

Department of Teacher Education
Jerry and Vickie Moyes College of Education
Faculty Response to Program Review Evaluation Team Report

Submitted by

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The Department of Teacher Education houses all educator preparation programs (EPP) at Weber State University. This includes the Elementary (ElEd) and Special Education (SpEd) majors and licensure for Early Childhood (ECE) and Secondary Education (ScEd) teaching majors. Additionally, the Master of Education (MED) program is housed within the department. The MED program offers courses for post-baccalaureate licensure in elementary, special, and secondary education.

The program review team was carefully selected as the EPP is undergoing national accreditation through TEAC (soon to be CAEP) during Fall 2014. Sally Cantwell of the WSU Nursing department was selected as nursing is similar to teacher education with outside standards and licensing requirements. Adam Johnston of the WSU Physics department was selected as he is involved in preparing secondary science teachers and is a long time member of the University Council for Teacher Education, the group that coordinates secondary teacher preparation efforts across the colleges of arts and science. Tracey Wheeler (Dixie State University) and Aaron Popham (Brigham Young University) were selected as both have served as members of TEAC Auditing teams and could give feedback related to our upcoming accreditation. Specifically, Tracey and Aaron were asked to treat the Program Review visit as a mock TEAC audit.

The program review team identified the following strengths, concerns, weaknesses, and recommendations. The Teacher Education department action plan for each item is also identified.

Educator Preparation Program Strengths

	<i>Strengths</i>	<i>Standard</i>	<i>Action Plan</i>
1.	Mentor Teacher Academy	Standard G: a, b	Work with the Education Community Advisory Team (EdCAT) to fully develop the Mentor Academy. Pilot to begin Fall 2014 with full implementation Spring 2015.
2.	Faculty and curricular crossover between elementary/early childhood education majors and special education majors	Standard B: a, c, d Standard E: g	Continue the combined Level 1 experience for EIEd/ECE/SpEd majors.
3.	Curriculum grounded in the Utah Core standards	Standard B: a, c	Articulate where elements of the Language Arts and Literacy standards for History/Social Studies, Science and Technical Subjects are taught.
4.	Qualified, collegial faculty with significant K-12 experience	Standard E: a-h	In future faculty searches, continue to seek diverse candidates with K-12 experience.
5.	Appropriate allocation of resources	Standard B: c Standard F: a, c	Continue to use university resources responsibly
6.	Associate degree of Pre-Education	Standard B: d	Advertise and communicate the availability of the A.S.
7.	Program enables graduates to achieve college and university mission	Standard A: c, d Standard B: b	Continue to articulate EPP values and links to college and university mission.
8.	Outcomes are cross-listed to courses and support the program and constituencies served.	Standard C: a-c	Continue to clarify the formative assessments that lead to program outcomes.
9.	Strategy for advising students	Standard D: a-c	Continue to support the Teacher Education Advisement Center.

Educator Preparation Program Challenges

	<i>Challenges</i>	<i>Action Plan</i>
1.	New faculty induction/culture due to retirements	Assign new faculty to a mentor from veteran faculty. Bring new faculty onto committees immediately.
2.	Development of new assessment protocols and reliability measures	Establish measurement committees to develop and evaluate assessments.
3.	Decline in applicants	Work with the Moyes College of Education recruiter to develop short videos about being a teacher.
4.	Evidence of measuring success of graduates with regard to assessment/analysis	Through a subcommittee of the Utah Teacher Education Accreditation Advisory Council (UTEAAC), develop and refine an inservice questionnaire for program graduates.
5.	Placement for field experiences	Develop the Mentor Academy in cooperation with neighboring districts.

Educator Preparation Program Concerns and Weaknesses

	<i>Concerns and Weaknesses</i>	<i>Standard</i>	<i>Action Plan</i>
1.	Program outcomes need to be more clearly defined.	Standard A: a, b Standard B: b	This outcome articulation is now complete and is a part of our TEAC accreditation report.
2.	Develop assessments that are clearly defined with data regularly collected and reported.	Standard C: a, c, d, e	Assessments are being developed by Measurement teams with reliability and validity evidence collected. A day is also being set aside each semester to report on data.
3.	Advisement appointment availability	Standard D: B	Student drop-in hours have been established and advertised. Advisor roles have also been clarified through a staff retreat in February 2014.
4.	University Council on Teacher Education role and processes clarified	Standard G: c	The UCTE meetings of 2014-2015 will include discussion and clarification of the policies and procedures of the committee.

Educator Preparation Program Recommendations for Change

	<i>Recommendations</i>	<i>Action Plan</i>
1.	Continue to develop the mission statement and standards	Develop links between university and college mission statements. Articulate the underlying values that the support the EPP mission and how they align to the Utah Effective Teaching Standards and the CAEP standards.
2.	Develop summative assessments for each of the levels within the programs.	Each Level team will discuss student performance on key assessments that enable them to know if students meet course objectives within the Level. Level will identify steps to take to improve student outcomes.
3.	The level teams should work to document, agendas and minutes, the work done in their monthly meetings. The level teams should incorporate data and evidence reviews as part of their monthly meetings.	Canvas sites are being developed for each level as a repository of meeting agendas and minutes including evidence of data review.
4.	Develop a way to get feedback from student teaching supervisors.	Retrieve data on student performance in student teaching from database and present it to the faculty during the data meeting to be held each semester.
5.	Hold a quarterly advisement coordination meeting for all EPP advisors (including ECE and ScEd).	A meeting will be held each semester and advisors from all teaching content areas invited.