AAQEP Annual Report for 2021

Provider/Program Name:

Utah State University—Teacher Education (Early Childhood, Elementary Education, Special Education, Secondary Education, Deaf Education)

End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):

Spring 2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

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

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

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

Because USU is the land grant university within the state, we are responsible for providing programming at our statewide campuses and centers. Students take the same coursework and complete the same requirements whether they attend at a statewide campus or center or in Logan. Courses are delivered both synchronously, through interactive video conferencing of various kinds, or asynchronously through high-quality online delivery. The Center for Innovative Design and Instruction provides extensive support to faculty and programs who teach online courses.

Students complete practicum and clinical experiences and student teaching all over the state of Utah (including Logan students). Students at statewide campuses and centers are encouraged and supported to stay in their community for their entire program, thus supporting school districts' "grow your own" initiatives. USU graduates are highly sought after by school districts and charters schools.

Public Posting URL

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

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

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21
Deaf Education, M.Ed.	Birth-22	14	12
Elementary Education, BS, BA	Elementary (K-6 or 8)	243	116
Early Childhood Education, BS, BA	Early Childhood (K-3)	91	21

Elementary Education & Early Childhood Education Dual, BS, BA	Early Childhood & Elementary (K-6 or 8)	10	15
Early Childhood Education & Deaf Education (Composite), BS, BA	Deaf Education (Birth-22) & Early Childhood (K-3)	1	0
Early Childhood Education & Special Education, BS, BA	Early Childhood (K-3) & Special Education (K-12)	5	0
Elementary Education & Special Education (Composite), BA, BS	Elementary (K-6 or 8) & Special Education (K-12)	5	2
Special Education, BA, BS	Special Education (K-12)	264	47
Agricultural Education, BS	Agricultural Science (6-12)	35	20
Business Education, BS	Business & Marketing (6-12)	13	7
Family and Consumer Science BS	Family and Consumer Sciences (6-12)	48	15
Technology and Engineering Ed, BS	Technology Engineering (6-12)	13	0
Art Ed, BFA	Visual Arts (6-12 or K-12)	12	6
Theater Ed, BFA	Theater Arts (6-12 or K-12)	17	5
Music Ed Band/Choral/Orch/Guitar Emphasis, BM	Music (6-12 or K-12)	28	5
English Teaching, BA, BS, and Composite majors	English Language Arts (6-12)	86	24
History Teaching, BA, BS	History (6-12)	46	8
Chinese Teaching Minor	World Language-Chinese (6-12)	1	0
Spanish Teaching, BA	World Language-Spanish (6-12)	22	1
French Teaching, BA	World Language-French (6-12)	5	0
German Teaching, BA	World Language-German (6-12)	0	1
Biological Sciences Composite, BS	Biology (6-12)	23	5
Chemistry Teaching, BS	Chemistry (6-12)	18	1

Physical Sciences Composite, BS	Physical Sciences Composite (6-12)	6	2
Physics, BS	Physics (6-12)	6	2
Earth Sciences Composite, BS	Earth Science (6-12)	4	0
Geography Teaching Minor	Geography (6-12)	1	0
Math Ed or Math/Stats Composite, BS	Math Level 4 (6-12)	72	14
Social Studies Composite, BS	Social Studies Composite (6-12)	24	12
Political Science Teaching Minor	Political Science (6-12)	9	4
Psychology Teaching Minor	Psychology (6-12)	11	4
Sociology Teaching Minor	Sociology (6-12)	4	1
Kinesiology-Physical Education teaching, BS	Physical Education (K-12)	20	18
	TOTALS:	1157	368

Added or Discontinued Programs

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

N/A

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

1. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

927

2. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

295

3. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

368. All are eligible for a recommendation for licensure; however, not all apply.

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

Our expected time frame is 6 years, and 1.5 times that is 8 years. In Utah, many students take 18-24 months to complete church-sponsored service, which affects completion rates. A spreadsheet with the completion rates data is provided on the Annual Report webpage: https://cehs.usu.edu/about/annual-report-teacher-education

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

Praxis Multiple Subjects 5001	SEP 2020-AUG 2021		
	N	# Pass	% Pass
Mathematics	275	220	80%
Reading/LA	309	222	72%
Science	291	206	71%
Social Studies	349	208	60%

To be recommended for licensure, those who take Praxis 5001 must pass all four subtests. These numbers reflect attempts made during the period specified. The students in deaf education, early childhood, elementary, and special education all took the Praxis 5001 for this reporting

period. <mark>No other licensure exam results are available because the state no longer requires the Praxis for secondary education teaching majors. The content area major is considered a better reflection of candidates' content knowledge than the Praxis exam.</mark>

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

Alumni survey results from 2021 provide evidence that program completers rated themselves as adequately, well, or very well prepared on every competency measured. The lowest rated competency was "Provide instruction that uses language acquisition strategies to meet the needs of English learners" and yet the ratings improved from the previous year.

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

Employer survey results from 2021 provide evidence that program completers rated themselves as adequately, well, or very well prepared on every competency measured. The lowest rated competency was "Provide instruction that uses language acquisition strategies to meet the needs of English learners" and yet the ratings improved from the previous year.

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

We survey our alumni and also use the state's Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) database to investigate employment rates. Survey results show that of those who responded to the survey, the placement rate is 99%. Some of the graduates reported employment in a non-education field.

4. Candidate Academic Performance Indicators

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

Table 3. Expectations and Performance on Standard 1 and 2

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
1. Student teaching assessment	Items on the the student teaching evaluation instrument are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, 3 = preservice proficient. There are 66 points possible, and 80% is the expected performance level, which translates to a minimum score of 53. No students scored below 53. Students who struggle with student teaching expectations are provided with support, counseled out, or exited from the program. <table><tr><td>Average total score</td><td>Mentor teacher</td><td>University supervisor</td></tr><tr><td>SPED Fa 20</td><td>59.90</td><td>60.78</td></tr><tr><td>SPED Sp 21</td><td>58.94</td><td>60.05</td></tr><tr><td>ELED/EC Fa 20</td><td>60.85</td><td>61.90</td></tr><tr><td>ELED/EC Sp 21</td><td>59.09</td><td>62.03</td></tr><tr><td>SecEd Fa 20</td><td>57.80</td><td>61.51</td></tr><tr><td>SecEd Sp 21</td><td>57.01</td><td>60.83</td></tr></table>	All students met or exceeded the expected performance level.
2. Dispositions at the end of student teaching	On a scale of 1-5, students are rated on 11 dispositional statements for a total possible score of 55. 80% of 55 is 44. The dispositions statements being rated are: • The student teacher acted in accordance with the rules and standards for right conduct, as well as program and university codes of conduct. • The student teacher adhered to schedules and was an accountable and principled decision maker. • The student teacher appreciated and valued student diversity; exhibited cultural sensitivity; was impartial, open-minded, and unprejudiced. • The student teacher was a problem solver and dealt skillfully and promptly with new situations and challenges. • The student teacher was able to make adjustments based on changing circumstances. • The student teacher was collaborative, cooperative, and shared responsibilities in a group endeavor. • The student teacher was concerned, thoughtful, and receptive to the feelings of others.	All students met or exceeded the expected performance level.

- The student teacher was controlled, confident, self-assured, tactful, showed restraint over own impulses and emotions.
- The student teacher was enthusiastic, motivated, dedicated, and showed initiative.
- The student teacher was thoughtful, insightful, and able to take an objective, critical, and detailed look at self and teaching.
- The student teacher was willing to learn and was receptive to new ideas and feedback.

Average item score	Mentor teacher	University supervisor
SPED Fa 20	51.24	46.72
SPED Sp 21	50.35	49.48
ELED/EC Fa 20	52.00	48.71
ELED/EC Sp 21	51.15	51.16
SecEd Fa 20	48.37	48.53
SecEd Sp 21	49.36	51.62

3. Praxis Scores

Praxis Multiple Subjects 5001	SEP 2020-AUG 2021		
	N	# Pass	% Pass
Mathematics	275	220	80%
Reading/LA	309	222	72%
Science	291	206	71%
Social Studies	349	208	60%

After establishing that the Praxis 5001 does not predict teacher effectiveness and that teacher candidates from underrepresented populations disproportionately struggle to pass, the Utah State Board of Education staff has begun to allow calculation of the best possible set of sub-scores from a subtest. We have been using this alternate method to count and to allow us to make an institutional recommendation for licensure.

To be recommended for licensure, those who take Praxis 5001 must pass all four subtests. These numbers reflect attempts made during the period specified. Support to pass the Praxis exists in the form of study materials provided at no charge.

| 4. PPAT scores |

Fall 2020 PPAT	N	Points possible	Mean
Task 2	120	12	6.5
Task 3	120	16	11.5
Task 4	120	32	20.25
Total	120	60	38.47

Spring 2021 PPAT	N	Points possible	Mean
Task 2	233	12	7.87
Task 3	233	16	10.39
Task 4	233	32	19.65
Total	233	60	38.15

Fall 2021 PPAT	N	Points possible	Mean
Task 2	133	12	8.17
Task 3	133	16	10.2
Task 4	133	32	20.3
Total	133	60	38.7

In Fall 2020, although the mean score was 38.47, 35 out of 120 (29%) students scored below 36. In Spring 2021, although the mean score was 38.15, 66 out of 233 (28.3%) students scored below 36. In Fall 2021, 33 out of 133 (24.8%) students scored below 36. Results are shared with each program so that they can continue our efforts to educate students and instructors about the expectations of this performance assessment. The state-mandated cut score of 36 will become consequential in Fall 2022. We believe that this will have an impact on scores because currently students are aware that the cut score is not being enforced by the state.

5. Alumni Survey	We expect that our alumni will rate themselves very well (4 points), well prepared (3 points), or adequately (2 points) on the following competencies:				According to our annual survey of alumni (graduates who have completed one year of employment), the results show that the major area for improvement is ability to "provide instruction that uses language acquisition strategies to meet the needs of English learners" (2.47, which is an increase from last year's rating of 2.28) and "support students' growth in international and global perspectives" (2.5, which is an increase from last year's rating of 2.42). The scale is 0 = not at all, 1 = poorly, 2 = adequately 3 = well, 4 = very well. Given that a score of 2 equals adequately, we are satisfied that our graduates are performing at or above the expected level (adequately or better). In fact, the means are above 3.0 for most criterion, which indicates that, in the aggregate, our alumni
	Based on the courses and experiences in your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:	**Mean**	**SD**	**N**	
	Actively reflect on the effectiveness of my instruction to identify areas of strength and challenges.	3.00	.70	66	
	Advocate for all students.	3.41	.74	66	
	Collaborate with colleagues to plan and evaluate instruction.	3.32	.77	66	
	Collaborate with families, colleagues, and other professionals to support student growth.	3.03	.88	66	
	Collaborate with your students to establish a respectful learning environment.	3.27	.78	66	
	Convey accurate information and concepts based on the content knowledge of your discipline(s).	3.17	.76	66	
	Create learning experiences based on your students' individual developmental levels.	2.97	.74	66	
	Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.08	.81	66	
	Differentiate instruction to meet the needs of your students.	2.86	.82	66	
	Engage in professional learning to strengthen your instructional practice.	3.15	.79	66	
	Engage your students in applying methods of inquiry.	2.64	.83	66	
	Engage your students in critical thinking.	2.83	.65	66	
	Facilitate your students' use of technology for learning.	2.97	.84	66	
	Implement activities and tasks that support your students' ability to communicate.	3.00	.72	66	
	Implement new ideas to improve your instruction.	3.21	.64	66	
	Incorporate a variety of digital media and technology tools to extend the learning environment.	2.92	.92	66	
	Integrate literacy and/or other content areas into instruction.	2.92	.81	66	
	Modify instructional strategies based on an analysis of student work.	3.02	.77	66	
	Participate in a collaborative decision-making culture.	3.06	.82	66	
	Plan instruction based on the Utah Core Standards.	3.42	.77	66	
	Provide instruction that addresses students' cultural differences.	2.82	.89	66	
	Provide instruction that addresses students' learning differences.	3.00	.74	66	
	Provide instruction that uses language acquisition strategies to meet the needs of English learners.	2.47	1.0	66	
	Provide opportunities for your students to connect classroom learning to the real world.	2.92	.86	66	
	Provide opportunities for your students to demonstrate learning in different ways.	3.02	.92	66	
	Reflect on personal and professional biases.	3.03	.74	66	
	Select assessments (e.g., pre, formative, summative) that match learning objectives.	3.08	.81	66	
	Set appropriately challenging learning goals for all students.	2.83	.80	66	
	Stay informed regarding current education policy and research.	2.64	.97	66	
	Support students' growth in international and global perspectives.	2.5	1.00	66	

Use a variety of classroom management strategies to create and maintain a positive learning environment.	2.98	.97	66
Use a variety of questioning strategies to promote engagement.	2.88	.75	66
Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.	3.00	.82	66
Use data from assessments to provide feedback to your students.	3.02	.85	66
Use technology effectively to support and enhance your instruction.	3.06	.84	66
Use your students' assessment/performance results to guide your instruction.	3.05	.73	66

The response rate for this survey was 26.7% (66/247).

6. Employer Survey	We expect that employers will rate our alumni very well (4 points), well prepared (3 points), or adequately (2 points) on the following competencies:

Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?	M	SD	N
Actively reflect on the effectiveness of his/her instruction to identify areas for improvement.	3.32	.72	73
Advocate for all students.	3.53	.67	73
Collaborate with colleagues to plan and evaluate instruction.	3.42	.76	73
Collaborate with families, colleagues, and other professionals to support student success.	3.47	.75	73
Collaborate with students to establish a respectful learning environment.	3.51	.77	73
Convey accurate information and concepts based on the content knowledge of the discipline.	3.41	.64	73
Create learning experiences based on students' individual developmental levels.	3.45	.73	73
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.25	.85	73
Differentiate instruction to meet the needs of students.	3.21	.76	73
Engage in professional learning to strengthen his/her instructional practice.	3.38	.70	73
Engage students in applying methods of inquiry.	3.19	.72	73
Engage students in critical thinking.	3.22	.71	73
Facilitate students' use of technology for learning.	3.29	.70	73
Implement activities and tasks that support students' ability to communicate.	3.32	.68	73
Implement new ideas to improve their instruction.	3.34	.71	73
Incorporate a variety of digital media and technology tools to extend the learning environment.	3.30	.79	73
Integrate literacy and/or other content areas into instruction.	3.23	.74	73
Modify instructional strategies ba\ed on an analysis of student work.	3.19	.88	73
Participate in a collaborative decision-making culture.	3.42	.8	73
Plan instruction based on the Utah Core Standards.	3.44	.69	73
Provide instruction that addresses students' cultural differences.	3.23	.74	73
Provide instruction that addresses students' learning differences.	3.29	.75	73

Right column commentary:

rate themselves as able to do "well" or "very well" on nearly every criterion.

According to our annual survey of employers of our graduates, the results show that the lowest rated criteria were "provide instruction that uses language acquisition strategies to meet the needs of English learners" (3.07, which is an increase from last year's rating of 2.9) and "support students' growth in international and global perspectives" (2.97, which is an increase from last year's rating of 2.78). The scale is 0 = not at all, 1 = poorly, 2 = adequately 3 = well, 4 = very well. Given that a score of 2 equals adequately, we are satisfied that our

Provide instruction that uses language acquisition strategies to meet the needs of English learners.	3.07	.75	73
Provide opportunities for students to connect classroom learning to the real world.	3.18	.71	73
Provide opportunities for students to demonstrate learning in different ways.	3.30	.83	73
Reflect on personal and professional biases.	3.19	.81	73
Select assessments (e.g., pre, formative, summative) that match learning objectives.	3.27	.75	73
Set appropriately challenging learning goals for all students.	3.38	.79	73
Stay informed regarding current education policy and research.	3.12	.73	73
Support students' growth in international and global perspectives.	2.97	.80	73
Use a variety of classroom management strategies to create and maintain a positive classroom environment.	3.38	.83	73
Use a variety of questioning strategies to promote engagement.	3.21	.82	73
Use classroom routines, expectations, and procedures to create a learning environment.	3.53	.75	73
Use data from assessments to provide feedback to students.	3.27	.80	73
Use students' assessment/performance results to guide instruction.	3.22	.84	73
Use technology effectively to support and enhance instruction.	3.38	.68	73

graduates are performing at or above the expected level (adequately or better). In fact, the means are above 3.0 for most criterion, which indicates that, in the aggregate, our graduates are rated as doing "well" or "very well" by their employers.

The response rate for this survey was 29% (73/251).

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

We have begun a paraprofessional certificate program that can serve as a steppingstone toward an associate degree in Education. We do not anticipate seeking accreditation for this program because it will not lead to licensure, but it is a response to school district partner needs for better prepared paraprofessionals and the need to "grow your own" teachers in the rural areas of Utah. This was piloted at our Uintah Basin campus during the 2021-2022 school year and will expand statewide during the 2022-2023 school year. There are currently 14 students in the program. This speaks to Standard 4, aspect b: "seeks to meet state and local educator workforce needs and to diversity participation in the educator workforce through candidate recruitment and support."

We are also in the initial implementation phase of using the PPAT as an exit assessment for teacher education. This is in response to Utah State Board of Education rule R277-301: https://rules.utah.gov/publicat/code/r277/r277-301.htm . Results are mixed.

Some students are not meeting the cut score, which is currently not consequential. Program-embedded supports for areas in need of improvement are being developed.

The Special Education Online Practical Teaching Training (OPTT) developed a pathway for the Second BS students to use some of their credits towards a M.Ed. degree. Students will complete a professional portfolio that will focus on improving school-based practices.

In response to the Utah System of Higher Education's mandate to move 3000 and 4000 level courses into the junior and senior years, the teacher education programs have been reevaluating their course sequences and evaluating the content of the courses.

Finally, we are beginning to plan for the new Foundations of Reading assessment that the state is piloting in 2022 and 2023.

Part II: Self-Assessment and Continuous Growth

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

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing growth and improvement processes in relation to each AAQEP standard.

Table 5. Provider Self-Assessment and Continuous Improvement

Std.	Strengths, Needs, and Goals/Opportunities by Standard		Priorities to Be Addressed	Action Plan/ Steps to Be Taken	Steps Taken/ Outcomes (Reflection)
1	Strength	We have quality sources of data to support Standard 1.			

	Need	Choose or develop a dispositions instrument that can be administered at multiple points in program.			The state is currently developing a new set of standards for teacher education, so plans for this are on hold for the time being.
	Goal	Continue to strengthen support for 1d, assessment of and for student learning, assessment and data literacy, and use of data to inform practice.		In ELED 4150 and SCED 5210, explicitly address ways to assess student learning and adjust instruction accordingly. Math education faculty will emphasize the formative assessment nature of the diagnostic interview completed during methods course and practicum and encourage students to apply it during student teaching and PPAT. Science education faculty plan to formalize the lesson study that occurs during elementary science methods. Intensive assessment occurs during reading practicum. Curriculum courses in all SPED specializations and our behavior classes address assessment and	In ELED 4150, greater emphasis has been placed on using formative assessment as a data source for making instructional decisions with an emphasis to move beyond whole class decisions to decisions that focus on individual and small group instructional needs.

				data-based decision making.	
2	Strength	We successfully administer the completer and employer surveys every spring. Since beginning online survey administration, response rates have improved somewhat.			
	Need				
	Goal	For the OPTT program, faculty plan to conduct surveys of graduates and LEAs on program effectiveness.			
3	Strength	Clinical partnerships are strong. In elementary education, we have a Teacher Academy partnership with Davis School District. The special education online practical teacher training program (OPTT) has partnered with approximately 2/3 of the school districts in Utah; they specifically we collaborate with districts to license current paraprofessionals and teachers hired under associate licenses. They have identified an alternate program plan to enable admission mid-fall and spring semesters to address LEA needs for teachers hired during the school year. Std 4f: conduct surveys of graduates and LEAs on program effectiveness.	For elementary education, we have begun a Teacher Academy partnership with Davis School District.	Recruitment for Davis Teacher Academy partnership is ongoing.	

	Need	Need to map curriculum to determine alignment with PPAT.	Determine alignment of PPAT competencies to coursework for ELED and SCED courses.	Administer the curriculum map survey during spring 2023.	
	Goal	Strengthen partnerships across SCED content majors.		Continue to meet twice a year with partner departments outlining licensing requirements, program completer data, and content relevant to PPAT alignment.	
4	Strength	Faculty participate on many committees formed by the Utah State Board of Education to update standards and endorsement criteria. We have begun the paraprofessional program with Duchesne and Uintah School Districts.			
	Need				
	Goal	Develop an associate's degree in education as a stepping stone in the pathway to a bachelor's and licensure. Expand the paraprofessional program to other districts in the state.	Continue to expand to districts with high need for paraprofessionals to become licensed educators.	Survey data from the first paraprofessional cohort will be used to refine coursework for the next iteration.	Submit associate's degree proposal to Board of Regents no later than Fall 2022 for a Summer 2023 launch of the A.S. degree.

Overall Comments in Response to Evidence

Optional explanation or elaboration on the findings noted in the final column of Table 5.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted).

N/A

8. Anticipated Growth and Development

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

Currently, we are developing an associate degree as an interim step in a pathway to licensure in early childhood education, elementary education, secondary education, and special education. The paraprofessional certificate program that is the first step in this process will expand to all Statewide Campuses in Fall 2022. The A.S. degree program is targeted for a Summer 2023 launch.

The Online Practical Teacher Training (OPTT) program in special education has grown considerably, while the face-to-face program in Logan remains the same size. Districts encourage their own para-professionals to complete the program and often hire the students before they graduate.

The face-to-face special education major is currently being reassessed to determine what additional competencies should be added as well as ways to make the programs more efficient for students to complete.

9. Regulatory Changes

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

The Utah State Board of Education now requires that EPPs use a teacher performance assessment to assess teacher candidates prior to recommendation for professional licensure. Utah State University has adopted the ETS product, PPAT, for this purpose. The cut score will be 36 beginning in Fall 2022.

The state of Utah passed legislation requiring an early literacy test for early childhood, elementary, and special education teacher candidates. This test has been funded, and the USBE adopted the Pearson Foundations of Reading test for this purpose. Pilot begins Spring 2022.

Endorsements for secondary education have been updated by the USBE. We have until July 2023 to modify existing programs, if modifications are needed. Partner departments in the College of Natural Resources, College of Sciences, College of Humanities and Social Sciences, Caine College of the Arts, and the College of Education and Human Services have been notified.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Sylvia Read, Associate Dean for Accreditation and Undergraduate Affairs, College of Education and Human Services	Sylvia Read, Associate Dean for Accreditation and Undergraduate Affairs, College of Education and Human Services

Date sent to AAQEP: | 12/20/21