

Jerry and Vickie Moyes College of Education

Department of Teacher Education

Teacher Education Program Review

Dean's Response

I appreciate all of the work that has gone into this program review. Thanks to the Teacher Education faculty for putting the Self-Study document together, the review team for reviewing the printed materials, taking the time to meet with faculty, staff and students on campus, and for summarizing their findings for the program faculty. The feedback given by the review team members will be very helpful as the Teacher Education faculty continue their ongoing efforts towards program improvement and in preparation for their up-coming TEAC National Accreditation visit.

Three areas from the review that I would like to briefly touch on are articulation of mission with program outcomes and assessments, decline in program applicants, and placements for field experiences.

A clear vision set out by the mission statement followed by strong and consistent alignment of program outcomes, curriculum and assessments, is fundamental to the strength of any program. Teacher education faculty have recognized the need for some major revisions in this area and this work has been underway for some time. With national accreditation upcoming, completion of these efforts is a high priority. I have strong confidence in the department leadership team in ensuring that the results of this effort will be exceptional.

I have seen little national data that identifies current trends in applications to teacher preparation programs but across the state of Utah program numbers are either down or flat. A steady stream of negativity from the media about schools and the teaching profession, a strengthening economy, and the change in missionary age for LDS young women may all be having some influence on the current number of pre-education students. That being said, we are committed to increasing the exploration and implementation of recruitment activities, as well as creative program designs, to encourage more prospective students to consider teaching as a career. As I visit with area superintendents about the teacher shortages that they are experiencing and their projections for even greater shortages in the future, I am committed to looking for creative ways that we can help minimize that trend.

The recent work by teacher education faculty to work with the surrounding school districts in the development of a Mentor Academy in an effort to improve the student teaching process is unprecedented. I believe that the academy will improve our

communication and strengthen our relationship with the districts, and will more fully empower district teachers to be partners with us as we mentor our pre-service teachers at this important stage of their professional development.

As mentioned in the program director's response these challenges along with all other recommendations for improvement by the review team, are either under consideration, many with action plans already in place, or appropriate responses are being considered and will be acted upon by the program faculty over the course of the upcoming academic year. Dr. Hadley will collect a full report on decisions made, and actions taken by the program faculty in response to this review and will include it in her 2014/15 department annual report.

As Dean of the Jerry and Vickie Moyes College of Education I am strongly committed to the ongoing support of the Teacher Education program including our facilities, faculty, staff, and students. I strongly support the department's desire to be nationally accredited and look forward to that accomplishment during the coming academic year.

Again, thanks to all who have contributed to this program evaluation and kudos to the faculty, staff, and the chair of the Teacher Education department for all the great work they do, and for their outstanding dedication to education in the state and region.

Jack L. Rasmussen, Dean
Jerry and Vickie Moyes College of Education
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