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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself.

Mission Statement:

Mission Statement of the Weber State University Teacher Education Department:
We work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.

Curriculum:

Teacher Education has made substantive changes to curriculum based on a self-study conducted over the past two years (Google Teacher Ed). These changes include rearrangement of courses within levels and new courses for practicum work in schools. In addition, the department has adopted the Utah Pre-service Teacher Learning Outcomes (UPTLO), which are aligned to the Utah Effective Teacher Standards. Each course within the program collects formative assessments aligned to UPTLO. The standards are summatively assessed during student teaching.

Student Learning Outcomes and Assessment:

Due to the changes in program curriculum, many assessments do not have multi-year data. However, there are three data sources that have been used: Praxis test pass rates, student teaching pass rates, and disposition ratings. These indicate that, with a few exceptions, students are meeting requirements. New assessments are under development aligned to the UPTLO.

Academic Advising:

Academic advising has a successful track record for meeting with students and supporting their needs. There have been some changes to the structure of the advisement center that have resulted in more efficient service to students.

Faculty:

Faculty are hired based on clear criteria and assigned to courses based on expertise and terminal degree. With only a few exceptions, faculty has experience in K-12 education. There is ongoing effort to recruit faculty from diverse backgrounds and to support new faculty.

Program Support:

Teacher Education has adequate staff, administrative, and facilities support. Technology is present in teaching classrooms and within the Mac Lab. This supports faculty and students in teaching and learning.

Relations with External Community:
Teacher Education is supported though several external community partners. These are primarily associated with local school districts and include concurrent enrollment, curriculum consortia, and advisory groups.

Student, Faculty, Contract/Adjunct Faculty and Staff Statistics:
The enrollment in undergraduate and graduate programs increased following the economic downturn, but has since decreased to levels more similar to 2008-09 school year. Teacher Education primarily uses adjunct faculty in student teaching supervisory roles, but has some adjunct faculty for program courses. The adjunct faculty have credentials that are well aligned to their assignments and to the criteria used when hiring tenure-track faculty, i.e., experience in K-12 settings.

Results of Previous Program Reviews:
Teacher Education has not conducted program review in the past, relying on external accreditation. However, the work from Google Teacher Ed is ongoing and includes the development of new assessments, alignment of courses and outcomes, validation of measures, and strengthening of community partnerships.

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