

## Assessment Implementation Results and Use

General Educator Preparation Programs	Elementary Education Programs	Secondary Teacher Education Programs (STEP)
<p>2023</p> <ul style="list-style-type: none"> <li>Continued to refine preparation for PPAT including use of baseline data and focus students along with reflection writing</li> <li>Continued use of updated Utah Effective Teaching Standards (UETS) in syllabi to reflect changes at the state level</li> </ul> <p>2022</p> <ul style="list-style-type: none"> <li>Continued to refine preparation for PPAT including use of baseline data and focus students along with reflection writing</li> <li>Begin using updated Utah Effective Teaching Standards (UETS) in syllabi to reflect changes at the state level</li> <li>Require students to repeat one section of PPAT and have faculty re-score it to improve PPAT scores</li> </ul> <p>2021</p> <ul style="list-style-type: none"> <li>Introduce rubric vocabulary for PPAT during first year of program.</li> <li>PPAT preparation will include more emphasis on students</li> </ul>	<p>2023</p> <ul style="list-style-type: none"> <li>Revised recommended course schedule to include inclusion blocks of courses so students get more practicum experiences prior to PPAT and so coursework can focus on inclusion of English learners and other high need students (based on student and administrator surveys)</li> <li>Revised ELED 3100, 4040/4042, and 4030 to support preparation for new Foundations of Reading test required for licensure</li> </ul> <p>2022</p> <ul style="list-style-type: none"> <li>Train semester hires/doctoral students who are teaching in undergrad classes on PPAT requirements</li> <li>Revised ELED 4150 with objective specific to baseline data and other other PPAT requirements</li> <li>Revised ELED 3100, 4150, and science methods courses to use shared language around differentiation for English learners.</li> </ul>	<p>2023</p> <ul style="list-style-type: none"> <li>Revised SCED 3210, 5100, and 5210 to reflect PPAT Task requirements across coursework.</li> </ul> <p>2022</p> <ul style="list-style-type: none"> <li>Revised SCED 5200, 3210, 5210 to use shared language around differentiation for English learners.</li> </ul> <p>2021</p> <ul style="list-style-type: none"> <li>SCED 5210 will include more emphasis on formative pre-assessment</li> </ul> <p>2018</p> <ul style="list-style-type: none"> <li>Moved SCED 3210 to a preprogram course, based administrative initiative, faculty feedback, and enrollment data.</li> <li>Revised course requirements for Social Studies Composite program, based on changes to state guidelines and partner department feedback.</li> <li>Removed general requirement for a teaching minor for SCED teacher</li> </ul>

<p>understanding classroom data and how to apply it. Specifically, method courses will include discussion on how to modify teaching methods based on data.</p> <ul style="list-style-type: none"> <li>• Student teaching self-evaluation data. Methods courses discuss self-evaluation resources available to students so they can use them during their student-teaching practicum.</li> </ul> <p>2017</p> <ul style="list-style-type: none"> <li>• Student Teaching Application revised based on feedback from students and administrative review.</li> <li>• Adopted a process and form for students to apply for a waiver of the GPA requirement established by the program, based on state regulation changes, administrative initiative, faculty , advisor, and student feedback.</li> <li>• Adopted a student teaching evaluation rubric to cover all partner departments, based on faculty feedback.</li> <li>• Removed USU Writing Exam from Teacher Education admission requirements, based on</li> </ul>	<p>2021</p> <ul style="list-style-type: none"> <li>• Revised ELED 5710 to add more material related to meeting the needs of English learners. Feedback from 2021 survey data taken from recent graduates and employers of recent graduates indicated a need for greater attention to preparation for teaching English language learners in the classroom. In response, several instructional changes were made to ELED 5710, Language and Literacy for Diverse Learners, which is a required course for all elementary education majors in our program. An additional text, <i>EL Excellence Every Day: The Flip-to Guide for Differentiating Academic Literacy</i>, has been adopted. This text has a more explicit focus on intentional classroom strategies and enables the instructor to focus on classroom connections in new ways. Additionally, the instructor has increased the number of lesson plans that students adapt to create differentiation for English learners. Finally, program</li> </ul>	<p>preparation students, based on changes to state policy, administrative initiative, and advisor feedback.</p> <p>2017</p> <ul style="list-style-type: none"> <li>• Revised courses with in STEP (e.g., SCED 3100, SCED 4200, SCED 4210, SCED 5200) to create better alignment across programs, based on department head initiatives, faculty input, and student feedback.</li> <li>• Created policy requiring joint methods and clinical courses, based on TEAL faculty and advisor feedback and discussions with partner departments.</li> </ul>
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<p>administrative initiative, advisor feedback, and statistics concerning its utility as a screen.</p>	<p>changes had created a bulge in enrollment in the course in the recent past, but enrollment has begun to even out, allowing the instructor to provide more individual feedback to students in the course.</p> <ul style="list-style-type: none"> <li>• Revised ELED 3360 to ELED 2260 in order to provide it as part of an Associates Degree course offering.</li> <li>• Revised ELED 4150 to 3 credit hours based on workload of the course.</li> </ul> <p>2020</p> <ul style="list-style-type: none"> <li>• Changed Praxis lane designation requirement to passing two tests, with four tests needing to be passed before student teaching, based on faculty and advisor feedback, Praxis results, and enrollment data.</li> </ul> <p>2019</p> <ul style="list-style-type: none"> <li>• Placed ELED 4030 with Content Methods Block, based on faculty and</li> <li>• Placed ELED 3100 in Foundations Block with ELED 3000, based on faculty and advisor feedback, and data on student enrollment.</li> </ul>	
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	<p>commitments to a private endowment, state legislative initiatives on elementary arts education, and student program feedback.</p> <ul style="list-style-type: none"><li>• ELED 1010 and TEAL 1010 more closely aligned to meet requirements from Utah State Board of Education on concurrent enrollment and to integrate the concurrent enrollment course into the Teaching K-6 CTE Pathway</li><li>• Initiated proposal for creation of EMPOWERment option of early admission of undergraduates to the master's program as part of the Bridge to Professional Practice based on input from superintendents and human resource directors in school districts, enrollment issues in endorsement programs, and the need to recruit for the master's degree program.</li></ul>	
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