routine Procedures, and Safe-School Policies (ch.5)	
		SPED 4000 -Presentations, case study and activities on legal responsibilities for Section 504 and IDEA	Disability Case Study Section 504 Accommodation Plan activity

Curriculum Mapping Special Education Teacher Preparation Program

Course Prefix	**Course Name**	**Addressed CEC Standard**	**Addressed UETS Standard**
SPED 5010	Applied Behavior Analysis 1	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 5, 6, 7, 8, 9, 10

SPED 5040	Foundations of Effective Assessment and Instructional Practices	1, 2, 3, 4, 5, 6, 7	2, 3, 4, 5, 6, 7, 8, 9, 10
SPED 5050	Applied Behavior Analysis 2	1, 2, 3, 6, 7	
SPED 5060	Consulting with Parents and Teachers	1, 2, 3, 4, 5, 6, 7	1,2,3,5,7,8,9,10
SPED 5070	Policies and Procedures in SPED	All	All
SPED 5200	Student Teaching in Special Education	All	All
SPED 5210	Student Teaching in Special Education: Dual Majors	All	All
SPED 5310	Teaching Reading and Language Arts to Students with Mild/Moderate Disabilities	2, 3, 4, 5, 6, 7	2,3,4,5,6,7,8,9,10
SPED 5320	Teaching Content Areas and Transition to Students with Mild/Moderate Disabilities	All	1,3,4,5,6,7,8,9
SPED 5330	Eligibility Assessment for Students with Mild/Moderate Disabilities	1, 4, 6	1,5
SPED 5340	Teaching Math to Students with Mild/Moderate Disabilities	1, 2, 3, 4, 5, 6, 7	2,3,4,5,6
SPED 5410	Practicum: Direct Instruction Reading and Language Arts for Students with Mild/Moderate Disabilities	2, 4, 5	3,4,5,6,7
SPED 5420	Practicum: Teaching Mathematics to Students with Mild/Moderate Disabilities	All	2,3,4,5,6,7,8,9,10
SPED 5510	Curriculum for Students with Severe Disabilities	2, 3, 4, 5	2,3,4,5,6,7
SPED 5520	Curriculum for Secondary-Level Students with Severe Disabilities	1, 2, 3, 4, 5, 6, 7	All
SPED 5530	Technology for Teaching Exceptional Learners	All	2,3,4,5,6,7,8,9
SPED 5540	Assessment of Persons with Severe Disabilities	1, 4, 6	1,5,8,10
SPED 5600	Practicum: Instruction in Academic Skills	All	3,4,5,6,7,8,9,10
SPED 5610	Practicum: Instruction in Daily Living Skills	All	3,4,5,6,7,8,9,10
SPED 5710	Young Children with Disabilities: Characteristics and Services	All	1,2,9,10
SPED 5730	Intervention Strategies for Young Children with Disabilities	1, 2, 3, 4, 5, 7	1,3,5,6,7
SPED 5810	Seminar and Field Experiences with Infants and Families	1, 2, 3, 4, 5, 7	1,3,4,6,9

SPED 5820	Preschool Practicum with Young Children with Disabilities in Community Environments	All	5,6,7,9
SPED 5840	Practicum: Working with Young Children with Autism	1, 3, 4	1,3,6,9
SPED 5880	Assessment for Early Childhood Special Education	4	5,8,9

Appendix I: GPA and ACT scores

GPA and ACT scores of students admitted 2016-2017

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	20	16	4	26	3.37	3.36
Art Education	6	4	2	25.69	3.67	3.68
Biological Science	6	6	0	23	3.40	3.65
Business Education	3	3	0	26	3.47	3.53
Chemistry	1	1	0	24	3.46	3.51
Composite, El Ed & Deaf Ed	3	3	0	21	3.41	3.27
Composite, El Ed & Spec Ed	11	10	1	32	3.58	3.58
Composite, Spec Educ & EC	3	3	0	24.25	3.35	3.34
Early Childhood Education	21	6	15	26	3.43	3.43
Earth Science	3	3	0	23.75	3.59	3.62
Elem Education (1-8)	124	112	12	24.25	3.46	3.61
Elem Education (K-6)	31	27	4	22.25	3.54	3.53
English	16	12	4	27.75	3.41	3.41
FCSE	20	20	0	28.75	3.53	3.69
Geography	1	1	0	22.75	3.03	3.03
Health Education	1	1	0	22.25	3.08	3.08
History	10	7	3	26.75	3.58	3.50
Math	13	13	0	27.75	3.56	3.55
Math/Stat	10	10	0	27.50	3.61	3.71
Music	11	10	1	30	3.30	3.66
Physical Education	9	8	1	24	3.39	3.39
Physical Science	1	1	0	33.75	3.94	3.94
Social Studies	12	10	2	30.75	3.39	3.36
Spanish	3	1	2	25.25	3.61	3.66
Special Education	49	42	7	24.76		3.58
Tech Eng Ed (TEE)	2	2	0	32	3.46	3.41
Theatre Arts	4	4	0	24	3.69	3.56
TOTAL	394	336	58	26.37	3.11	3.16

GPA and ACT scores of students admitted 2015-2016

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	11	11	0	24.25	3.31	3.31
Art Education	4	4	0	27.75	3.52	3.63
Biological Science	5	4	1	24.25	3.34	3.40
Chemistry	1	1	0	25.75	3.37	3.37
Composite, El Ed & Deaf Ed	6	6	0	32.75	3.67	3.70
Composite, El Ed & Spec Ed	25	25	0	26.25	3.49	3.62
Composite, Spec Educ & EC	1	1	0	22.00	3.13	3.13
Early Childhood Education	36	19	17	22.00	3.46	3.45
Earth Science	3	2	1	24.75	3.10	3.18
Elem Education (1-8)	121	109	12	21.75	3.39	3.56
Elem Education (K-6)	15	14	1	22.50	3.22	3.51
English	32	29	3	25.25	3.50	3.50
FCSE	12	12	0	27.75	3.62	3.53
German	1	1	0	25.75	3.67	3.09
Health Education	4	4	0	28.00	3.19	3.35
History	9	9	0	25.75	3.41	3.42
Math	5	5	0	24.00	3.23	3.40
Math/Stat	5	5	0	32.25	3.79	3.81
Music	4	4	0	21.75	3.62	3.52
Physical Education	4	3	1	20.75	3.40	3.45
Physical Science	3	3	0	33.50	3.65	3.68
Physics	3	3	0	29.00	3.84	3.84
Social Studies	10	10	0	28.50	3.49	3.50
Spanish	5	5	0	21.00	3.47	3.46
Special Education	31	28	3	28.00		3.50
Tech Engineering Ed (TEE)	6	4	2	23.75	3.28	3.20
Theatre Arts	4	4	0	21.25	3.53	3.56
TOTAL	366	325	41	25.56	3.43	3.47

GPA and ACT scores of students admitted 2014-2015

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	3	3	0	26.5	3.24	3.40
Art Education	1	1	0	30	3.52	3.52
Biological Science	8	8	0	20.5	3.47	3.51
Business Education	1	1	0	23	3.32	3.32
Chemistry	2	1	1	29.5	3.51	3.60
Composite, El Ed & Deaf Ed	8	7	1	22.75	3.62	3.63
Composite, El Ed & Spec Ed	19	18	1	24	3.68	3.66
Composite, Spec Educ & EC	4	2	2	29.75	3.50	3.51
Early Childhood Education	23	10	13	25.75	3.70	3.69
Earth Science	3	3	0	28	3.42	3.48
Elem Education (1-8)	108	101	7	21	3.58	3.52
Elem Education (K-6)	27	26	1	22	3.64	3.62
English	12	12	0	23	3.56	3.58
FCSE	7	7	0	21.25	3.50	3.50
Health Education	5	4	1	21	3.70	3.68
History	6	4	2	27.75	3.40	3.40
Math	6	6	0	21	3.53	3.37
Math/Stat	15	14	1	28	3.71	3.71
Music	15	14	1	25.5	3.65	3.65
Physical Education	3	3	0	23	3.36	3.44
Physical Science	3	3	0	27.5	3.45	3.56
Physics	1	1	0	23	3.13	3.13
Social Studies	7	7	0	25	3.42	3.41
Spanish	4	4	0	33.25	3.26	3.35
Special Education	39	35	4	23.5	3.49	3.52
Tech Engineering Ed (TEE)	1	1	0	21.5	3.82	3.63
TOTAL	331	296	35	24.88	3.51	3.52