



WEBER STATE UNIVERSITY

Educator Preparation Program Quality Assurance Report

AAQEP

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INTRODUCTION TO WEBER STATE UNIVERSITY EDUCATOR PREPARATION PROGRAM

Weber State University is a comprehensive public university providing associate, bachelor, and master's degrees focused on the educational needs of the more than 500,000 people within a service area centered in Ogden, in Northern Utah. WSU offers more than 225 certificate and degree programs including 16 graduate degrees for more than 29,000 students on two campuses and six outreach centers. The Ogden campus serves 19,000 students with 60 buildings on over 400 acres, and the WSU-Davis campus, located next to Hill Air Force Base, provides instruction to 3,300 students. The Ogden campus has on-campus housing for approximately 1000 students. Over 15% of WSU's total enrollment is in online courses. WSU maintains accreditation by the Northwest Commission of Colleges and Universities (NWCCU).

WSU began as Weber Academy, founded by community religious leaders in 1889, and served primarily as a high school and normal school until 1923 when it became a junior college. Ownership and management of the school was transferred from The Church of Jesus Christ of Latter-day Saints to the state of Utah in 1933. For the next three decades, Weber College served as the public junior college in Northern Utah. In 1964, Weber State College awarded its first baccalaureate degrees and, in 1979, its first master's degrees. In 1991, the institution's name was changed from Weber State College to Weber State University. Currently, WSU serves both community college and regional university roles through seven academic colleges with more than fifty academic departments.

WEBER STATE UNIVERSITY MISSION, VISION, AND CORE THEMES

Mission

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff, and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

Vision

Our vision is for Weber State University to be the national model for a dual-mission university that integrates learning, scholarship and community.

Core Themes

Access, Learning, and Community

Access. WSU serves communities with significant socio-economic and cultural differences. As the “educational, cultural and economic leader for the region,” WSU strives to provide meaningful access for prospective students to educational programs that respond to student and market needs.

Learning. WSU is first and foremost an institution of higher education that provides and supports “excellent learning experiences for students” in an environment that values “freedom



of expression” and engaged learning through “extensive personal contact among faculty, staff and students in and out of the classroom” and “research, artistic expression, public service and community-based learning.”

Community. “Public service and community-based learning” represent both pedagogical emphases and community commitments. For “the university [to] serve[s] as an educational, cultural and economic leader for the region,” WSU must be an active participant in regional learning endeavors and the social and economic life of the community.

WSU’s policies and programs reflect its dual mission as the local community college and regional university. General admission to lower-division course work is open, and WSU annually awards the second largest number of associate degrees in the state of Utah. At the same time, an increasing number of programs have selective admissions criteria and graduate enrollments are increasing more rapidly than any other enrollment category.

Student demographics also reflect the dual focus—WSU students are more likely to be first-generation college students than their peers at regional universities. A higher percentage are married, have children, are working fulltime, receive financial aid, and need remediation in math or English as compared to students attending similar institutions.

JERRY AND VICKIE MOYES COLLEGE OF EDUCATION

Education has always been a part of Weber's curriculum. From the beginnings in the 19th century, the teaching program was called the Normal Course. It was later changed to Psychology and Education under the Division of Social Sciences. In the 1922-1923 school year, the school became a junior college, and officially became Teacher Education in the 1962-1963 school year when Weber became a four-year institution. The College of Education was also formed at this time and was called the Division of Education. The Division was reorganized into the School of Education in 1967-1968, and became the College of Education when Weber became a university in 1991. The Moyes College of Education (MCOE) currently has four departments: Child and Family Studies, Exercise and Nutrition Sciences, Health Physical Education and Recreation, and Teacher Education.

Mission

The Moyes College of Education is committed to developing and maintaining healthy and responsible individuals, families and schools in a global and diverse society through roles related to the preparation and support of practitioners and educators, service to campus and community, and the discovery and advancement of knowledge.

The mission of MCOE ties to the core themes of the university in the following ways:

Access. The Moyes College of Education provides access by responding to student and market needs by offering baccalaureate degrees in child and family studies; exercise and nutrition sciences; health, physical education and recreation; and teacher education, as well as graduate degrees in education.

Learning. The Moyes College of Education allows students to experience an engaging learning environment founded on outcome, assessment and community-based learning that includes freedom of research, artistic expression and public service with extensive interaction between faculty, staff and students in and out of the classroom.

Community. The Moyes College of Education represents pedagogical emphases and community commitments through contributions to pre-K–12 education, professional development and cultural awareness and events by maintaining partnerships and outreach programs such as, but not limited to, Teacher Assistant Pathway to Teaching (TAPT), Weber State University Storytelling Festival and Family Literacy Program.

EDUCATOR PREPARATION PROGRAM IN THE TEACHER EDUCATION DEPARTMENT

The Teacher Education Department (TED) is housed within the College of Education and offers initial licensure programs in elementary, secondary, and special education at the undergraduate and graduate level.

Mission

The Weber State University Educator Preparation Program works within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.

Community. We recognize that effective educator preparation is a cooperative endeavor involving faculty and staff members within the Teacher Education Department, the Moyes College of Education, and Weber State University. Our community also includes school districts, administrators, and teachers as well as professional organizations. Our success depends on effective and consistent collaboration between all groups.

Caring, competent educators. Our central aim is to ensure that teacher candidates develop necessary skills and dispositions as outlined in the Utah Effective Teaching Standards. We also acknowledge that it is of indispensable importance that each teacher develops an enduring ethic of care—the propensity and ability to meet the educational needs of each student.

Equitable, inclusive, and transformative education practices. We believe that processes and institutions of teaching and learning can and should become increasingly equitable, promoting the well-being of all students, with special emphasis on underserved populations. To that end, we are committed, where necessary, to transforming the attitudes and beliefs of teacher candidates and to extending our research and professional outreach in shaping general educational practice and policy.

This mission is well situated within the core themes of the university and the mission of the MCOE. Faculty and staff are committed to helping students become successful teacher candidates and practicing teachers.

The Teacher Education Department also includes the Master of Education (MED) Program which is the oldest master's program on the WSU campus. It began in 1978 as collaboration between WSU and Utah State University, although all the courses were taught by WSU Teacher Education faculty. In 1988, it became the first stand-alone master's degree on campus, three years before Weber became a university. The program catered to practicing teachers, on-campus personnel wishing to pursue a master's degree, and people in business and medical fields who taught as part of their jobs. The MED program is not an initial licensure program but beginning in Fall 2019, offers an advanced licensure program for school leaders.

To support the preparation of Early Childhood Education students, the departments of Child and Family Studies and Teacher Education collaborate to provide valuable experiences in both early childhood settings and early elementary school settings. The Melba S. Lehner Children’s School (MSL Children’s School) provides a developmentally appropriate learning environment for young children and serves as a student teaching location for candidates seeking an early childhood license. The school was established in 1952 and currently includes five indoor classrooms, outdoor learning areas, and observation booths. The school offers a toddler program, a partial-day preschool, and a full day program. The school serves over 120 children and families per semester. The Children’s School is founded on developmentally appropriate practices and follows the National Association for the Education of Young Children guidelines for early learning. In all cases in this report, the data for Early Childhood Education majors and Elementary Education majors has been combined as their coursework is very similar. All undergraduate applicants must have completed [general education](#) requirements prior to admission to Teacher Education in Core Requirements and Breadth Requirements.

Program Demographic Data

The program demographics reflect the profession as a whole, with the majority of majors being female (Table A.1). The enrollment of ethnic minorities also reflects the [demographics](#) of the university (See Student Characteristics tab). However, the demographics are not indicative of the immediate community in which the university is situated (Table I.1). This is a challenge to the program and to the university as a whole.

Table I.1
Demographics of Admitted Students 2018-2019

	Gender			Ethnicity					
	F	M	Other	Asian/ Pacific Islander	Hispanic	Black, not Hispanic	Native American	Two + races	White
Elementary	111	26	0	3	15	0	1	1	117
Special Education	35	6	0	0	3	0	0	1	37
Secondary	97	57	3	1	6	0	0	11	139
Total (N=335)	243	89	3	4	24	0	1	13	293

Faculty in the Teacher Education department have a variety of expertise. Of the 21 tenured/tenure track faculty, all of whom have doctoral degrees, 12 focus primarily on the elementary program, 4 on secondary, and 5 on special education. However, many faculty members have taught courses in multiple program areas. Additionally, staff members assist teacher candidates in the student teaching office (2), advisement center (2), media lab (1), and Mac lab.

Governance

Figure I.1 illustrates the governance of the Educator Preparation Program (EPP) at WSU. Please note on Figure I.1 two important collaborations. First, collaboration between TED and the other colleges on campus, which ensures content knowledge in two ways: through support courses for all early childhood, elementary, and special education undergraduates; for the secondary education candidates who receive the content area knowledge for their majors and minors, if required, through the appropriate department(s). Concurrent with this collaboration is the University Council for Teacher Education Committee (UCTE). Representatives from the secondary content programs that lead to licensure comprise this committee to make decisions concerning secondary programs.

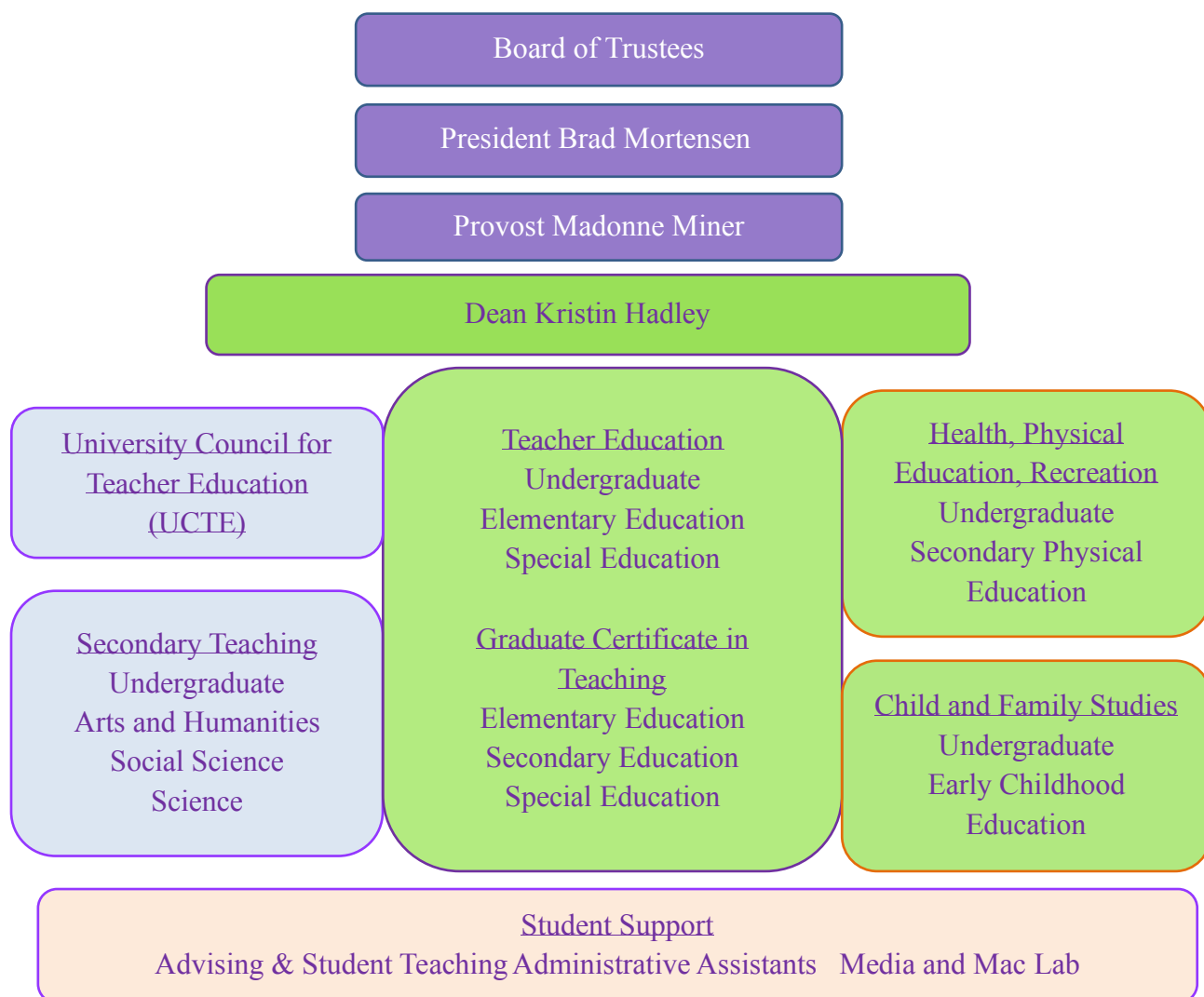


Figure I.1. Governance of the Weber State University Educator Preparation Program

Alignment of Standards and Outcomes

The WSU Educator Preparation Program (EPP) is aligned with the Utah Effective Teaching Standards (UETS), which are aligned to the Interstate Teacher Assessment and Support Consortium’s model standards (INTASC, Council of Chief State School Officers, 2014). These standards are used as “big picture” to provide a shared vision within the WSU EPP, to communicate with teacher candidates the standards of effective teaching, and to inform the greater education community of the abilities of our graduates.

Our program focus and design are grounded in current research, and align with both the UETS and the INTASC standards. Our EPP focuses on the three key areas outlined in the UETS: (a) the Learner and Learning, (b) Instructional Practices, and (c) Professional Responsibility. Table I.2 provides a crosswalk between the UETS and the INTASC standards as well as descriptions for each key area.

Table I.2

Crosswalk of Utah Effective Teaching Standards and INTASC Standards

Utah Effective Teaching Standards	INTASC
<p>The Learner and Learning: Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.</p> <p><u>Standard 1: Learner Development</u> The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.</p> <p><u>Standard 2: Learning Differences</u> The teacher understands individual learner differences and cultural and linguistic diversity.</p> <p><u>Standard 3: Learning Environments</u> The teacher works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.</p>	<p>The Learner and Learning <u>Standard 1: Learner Development.</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><u>Standard 2: Learning Differences</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><u>Standard 3: Learning Environments</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
<p>Instructional Practices: Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.</p> <p><u>Standard 4: Content Knowledge</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</p> <p><u>Standard 5: Assessment</u> The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.</p> <p><u>Standard 6: Instructional Planning</u> The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon</p>	<p>Content Knowledge <u>Standard 4: Content Knowledge</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><u>Standard 5: Application of Content</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Instructional Practice <u>Standard 6: Assessment</u> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><u>Standard 7: Planning for Instruction</u> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross</p>

<p>knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.</p> <p><u>Standard 7: Instructional Strategies</u> The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.</p>	<p>disciplinary skills, and pedagogy, as well as knowledge of learners and the continuity context.</p> <p><u>Standard 8: Instructional Strategies</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
<p><u>Professional Responsibility:</u> Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.</p> <p><u>Standard 8: Reflection and Continuous Growth</u> The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</p> <p><u>Standard 9: Leadership and Collaboration</u> The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</p> <p><u>Standard 10: Professional and Ethical Behavior</u> The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.</p>	<p><u>Professional Responsibility</u> <u>Standard 9: Professional Learning and Ethical Practice</u> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><u>Standard 10: Leadership and Collaboration</u> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>

Initial Licensing Programs

The WSU EPP is collaboration between the TED and other departments and colleges across the university. The program prepares teachers in Early Childhood Education (ECE), Elementary, Secondary, and Special Education. Initial licensure recommendations are the responsibility of TED. In this report, ECE has been combined with Elementary as there are very few ECE only majors and the courses taken are mostly the same. Baccalaureate degrees in Elementary and Special Education are offered through TED, which also works collaboratively with the department of Child and Family Studies to provide all professional education courses for ECE majors. In addition, TED provides professional education courses for teacher candidates majoring in content areas through baccalaureate teaching degrees in other colleges on campus. Collaboration with the colleges of arts and science ensures that the licensing recommendations are appropriate and aligned with state policies. The department also offers professional education courses for graduate certificate in teaching candidates in elementary, secondary, and special education, leading to recommendation for Utah professional licenses in these areas. Table I.3 illustrates

the undergraduate and graduate programs of study leading to initial licensure offered through the TED and collaboration with other departments and colleges.

Table I.3
WSU EPP Initial Licensure Programs

Program	Degree	License (Level 1, State of Utah)
Early Childhood Education	Bachelor of Science	Early childhood, Grades K-3
Elementary Education	Bachelor of Science	Elementary, Grades K-6 or Grades 1-8
Secondary Education	Bachelor of Arts or Science	Secondary, Grades 6-12
	Candidates earn a baccalaureate degree from the content area specialty not from the Department of Teacher Education. Minors are also available that result in recommendation of licensure	Content Education Majors: Chemistry, Communication, Dance, English, French, Geography, German, History, Mathematics, Physical Education, Physics, Political Science, Psychology, Sociology, Spanish, Theatre Arts. Composite Education Majors: Art, Biology, Earth Science, Music, Physical Science, Social Science
Special Education	Bachelor of Science	Special Ed, Grades K-12
Graduate Certificate in Teaching	Graduate Certificate	Elementary, Grades K-6 Secondary, Grades 6-12 Special Education, Grades K-12

The WSU EPP is designed with coursework and practicum experiences. The secondary licensure program has two levels (semesters), one semester of coursework with practicum and one of student teaching. The elementary and special education programs consist of four levels, with three semesters of coursework with practicum and one semester of student teaching. Graduate certificate in teaching courses for all licenses are not arranged in levels, allowing candidates to take them as schedules allow. At the graduate level, one practicum is completed prior to student teaching.

Programs for elementary and special education are structured similarly. The first level focuses on developing culturally responsive teachers who are inclusive in their attitudes and practices. Candidates in these programs take the first level together. In addition to the common courses, special education candidates have an additional course on assistive technology. The second level for elementary, teaches instructional decision-making through instructional planning with depth of knowledge and integration of curriculum across all areas. Special education candidates focus on planning and applications in elementary schools for students with mild and moderate disabilities. The third level for special education focuses on secondary settings and transition. For elementary, the third level addresses methods in the content areas. The fourth level for all candidates is a culminating student teaching experience for the purpose of honing skills of teaching.

Secondary candidates complete one semester of professional core coursework (ProCore) that provides a foundation for culturally responsive teaching, inclusive practices, literacy and technology strategies, and instructional planning and assessment. These courses are taken together with a practicum in which candidates are placed in area secondary schools. The focus is on the key areas identified in UETS: the learner and learning, instructional practices, and professional responsibility.

Graduate certificate in teaching candidates fulfill coursework required for licensure similar to undergraduate candidates including courses in content specific methods, instructional planning and assessment, instructional strategies for general and special populations, diversity, classroom management, and technology. These courses are similar to the undergraduate programs and support the key areas in UETS.

All teaching candidates are involved in practicum experiences in the schools prior to student teaching. Secondary teacher candidates have more than 70 hours in the classroom prior to student teaching, elementary and special education teacher candidates have over 150 hours, while graduate certificate candidate have over 60 hours. During practicum experiences, all teacher candidates engage in learning about effective teaching by observing a master teacher; engaging in focused practice; and receiving concentrated, descriptive feedback from the classroom teacher, college supervisor, and peers through analysis and reflection of recorded teaching episodes of candidate teaching. Based upon the feedback and internal reflection, the teacher candidate sets goals during and after each practicum experience. As they move through the program, the candidate refines his/ her skills and knowledge to develop as a teacher.

OVERVIEW OF THE STUDY

The self-study of the educator preparation program at Weber State University has proceeded through several phases described below.

Phase 1: Training

Weber State faculty have been involved in AAQEP since the early stages of developing the framework and standards. Drs. Louise Moulding and Kristin Hadley attended the inaugural AAQEP Quality Assurance Symposium in Baltimore in 2018. At the 2019 symposium, five core WSU faculty attended: Louise Moulding, Kristin Hadley, Clay Rasmussen, Melina Alexander, and Jack Rasmussen. Additionally, WSU has participated in cohort calls during the past year.

Phase 2: Team Formation and Assignments

After the returning from the 2019 symposium, the core team formed the AAQEP self-study team and made the following assignments:

AAQEP Self-Study team: Melina Alexander, Caitlin Byrne, Kristin Hadley, Louise Moulding, DeeDee Mower, Jack Rasmussen, Clay Rasmussen, Stephanie Speicher, Nadia Wrosch

Standard 1: Completer Performance (Louise, DeeDee, Nadia)

Standard 2: Professional Growth (Clay, Caitlin, and Steph UTESS and UTEES, Louise, DeeDee, Nadia PAES and TSD)

Standard 3: Quality Program Practices (Jack and Melina from Appendix A, C, and D)

Standard 4: Innovation (Kristin and Clay)

Appendices

A: Recruitment, selection, monitoring (Melina)

B: Completer support and follow-up (UTESS and UTEES - Clay with Michelle Checkman.) (Case Study - Caitlin and Stephanie)

C: Capacity and commitment (Jack)

D: Internal audit (Jack)

E: Jurisdictional obligations (optional “state agreement exists”)

F: Missional commitments and distinct contributions (optional, we are leaving it blank)

G: Data quality (assessments) (Louise, DeeDee, Nadia [PAES and TSD], Clay, Steph, Caitlin [UTESS and UTEES])

Phase 3: Data Collection and Analysis

As assignments were made, discussions about needed data were conducted. Summative data has been collected consistently during the student teaching semester as described below. Other data sources for teacher candidates and completers were compiled.

Phase 4: Final QAR Writing

The Self-Study team each worked separately on their parts of the study. In October, the team met for several days to finalize the QAR.

DATA SOURCES

Praxis

“The Praxis® tests measure the academic skills and subject-specific content knowledge needed for teaching. The Praxis tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations.” (<https://www.ets.org/praxis>). Teacher candidates at Weber State University take the PRAXIS test prior

to graduation and recommendation for licensure. The data provided is whether the teacher candidate has passed the test at the state required cut score.

Major Grade Point Average at Graduation (GPA)

Content knowledge is also measured through course completion and grades. The GPA in major courses adds to the understanding of competence in candidate content knowledge. The data is presented as a mean by program and completion semester.

Utah Teacher Candidate Performance Assessment and Evaluation System (PAES)

The PAES was created by Utah teacher educators by back-mapping the Utah Teacher Observation tool which assesses the Utah Effective Teaching Standards (UETS). This instrument measures the full teaching cycle including planning, enactment of teaching, reflection, and professional behaviors. Scoring requires observation of teaching, review of lesson plans and assessment results, review of reflection documents, and consultation with the candidate and mentor teacher. Individual elements on the instrument may address different aspects of the AAQEP standards. Ratings on PAES are the final summative evaluation in the student teaching semester and are rated on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. The final two elements of PAES are Yes/No and scored as 0=No and 1=Yes. Data is reported as means by program and semester.

Teaching Support Documents (TSD)

The teaching support documents are a collection of documents that support the enactment of teaching, including the rationale for instruction, lesson plans, and reflection. Each of the three sections are further split to address specific areas of the instructional process as follows:

Rationale: contextual factors, connections to instruction, equity

Lesson plans: objectives, assessment, adaptations, engagement, details

Reflection: instructional decision making, analysis of student learning, future plan

Each element is rated using a 1-4 rubric. Data is reported as means by program and semester.

Utah Teacher Education Student Survey (UTESS)

UTESS was developed by the same group who built the student teaching evaluation system (PAES). The group based the questions for the survey on the Utah Effective Teaching Standards, which in turn are based upon the INTASC standards. The UTES was completed at graduation or within the first month of teaching. The scale is a 1-4 Likert scale with 1=not at all, 2=minimally, 3=effectively, and 4=exceptionally. Since the UTES is a new survey, only one round of data has been collected which is reported as means by program.

Utah Teacher Education Employer Survey (UTEES)

The UTEES was based on the UTES and developed by the same group. The intention was to have parallel questions so they could be compared. The survey asks principals to rate teachers from WSU who are in their second year of teaching. The scale is a 1-4 Likert scale with 1=not at all, 2=minimally, 3=effectively, and 4=exceptionally. Since the UTEES is a new survey, only one round of data has been collected which is reported as means by program.

STANDARD 1: COMPLETER PERFORMANCE

The elementary, secondary, and special education programs meet the expectations of Standard 1 as they demonstrate their performance as professional educators with the capacity to support success for all learners. The evidence is from the triangulation of multiple data points as described below in Data Sources.

The WSU EPP is guided by the core themes of the university: Access, Learning, and Community. The [Learning theme](#) is well represented in the data presented in this standard.

Learning

“WSU is first and foremost an institution of higher education that provides and supports ‘excellent learning experiences for students’ in an environment that values ‘freedom of expression’ and engaged learning through ‘extensive personal contact among faculty, staff and students in and out of the classroom’ and ‘research, artistic expression, public service and community-based learning.’”

DATA SOURCES

Evidence from Praxis scores, grade point average (GPA), Utah Teacher Candidate Performance Assessment and Evaluation System (PAES), and Teaching Support Documents (TSD) are used as evidence for Standard 1: Completer Performance.

Aspect: Content, pedagogical, and/or professional knowledge relevant to the credential or degree for which they are prepared

This section will provide evidence for Standard 1 that focuses on content and pedagogical knowledge. The information is addressed, then an interpretation is given of the evidence.

Evidence from Praxis

Praxis scores from 2017-the present were analyzed to identify the pass rate based on number of attempts and for number of individual candidates. Elementary candidates struggled with the social studies subtest, with just over 75% of individuals passing, while the individual passing rate for all other tests completed by elementary candidates exceeded 85%. Secondary candidates taking social science tests also showed low individual pass rates. It is unclear how many of the attempts were made by those majoring versus minoring in social sciences. The minor is less likely to pass the exam on a first attempt due to far less coursework required.

Table 1.1

Praxis Score Data for Tests Taken 2017-Present

Elementary					
Test	n	Attempts	Passed	Pass Rate (%)	Individual Pass Rate (%)
5001 Elem Ed: Multiple Subject	48	48	48	100.0	100.0
5002 Elem Ed: Reading/Language Arts Subtest	75	91	65	71.4	86.7
5003 Elem Ed: Mathematics Subtest	69	80	61	76.3	88.4
5004 Elem Ed: Social Studies Subtest	73	87	56	64.4	76.7
5005 Elementary Education: Science Subtest	73	85	64	75.3	87.7
5169 Middle School Mathematics	<10	<10	<10	85.7	85.7
Secondary					
Test	n	Attempts	Passed	Pass Rate (%)	Individual Pass Rate (%)
5039 English Language Arts: Content and Analysis	16	17	14	82.4	87.5
Social Studies	13	18	9	50.0	69.2
5081 Social Studies Content Knowledge - CBT	<10	<10	<10	62.5	83.0
5921 Geography	<10	<10	<10	66.7	100.0
5941 World and US History - CBT	<10	<10	<10	28.6	40.0
5161 Mathematics: Content Knowledge	10	15	7	46.7	70.0
5091 Physical Education: Content Knowledge - CBT	<10	<10	<10	77.8	100.0
Science	12	12	11	91.7	91.7
5235 Biology Content Knowledge - CBT	<10	<10	<10	100.0	100
5265 Physics Content Knowledge - CBT	<10	<10	<10	75.0	75.0
5440 Middle School Science	<10	<10	<10	100.0	100.0
5113 Music Content Knowledge – CBT	<10	<10	<10	100.0	100.0
5134 Art Content Knowledge - CBT	<10	<10	<10	100.0	100.0

Evidence from GPA and Links to Coursework Requirements

Table 1.2 displays data for teacher candidate major courses as evidence of content knowledge. Links to program course requirements are provided directly below the table. The mean GPA is consistently high (above 3.5) for undergraduate and graduate elementary, special education, and secondary candidates which is beyond the 2.75 GPA required for acceptance in the program.

Table 1.2

Major GPA Mean by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	3.79	.139	34	Combined below			3.60	.299	28
Fall 2018	3.72	.216	14				3.56	.349	11
Spring 2019	3.76	.160	26	3.72	.251	15	3.75	.239	20
Graduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
All semesters combined	3.99	.012	13	N/A			3.95	.097	20

Coursework in Majors

Associate of Science	Education (AS)
Bachelor of Science	Elementary Education (BS) Special Education (BS)
Graduate Certificate in Teaching	Elementary Education (GC) Secondary Education (GC) Special Education (GC)
Minor	ESL (English as a Second Language) Minor
Honors, Departmental	Teacher Education Departmental Honors
Endorsements	Basic Reading Endorsement Dual Language Immersion Endorsement Education of the Gifted Endorsement Elementary Education Mathematics Endorsement ESL (English as a Second Language) Endorsement
Licensure	Secondary Education Licensure

Evidence from Performance Assessment and Evaluation System (PAES)

The final student teaching evaluation (PAES) includes items that examine the degree to which our candidates' teaching is sufficiently content knowledge based. On this assessment, items are scored on a 0-3 scale with 0= not effective, 1= beginning, 2= developing, and 3 = preservice effective. Our expectation is that by the end of student teaching, at least 80% of items on the PAES are at a 3 for each candidate. It is possible that item by item analysis could have means with a range of 2 to 3 and still be acceptable for individual candidates. Lower mean scores on particular items would indicate a need for program-wide attention for that skill.

Evidence from PAES indicates that undergraduate and graduate elementary education candidates are meeting expectations for content and pedagogical knowledge as mean scores are at acceptable levels.

However, the item by item analysis presented in Table 1.3 reveals a few areas in need of program-wide attention. Area 7.2: “Provides multiple opportunities for students to develop higher-order and meta-cognitive skills”, needs attention in both undergraduate and graduate. The graduate elementary education candidates also need attention on item 7.5: Develops learners’ abilities to find and use the information to solve real-world problems. Overall the PAES evidence does demonstrate content and pedagogical knowledge is met.

The PAES data for undergraduate and graduate secondary education candidates indicates that they are prepared in the aspect of content and pedagogical knowledge. The ratings are high, close to 3.0 in most areas, for multiple semesters. The undergraduate secondary candidates scored lowest in the area of 6. 2: Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge with a single semester mean score of 2.7. The graduate candidates are similar to undergraduate secondary education candidates with high performing evaluation scores of between 2.9 and 3.0. There were two areas with mean scores of 2.6 for Spring 2019; 7.2: Provides multiple opportunities for students to develop higher-order and meta-cognitive skills and 7.5 for improvement: Develops learners’ abilities to find and use the information to solve real-world problems.

Special education enrollment is low resulting in only one semester of student teaching per year. A semester of scores shows that special education candidates are prepared in the area of content and pedagogical knowledge with ratings of 2.9 and 3.0 in the PAES categories.

Table 1.3

Descriptive Statistics for PAES Items Related to Content & Pedagogical Knowledge by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.34	31	Combined below			2.9	.37	29
Fall 2018	2.8	.51	18				2.8	.41	15
Spring 2019	2.9	.36	27	2.9	.26	15	2.8	.41	20
6.1 Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.31	29
Fall 2018	2.9	.24	18				3.0	.00	15
Spring 2019	3.0	.00	27	2.9	.26	15	2.9	.32	20
6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.40	31	Combined below			2.8	.38	29
Fall 2018	2.9	.32	18				2.7	.46	15
Spring 2019	2.8	.48	27	2.9	.26	15	2.9	.37	20
7.2 Provides multiple opportunities for students to develop higher- order and meta-cognitive skills.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.41	31	Combined below			2.9	.31	29
Fall 2018	2.8	.39	18				2.8	.41	15
Spring 2019	2.7	.47	27	2.9	.26	15	2.9	.31	20

7.3 Supports and expands each learner’s communication skills through reading, writing, listening, and speaking.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.41	31		Combined below				2.9	.26	29
Fall 2018	2.9	.24	18			2.9	.35	15			
Spring 2019	3.0	.00	27			3.0	.00	20			
7.4 Uses a variety of available and appropriate technology and/or resources to support learning.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.9	.35	31		Combined below				2.9	.26	29
Fall 2018	2.8	.39	18			2.8	.41	15			
Spring 2019	2.8	.58	27			2.9	.35	15	3.0	.22	20
7.5 Develops learners’ abilities to find and use information to solve real-world problems.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.38	31		Combined below				2.9	.36	29
Fall 2018	2.9	.33	18			2.9	.26	15			
Spring 2019	2.8	.40	27			2.9	.26	15	2.9	.37	20
Graduate											
Semester	Elementary				Special Education				Secondary		
4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.44	42						3.0	.00	35
Fall 2018	Combined below				3.0	.00	34		Combined below		
Spring 2019	2.8	.45	16		Combined above				2.9	.35	22
6.1 Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.9	.42	42						3.0	.00	35
Fall 2018	Combined below				3.0	.00	34		Combined below		
Spring 2019	3.0	.26	16		Combined above				3.0	.29	22
6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.48	42						3.0	.17	35
Fall 2018	Combined below				3.0	.00	34		Combined below		
Spring 2019	3.0	.35	27		Combined above				2.9	.37	27
7.2 Provides multiple opportunities for students to develop higher- order and meta-cognitive skills.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.7	.60	42						3.0	.0	35
Fall 2018	Combined below				3.0	.17	34		Combined below		
Spring 2019	2.8	.47	16		Combined above				2.6	.4	22
7.3 Supports and expands each learner’s communication skills through reading, writing, listening, and speaking.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.44	42						3.0	.00	35
Fall 2018	Combined below				3.0	.00	34		Combined below		
Spring 2019	2.9	.36	16		Combined above				2.9	.29	22
7.4 Uses a variety of available and appropriate technology and/or resources to support learning.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.44	42						3.0	.00	35
Fall 2018	Combined below				3.0	.00	34		Combined below		
Spring 2019	2.9	.36	16		Combined above				2.9	.22	22

7.5 Develops learners' abilities to find and use information to solve real-world problems.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.7	.59	42				3.0	.17	35
Fall 2018	Combined below			3.0	.00	34	Combined below		
Spring 2019	2.9	.43	16	Combined above			2.6	.43	22

Summary of Evidence for Content and Pedagogical Knowledge

Overall, teacher candidates and completers are at or above the acceptable scores indicating pedagogical and content knowledge needed for successful teaching. Their demonstrated understanding of these areas is demonstrated through Praxis, GPA, and PAES scores. While there are areas on the PAES that need some improvement, current levels are at the developing stage which is to be expected during their student teaching.

Aspect. Learners, learning theory including social, emotional, and academic dimensions, and the application of learning theory in their work

This section describes features of Standard 1, which include learning theories in practice for elementary, secondary, and special education candidates. The section will conclude with the interpretation of the evidence from performance in student teaching (PAES) and Teaching Support Documents for elementary, secondary, and special education. The information is addressed then an interpretation is given of the evidence.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence is taken from item 1.1 on the final student teaching evaluation (PAES) which evaluates the degree to which the candidate “creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests and needs.” This item has a 0-3 point scale with 0= not effective, 1= beginning, 2= developing, and 3= preservice effective. Our expectation is that by the end of student teaching, at least 80% of items on the PAES are at a 3 for each candidate. It is possible that item by item analysis could have means with a range of 2 to 3 and still be acceptable for individual candidates. Lower mean scores on particular items would indicate a need for program-wide attention for that skill.

The PAES for the undergraduate and graduate elementary candidates demonstrate that the candidates met the standards for culturally responsive practice, creating a positive learning environment, and professional behaviors. The mean scores for elementary candidates ranged from 2.8 to 3.0 on a 3.0 scale for both undergraduate and graduate candidates. An area for growth is to have more courses that intentionally include these competencies within their content at the elementary level.

The PAES for the undergraduate and graduate secondary candidates demonstrate that the candidates met the standards for culturally responsive practice, creating a positive learning environment, and professional behaviors. The mean scores for secondary candidates ranged from 2.6 to 3.0 on a 3.0 scale for both undergraduate and graduate candidates. An area for growth is to have more courses that include these competencies within their content as the secondary level.

The PAES for the special education candidates demonstrate that the candidates met the standards for culturally responsive practice, creating a positive learning environment, and professional behaviors. The

evaluations for special education candidates was a rating of 2.8 to 3.0 on a 3.0 scale. All means are presented in Table 1.4.

Table 1.4

Descriptive Statistics for PAES Items Related to Learners and Learning Theory by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
1.1 Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.37	31	Combined below			2.9	.26	29
Fall 2018	2.9	.24	18				2.8	.41	15
Spring 2019	2.8	.42	27	2.9	.26	15	2.9	.31	20
1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.26	29
Fall 2018	2.9	.24	18				2.8	.41	15
Spring 2019	3.0	.19	27	2.9	.26	15	2.9	.31	20
7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.34	31	Combined below			2.9	.26	29
Fall 2018	2.8	.39	18				2.7	.49	15
Spring 2019	2.8	.44	27	2.9	.28	15	2.8	.42	20
Graduate									
Semester	Elementary			Special Education			Secondary		
1.1 Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.35	42	3.0 .00 34			3.0	.00	35
Fall 2018	Combined below						Combined below		
Spring 2019	3.0	.50	16	Combined above			2.8	.53	22
1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.47	42	3.0 .00 34			3.0	.00	35
Fall 2018	Combined below						Combined below		
Spring 2019	3.0	.25	16	Combined above			2.8	.53	22
7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.51	42	3.0 .00 34			3.0	.17	35
Fall 2018	Combined below						Combined below		
Spring 2019	3.0	.27	16	Combined above			2.6	.55	22

Evidence from Teaching Support Documents (TSD)

Evidence comes from the TSD lesson plan rubric, represented in Table 1.5. To earn a 4, candidates must have a specific plan for adaptations and/or accommodations that are targeted to the lesson and students;

if required, modifications meet grade-level expectations that are scaffolded to the students' current performance.

The TSD data demonstrates that the undergraduate and graduate candidates are meeting the standard to Learners, Learning Theory, and Application. The scores are 3.2 and higher out of 4. An area for growth is having a specific plan for adaptations and/or accommodations that are target to the lesson and students.

An area in which the undergraduate secondary candidates have struggled is in a specific plan for adaptations and/or accommodations that are targeted to the lesson and students. The mean score has ranged from 3.0 to 3.5. Graduate secondary candidate means are 3.9 to 4.0.

A semester of data shows that special education majors have an understanding of learners, learning theory, and application with a mean of 3.7.

Table 1.5

Descriptive Statistics for TSD Areas Related to Learners and Learning Theory by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
There is a specific plan for adaptations and/or accommodations that are targeted to the lesson and students.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	3.7	.64	32	Combined below			3.5	1.17	28
Fall 2018	3.2	1.10	18				3.1	1.61	13
Spring 2019	3.6	.75	27	3.7	.77	15	3.0	1.51	22
Graduate									
Semester	Elementary			Special Education			Secondary		
There is a specific plan for adaptations and/or accommodations that are targeted to the lesson and students.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.06	42	N/A			3.9	.30	33
Fall 2018	Combined below						Combined below		
Spring 2019	3.8	1.0	16				4.0	.00	19

Summary of Evidence for the Learning and Learning Theory

Overall teacher candidate performance on the measures for Aspect: Learner and Learning Theory is adequate. Assessment scores are consistently at or above a 3. There is small variance between the undergraduate and graduate scores. While we do not know the specific reasons for this variance, it is important we compare the two levels specifically looking for differences in content and competencies in this area. There is also some variance between the elementary, secondary, and special education scores. Secondary teacher candidates are only in the teacher education department for two semesters, including the semester they student teach. We may want to look for ways to provide secondary teacher candidates with more learner and learning theory earlier in their academic career. Efforts are also underway to integrate differentiation throughout all courses and levels.

Aspect. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning

Aspect. Creation and development of positive learning and work environments

This section will provide evidence of the features of Standard 1 related to culturally responsive practice, creating a positive learning environment, and professional behaviors. Evidence from PAES and Teaching Support Document for elementary, secondary, and special education are used to support Standard 1. The information is addressed then an interpretation is given of the evidence.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence is taken from items on the final student teaching evaluation (PAES), specifically items 2.1, 3.1, 3.2, 3.3, 7.1. On this assessment, items are scored on a 0-3 scale with 0= not effective, 1= beginning, 2= developing, and 3= preservice effective.

Elementary Education PAES

The PAES for the undergraduate and graduate elementary scores indicate that candidates are competent in Inclusive Learning Environment. The mean evaluation scores were 2.8 to 3.0 for elementary undergraduate and graduate level on a 3.0 scale. The PAES for the undergraduate and graduate secondary scores indicate that candidates are competent in Inclusive Learning Environment, with mean scores of 2.5 to 3.0 for secondary undergraduate and graduate levels on a 3.0 scale. The PAES for the special education scores indicate that candidates are competent in Inclusive Learning Environment based on mean scores of 2.5 to 3.0 on a 3.0 scale. While individual item analysis provides notice for program-wide attention, no item falls below a mean of 2 which would indicate significant concern. See Table 1.6 for a summary of all the items.

Table 1.6

Descriptive Statistics for PAES Items Related to Inclusive Learning Environments by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.37	31	Combined below			2.9	.36	29
Fall 2018	2.9	.24	18				3.0	.00	15
Spring 2019	3.0	.19	27	2.9	.35	15	3.0	.22	20
3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.30	31	Combined below			3.0	.19	29
Fall 2018	2.8	.55	18				2.8	.41	15
Spring 2019	2.8	.40	27	3.0	.00	15	2.9	.37	20

3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.37	29
Fall 2018	2.9	.47	18				3.0	.00	15
Spring 2019	2.9	.27	27	2.9	.32	15	3.0	.22	20

3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.30	31	Combined below			2.9	.42	29
Fall 2018	2.8	.51	18				3.0	.00	15
Spring 2019	3.9	.27	27	3.0	.00	15	2.9	.37	20

7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.34	31	Combined below			2.9	.26	29
Fall 2018	2.8	.39	18				2.7	.49	15
Spring 2019	2.8	.44	27	2.9	.28	15	2.8	.42	20

9.2 Advocates for the learners, the school, the community, and the profession.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.31	31	Combined below			2.9	.42	29
Fall 2018	2.9	.47	18				2.9	.26	15
Spring 2019	3.0	.00	27	2.9	.27	15	2.8	.41	20

Graduate

Semester	Elementary	Special Education	Secondary
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2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.47	42				3.0	.17	35
Fall 2018	Combined below			3.0	.00	34	Combined below		
Spring 2019	3.0	.25	16	Combined above			2.9	.36	22

3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.58	42				3.0	.17	35
Fall 2018	Combined below			3.0	.17	34	Combined below		
Spring 2019	3.0	.40	16	Combined above			2.5	.57	22

3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.55	42				2.9	.24	35
Fall 2018	Combined below			3.0	.17	34	Combined below		
Spring 2019	3.0	.00	16	Combined above			2.9	.21	22

3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.56	42				2.9	.24	35
Fall 2018	Combined below			3.0	.00	34	Combined below		
Spring 2019	2.9	.34	16	Combined above			3.0	.21	22

7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.51	42				3.0	.17	35
Fall 2018	Combined below			3.0	.00	34	Combined below		
Spring 2019	3.0	.27	16	Combined above			2.6	.55	22

9.2 Develops learners' abilities to find and use information to solve real-world problems.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.36	42				3.0	.00	35
Fall 2018	Combined below			3.0	.00	34	Combined below		
Spring 2019	3.0	.52	16	Combined above			2.6	.39	22

Evidence from Teaching Support Documents (TSD)

The elements of the TSD used as evidence are the three criteria within the Rationale for Instruction Design: (1) Contextual Factors: To earn a 4 in Contextual Factors, the narrative includes a detailed discussion of a full spectrum of significant contextual factors related community, school, and classroom physical environment/, technologies and resources, AND student demographics (e.g. ethnicity, race, SES, gender, ability); (2) Connections to Instruction: To earn a 4 in Connections to Instruction, meaningful and appropriate connections have been made between a variety of important contextual factors and plans for instruction; (3) Equity: To earn a 4 in Equity, it must be evident that instructional strategies and materials have been chosen specifically to promote equity (i.e. support underprivileged, marginalized, or disadvantaged students).

All programs across semesters have means of 3.8 and above indicating candidates are meeting this aspect. Spring 2019 in undergraduate elementary is an exception to this with means of 3.6, 3.2, and 3.3. The standard deviation for this semester is much higher than other items in other semesters and in other programs indicating the lower means were a result of a few lower scores. The full summary is found in Table 1.7 below.

Table 1.7

Descriptive Statistics for TSD Areas Related to Inclusive Learning Environments by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
Detailed discussion of a full spectrum of significant contextual factors related community, school, and classroom physical environment/, technologies and resources, AND student demographics (e.g. ethnicity, race, SES, gender, ability)									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.00	32	Combined below			4.0	.00	28
Fall 2018	4.0	.00	18				3.9	.44	13
Spring 2019	3.6	.71	27	3.7	.51	15	4.0	.00	22
Meaningful and appropriate connections have been made between a variety of important contextual factors and plans for instruction.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	3.9	.31	32	Combined below			4.0	.00	28
Fall 2018	3.9	.38	18				3.9	.44	13
Spring 2019	3.2	.85	27	3.3	.83	15	3.9	.43	22

Instructional strategies and materials have been chosen specifically to promote equity (i.e. support underprivileged, marginalized, or disadvantaged students).									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.00	32	Combined below			3.9	.31	28
Fall 2018	3.9	.32	18				4.0	.41	13
Spring 2019	3.3	.93	27				3.5	.73	15
Graduate									
Semester	Elementary			Special Education			Secondary		
Detailed discussion of a full spectrum of significant contextual factors related community, school, and classroom physical environment/, technologies and resources, AND student demographics (e.g. ethnicity, race, SES, gender, ability)									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.06	42	N/A			4.0	.00	33
Fall 2018	Combined below						Combined below		
Spring 2019	4.0	.05	16				4.0	.18	19
Meaningful and appropriate connections have been made between a variety of important contextual factors and plans for instruction.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	3.9	.37	42	N/A			3.8	.51	33
Fall 2018	Combined below						Combined below		
Spring 2019	3.9	.20	16				4.0	.00	19
Instructional strategies and materials have been chosen specifically to promote equity (i.e. support underprivileged, marginalized, or disadvantaged students).									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	3.9	.37	42	N/A			3.9	.37	33
Fall 2018	Combined below						Combined below		
Spring 2019	4.0	.00	16				4.0	.05	19

Summary of the Evidence for Culturally Responsive Teaching and a Positive/Learning Environment

Teacher candidate scores for these aspects indicate they are both planning for and creating an inclusive learning environment. Our teacher candidates have several opportunities to gain knowledge of this through coursework. Additionally, teacher candidates are purposefully placed in environments of diversity during their practicums prior to student teaching. During student teaching, teacher candidates consider the contextual factors impacting who and what their students are and how to meet their learning needs.

Aspect. Assessment of and for student learning, assessment and data literacy, and the use of data to inform practice

This section will provide evidence of the features of Standard 1 related to completer's ability to gather and interpret student data to inform instruction. Evidence from PAES and Teaching Support Document for elementary, secondary, and special education are used to support Standard 1. The information is addressed then an interpretation is given of the evidence.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence is singled out from specific items on the final student teaching evaluation (PAES), specifically items 5.1, 5.2, 5.3. On this assessment, items are scored on a 0-3 scale with 0= not effective, 1= beginning, 2= developing, and 3= preservice effective.

The PAES for the undergraduate and graduate elementary scores indicate that candidates are competent in assessment and data literacy. The mean evaluation scores were 2.8 to 3.0 for elementary undergraduate and graduate level on a 3.0 scale. The PAES for the undergraduate and graduate secondary scores indicate that candidates are competent in assessment and data literacy based on mean scores of 2.6 to 3.0 for secondary undergraduate and graduate levels on a 3.0 scale

The PAES for the special education scores indicate that candidates are competent in assessment and data literacy at 2.9-3.0 on a 3.0 scale. Assessment and data literacy is an area of strength for our candidates. Table 1.8 below presents a summary of the data.

Table 1.8

Descriptive Statistics for PAES Items Related to Assessment and Data Literacy by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.37	31	Combined below			2.9	.26	29
Fall 2018	2.8	.51	18				2.9	.35	15
Spring 2019	2.9	.36	27	2.9	.35	15	2.9	.31	20
5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.35	31	Combined below			2.8	.49	29
Fall 2018	2.8	.51	18				2.9	.26	15
Spring 2019	2.9	.36	27	2.9	.26	15	2.9	.31	20
5.3 Designs or selects pre- assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.37	31	Combined below			2.9	.36	29
Fall 2018	2.8	.43	18				2.9	.26	15
Spring 2019	2.8	.40	27	2.9	.26	15	2.9	.31	20
Graduate									
Semester	Elementary			Special Education			Secondary		
5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.44	42	3.0 .00 34			3.0	.00	33
Fall 2018	Combined below						Combined below		
Spring 2019	3.0	.25	16	Combined above			2.6	.43	19
5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.58	42	3.0 .17 34			3.0	.00	33
Fall 2018	Combined below						Combined below		
Spring 2019	2.9	.54	16	Combined above			2.6	.43	19

5.3 Designs or selects pre- assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills.

	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.49	42				3.0	.00	33
Fall 2018	Combined below			3.0	.17	34	Combined below		
Spring 2019	3.0	.34	16	Combined above			2.8	.39	19

Evidence from Teaching Support Documents (TSD)

An item within the lesson plan rubric addresses assessment, stating: Assessment(s) uses multiple means of representation, expression, engagement, and is aligned to the objectives.

In the lesson plan reflection rubric, there are two different areas related to assessment and data literacy: Analysis of Student Learning and Analysis of Student Learning Plan. First candidates respond to the prompt: “How did students perform?” Describe in detail how well the student(s) have met the objective. Data for each student should be presented and analyzed, including a detailed analysis of focus students. Identify if some students did not meet the objective and what gap was present. They then must discuss the plan for students going forward by responding to this prompt: “Based on student performance what content and/or instructional strategies need to be incorporated in subsequent lessons to meet student needs? Specific instructional strategies and/or content are described that will specifically address student needs relative to their performance. Explain why the stated plan would improve student learning.”

For these three prompts, candidates are rated from 1 to 4 with a score of 3 or above as the target. Some undergraduate elementary candidates have challenges in clearly analyzing and preparing a subsequent instructional plan. The mean score range for assessment in this area was 2.8 to 3.8. Elementary graduate candidates have higher means of 3.9 to 4.0.

The undergraduate secondary candidates have similar challenges to the elementary candidates while graduate candidates are on target. Although secondary undergraduate means are not below 3, a mean of 3.0 indicates that a number of individual candidates are scoring below a 3.

A semester of undergraduate special education major data was recorded with both problem areas indicated above having the average of 3.6 demonstrating competence. Table 1.9 below presents a summary of the data.

Table 1.9

Descriptive Statistics for TSD Areas Related to Assessment and Data Literacy by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
Assessment(s) uses multiple means of representation, expression, engagement, and is aligned to the objectives.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	3.7	.58	32	Combined below			3.7	.81	28
Fall 2018	3.4	.78	18				3.7	.75	13
Spring 2019	3.9	.24	27	4.0	.00	15	3.7	.89	22
Analysis of student performance									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	3.8	.45	32	Combined below			3.0	.69	28
Fall 2018	2.8	1.48	18				3.2	.85	13
Spring 2019	3.7	.42	27	3.6	1.3	15	3.0	.90	22

Instructional changes based on student performance									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	3.7	.70	32	Combined below			3.9	.38	28
Fall 2018	2.9	1.26	18		4.0	.00	13		
Spring 2019	2.9	.92	27		3.6	1.3	15	3.8	.66
Graduate									
Semester	Elementary			Special Education			Secondary		
Assessment(s) uses multiple means of representation, expression, engagement, and is aligned to the objectives.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.00	42	N/A			4.0	.00	33
Fall 2018	Combined below				Combined below				
Spring 2019	4.0	.00	16		4.0 .00 19				
Analysis of student performance									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.00	42	N/A			4.0	.00	33
Fall 2018	Combined below				Combined below				
Spring 2019	3.9	.22	16		4.0 .00 19				
Instructional changes based on student performance									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.00	42	N/A			4.0	.00	33
Fall 2018	Combined below				Combined below				
Spring 2019	4.0	.10	16		4.0 .00 19				

Summary of the Evidence for Assessment and Data Literacy

The data from PAES and TSD indicate that candidates are competent in a clinical setting with assessment but analyzing and reflecting on assessment results is more problematic for undergraduate candidates. Fall 2018 and Spring 2019 had the lowest reported TSD scores of 2.9, which is below the level we want them to be. Ideally, teacher candidates will be at or above 3.0. It is apparent that we need to make a concerted effort to improve our teacher candidates' ability to work with data to make decisions on instructional change. The state has recently implemented competency-based requirements teacher candidates must meet in order to be recommended for licensure. Some of the competencies address the need for teacher candidates to be able to use data for instructional decision making. All programs are self-assessing the content and practices taking place within each course to better help teacher candidates be able to better work with student data.

Aspect. Dispositions and behaviors required for successful professional practice

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence is singled out from specific items on the final candidate teaching evaluation (PAES), specifically items 8.1, 9.1, and 9.2. On this assessment, items are scored on a 0-3 scale with 0= not effective, 1= beginning, 2= developing, and 3= preservice effective.

The dispositions and behaviors reported for the three programs for both undergraduate and graduate demonstrate a high rating of an average of 2.6 to 3.0. This data in Table 1.10 shows that candidates are meeting the dispositions and behaviors for Standard 1.

Table 1.10

Descriptive Statistics for PAES Items Related to Dispositions and Behaviors of Professional Practice by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
8.1 Adapts and improves practice based on reflection and new learning									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.35	31	Combined below			3.0	.00	29
Fall 2018	2.8	.38	18				3.0	.00	15
Spring 2019	3.0	.19	27	2.9	.26	15	3.0	.00	20
9.1 Participants actively in decision-making processes, while building a shared culture that affects the school and larger educational community.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.31	31	Combined below			2.9	.37	29
Fall 2018	2.9	.24	18				3.0	.00	15
Spring 2019	3.0	.00	27	2.9	.27	15	2.9	.31	20
9.2 Advocates for the learners, the school, the community, and the profession.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.31	31	Combined below			2.9	.42	29
Fall 2018	2.9	.47	18				2.9	.26	15
Spring 2019	3.0	.00	27	2.9	.27	15	2.8	.41	20
Graduate									
Semester	Elementary			Special Education			Secondary		
8.1 Adapts and improves practice based on reflection and new learning									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.52	42	Combined below			3.0	.00	33
Fall 2018	Combined below						3.0	.00	34
Spring 2019	3.0	.52	16	Combined above			2.9	.47	19
9.1 Participants actively in decision-making processes, while building a shared culture that affects the school and larger educational community.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.45	42	Combined below			3.0	.00	33
Fall 2018	Combined below						3.0	.17	34
Spring 2019	3.0	.52	16	Combined above			2.6	.29	19
9.2 Advocates for the learners, the school, the community, and the profession.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.36	42	Combined below			3.0	.00	33
Fall 2018	Combined below						3.0	.00	34
Spring 2019	3.0	.52	16	Combined above			2.6	.39	19

Summary of the Evidence for Dispositions and Behaviors Required for Successful Professional Practice

Overall our teacher candidates have the behaviors and dispositions required for professional practice. Most PAES scores are at or near 3.0. Secondary graduate candidates scored at 2.6 for one semester but other semesters were at or near 3.0. Overall, candidates are meeting this aspect of Standard 1.

STANDARD 1 CONCLUSION

The evidence from multiple measures for each aspect makes a clear case that candidates in the WSU EPP are performing at a high level. Based on the evidence, we are confident candidates are prepared.

STANDARD 2: COMPLETER PROFESSIONAL COMPETENCE AND GROWTH

This standard addresses the overarching questions: Were completers prepared to work in diverse contexts, have they done so successfully, and are they growing as professionals? Each of these questions are answered broadly, paying particular attention and providing supporting data as relevant to specific aspects.

This section outlines and substantiates with evidence the aspects of Standard 2 which address completers' understanding of the dynamics of, and engagement with, local schools and cultural communities, as well as their ability to foster relationships with families, engage in diverse cultural and socioeconomic community contexts, and support candidates' growth in international and global perspectives. We present evidence from PAES, UTESS, UTEES, and TSD; and discuss practicum placement, international student teaching, and study abroad.

Aspect. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities

Evidence from PAES

This evidence is drawn from item 1.2. Items on this assessment are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. Assessments were administered at the end of teacher candidate student teaching from Spring 2018-Summer 2019. Mean scores range between 2.8 to 2.9. The data reveal that our teacher candidates are at or near “preservice effective” in their ability to understand and engage in ways that builds relationships with communities.

Table 2.1

Descriptive Statistics for PAES Items Related to Understanding and Engaging Local School and Cultural Communities by Program and Semester

PAES 1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development.									
Undergraduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.26	29
Fall 2018	2.9	.24	18				2.8	.41	15
Spring 2019	30	.19	27	2.9	.26	15	2.9	.31	20
Graduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.26	29
Fall 2018	2.9	.24	18				2.8	.41	15
Spring 2019	30	.19	27	2.9	.26	15	2.9	.31	20

Evidence from TSD

This evidence is drawn from the TSD items related to contextual factors. Items on this assessment are scored on a 1-4 scale with 1 = not effective, 2 = beginning, 3 = developing, and 4 = preservice effective. Assessments were administered at the end of teacher candidate student teaching from Spring 2018-Summer 2019. Mean scores range from 3.7 to 4.0 for contextual factors. Scores are in the upper section of “developing” up to “preservice effective”. Teacher candidates were able to articulate the contextual factors present during their student teaching.

Table 2.2

Descriptive Statistics for TSD Item Related to Understanding and Engaging Local School and Cultural Communities by Program and Semester

TSD: Detailed discussion of a full spectrum of significant contextual factors related community, school, and classroom physical environment/, technologies and resources, AND student demographics (e.g. ethnicity, race, SES, gender, ability)									
Undergraduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.00	32	Combined below			4.0	.00	28
Fall 2018	4.0	.00	18				3.9	.44	13
Spring 2019	3.6	.71	27	3.7	.51	15	4.0	.00	22
Graduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.06	42	N/A			4.0	.00	33
Fall 2018	Combined below						Combined below		
Spring 2019	4.0	.05	16				4.0	.18	19

Evidence from UTESS/UTEES Candidate and Employer Surveys

This evidence is from item 2. Candidate responses are coded 1-4. A score of 1 = Not at all, 2 = Minimally, 3 = Effectively, and 4 = Exceptionally. Mean scores range from 3.1 to 3.6. The majority of our teacher candidates are performing in the upper range of “Effectively” in their collaboration with others to support learners’ growth. The mean score is 3.2. Accordingly, principals found WSU completers to be in the higher range of being “effective” at engaging with others to increase and support student growth.

Table 2.3

Descriptive Statistics for UTESS and UTEES Related to Collaboration

Survey Item 2. Collaborate with families, colleagues, and other professionals to support learners' growth and development.																	
Elementary			Special Ed			Secondary			GCT All			All Candidates			Employer		
n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	N	Mean	SD	N	Mean	SD
28	3.2	0.54	19	3.2	0.71	11	3.6	0.52	14	3.1	0.73	72	3.2	0.62	23	3.2	0.60

Summary of Evidence for Understanding and Engaging Local School and Cultural Communities

Data for this aspect demonstrates our teacher candidates and completers are in the upper ranges for recognizing and being able to work with others in building school and community. Teacher candidate TSD data indicate scores ranging from 3.7 to 4.0; they are at or near the level of preservice teachers in recognizing and expressing the contextual factors associated with their students, schools, and

community. Additionally, teacher candidates are able to use their understanding of the contextual factors to implement strategies and ways to connect with students, families, teachers, administration, and community as a whole in building positive educational opportunities. Completers of elementary and special education each have similar scores on the UTESS and UTEES. However, secondary completers had mean scores .5 higher than the previously mentioned groups. While the secondary scores are higher than elementary and special education, the sample size of secondary candidates was smaller than the other levels (secondary n = 11; elementary n = 28; special education n = 19) which can easily affect means.

*Aspect. Engage in culturally responsive educational practices with diverse learners
and do so in diverse cultural and socioeconomic communities*

Our teacher candidates are provided opportunities to work with diverse learners during their practicum and student teaching experiences. Level 3 elementary candidates are placed in Title 1 schools for their practicum placement the semester before student teaching. Secondary candidates are placed in Junior High Schools with high percentages of diverse students (where possible) during their practicum, the semester before student teaching. Special education candidates are placed in schools with varying levels of diversity and work with students with exceptionalities for practicums and for student teaching.

Evidence from PAES

This evidence is drawn from items 1.2, 2.1, and 7.1. Items on this assessment are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. Assessments were administered at the end of teacher candidate student teaching from Spring 2018-Summer 2019. Mean scores range between 2.7 and 3.0. Teacher candidates are at and near the preservice effective level in their ability to engage in culturally responsive teaching.

Table 2.4

Descriptive Statistics for PAES Items Related to Cultural Responsiveness by Program and Semester

Undergraduate									
PAES 1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development.									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.26	29
Fall 2018	2.9	.24	18				2.8	.41	15
Spring 2019	3.0	.19	27	2.9	.26	15	2.9	.31	20
PAES 2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.37	31	Combined below			2.9	.36	29
Fall 2018	2.9	.24	18				3.0	.00	15
Spring 2019	3.0	.19	27	2.9	.35	15	3.0	.22	20

PAES 7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.34	31	Combined below			2.9	.26	29
Fall 2018	2.8	.39	18				2.7	.49	15
Spring 2019	2.8	.44	27	2.9	.28	15	2.8	.42	20
Graduate									
PAES 1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development.									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.26	29
Fall 2018	2.9	.24	18				2.8	.41	15
Spring 2019	30	.19	27	2.9	.26	15	2.9	.31	20
PAES 2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.47	42	3.0 .00 34			3.0	.17	35
Fall 2018	Combined below						Combined below		
Spring 2019	3.0	.25	16	Combined above			2.9	.36	22
PAES 7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.51	42	3.0 .00 34			3.0	.17	35
Fall 2018	Combined below						Combined below		
Spring 2019	3.0	.27	16	Combined above			2.6	.55	22

Evidence from TSD

This evidence is drawn from the TSD item Equity under Rationale. Items on this assessment are scored on a 1-4 scale with 1 = not effective, 2 = beginning, 3 = developing, and 4 = preservice effective. Assessments were administered at the end of teacher candidate student teaching from Spring 2018-Summer 2019. Mean scores range from 3.5 to 4.0. According to the data, teacher candidates were in the “developing” to “preservice effective” range for engaging in culturally responsive practices.

Table 2.5

Descriptive Statistics for TSD Item Related to Cultural Responsiveness by Program and Semester

Undergraduate									
TSD: Instructional strategies and materials have been chosen specifically to promote equity (i.e. support underprivileged, marginalized, or disadvantaged students).									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.00	32	Combined below			3.9	.31	28
Fall 2018	3.9	.32	18				4.0	.41	13
Spring 2019	3.3	.93	27	3.5	.73	15	4.0	.00	22

Graduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	3.9	.37	42				3.9	.37	33
Fall 2018	Combined below			N/A			Combined below		
Spring 2019	4.0	.00	16				4.0	.05	19

Evidence from UTESS/UTEES Candidate and Employers Surveys

This evidence is drawn from items 3 and 4. Responses are coded 1-4, with 1 = Not at all, 2 = Minimally, 3 = Effectively, and 4 = Exceptionally. Mean scores from question 3 range between 2.9 to 3.1. This question addresses use of lessons and strategies that are culturally relevant. Teacher candidates are hovering around the “effectively” score.

The mean scores for item 4 range from 2.5 to 2.9. This question addresses teacher candidates’ use of instruction that uses language acquisition strategies to develop language proficiency. The means from this are midway between “minimally” and “effectively” for teacher candidates in elementary, special education, and secondary. The mean scores for the teacher candidates in the GCT are near the “Effectively” category. The scores for this item are considerably lower than the scores for all of the other items on the UTESS.

The mean scores of employers’ responses from UTEES questions 3 and 4 are 3.2 and 3.0, respectively. These both fall within the “Effectively” category on the completers’ use of engaging in culturally responsive practices.

Table 2.6

Descriptive Statistics for UTESS and UTEES Items Related to Cultural Responsiveness by Program and Semester

Elementary		Special Ed		Secondary		GCT		Candidates		Employers	
n=28		n=19		n=11		n=14		N=72		N=23	
Survey Item 3. Plan and use lessons/strategies that are culturally relevant to students.											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.1	0.56	2.9	0.66	3.1	0.70	3.1	0.77	3.1	0.64	3.2	0.49
Survey Item 4. Provide instruction that uses language acquisition strategies to develop language proficiency in students (including but not limited to English learners).											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.1	0.56	2.9	0.66	3.1	0.70	3.1	0.77	3.1	0.64	3.2	0.49

Summary of Evidence for Cultural Responsiveness

Collectively, the data from PAES, UTESS, UTEES, and TSD reveal this is probably our weakest aspect. Scores on the multiple measures are either at the “developing” stage or slightly lower. Ideally, all of the teacher candidates and completers would be at the developing stage or higher. After reviewing competencies across programs, we have found that there are many places where we could integrate diversity training and practice that we currently do not. Moving forward, we need to collaborate and develop a plan to address diversity-based competencies across our program.

Aspect. Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts

Evidence from PAES

Items from PAES are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. Assessments were administered at the end of teacher candidate student teaching from Spring 2018-Summer 2019. Mean scores range from 2.7 to 3.0. These are well within the later stages of developing to the preservice effective stages.

Table 2.7

Descriptive Statistics for PAES Items Related to Productive Learning Environment by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
PAES 3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.30	31	Combined below			3.0	.19	29
Fall 2018	2.8	.55	18				2.8	.41	15
Spring 2019	2.8	.40	27	3.0	.00	15	2.9	.37	20
PAES 3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.37	29
Fall 2018	2.9	.47	18				3.0	.00	15
Spring 2019	2.9	.27	27	2.9	.32	15	3.0	.22	20
PAES 3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.30	31	Combined below			2.9	.42	29
Fall 2018	2.8	.51	18				3.0	.00	15
Spring 2019	3.9	.27	27	3.0	.00	15	2.9	.37	20
PAES 4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.34	31	Combined below			2.9	.37	29
Fall 2018	2.8	.51	18				2.8	.41	15
Spring 2019	2.9	.36	27	2.9	.26	15	2.8	.41	20
PAES 6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.40	31	Combined below			2.8	.38	29
Fall 2018	2.9	.32	18				2.7	.46	15
Spring 2019	2.8	.48	27	2.9	.26	15	2.9	.37	20

PAES 7.2 Provides multiple opportunities for students to develop higher- order and meta-cognitive skills.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.41	31		Combined below				2.9	.31	29
Fall 2018	2.8	.39	18					2.8	.41	15	
Spring 2019	2.7	.47	27		2.9	.26	15		2.9	.31	20
PAES 7.3 Supports and expands each learner’s communication skills through reading, writing, listening, and speaking.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.41	31		Combined below				2.9	.26	29
Fall 2018	2.9	.24	18					2.9	.35	15	
Spring 2019	3.0	.00	27		3.0	.00	15		3.0	.00	20
PAES 7.4 Uses a variety of available and appropriate technology and/or resources to support learning.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.9	.35	31		Combined below				2.9	.26	29
Fall 2018	2.8	.39	18					2.8	.41	15	
Spring 2019	2.8	.58	27		2.9	.35	15		3.0	.22	20
Graduate											
Semester	Elementary			Special Education			Secondary				
PAES 3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.58	42		3.0 .17 34				3.0	.17	35
Fall 2018	Combined below							Combined below			
Spring 2019	3.0	.40	16		Combined above				2.5	.57	22
PAES 3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.55	42		3.0 .17 34				2.9	.24	35
Fall 2018	Combined below							Combined below			
Spring 2019	3.0	.00	16		Combined above				2.9	.21	22
PAES 3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.56	42		3.0 .00 34				2.9	.24	35
Fall 2018	Combined below							Combined below			
Spring 2019	2.9	.34	16		Combined above				3.0	.21	22
PAES 4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language.											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.8	.44	42		3.0 .00 34				3.0	.00	35
Fall 2018	Combined below							Combined below			
Spring 2019	2.8	.45	16		Combined above				2.9	.35	22
PAES 6.1 Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning											
	Mean	SD	n		Mean	SD	n		Mean	SD	n
Spring 2018	2.9	.42	42		3.0 .00 34				3.0	.00	35
Fall 2018	Combined below							Combined below			
Spring 2019	3.0	.26	16		Combined above				3.0	.29	22

PAES 6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.48	42				3.0	.17	35
Fall 2018	Combined below			3.0	.00	34	Combined below		
Spring 2019	3.0	.35	27	Combined above			2.9	.37	27
PAES 7.2 Provides multiple opportunities for students to develop higher- order and meta-cognitive skills.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.7	.60	42				3.0	.0	35
Fall 2018	Combined below			3.0	.17	34	Combined below		
Spring 2019	2.8	.47	16	Combined above			2.6	.4	22
PAES 7.3 Supports and expands each learner’s communication skills through reading, writing, listening, and speaking.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.44	42				3.0	.00	35
Fall 2018	Combined below			3.0	.00	34	Combined below		
Spring 2019	2.9	.36	16	Combined above			2.9	.29	22
PAES 7.4 Uses a variety of available and appropriate technology and/or resources to support learning.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.44	42				3.0	.00	35
Fall 2018	Combined below			3.0	.00	34			
Spring 2019	2.9	.36	16	Combined above			2.9	.22	22

Evidence from TSD

This evidence is drawn from the TSD items related to adaptations and engagement. Items on this assessment are scored on a 1-4 scale with 1 = not effective, 2 = beginning, 3 = developing, and 4 = preservice effective. Assessments were administered at the end of teacher candidate student teaching from Spring 2018-Summer 2019. Mean scores from the Adaptation section are 3.2 to 3.7. The mean scores from the Engagement section are 3.7 to 4.0. Both are in between the “developing” to “preservice effective” scale.

Table 2.8

Descriptive Statistics for TSD Items Related to Productive Learning Environment by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
TSD: There is a specific plan for adaptations and/or accommodations that are targeted to the lesson and students.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	3.7	.64	32	Combined below			3.5	1.17	28
Fall 2018	3.2	1.10	18				3.1	1.61	13
Spring 2019	3.6	.75	27	3.7	.77	15	3.0	1.51	22
Graduate									
Semester	Elementary			Special Education			Secondary		
TSD: There is a specific plan for adaptations and/or accommodations that are targeted to the lesson and students.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.06	42	N/A			3.9	.30	33
Fall 2018	Combined below						Combined below		
Spring 2019	3.8	1.0	16				4.0 .00 19		

Evidence from UTESS/UTEES Candidate and Employers Surveys

This evidence is drawn from items 1, 5, 6, 7, 8, 15, 16, 17, 18, and 19. Responses are coded 1-4, with 1 = Not at all, 2 = Minimally, 3 = Effectively, and 4 = Exceptionally. Mean scores range from 3.1 to 3.4 for the results of the survey questions. These fall within the “Effectively” category. Overall teacher candidates are doing well at creating productive learning environments. Principals rated completers as being in the “Effectively” range. Mean scores range from 3.0 to 3.3. However, scores reported by principals are slightly lower than the scores teacher candidates earned at the end of their student teaching.

Table 2.9

Descriptive Statistics for UTESS and UTEES Items Related to Productive Learning Environments by Program and Semester

Elementary		Special Ed		Secondary		GCT		Candidates		Employers	
n=28		n=19		n=11		n=14		N=72		N=23	
Survey Item 1. Create learning experiences based on learners' individual developmental needs.											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.2	0.54	3.2	0.71	3.1	0.70	3.1	0.53	3.2	0.57	3.1	0.49
Survey Item 5. Provide opportunities for learners to demonstrate learning in different ways.											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.3	0.66	3.3	0.67	3.7	0.47	3.5	0.65	3.4	0.65	3.3	0.57
Survey Item 6. Use a variety of classroom management strategies to create a positive learning environment.											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.4	0.64	3.7	0.45	3.4	0.81	3.2	0.58	3.5	0.63	3.3	0.49
Survey Item 7. Work with learners to create environments that support individual and collaborative learning.											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.1	0.55	3.1	0.62	3.4	0.67	3.3	0.50	3.2	0.58	3.2	0.47
Survey Item 8. Incorporate a variety of tools (e.g., digital media, technology, and other resources) to extend student learning to the real world.											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.3	0.66	3.0	0.75	3.5	0.52	3.2	0.50	3.3	0.65	3.3	0.57
Survey Item 15. Differentiate instruction to meet the needs of learners.											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.1	0.61	3.3	0.65	3.3	0.79	3.3	0.73	3.2	0.66	3.0	0.72
Survey Item 16. Integrate literacy, numeracy, and/or other content areas into instruction.											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.1	0.60	3.3	0.56	3.2	0.87	3.2	0.58	3.1	0.61	3.0	0.56
Survey Item 17. Facilitate students' use of technology for learning.											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.1	0.60	2.9	0.81	3.6	0.50	3.3	0.51	3.2	0.67	3.3	0.62
Survey Item 18. Use technology effectively to support and enhance instruction.											
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3.2	0.57	2.9	0.71	3.5	0.52	3.2	0.63	3.2	0.63	3.3	0.57

Summary of Evidence for Productive Learning Environments

Data indicate our teacher candidates and completers are creating positive learning environments for their students. Scores from each measure are relatively high. Scores are similar for elementary, secondary, and special education.

Aspect. Support student's growth in international and global perspectives

We do not have numerical data supporting this aspect. However, we are able to report that we are providing opportunities for teacher candidates to have an international and global perspective. One way we provide the global perspective is by providing opportunities for teacher candidates to complete their student teaching in other countries. Since 2013, we have had one teacher candidate student teach in Laos and Ireland, one in England, one in France, two in India, one in Guam, and one in New Zealand. Teacher candidates are able to choose in consultation with our student teaching coordinator, the locations they would like to student teach. The overall number of teacher candidate choosing to take this opportunity is considerably lower than the number of teacher candidates choosing to student teach closer to home.

Another way in which we provide international and global perspective for our teacher candidates is by offering Study Abroad trips. During Summer 2019 a group of 17 teacher candidates went to Finland, Sweden, Estonia, and St. Petersburg. The Study Abroad focused on K-12 education in those countries. Teacher candidates spent time in multiple K-12 schools observing and learning about their education systems. Our teacher education program is planning additional study abroad trips to further broaden our teacher candidates' perspectives. Additionally, we are currently in the process of creating a nine-credit area of specialization in International Education within the Teacher Education programs. Jack Rasmussen, a professor in the Teacher Education department is working with Jimin Wang, the Senior International Officer, to define the criteria and requirements needed for candidates to complete the International Education specialization area. The specialization will include 3 credits in comparative education, 3 credits in international education, and 3 credits of study abroad.

Aspect. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection on their own practice

Evidence from PAES

This evidence is drawn from item 8.1 (Adapts and improves practice based on reflection and new learning). Items on this assessment are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. Assessments were administered at the end of teacher candidate student teaching from Spring 2018-Summer 2019. Mean scores range from 2.9 to 3.0. According to the data, most of the teacher candidates are rated as or nearly as preservice effective in the area of professional growth and self-assessment.

Table 2.10

Descriptive Statistics for PAES Items Related to Establishing Goals and Growing as a Professional by Program and Semester

PAES 8.1 Adapts and improves practice based on reflection and new learning.									
Undergraduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.26	29
Fall 2018	2.9	.24	18				2.8	.41	15
Spring 2019	3.0	.19	27	2.9	.26	15	2.9	.31	20
Graduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.26	29
Fall 2018	2.9	.24	18				2.8	.41	15
Spring 2019	3.0	.19	27	2.9	.26	15	2.9	.31	20

Evidence from TSD

This evidence is drawn from the TSD items related to reflection. Items on this assessment are scored on a 1-4 scale with 1 = not effective, 2 = beginning, 3 = developing, and 4 = preservice effective. Assessments were administered at the end of student teaching from Spring 2018-Summer 2019. Mean scores range from 3.2 to 4.0. This range falls between “developing” to “preservice effective” for self-regulation and assessment.

Table 2.11

Descriptive Statistics for TSD Item Related to Establishing Goals and Growing as a Professional by Program and Semester

TSD: Specific instructional strategies and/or content are described that will specifically address student needs relative to their performance. Explains why stated plan would improve student learning.									
Undergraduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.00	32	Combined below			4.0	.00	28
Fall 2018	4.0	.00	18				3.9	.44	13
Spring 2019	3.6	.71	27	3.7	.51	15	4.0	.00	22
Graduate									
Semester	Elementary			Special Education			Secondary		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	4.0	.06	42	N/A			4.0	.00	33
Fall 2018	Combined below						Combined below		
Spring 2019	4.0	.05	16				4.0	.18	19

Evidence from UTESS/UTEES Candidate and Employers Surveys

This evidence is drawn from items 21, 22, 23, and 25. Responses are coded 1-4, with 1 = Not at all, 2 = Minimally, 3 = Effectively, and 4 = Exceptionally. Mean scores for the responses of candidates range between 3.0 and 3.4. This shows that teacher candidates are in the “Effectively” range of reflection and self-assessment. Responses from employers had mean scores of 3.1 to 3.2. These scores are reasonably

consistent across questions. It is important to note that principals rated completers slightly lower than evaluators rated teacher candidates on their level of self-regulation and assessment.

Table 2.12

Descriptive Statistics for UTESS and UTEES Items Related to Establishing Goals and Growing as a Professional by Program and Semester

Elementary n=28		Special Ed n=19		Secondary n=11		GCT n=14		Candidates N=72		Employers N=23	
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Survey Item 21. Reflect on personal and professional biases and adapt practices accordingly.											
3.1	0.57	3.4	0.61	3.7	0.47	3.3	0.50	3.3	0.58	3.1	0.49
Survey Item 22. Reflect on the effectiveness of instruction to identify areas of strength and challenges.											
3.3	0.56	3.2	0.63	3.6	0.67	3.4	0.51	3.3	0.59	3.1	0.46
Survey Item 23. Stay informed of current educational policy.											
3.3	0.64	3.5	0.70	3.5	0.52	3.2	0.60	3.3	0.63	3.1	0.55
Survey Item 24. Advocate to meet the needs of all learners.											
3.1	0.55	3.1	0.62	3.4	0.67	3.3	0.50	3.2	0.58	3.2	0.47
Survey Item 25. Engage in professional learning to strengthen instructional practice.											
3.3	0.66	3.0	0.75	3.5	0.52	3.2	0.50	3.3	0.65	3.3	0.57

Summary of Evidence for Establishing Goals and Growing as a Professional

Data demonstrate our teacher candidates and completers are at or above the “developing” stage of establishing goals for growth and self-assessment. TSD data range from 3.2 to 4.0. These scores show significant levels of competence in reflection. The sample represented in the UTESS survey range in years teaching experience of one to six years. The UTEES scores reported by principals are all reported on first year teachers. This being considered, it is not surprising to see a difference of 0.3 in the ratings between the two, with UTESS being higher.

Aspect. Collaborate with colleagues to support professional learning

Evidence from PAES

This evidence is drawn from items 9.1 and 9.2. Items on this assessment are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. Assessments were administered at the end of teacher candidate student teaching from Spring 2018-Summer 2019. Mean scores range between 2.8 to 3.0. Teacher candidates are rated as nearly preservice effective or actually preservice effective in their abilities to collaborate with colleagues to support professional learning.

Table 2.13

Descriptive Statistics for PAES Items Related to Collaboration by Program and Semester

Undergraduate									
Semester	Elementary			Special Education			Secondary		
PAES 9.1 Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.26	29
Fall 2018	2.9	.24	18				2.8	.41	15
Spring 2019	3.0	.19	27	2.9	.26	15	2.9	.31	20
PAES 9.2 Advocates for the learners, the school, the community, and the profession.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.37	31	Combined below			2.9	.36	29
Fall 2018	2.9	.24	18				3.0	.00	15
Spring 2019	3.0	.19	27	2.9	.35	15	3.0	.22	20

Graduate									
Semester	Elementary			Special Education			Secondary		
PAES 9.1 Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.9	.25	31	Combined below			2.9	.26	29
Fall 2018	2.9	.24	18				2.8	.41	15
Spring 2019	3.0	.19	27	2.9	.26	15	2.9	.31	20
PAES 9.2 Advocates for the learners, the school, the community, and the profession.									
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Spring 2018	2.8	.47	42				3.0	.17	35
Fall 2018	Combined below			3.0	.00	34	Combined below		
Spring 2019	3.0	.25	16	Combined above			2.9	.36	22

Evidence from UTESS/UTEES Candidate and Employers Surveys

This evidence is drawn from item 20. Responses are coded 1-4, with 1 = Not at all, 2 = Minimally, 3 = Effectively, and 4 = Exceptionally. The mean score for responses by candidates was 3.4. This score falls within the middle range of “Effectively”. Similarly, the mean score for employer responses was 3.3. This score is in the “Effectively” range of reporting. Additionally, this score is similar to the scores reported by the assessors of the teacher candidates as measured by PAES.

Table 2.14

Descriptive Statistics for UTESS and UTEES Items Related to Collaboration by Program and Semester

Elementary		Special Ed		Secondary		GCT		Candidates		Employers	
n=28		n=19		n=11		n=14		N=72		N=23	
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Survey Item 2. Collaborate with families, colleagues, and other professionals to support learners' growth and development.											
3.2	0.54	3.2	0.71	3.6	0.52	3.1	0.73	3.2	0.62	3.2	0.60

Summary of Evidence for Collaboration with Colleagues

Data for this aspect indicate teacher candidates and completers are in the developing/effectively and up range. We provide many opportunities for teacher candidates to work with other professionals. Elementary and special education teacher candidates are placed in practicums beginning three semesters before student teaching. Each semester the number of hours and the level of integration within classrooms increase. There is an emphasis on teacher candidates and mentor teachers working in partnership to plan, teach, and assess instruction. We do not have mentor teachers assign practicum grades for teacher candidates. Instead, the assessment conducted by mentor teachers is used formatively to improve teaching and learning. Secondary teacher candidates are placed in practicum schools the semester before student teaching. They are also expected to collaborate with their mentor teachers in planning, teaching, and assessing. During their student teaching semester, teacher candidates are placed with mentor teachers. We provide training to mentor teachers on creating a collegial partnership between mentor teacher and teacher candidates.

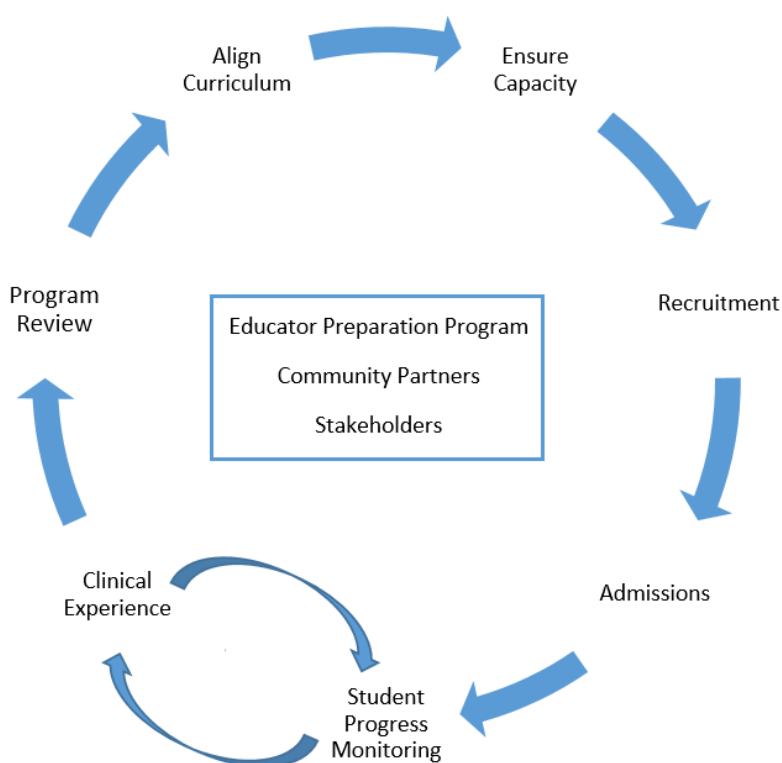
STANDARD 2 CONCLUSION

The evidence from multiple measures for each aspect makes a clear case that candidates in the WSU EPP are performing at a high level. Based on the evidence, we are confident completers are effective in the classroom and engage in professional growth.

STANDARD 3: QUALITY OF PROGRAM PRACTICES

Through collaboration within our department, across university teaching majors, and with our outside community partners, Weber State University's Educator Preparation Program works to provide teacher candidates with the skills necessary to succeed in a career in education (See Canvas for a description of our collaborative partnerships). This commitment to teacher candidate success is evidenced by our commitment to present a coherent curriculum that is aligned to state standards and meets the needs of both our local and statewide partners. We also offer a series of practicum in collaboration with our community partners including local school districts, charter schools, and private educational settings. Field experience culminates in a semester of student teaching. Our educator preparation program mentors and supports candidates throughout their coursework and practicum to ensure candidates have the skills needed to succeed in the field of teaching.

In this section, we will illustrate evidence our process for creating, administering, and evaluating a quality curriculum.



Aspect. Offers coherent curricula with clear expectations that are aligned with state and/or national standards, as applicable.

Aligned Curriculum

Our educator preparation program notes the importance of curriculum offerings in promoting high quality educators. To this extent, our program follows state curriculum guidelines and encourages partner feedback when creating, reviewing, and modifying our program curriculum.

Currently, teacher education programs in Utah are required to base their curriculum on the Utah Effective Teaching Standards (UETS), which are an adaptation of the INTASC standards. In May 2019, the Utah State Board of Education (USB) amended the rule regarding educator preparation program requirements to include ensuring completers demonstrate specific competencies. The work of aligning the program to these competencies is currently ongoing. An example of this alignment for secondary teacher candidates is found in Appendix C. Course syllabi across all programs include alignment to UETS (see course syllabi in Canvas). In addition, practicum candidates are evaluated using PAES, which is aligned to the UETS.

Instructors for each of our elementary and special education content levels, professional core, and graduate certificate programs teams are allotted time to meet monthly. These meetings are held to discuss a variety of topics including community partner identified curriculum needs, candidate outcomes, and candidate retention. Through these team meetings curriculum changes have occurred. The elementary program determined that additional math content was needed in order to address teacher candidate pedagogy needs in meeting the Utah Core Curriculum Standards. In working with math education faculty, a new course sequence was developed. The special education team determined candidates were not integrating information on inclusionary strategies learned across courses. This indicated that curriculum was lacking coherent information. An inclusion methods course was created to address candidate lack of integration. The secondary team underwent a comprehensive alignment effort and created a whole new course structure specifically aligned to the new USB competencies to address the new state board rule.

Grad Maps for each program are found in Canvas

Summary. The EPP at Weber State University has curricula aligned to UETS and Utah State Board Rule. Curriculum is well-structured and developmental to enable candidates to effectively integrate learning and enact instruction.

Aspect. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment

Ensure Capacity

The Teacher Education Department has the capacity to function at a high level and to successfully support both candidates and faculty in the work of the academy. Resources for operations are a combined commitment from the university, the college, and the annual budget provided to the department.

Along with budgetary resources, the educator preparation program capacity is supported through faculty members, faculty development funding, classroom technology, and department staff.

Faculty. The department has adequate faculty to administer and carry-out the programs off the department. Over the years new faculty have been added as needed and the department has been able to replace faculty positions when they have become open through attrition or retirement. All 21 faculty have earned doctorates and 19 of the 21 have substantial experience in public schools. The majority of courses are taught by these full-time, tenured/tenure track faculty as indicated in Table 3.1. The student teaching courses are not included in the table as each candidate who signs up for this course is assigned

an individual supervisor. The supervisors are either EPP faculty from Teacher Education or a content major or an adjunct faculty member, all of whom have significant administrative or teaching experience.

Table 3.1

Percent of Courses Taught by Full-Time Faculty

Semester	Number of Courses	Number Taught by Full-Time Faculty	Percent
Fall 2019	86	83	97%
Spring 2018	86	86	100%
Fall 2018	82	82	100%
Spring 2018	70	70	100%

Faculty Development Funding. The Moyes College of Education (MCOE) supports department faculty additionally through two endowment accounts, one is specifically for faculty and staff travel and provides up to \$3000 annually per individual. The \$3000 is a soft cap, which can be exceeded in some cases that are deemed meritorious. The second area of college support is through the Academic Support and Technology (ASTEC) fund, which supports funding needs for all faculty for research and equipment. In addition, the university makes funds available to faculty and staff through a variety of grants and awards including [Hemingway](#) grants and awards, [faculty](#) awards, the [Office of Undergraduate Research](#).

Classroom Technology. The state of technology in Teacher Education equals or exceeds that of other departments in the college and that of departments in the institution as a whole in quality and modernity. The department's 10 dedicated classrooms include modern multimedia teaching stations with computers, document cameras, high-definition projectors, laptop hookups, and most rooms include interactive Smartboards. Three classrooms are equipped with high-definition cameras and microphone arrays to allow for candidate remote lecture attendance. One shared classroom is configured for IVC distance courses through UEN. Facilities in the Education building include upgraded WiFi access (Summer, 2019) and fast ethernet. Faculty and staff are assigned new desktops and/or laptops upon hiring, which are replaced at 4-year intervals. Software availability for faculty, staff, and classrooms through institution site-licensing includes Microsoft Office, Adobe Creative Cloud, IBM SPSS, Zoom, among others. In addition, the department maintains NVIVO licenses. Teacher Education technology is supported by dedicated full and part-time staff housed within the MCOE, and the department can draw on an array of additional support services provided by the institution.

Department Staff. The Teacher Education Department has adequate support staff to carry-out the necessary functions of the department and to allow the faculty to use their time in the most appropriate and worthwhile ways. The department support staff includes the following:

- Two full-time department advisors
- A college advisor who specifically focuses on candidate retention and program completion
- A full-time technology support specialist
- A full-time college recruitment/marketing individual
- A full-time student teaching coordinator
- Full-time administrative assistants in the department office, the master's program office, and the student teaching coordinator's office.

Summary of Evidence of Capacity

The EPP at Weber State University has quality faculty and staff who have sufficient resources to effectively train teachers. The institution has demonstrated commitment through providing adequate faculty, staff, technology, and facilities.

Aspect. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards

Recruitment

To maintain a quality EPP, it is imperative that our educator preparation program works with community partners and stakeholders in order to recruit quality candidates. We do this through a variety of means including our EDUC 1010: Exploring Teaching course, recruitment efforts at our neighboring high schools (see Appendix A), and candidate funding available through our TAPT program and our GCT PRIME program (see Appendix A for TAPT and PRIME information).

Admissions

The Weber State University Educator Preparation Program has processes in place to assure the quality of teacher candidates admitted into and completing our program. These processes are outlined in our admission and retention policy (see Canvas). Our admission and retention process adhere to Utah State requirements and Utah State Board Rule.

Admission Requirements for Undergraduate and GCT Elementary and Secondary Licensure Program.

Pre-requisite courses completed at a C grade or higher

- Exploring Teaching
- Communications
- College Writing
- Quantitative Literacy

Required GPA standard

- GPA of 3.0 (2017-2018 – state required)
- GPA of 2.75 (2018-present), or 3.0 in the last 30 credit hours

Group Interview

Potential teacher candidates who do not meet the GPA or testing requirements (before May 2018) but otherwise meet the admission requirements are able to be admitted upon meeting the missing requirement. This may occur prior to the beginning of the next semester if students retook the Praxis or improved their GPA during the application semester. See Table 3.1 for the number of applicants and admissions for each program by semester.

The change in Utah State Board Rule in 2018 removed the statewide requirement for a minimum cumulative GPA of 3.0 and passing a standardized test. While the Praxis test is currently still required for licensure, we no longer use it for admission as it proved to be a barrier to many otherwise qualified candidates. We were also able to set our own GPA standard, which was very important to us as an open enrollment institution.

Admission Process. Once candidates have submitted admission materials through the admission portal, they receive an email which prompts them to set up an admission interview. Interviews are held on one day in both Fall and Spring semesters. Students must complete and pass the interview with at least 28 points out of 40). The interviewers consist of faculty and staff within the Teacher Education Department, as well as other EPP faculty across campus (faculty in Arts and Sciences who work with secondary majors in the content areas). Interviewers are given a rubric and must rate students based on their participation, leadership skills, ability to communicate ideas professionally, collaboration and cooperation, and overall professionalism as they conduct a leaderless discussion around three prompts:

1. Introduce yourself.
2. What does it mean to be ethical?
3. A scenario regarding school funding in which applicants reach a solution consensus.

Once interview scores are entered in, student data is gathered and digital applications are organized by program and overall application points. Application points are based on GPA and interview score. This information is presented to the Admission and Retention Committee after each admissions cycle. During that time, the committee discusses applicants and makes admission selections. WSU currently has more capacity than applicants, so if applicants meet the prerequisites, GPA and interview cut scores, they are admitted. After Teacher Education candidates have been selected for admission, letters are sent to each student stating the conditions of their provisional acceptance. Students will understand that their acceptance is conditional on completing/passing a state background check, and completing Teacher Education orientation. Once a student receives his or her admission letter, they may register for professional education courses for the following semester. In the case of deferring their starting semester, candidates have up to 5 years to complete the desired Teacher Education program before having to reapply.

If a student is not admitted to Teacher Education, they will receive one of the following letter types: hold, re-apply, or non-admit. A hold status is given to a candidate who is working to complete at least one pre-requisite within the same semester they apply to Teacher Education. The hold letter states that he or she must complete and/or pass the outstanding requirements before being fully admitted. A re-apply status is given to a student who has a significantly low GPA or any other outstanding requirement which would require some time to improve. These students are encouraged to meet with advisors and re-apply once they have resolved the issue. A non-admit status is rarely used, but is given to students who have not passed the interview or show a significant disposition concern during the interview process. Interviewers have the ability to make comments on the interview rubric and will make the Admission/Retention Committee aware of any major student concerns or issues.

Table 3.2

Applicants and Admissions

Semester	Major	Applicants	# Accepted	%Accepted	Rejected	GPA	Testing	Testing & GPA
Fall 2019								
	Elem	63	59	94%	3	1	N/A	N/A
	SEC	38	33	87%	4	1	N/A	N/A
	SPED	18	17	94%		1	N/A	N/A
	Total	119	109	92%	7	3		
Spring 2019								
	Elem	35	32	91%	2	1	N/A	N/A
	SEC	28	25	89%	1	2	N/A	N/A
	SPED	3	2*	66%	1		N/A	N/A
	Total	66	59	89%	4	3		
Fall 2018								
	Elem	73	39	53%	6	1	26	1
	SEC	19	11	58%			8	
	SPED	9	2	22%	1		5	1
		101	52	51%	7	1	39	2

*Candidates were admitted but did not start until fall

Graduate Special Education Licensure Program (PRIME). Through funding provided by the Utah State Board of Education, the PRIME program provides tuition benefits to special education paraprofessionals or teachers on emergency licensure in Utah public and charter schools. Admissions into the PRIME program require the following:

- Employment in a Utah public or charter school.
- Primary employment responsibilities include providing services to students with mild or moderate disabilities.
- Bachelor's degree
- Letter of support from LEA
- Letter of recommendation
- Interview with program director

Table 3.3

PRIME Participant information

Year	PRIME teacher candidates	PRIME Completers
2017-2018	64	24
2018-2019	68	21
2019-2020	62	In Process

Candidate Progress Monitoring

Candidate Performance Expectations. Teacher candidates are expected to maintain high standards, both professionally and academically. Evidence of dedication and commitment and quality of work are two major criteria considered evidence of professional competence. Instructor expectations and course procedures are detailed in the syllabus for each education course. Secondary candidates must provide

written certification that all requirements of their major and minor departments have been completed before they will be recommended for licensure.

Monitoring Candidate Progress. Candidate progress in the Educator Preparation Program is monitored by faculty, staff, and administrators in the department. Regularly scheduled discussion concerning candidate progress are held by course block faculty as well as across program faculty when warranted. Field experiences at all levels are monitored and evaluated by university faculty and mentor teachers in the schools. Teacher candidates are required to pass the courses in each level with a B- or better to move to the next level.

For secondary majors, academic departments must certify that course work in the major and minor areas has been essentially completed before candidates will be approved to begin student teaching.

EPP advisors also assist with monitoring of teacher candidate performance. Advisors review completion of requirements with candidates using the CatTracks tool. All required courses for the program of study are listed and progress is checked. Advisors can also add meeting notes in the CatTracks system. Additionally, advisors often find out about challenges or traumatic events in candidates lives. Advisors and faculty can then problem solve and work together to find resources to help candidates experiencing difficulties. Table 3.3 below describes the advisor visits for the past years.

Table 3.4
Advisement Center Visits

	2017	2018	Jan-Aug 2019
Admitted	114	604	142
Not Admitted	574	398	417
Elementary	348	28	278
Dual Major	21	168	22
Secondary	185	100	130
Special Ed	110	64	71
Unknown	14	1	57
Not WSU	1	0	1
Total	1367	1363	1118

The EPP has specific processes for candidates who are struggling with academic or professional expectations related to Utah State Board Rule R277-515 and 516. This is accomplished through the retention and remediation process. Teacher candidates may be placed on notice by any faculty, staff, or mentor teacher. Levels of notice are from an initial concern notice to a retention referral which may result in removal from the program.

Initial Concern Notice – After the candidate meets with the faculty submitting the notice, candidate concern notices are submitted directly to the A & R Committee Chair, who forwards them onto the appropriate faculty mentor. The faculty mentor may, depending on the resolution of the concern, meet with the candidate to discuss plans for resolving concerns addressed in the notice and maintaining success in the Teacher Education program. In the event that a candidate's mentor is the referring faculty member, an alternate mentor will be assigned.

Candidate Retention Referrals - Any candidate who fails to adhere to Teacher Education Professional Standards (see Canvas) may be formally referred by any faculty, staff, or mentor teacher. Teacher education candidates referred for cause may have their admission status revoked by the Teacher Education Retention Committee. All referrals are shared with the Dean of the College of Education, Teacher Education Department Chair, and the Student Teaching Coordinator

Initial Retention Referral - Candidate Referrals are submitted directly to the Admission and Retention Committee Chair who sends an email and letter to the candidate informing him or her of the referral and giving direction to meet with the appropriate faculty mentor, who discusses plans for resolving concerns addressed in the referral. In the event that a candidate's mentor is the referring faculty member, an alternate mentor will be assigned.

Serious or Multiple Referrals - Candidate Referrals of a serious nature (i.e. candidate's admitted status could be in jeopardy) or from multiple faculty/staff members (during the entire period of teacher education admission) are automatically forwarded to the Retention Committee for Preliminary Review.

When serious or multiple referrals are received, the faculty mentor will notify the candidate of issues reported in the referral(s) and inform her/him that the Retention Committee will conduct a Preliminary Review of the issues in its next meeting. The purpose for a Preliminary Review is to determine whether or not formal involvement of the Retention Committee via hearing is warranted. The preliminary review can result in recommendation for a remediation process through the faculty mentor or a vote for a formal retention hearing.

Retention Hearing - A candidate who is referred will be notified by email, to a WSU candidate account, at least 10 working days before the hearing date of his/her right to appear before the Committee and an official letter will be sent on the date of the email. The notification will inform the candidate of the date, time, and place of the hearing and invite him/her to attend. To assure that all explanations and points of rebuttal are clearly understood by the Committee, the candidate is encouraged to present a written response addressing each of the allegations to the Chair of the Committee at least two working days prior to the hearing. Though counsel (personal or legal) may attend the hearing with the candidate, such counsel may not speak for the candidate at the hearing. Candidates only may represent themselves in the hearing through written or verbal statements. Should a referring faculty member be appointed as the Chair of the Admission and Retention Committee, an alternate chair shall be assigned to conduct the Retention Hearing.

Referrals during Student Teaching – Referrals during or following the student teaching semester may be made by a University Supervisor, Mentor Teacher, and/or the Student Teaching Coordinator. A referral will be made to the Retention Committee in the following cases:

- a) The Teacher Candidate is removed from the assigned placement when it is determined that the situation is damaging to the candidates and/or the reputation of Weber State University, and/or the Teacher Candidate is incompetent in fulfilling assigned teaching responsibilities.
- b) The Teacher Candidate receives a grade of no credit (NC), or retrain (RT). When a single referral is made, the Student Teaching Coordinator will (a) meet with the referred teacher candidate to discuss plans for resolving concerns addressed in the referral, or (b) request that the Retention Committee conduct a Preliminary Review of the issues in its next

meeting to determine whether or not formal involvement of the Retention Committee is warranted.

State Referrals: Notification of Alleged Educator Misconduct UPPAC. Referrals of this nature may be made during any field experience by a University Supervisor, Mentor Teacher, and/or the Student Teaching Coordinator. A state referral will be made for anyone engaging in offenses outlined in Utah Code R277-516:

- (a) any matters involving an alleged sex offense;
- (b) any matters involving an alleged drug-related offense;
- (c) any matters involving an alleged alcohol-related offense;
- (d) any matters involving an alleged offense against the person under Title 76, Chapter 5, Offenses Against the Person;
- (e) any matters involving an alleged felony offense under Title 76, Chapter 6, Offenses Against Property;
- (f) any matters involving an alleged crime of domestic violence under Title 77, Chapter 36, Cohabitant Abuse Procedures Act; and
- (g) any matters involving an alleged crime under federal law or the laws of another state comparable to the violations listed in Subsections (a) through (f).

Candidates receiving referrals of this nature will be immediately removed from the WSU EPP pending state findings. Depending upon state outcomes candidates may reapply to the EPP. The reapplication procedure will be conducted by the Retention Committee. This may include a formal hearing and/or a remediation plan.

If a referred candidate has no desire to continue in the Teacher Education program, a written request for withdrawal of admission may be submitted to the Admission and Retention committee. A retention hearing would then not be conducted. See Table 3.3 for details about concern issues with teacher candidates.

Table 3.5
Remediation and Retention Results

Semester	Type of Issue	Concern Notice (n)	Concern Outcome	Referral (n)	Referral Outcome	State	Outcome
Fall 18	Academic	0					
	Ethics & Behavior	1	Resolved	3	Removal (2) Resolved (1)		
	Both	1	Referral	1	Resolved		
Spr 19	Academic	3	Resolved	1	Resolved		
	Ethics & Behavior			1	Removed		
	Both	3	Resolved	1	Resolved		
Fall 19	Academic						
	Ethics & Behavior					1	Pending
	Both			1	Pending		

Summary of Evidence for Admission and Monitoring Processes

The EPP at Weber State University has clear and coherent admissions policies that enable quality applicants to become teacher candidates. Once teacher candidates are in the program, monitoring

processes track candidate success. When a candidate is struggling, well thought out processes are established to remediate for success or, in some cases, remove the candidate from the program. These processes have been established and linked to state and professional standards.

Aspect. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts

Clinical Experience

Quality clinical experiences are an extremely important component of our teacher preparation program and as such are carefully integrated throughout the program. In our undergraduate program this begins with an 18-hour school-based teaching service project in EDUC 1010: Exploring Teaching. Candidates then participate in practicum experiences each semester of their program, and during their final semester they complete 60 full days of student teaching. In our graduate program candidates have a practicum experience during their course work and end their program with a student teaching experience (See appendix H(b) for graduation maps outlining the course structure for each program). Each experience is linked to coursework and is designed with specific learning outcomes based on the UETS. Experiences in a variety of classroom settings with carefully chosen mentor teachers provide candidates with a well-supported transition from observer, to co-teacher, to teacher. All clinical experiences that are Level 2 and above are separate, graded courses. This is to ensure that candidates are able to successfully enact instruction and cannot progress through adequate university classroom work alone. All levels of clinical experience are strengthened through effective collaboration with area school districts that provide outstanding clinical sites and fully committed mentor teachers for our candidates. See Table 3.4 for a summary of experiences in schools for teacher candidates.

Supervisors for clinical experiences prior to student teaching are almost exclusively program faculty. For student teaching, some candidates may be supervised by adjunct faculty who are experienced school administrators and coaches.

Table 3.6
School-Based Clinical Experiences Hour Summary

Program	Pre-Program	Level 1	Level 2	Level 3 / ProCore / GCT Practicum	Student Teaching
Elementary	18	12	56	84	480
Secondary	18			56	480
Special Ed.	18	12	56	84	480
GCT				56	480

Clinical Experience Partnerships. Mentor Academy is a successful partnership with local school districts to identify and train outstanding mentor teachers to work with our teacher candidates (see Canvas for documentation). It has moved practice from cooperating teacher as example and quasi evaluator to mentor teacher as professional mentor, coach, and co-teacher. Faculty from the EPP work with district partners to collaboratively train mentors at the district site. This partnership supports the selection of quality sites for fieldwork and partnerships with school level administrators. It also provides a shared definition of expectations with all partners, including principals and human resource directors. The common understanding of expectations helps ensure that the partnership is reciprocal and supportive of

all stakeholders. The opportunity to work with the identified exemplary teachers who serve as mentor teachers provides a greater opportunity for skill transfer from exemplary teachers to candidates.

PRIME program. Collaboration with LEAs in partner schools is critical for PRIME candidate practicum and student teaching success. Though many PRIME teacher candidates are teaching in their own classroom, LEAs provide mentors to support and coach these new teachers in special education. Additionally, university supervisors observe and provide feedback and support for PRIME teacher candidates.

Summary of Evidence for Quality Clinical Experiences

The EPP at Weber State University has worked in recent years to improve the quality of clinical experiences through increasing the number of hours, providing supervision by program faculty in the early stages of clinical experience, grading clinical experiences based on the quality of instruction rather than candidate written work, and training mentor teachers in collaboration with partner districts.

Aspect. Engages in continuous improvement through an effective quality assurance system

At the institutional level, a variety of data collection efforts feed into biannual assessment reports, annual strategic planning reports, and accreditation self-study reports.

The EPP is required to report on candidate learning on a biannual basis. Each assessment report provides a high-level view of learning, with links to direct evidence from program courses and other high-impact learning opportunities such as internships, clinical experiences or undergraduate research. These assessment reports provide a continual means of assessing learning. The report also provides a means for department faculty to review and update, as needed, the department mission, program-level candidate outcomes, curriculum grid, and assessment plan.

In the past two years the Provost has implemented a new annual strategic planning report (SPR). This report is more strategic in nature and is meant to encourage program faculty to consider future opportunities, identify areas where changes might be made, and to consider ways that the program embodies WSU's values of Access, Learning, and Community as well as candidate success initiatives.

Additional Program Review

The EPP is continuously under review with formal reviews as the self-study process for accreditation commences.

Semester review. Faculty review course feedback from candidates each semester. At this point, adjustments can be made to individual courses.

Annual review.

- EPP faculty review the data from PAES and the TSD. Each program is provided the data in department meeting where areas of concern are noted and discussed. Programs then take the data back to their program meetings to determine how to address areas of concern.
- Completer surveys (UTEES) will be reviewed and areas of concern noted and addressed by program.
- Employer surveys (UTEES) will be reviewed and areas of concern noted and addressed.

These reviews and other informal reviews have resulted in a number of changes in programs in recent years. Math education faculty expressed concern over the preparation of elementary and special education teacher candidates. This concern resulted in major changes in the series of courses in math education including the creation of a new course (MATH 2015: Algebra for Teachers) and quantitative literacy (general education) designation for MATH 2020: Geometry for Elementary Teachers, the final math course before candidates enter the EPP.

Special education faculty noted deficiencies in their candidate outcomes and changed coursework and emphases of levels, with Level 2 focusing on working with elementary candidates and Level 3 focusing on working with secondary candidates.

Secondary education faculty noted candidate difficulties in viewing the holistic nature of teaching. Significant revisions have been made in Fall 2019 in the approach to course instruction, focusing more on the areas of the UETS and how the course areas of diversity, special education; planning, assessment, and strategies; technology; and reading and writing overlap to make a holistic educational experience. Of particular note is that these changes were made without changing course names or credits.

Feedback from district partners in our many collaborative meetings also lead to changes in the program. For example, district personnel told us our elementary completers needed more training in reading. This resulted in the addition of a new reading course focusing on early reading instruction.

Google Teacher Ed. Opportunities to do deep dives into the EPP have occurred periodically. In 2010, we committed to a year-long program analysis and reflection which we termed Google Teacher Ed. Several significant outcomes were elementary program redesign, graded practicum, and measurement teams. This project was followed by Google Teacher Ed 2.0, a short-term analysis in March 2017 which provided structure to the subsequent strategic planning reports and moves to more accessible classrooms via technology.

Summary of Evidence for Quality Assurance System

The EPP at Weber State University is engaged in continuous improvement at a variety of levels and through a variety of structures including university required reporting and program level self-study. Feedback for continuous improvement is also sought from completers and employers.

Aspect. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation

Partnerships

Partnerships are essential for effective preparation of our teacher candidates. District partners are involved with the EPP at many levels including program planning, improvement, and innovation. Whenever new programs are considered, district partners are brought to the table in the planning stages to make sure we are responsive to the needs of the principle employers of our completers. Below is a description of the type and breadth of the EPP partnerships.

NUCC. To keep abreast of district needs, select faculty attend monthly meetings with district curriculum specialists (Northern Utah Curriculum Consortium). This meeting provides opportunities to keep

abreast of issues and challenges in the districts and to provide service as needed. The consortium received a collaboration grant from the state to train district non-licensed employees to become teachers through the Graduate Certificate in Teaching program. Sixty-seven candidates who completed this program are now teaching in district schools.

UTEAAC. Faculty are also involved with the larger educator preparation program community throughout the state through the Utah Teacher Education Assessment and Accreditation Council (UTEAAC). This collaborative organization meets monthly to discuss issues related to assessment and accreditation. A subcommittee of this group created the Utah Preservice Performance Assessment and Evaluation System (PAES) which is the evaluation system for candidates in practicum and student teaching experiences. This is now being used by most universities throughout the state. The group also created a completer and employer survey currently used statewide.

Snow College/WSU Music Education Licensure Collaboration. Weber State is providing licensure courses for Snow College Commercial Music candidates who desire a K-12 license. Courses are taught at Snow College and online.

Special Education Directors Meetings. A faculty member is a liaison to the special education directors meetings and relays the information learned to the rest of the special education team in the monthly team meetings. This last year this individual arranged a meeting between all special education faculty and the district and charter partners. In this meeting it was discovered that most of our partners are moving to an inclusion model at the secondary level. The faculty were able to relay information about the newly developed inclusion course to our partners and ask for feedback on any additional content needed in this course. Minutes of this meeting are included in appendix #

IES Grant. For IES NCSER CDFA 84.324L "Evaluation of the Apply and Communicate for Transition Now (ACTNow) Tool for Shared Interagency Collaboration for Secondary Students with High Incidence Disabilities ", Principal Investigators (PI) are from the research institution, WSU, and the local agency, DSD along with the University of Kansas Life Span Institute (KU), and Utah State University (USU), and the education agencies led by DSD with Davis Technology College (DTC), Vista Education Campus (VISTA), the Utah State Board of Education (USBE), Utah Vocational Rehabilitation (VR) and Utah Parent Center (UPC). WSU, as prime research agency, has responsibility to support and maintain the committed and collaborative partnership to complete a proper and complete evaluation, oversee analysis of data in compliance with grant specifications, and disseminate results.

The desired outcomes from the evaluation are to provide a framework for effective interagency collaboration (Morgan & Riesen, 2016), validate the ACTNow tool, ensure that the intervention strategy is shared with practitioners who work directly with children and youth (Carter et al., 2011), and improve self-determination during high school. To accomplish these important goals, cooperation is pledged from each of the identified agencies and each partner has and will continue to commit participation in project, allow access to data, follow evaluation procedures with fidelity, and share results.

Level 1/Title 1 School Collaboration. The leader of the level one team works with approximately 12 Title 1 schools in the three surrounding districts to arrange a practicum experience. These partners indicate if they have the resources available to assist our teacher candidates. Participating partners are thanked at the end of the year and ask them if they want to participate again the following school year.

Northern Utah Pathway to Employment Advancement (NU-Path) Public Post-Secondary Educational Institutions. The (NU-Path) project is a collaborative effort between the Northern Utah Curriculum Consortium which consists of the curriculum directors from 12 northern Utah school districts, Utah State University and Weber State University.

Through this program, districts recruit candidates from their large pools of classified employees, as well as their communities, with priority given to those that meet high demand positions such as secondary math, science, technology and engineering in addition to early childhood and elementary education. Weber State educator preparation program and partnering districts provide the facilities to operate the program including the classroom, technology and any required facilitators to deliver the course to the candidates. The partnering districts provide mentoring on ongoing support to the candidates that obtain employment in their respective districts.

Project PRIME. The Weber State University Preparing Research-based Inclusive Multidisciplinary Educators ([PRIME](#)) is an innovative, alternative post-baccalaureate program specifically designed to accommodate non-traditional candidates who are already working in local public or charter schools on emergency Letters of Authorization, or as instructional paraeducators.

In collaboration with LEAs, the project directors recruit a cohort of approximately 25-30 teachers working on emergency Letters of Authorization or instructional paraeducators who serve students with mild-moderate disabilities in Utah. Recognizing that Special Education teachers working in charter schools and rural areas often lack resources and specialized support, PRIME also accepts applicants from those schools. In addition, the PRIME program allows individuals who are working on a USBE ARL program to enroll in individual courses as needed.

Individuals for this program are nominated by their LEAs to apply for PRIME. The faculty liaison discussed earlier in the special education undergraduate section also works with district and charter special education directors to locate students eligible for the PRIME program.

English as a Second Language Program. The program coordinator for our ESL program collaborates with the WSU English department and the ESL faculty on a regular basis to ensure course content is meeting the needs of teacher candidates.

Study Abroad. In a collaborative effort with computer science, the educator preparation program has provided an opportunity for candidates to produce curriculum used in a study abroad program. Computer science majors and teacher candidates traveled to Thailand to collect stories, translate them into English, and present them electronically. The stories were then used to help Thai candidates in their study of English.

EPP faculty across departments collaborated to create a Nordic Study Abroad experience in May 2018. Teacher candidates in elementary, secondary, and special education traveled to Sweden, Russia, Estonia, and Finland to visit schools. Candidates spent three days in a job shadow experience in Finland while staying with host families. A new program visiting Sweden, Estonia, and Finland will take place in May 2020.

University Council on Teacher Education (UCTE). Faculty and staff from all programs across campus that train teachers meet monthly for UCTE. Agenda items include new state requirements, assessments, and

trends in the field. Recently the agenda also included training on trauma informed instruction, a new state requirement. UCTE agendas can be found in Canvas.

Summary of Evidence for Engagement of Stakeholders

The EPP at Weber State University collaborates with multiple stakeholders to assess and improve programs and foster innovation. Care is taken to involve partners in all aspects of the EPP.

STANDARD 3 CONCLUSION

The evidence for all aspects makes a clear case that the WSU EPP has programs structures and processes for continuous improvement. Based on the evidence, we are confident the program practices ensure quality.

STANDARD 4: ENGAGEMENT, IMPROVEMENT, INNOVATION, IMPACT

The educator preparation program at Weber State University is guided by the core themes of the university: Access, Learning, and Community. The Learning theme is well represented in the data presented in AAQEP Standard 1. [Access](#) and [Community](#) intersect with Standard 4 as both describe how to reach out and broaden impact for the benefit of our candidates and educational community. Several of the programs described below fit within multiple aspects, but they are only described once for ease of review.

ACCESS

“WSU serves communities with significant socio-economic and cultural differences. As the ‘educational, cultural and economic leader for the region,’ WSU strives to provide meaningful access for prospective students to educational programs that respond to student and market needs.”

Aspect. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support.

TAPT

In 1995, Dr. David Green, the Dean of the College of Education and in collaboration with local school district superintendents, wanted to increase the diversity of the student population in the college, and subsequently, the teacher workforce. He enlisted the assistance of Teacher Education faculty member Marilyn Lofgreen. Together they created the Teacher Assistant Pathway to Teaching (TAPT). Local district administrators nominate promising teacher assistants in their respective districts for inclusion in the program. These teacher assistants then attend Weber State to complete the teaching program. Some of the TAPT candidates have some college and others no college. The TAPT program provides tuition assistance and monthly support meetings to assist in navigating college life. The districts, in turn, commit to working with the TAPT candidate to adjust the work schedule to enable the candidates to attend classes.

The inaugural funding for 20 candidates came from a state grant. Later a federal grant was secured. As of 2019, 169 teacher candidates have graduated from the educator preparation program with TAPT support. TAPT currently has a state grant to support candidates majoring in special education. Elementary and secondary candidate funding is from a collection of donors.

We currently have 37 TAPT candidates at various places in their university experience with 18 elementary/early childhood majors, 5 secondary teaching majors, 13 special education majors, and 1 undecided. Six of the candidates are from minority groups,

NUCC Cohorts

In spring 2016, districts were concerned about the number of underqualified (unlicensed) teachers being hired due to the teacher shortage. The Northern Utah Curriculum Consortium (NUCC), a collection of northern Utah curriculum specialists and representatives from the two northern Utah universities (Weber State and Utah State), is a collaborative organization which meets monthly to work on curriculum projects and training benefitting all the member districts. The topic of providing pedagogy courses for underqualified teachers was discussed at a monthly meeting and Weber State offered to work with the districts using the existing Graduate Certificate in Teaching (GCT) program. A state grant for \$250,000

was secured and post-baccalaureate applicants were accepted for a Fall 2016 start. This collaboration provided districts with 67 fully qualified teachers by April 2018.

Although subsequent grants requests were not funded, this program has continued through a self-funding mechanism. Local districts recommend their underqualified teachers each year. The teachers apply for the GCT program. Special sections of the coursework are then taught over a period of five semesters. Courses are run through the Division of Online and Continuing Education and Weber State University and faculty are paid through NUCC. Each candidate pays a pro-rated portion of the instructor wage for the courses. This model allows it to be self-sustaining. The second group, coined NUCC 2.0, had 14 candidates. NUCC 3.0, which just started, has 20 candidates.

EDUC 1010/CTE Pathway

For a number of years, EDUC 1010: Exploring Teaching, has been taught through concurrent enrollment in our local high schools. This course is designed to give candidates an overview of the education profession including time in elementary, special education, and secondary classrooms as an observer. Dr. Clay Rasmussen has been involved on a committee at the Utah State Board of Education to investigate the creation of a CTE Pathway in Education. The Education CTE pathway provides a variety of high school courses about educational careers and becoming a teacher. One of the culminating courses in the pathway is EDUC 1010 taught concurrently at the high school. The state adopted the [model created by Weber School District](#). This is a great example of a collaboration on concurrent enrollment leading to a more intensive pathway as districts work to address the teacher shortage by growing their own teachers from the students in their districts. The number of students enrolled in concurrent enrollment EDUC 1010 is shown in Table 4.1.

Table 4.1
High School Students in Concurrent Enrollment EDUC 1010

Academic Year	Number of Sections	Enrollment
15-16	10	166
16-17	11	190
17-18	11	169
18-19	18	262

COMMUNITY

“‘Public service and community-based learning’ represent both pedagogical emphases and community commitments. For ‘the university [to] serve[s] as an educational, cultural and economic leader for the region,’ WSU must be an active participant in regional learning endeavors and the social and economic life of the community.”

Aspect. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes

PRIME

Special education is a high needs area for teachers locally and across the nation. Working with the Utah State Board of Education, Weber State has provided coursework and training for underprepared special education teachers since 2007 through the PRIME (Preparing Research-based Inclusive Multidisciplinary Educators) program. All the teachers in the program are licensed in elementary or secondary education but moved to a special education position. Coursework is provided through interactive video conferencing so candidates can access the course from locations throughout the state. To date, 189 candidates have successfully completed the PRIME program and are licensed special educators.

Placement in Title 1 Schools

All candidates in the undergraduate elementary/early childhood education program are placed in Title 1 schools the semester prior to student teaching. Most of these schools have significant numbers of students who are English language learners. This enables the teacher candidates to work with students impacted by poverty and gain experience in working with diverse populations. Many candidates have never worked with students from diverse backgrounds. Local districts are making great strides in reducing disparities in educational outcomes based on student characteristics and this experience enables our candidates to see how this is done. This experience is life-changing for many candidates who then decide they want to work with diverse populations in their career. Demographic statistics for schools used in 2017-2019 are shown in Table 4.2.

Table 4.2

Demographic Information for Elementary Program Schools

School	Enrollment	% Ethnic Minority	% ELL	% Low SES	% Chronic Absence	Mobility
Wasatch	462	36	18	56	19	18
South Clearfield	549	35	11	54	24	20
Roosevelt	491	33	<10	62	19	19
New Bridge	630	58	31	100	24	26
Lincoln	582	62	31	85	17	20

Most candidates in other programs also work in Title 1 schools as the district wherein Weber State resides is a low-income district with a majority minority student population. However, it is not a programmatic guarantee.

Aspect. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned

PAES

In 2013, a group of teacher educators from Weber State University, Brigham Young University, and Utah Valley University and the Utah State Board of Education, met to create a common evaluation tool based on the Utah Teacher Observation Tool (UTOT). This work was done to help candidates make a more seamless transition into the profession by using the same evaluation instrument. Additional

universities joined the project as it progressed. The UTOT rubric descriptors were back-mapped to create a developmental tool for use with teacher candidates. The tool was piloted at Weber State and refined before a statewide pilot in 2015. The resulting Performance Assessment and Evaluation System (PAES) was implemented across multiple universities in the state in fall 2017.

Aspect. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs

Mentor Academy

WSU EPP works with our district partners to train mentor teachers with whom our teacher candidates work. Training is provided by both district personnel and WSU faculty. Weber State has an endowment to defray the costs of substitute teachers in the school year or a stipend during the summer. Districts provide lunch and materials. Trainings take place twice a year in each district (Ogden, Weber, Davis) prior to the start of the semester wherein the mentor has a teacher candidate in their classroom. This training focuses on the coaching aspect of mentoring the teacher candidate and on the co-teaching model. However, not all mentor teachers attend this training. A probe of the percentage of teacher candidates placed with a mentor teacher revealed a much lower number than would have been expected (See Table 4.3). As the districts make the final placement decisions, further work with our three main partner districts is needed to support mentor training. Of the 131 teacher candidates in student teaching, 117 are placed in either Davis, Ogden, or Weber districts. There are similar levels of mentor trained teachers in each of these districts.

Table 4.3
Percentage of Candidates Placed with Teacher Who Attended Mentor Training

Semester	Percent with a trained mentor	Partner districts	Percent with a trained mentor
Fall 2018	37%	Davis	23% (13/56)
Spring 2019	22%	Ogden	27% (6/22)
Fall 2019	14%	Weber	26% (10/39)

Aspect. Meets obligations and mandates established by the state(s) or jurisdiction(s) within which it operates

UCED/UTEAAC

In Utah, the Utah Council of Education Deans (UCED) and the Utah Teacher Education Assessment and Accreditation Council (UTEAAC) meet monthly to discuss issues related to educator preparation. UCED membership consists of the deans of all the colleges preparing teachers in Utah, both public and private, and the Utah State Superintendent of Public Instruction, and a representative from the Utah System of Higher Education. UTEAAC membership consists of assessment and accreditation directors

of each institution, and the Utah State Board of Education licensing director. The two groups start their meetings together for presentations impacting both groups and then split for agenda items specific to each group.

One item on the agenda is always changes to state board rules. We review proposed changes and suggest edits. We also discuss how we might address these changes in our programs. Additionally, we discuss pending legislation that impacts teacher preparation and are able to advocate for the profession.

Aspect. Investigates its own effectiveness relative to its stated institutional and/or programmatic mission and commitment

Strategic Planning and Reporting

We are involved in the strategic planning process at both the college and department level. Our current goals include evaluating courses to see if more hybrid and online options are feasible. Coupled with that is to improve remote access to classrooms through microphones, cameras, and Zoom. Additionally, we are working on strategic partnerships with our local districts.

Our goals are reports in biannual assessment reports at the university level where metrics are reported and discussed. These reports help us tie our objectives in to institutional mission. University emphasis is currently on retention, graduation, and candidate success. This assessment report focuses a lens on those issues within our program.

STANDARD 4 CONCLUSION

The EPP has a long history of engagement, improvement, and innovation which continues today. Through partnerships and grant-funded programs, the EPP has worked to meet the crucial needs for teachers, including teachers from diverse backgrounds and for special education. The EPP is committed to continue these efforts and seek opportunities to [expand](#) these programs. We work with our local school districts to place students in high need schools. We collaborate with teacher preparation programs statewide to impact the educational environment in the state for students and candidates.

CONCLUSION: FINDINGS AND RECOMMENDATIONS

The WSU EPP has a strong program that prepares undergraduate and graduate candidates in elementary, secondary, and special education to succeed in the classroom. The self-study has highlighted strengths and areas for more cohesive data collection. Specific areas for data collection improvement include improving data regarding completer success, implementing the case study, and replacing TSD with elements covered in the PPAT.

The Teaching Support Document rubrics may need refinement; however, we are moving to using the PPAT as our pedagogical performance assessment as mandated by the Utah State Board of Education for candidates admitted after January 1, 2020. The PPAT rubrics will then be back-mapped for formative assessment of candidates as they progress through the program.

APPENDIX A: CANDIDATE RECRUITMENT, SELECTION, AND MONITORING

RECRUITMENT

Undergraduate

Recruitment for our undergraduate programs primarily takes place through a variety of mechanisms. We currently offer our introduction to teaching course, EDUC 1010, through concurrent enrollment. Our concurrent enrollment advisor meets with each of these courses once a year and provides information on our educator preparation program. This advisor also discusses the resources available to students enrolled in our program including our small class sizes, advisement opportunities, our media lab and computer lab, and our student lounge. In addition, each semester we have a conference, held at Weber State University, for students enrolled in CE 1010. This conference begins with a keynote address or motivational speech about education, then students attend break-out sessions taught by various teacher education professors. Around 100 high school juniors and seniors attend. They are given a taste of campus and get a free lunch in our Student Union Building. The total number of concurrent enrollment courses offered for the last three years found in Standard 4, Table 4.1

We also have the Teacher Assistant Pathway to Teaching (TAPT) program. Our TAPT program provides funding for individuals employed as paraeducators in our partner districts to complete their education. The TAPT program has candidates at all levels of their education including those with no higher education experience to those needing to complete only their educator preparation courses. TAPT strategies to identify and recruit potential teachers in high need areas are so successful that the TAPT recruitment process has generated fivefold more applicants than can be accepted over the last three years. Funding comes from a variety of sources including private donations and a Utah State Board of Education grant which funds special education majors. Identification and recruitment is initiated annually in K-12 schools where paraeducators are employed. Schools are best able to inform paraeducators of the program and to recommend candidates. The TAPT recruitment process is as follows:

1. Notification. Following funding approval, notification flyers and applications are sent to area schools, including charters, for electronic and physical distribution via the TAPT advisory board. Recruitment materials are then forwarded for dissemination to individual schools.
2. Application. Schools have discretion in the manner of distribution to eligible paraprofessionals and collection of application forms. Interested paraprofessionals must complete application materials by deadlines.
3. Commitment. School administrators review the packet for completion, perform an initial interview with the applicant to verify employment, and agree to monitor and evaluate the applicant while in the TAPT program. Paraprofessionals commit to complete a bachelor's degree, certification, teach in Utah, and follow all WSU and USBE requirements.
4. Recommendation. Recommendation to TAPT is made by schools based on eligible employment status, knowledge of the applicant's desire to remain in the program, earn licensure, commitment to remain in the program and teach in Utah, and knowledge of the applicant's ability to provide excellent instruction, serve as a role model, and ensure that students are successful in school. All applications (recommended or not) are sent to the TAPT program director for review.
5. Selection. TAPT executive committee reviews all applications. Successful applicants are ranked and sorted by recommending school (to ensure representation of rural and urban schools), time to completion (to provide a steady stream of graduates), and interest in teaching

field (to ensure all students have an effective teacher). Approved applicants interview with TED faculty.

6. Training. Provisional acceptance letters are sent to selected applicants and initial training is provided. Schools are notified of applicant final admittance after successful TAPT training.
7. Ongoing Support. Although financial support is necessary to allow paraeducators to afford tuition, academic and emotional support are also vital to ensure timely progress. TAPT candidates attend mandatory monthly meetings led by the program director. These meetings have boosted graduation rates and decreased time for certification.

Data on the number of TAPT candidates is presented in Table A.1

Table A.1

TAPT Participants

Year	Total TAPT Teacher Candidates	Total New TAPT Teacher Candidates	Total Graduating TAPT Teacher Candidates
2017-2018	38	20	2
2018-2019	40	8	6
2019-2020	37	6	

Graduate

Recruitment for our graduate certificate licensure programs (GCT) are done independently for each program: elementary, secondary, and special education. For the elementary and secondary GCT programs, the administrative specialist serves as a recruiter by attending graduate fairs on our campus and at regional universities. She serves as the first point of contact for students who use the email link on the university information page or who call the GCT office.

The graduate certificate licensure program for special education (PRIME), is funded by the Utah State Board of Education and provides special education licensure courses to individuals employed as paraeducators or those on emergency licensure as special education teachers in public and charter schools throughout the state of Utah. Recruitment occurs during meetings with LEAs from partner districts and charter schools. All candidates in the PRIME program must be paraeducators or teachers on emergency licensure in the state of Utah and working with students with mild/moderate disabilities. Information on total Teacher Licensure Candidates participating in PRIME is included in Table 3.2.

Recruitment of students into our undergraduate and graduate programs also takes place with the marketing and recruitment coordinator for our college. This coordinator attends admission and graduation events, new student orientations, and community events. Our marketing and recruitment coordinator attended 6 undergraduate and 4 graduate related events over the past year.

PRE-ADMISSION

Undergraduate

Prior to admission to our program, all potential teacher candidates can meet with a program advisor/coordinator. These advisors review transcripts and review program pre-requisites. Potential teacher candidates are advised on a program of study that prepare them with pre-requisite courses required for admission. Data on total numbers of students accessing our advisement center is included in Standard 3, Table 3.4

Graduate

Advising for our GCT and PRIME programs occurs with the program directors and administrative specialist. Last year our GCT program began to hold information sessions for potential teacher candidates. 36 Elementary, 49 Secondary, and 6 special education attended these sessions.

All PRIME candidates must meet with the program director prior to admission into the program. A review of current teaching placements as well as program expectations are given during this time. Prime cohorts are included in Table 3.2

ADMISSIONS

Undergraduate and GCT Elementary and Secondary Licensure Programs

Admission and [application information](#) is posted on the Teacher Education website.

Specific requirements are outlined below:

Pre-requisite courses completed at a C grade or higher

- Exploring Teaching
- Communications
- College Writing
- Quantitative Literacy

Required GPA standard

- GPA of 3.0 (2017-2018 – state required)
- GPA of 2.75 (2018-present), or 3.0 in the last 30 credit hours

Group Interview

Praxis (2017-2018 – state required admission test. An admission test is no longer required by the state but Praxis is still required for licensure.)

Information on applicants and admissions is available in Table 3.2

Graduate Special Education Licensure Program (PRIME)

Through funding provided by the Utah State Board of Education. The PRIME program provides tuition benefits to special education paraprofessionals or teachers on emergency licensure in Utah public and charter schools. Admissions into the PRIME program require the following.

1. Employment in a Utah public or charter school.
2. Primary employment responsibilities include providing services to students with mild or moderate disabilities.
3. Bachelor's degree
4. Letter of support from LEA
5. Letter of recommendation
6. Interview with program director

Information on PRIME cohorts is included in Table 3.2

MONITORING

Monitoring of candidates is described in detail in Standard 3.

INTERNAL AUDIT OF CANDIDATE RECRUITMENT, SELECTION, AND MONITORING

To complete audit aspects related to student admission, advisement, program completion, and licensure, 23 random students were reviewed. The sample consisted of nine secondary majors, nine elementary majors, three Early Childhood/Elementary majors, and three Special Education majors. The sample was drawn from Spring Semester 2018, Fall Semester 2018, and Spring Semester 2019.

YES	NO	NA	Quality Assurance Aspect	Comments
Student Admission and Advisement				
X			Catalog and other informational materials are up-to-date and accurate	Catalog changes are made annually by the department chair. Graduation maps and hard copy program information sheets are reviewed annually by the advisement coordinator.
X*	**		Students meet admission criteria	*One student was denied admission initially based on low GPA and missing re-requisites. Was admitted after taking care of those issues
X			Students receive adequate advisement	Audited students received a minimum of 3 advisement sessions and a maximum of 16. Average was 6.8 advisement visits per student
X			Students meet program requirements	All students met program requirements
X			Student progress is monitored	Student grades were monitored by department administrative specialist to ensure no professional education courses had grades below B-
X			Interventions exist for at-risk students	A full time College advisor is specifically assigned to follow-up with at-risk students and non-continuing students who are identified through a variety of institutionally implemented check points and markers.
Quality Candidate Learning				
X			Course grade requirements are met	Student grades were monitored by department administrative specialist to ensure no professional education courses had grades below B-
X			Professional dispositions and behaviors are monitored	Policy and procedures exist for faculty referrals and appropriate interventions including probation and dismissal
X	X*		Candidates follow correct course sequence	*One audited student changed programs and exceptions were made to allow completion of additional required courses
X			Courses are taught by qualified faculty	Review of faculty load, see Table 3.1
X			Field Experiences are in appropriate locations and intentional in design	All field experiences are done in Public or Charter Schools with mentor teachers designated 'prepared' by district and school personnel.
X			Student Teaching assignments are in proper content areas	All eight randomly audited graduates completed their student teaching in their appropriate content areas.
X			Student Teaching placements are with qualified mentor teachers	All mentors are tenured teachers. Many have been trained to supervise our students through the Mentor Academy.

X			University supervisors adequately monitor student teacher progress	Trained professional supervisors observed & evaluated each audited student a minimum of 5 times.
X			Students meet requirements for graduation	Each completer met graduation requirements.
	X		Students meet requirements for licensure	Three of the 23 students sampled have not passed the praxis and have not been recommended for licensure in that area.

APPENDIX B: COMPLETER PROFESSIONAL GROWTH & DEVELOPMENT

To better understand how completers from Weber State University's teacher preparation programs are growing as professionals, we plan to conduct a survey and a qualitative case study with program completers. These two data sources will help us evaluate our current programs and provide insight into how well our programs have prepared teacher candidates for the realities of classroom teaching. Thus, the findings from this study can inform future practice within our teacher education programs.

SURVEY DESIGN

Weber State's teacher candidates complete the UTESS survey during their student teaching semester. UTESS data provides us with information about how our students rate their own teaching skills, practices, and professional growth. We are interested in understanding how the UTESS data hold up over time. That is, how do our program completers rate their teaching skills, practices, and professional growth once they are practicing teachers? To that end, we intend to administer the UTESS to random samples of our program graduates during their first three years of teaching. The sample of participants will differ each year with the intention of having each of our graduates complete UTESS once during their first three years of teaching. The table below illustrates how the participant pool will grow/change over time. Though the table only displays the study sample through 2024, we intend to continue the study beyond that time.

	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Completers Year 1 of Teaching	⅓ of 2019-2020 cohort	⅓ of 2020-2021 cohort	⅓ of 2021-2022 cohort	⅓ of 2022-2023 cohort
Completers Year 2 of Teaching	--	⅓ of 2019-2020 cohort	⅓ of 2020-2021 cohort	⅓ of 2021-2022 cohort
Completers Year 3 of Teaching	--		⅓ of 2019-2020 cohort	⅓ of 2020-2021 cohort

As the data is collected, we plan to compare completers' UTESS scores to their graduating cohorts' scores (broadly, not on an individual basis). This will enable us to understand our completers continued professional growth and development after graduation. Based on our participant structure, we will also be able to compare the professional growth and development across graduating cohorts. Thus, this survey study will provide rich information that can be used to inform future practices in Weber State's teacher education programs.

CASE STUDY DESIGN

To gain a deeper understanding of how program completers feel about their professional growth and development, we also plan to do a qualitative case study in which we interview program graduates. We intend to conduct interviews every three years, starting in Spring 2020, with the final year of interviews occurring during Spring 2026. Each year that we conduct interviews, the participants will include program graduates who are in their first, second, and third years of teaching. The rationale for structuring the study in this way is to enable us to follow-up with our graduates during their first three years of

teaching, which can be an especially challenging time (Fantilli & McDougall, 2009). Further, conducting the interviews every three years will enable us to evaluate how program completers from various graduation cohorts are faring in terms of professional growth and development.

Participant Recruitment and Selection

For each year that interviews are conducted, nine participants will be interviewed. There will be three participants each from elementary, secondary, and special education who are each employed as full-time teachers. The three participants from each program will be comprised of one first-year teacher, one second-year teacher, and one third-year teacher. Participants will be purposely selected based on their graduating cohort and area of certification and invited to participate in the study. This process will be repeated until the desired number/type of participant has been achieved. The same recruitment and selection process will be used for each year that interviews are conducted.

Total Number of Participants

The total number of participants that will be involved in the study is 27. The participant breakdown for each year can be seen in the table below.

Study Year	Graduation Cohorts	# of Participants by Program			Total Participants
		SPED	ELEM	SCED	
2020	2017	1	1	1	9
	2018	1	1	1	
	2019	1	1	1	
2023	2020	1	1	1	9
	2021	1	1	1	
	2022	1	1	1	
2026	2023	1	1	1	9
	2024	1	1	1	
	2025	1	1	1	
Total Participants		9	9	9	27

Data Collection

Data will be collected using semi-structured, individual interviews conducted during the spring semester of each year of the study. The interview will last approximately 30-45 minutes. The semi-structured interview protocol used during the study will focus on the participants' professional growth and development as classroom teachers, including an emphasis on their experiences as classroom teachers, their perceptions of how well their teacher preparation programs prepared them for the realities of classroom teaching, and their on-going development as teachers. The semi-structured nature of the protocol will enable the interviewers to ask clarifying and probing questions as needed. Where

possible, participants will be interviewed by faculty members who were not directly involved in the particular teacher preparation program from which they graduated. For example, a participant who graduated from the elementary education preparation program would not be interviewed by an elementary education faculty member. This is done to encourage participants to speak freely about their experiences within their given programs.

All interviews will be audio-recorded using digital recorders. The audio files will be labeled using pseudonyms to preserve confidentiality, and the interviews will be transcribed by a third-party.

Data Analysis

Once the interviews have been transcribed, the researchers will review the transcripts, code the data, and organize the data into themes.

APPENDIX C: PROGRAM CAPACITY AND INSTITUTIONAL COMMITMENT

ALIGNMENT OF CURRICULUM WITH STATE AND NATIONAL STANDARDS

The EPP curriculum is aligned to the Utah Effective Teaching Standards which are similar to INTASC as evidenced by the crosswalk in I.2. All programs offered at the EPP have state approval. Each course in each program has identified the standards emphasized in the course. The final summative evaluation of all standards is during student teaching.

Table C.1

Outcomes from UETS and Course Alignment

Curriculum Map Undergraduate Elementary, Secondary, and Special Ed <i>F=assessed formatively</i> <i>S=assessed summatively</i>			Learning Outcomes from the Utah Effective Teacher Standards		
			The Learner and Learning	Instructional Practice	Professional Responsibility
Elementary Education	Level 1	EDUC 3120: Reading Instruction in the Primary Grades		F	F
		EDUC 3140: Educational Psychology	F		F
		EDUC 3205: Culturally and Linguistically Responsive Teaching	F		F
		EDUC 3270: Differentiation and Collaboration	F		F
		EDUC 3116: Media Integration in Elementary School 1		F	F
	Level 2	EDUC 3100: Instructional Planning and Assessment	F	F	F
		EDUC 3240: Reading Instruction in the Intermediate Grades	F	F	F
		EDUC 3230: Data Analysis and Math Pedagogy 1	F	F	F
		EDUC 4345: Integrating Creative Arts	F	F	F
		EDUC 3117: Media Integration in Elementary School 2		F	F
		EDUC 3210: Elementary Level 2 Practicum	F	F	F
	Level 3	EDUC 4350: Elementary Mathematics Pedagogy 2	F	F	F
		EDUC 4320: Elementary Language Arts Methods	F	F	F
		EDUC 4330: Elementary Science Methods		F	F
		EDUC 3280: Elementary Social Studies	F	F	F
		PEP 3620: Methods of Teaching Physical Education and Health		F	F
		EDUC 4210: Elementary Level 3 Practicum	F	F	F
	ST	EDUC 4840: Student Teaching	S	S	S
		EDUC 4850: Integrated Elementary Ed Student Teaching Sem.	S	S	S
Special Education	Level 1	EDUC 3120: Reading Instruction in the Primary Grades	F	F	F
		EDUC 3140: Educational Psychology	F		F
		EDUC 3205: Culturally and Linguistically Responsive Teaching	F		F
		EDUC 3270: Differentiation and Collaboration	F		F
		EDUC 3116: Media Integration in Elementary School 1	F	F	F
		EDUC 3371: Assistive Technology		F	
	Level 2	EDUC 3535: IEP and Instructional Planning		F	F
		EDUC 3545: Universal PBS Strategies for Teachers	F	F	F
		EDUC 3565: Elementary ELA: Eval, Remediation, and Supports	F	F	F
		EDUC 3575: Elementary Math: Eval, Remediation, and Supports	F	F	F
		EDUC 4530: Principles and Application of SpEd Assessment		F	F

Curriculum Map Undergraduate Elementary, Secondary, and Special Ed <i>F=assessed formatively</i> <i>S=assessed summatively</i>			Learning Outcomes from the Utah Effective Teacher Standards		
			The Learner and Learning	Instructional Practice	Professional Responsibility
	Level 3	EDUC 4521: Practicum in Special Education	F		F
		EDUC 4515: Special Education Law and Practice	F		F
		EDUC 4545: Individualized Behavior Strategies using ABA	F		F
		EDUC 4565: Secondary ELA: Eval, Remediation, and Supports		F	
		EDUC 4575: Secondary Math: Eval, Remediation, and Supports		F	
		EDUC 4580: Learning Strategies/Transition for Spec Ed Students		F	
		EDUC 4535: Strategic Plan for Disability	F	F	F
		EDUC 4582: Special Ed Level 3 Practicum	F	F	F
	ST	EDUC 4680: Student Teaching in Special Education	S	S	S
		EDUC 4686: Special Education Student Teaching Seminar	S	S	S
Secondary Ed	Pro Core	EDUC 3220: Foundations of Diversity	F	F	F
		EDUC 3265: The Exceptional Student	F	F	
		EDUC 3900: Preparing, Teaching, and Assessing Instruction	F	F	
		EDUC 3935: Reading and Writing Across the Sec Curriculum	F	F	
		EDUC 3315: Media Integration in the Secondary School Setting		F	
		EDUC 3910: Secondary Education Practicum	F	F	F
	ST	EDUC 4940: Student Teaching in Secondary Education	S	S	S
		EDUC 4950: Integrated Secondary Student Teaching Seminar	S	S	S

Curriculum Map Graduate Certificate in Teaching <i>f=assessed formatively</i> <i>s=assessed summatively</i>			Learning Outcomes from the Utah Effective Teacher Standards		
			The Learner and Learning	Instructional Practice	Professional Responsibility
Elementary Education	6020	Diversity in Education	F	F	F
	6050	Curriculum Design, Evaluation, & Assessment	F	F	F
	6110	Introduction to Classroom Management	F	F	F
	6229	Instructional Technology for Pre-Service Teachers		F	F
	6265	Foundations of Inclusive Teaching	F	F	F
	6311	Content Instruction in the Elem School: Science		F	F
	6312	Content Instruction in the Elem School: Mathematics	F	F	F
	6313	Content Instruction in the Elem School: Social Studies	F	F	F
	6314	Reading Instruction in Elementary Schools	F		F
	6316	Language Arts Instruction in Elementary Schools	F	F	F
	6317	Arts Integration for Elementary Teachers	F	F	F
	6860	Practicum in Education	F	F	F
	6870	Student Teaching: Elementary	S	S	S
Special Ed	6515	Foundations in Sp. Ed.: Law and Practice	F	F	F
	6530	Principles & Applications of Special Education Assessment	F		F
	6540	Managing Student Behavior/Teaching Social Skills	F	F	F
	6050	Curriculum Design, Evaluation, & Assessment	F	F	F
	6565	Advanced Instructional Methods: English Language Arts	F	F	F
	6575	Advanced Instructional Methods and Practicum: Math	F	F	F

	6580	Learning Strategies/Transition for Sec. Special Ed. Students	F	F	F
	6860	Practicum in Education	F		F
	6890	Student Teaching: Special Education (4-6)	S	S	S
Secondary Ed	6020	Diversity in Education	F	F	F
	6050	Curriculum Design, Evaluation, & Assessment	F	F	F
	6060	Instructional Strategies	F	F	F
	6110	Introduction to Classroom Management	F	F	F
	6229	Instructional Technology for Pre-Service Teachers		F	F
	6265	Foundations of Inclusive Teaching	F	F	F
	6320	Content Area Literacy	F	F	F
	6860	Practicum in Education	F	F	F
	6880	Student Teaching: Secondary	S	S	S
Content Methods Course in your area of instruction <i>(not taught in the GCT program)</i>					

Utah has recently changed the board rule in relation to educator preparation programs. The main difference is a change from requiring courses in specific content and pedagogy to requiring teacher candidates demonstrate competency in a variety of areas as specified in Utah State Board Rule [R277-304](#). Our program is currently aligned to [the Utah Effective Teaching Standards](#). This alignment will continue. In addition, our programs are currently reviewing curriculum to identify where the competencies are addressed. In some cases, the connection to the competency was clear, in other areas, identified in green in Table C.2 below, further work needs to be done to deliberately incorporate the competency into the program.

Table C.2
Alignment between Programs, Courses, and Competencies

Teacher Preparation Programs shall:	Undergraduate			Graduate Certificate		
	Elem	Sec	SpEd	Elem	Sec	SpEd PRIME
Prepare candidates to meet the Utah Effective Teaching Standards in Rule R277-530	X	X	X	X	X	X
Prepare candidates to teach the Utah Core Standards	X	X	X	X	X	X
Prepare candidates to teach the Essential Elements, as appropriate for area of license-- Technology Special Education	X	X	X	X	X	X
Include school-based clinical experiences that are significant in number, depth, breadth, and duration; progressively more complex; occur in multiple schools and classrooms; working with all types of students; and include creating and consistently implementing beginning of semester or school year classroom procedures and practices.	X	X	X	X	X	X
Include consideration of a candidate's dispositions and suitability for teaching	X	X	X	X	X	X

Include plans for candidate remediation and exit counseling if applicable	X	X	X	X	X	X
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Require demonstration of competency in:	Undergraduate			Graduate Certificate		
	Elem	Sec	SpEd	Elem	Sec	SoEd
(a) content and content-specific pedagogy appropriate for area of license.	EDUC 3120, EDUC 3230, EDUC 3240, EDUC 3280, EDUC 3620, EDUC 4330, EDUC 4350	Completed in Content Major/Minor	EDUC 3120, EDUC 3565, EDCU 3575, EDUC 4565, EDUC 4575, EDUC 4580	MED 6311, MED 6312, MED 6314, MED 6317,	MED 6060	MED 6565, MED 6575
(b) knowledge of the Utah Educator Professional Standards contained in Rule R277-515	EDUC 1010	EDUC 1010 EDUC 3910	EDUC 1010			
(c) creating effective learning environments by establishing and implementing routines and procedures with consistent expectations	EDUC 3270, EDUC 3280, EDUC 3620	EDUC 3265	EDUC 3270, EDUC 3545	MED 6110	MED 6110, MED 6120	MED 6540
(d) skills in providing tier one and tier two instruction and intervention on the Utah Core Standards and positive behavior supports to each student within a multi-tiered system of supports	EDUC 3270, EDUC 3280	EDUC 3265	EDUC 3270, EDUC 4350, EDUC 3545, EDUC 3565, EDUC 3675, EDUC 4535, EDUC 4575, EDUC 4580			MED 6575, MED 6565
(e) integrating technology to support and meaningfully supplement the learning of students, including the effective use of software for personalized learning	EDUC 3116, EDUC 3117, EDUC 4320, EDUC 4330	EDUC 3315	EDUC 3116, EDUC 3371	MED6311, MED 6314, MED 6229	MED 6229	MED 5920
(f) designing, administering, and reviewing educational assessments in a meaningful and ethical manner	EDUC 3280, EDUC 3620, EDUC 4320, EDUC 4330, EDUC 4350	EDUC 3900	EDUC 4530, EDUC 3565, EDUC 3575, EDUC 4575, EDUC 4565, EDUC 3535, EDUC 4580, EDUC 4515	MED6311, MED 6314		MED 6530, MED 6565, MED 6580
(g) analyzing formative and summative assessments results to inform and modify instruction	EDUC 3280, EDUC 4320, EDUC 4350	EDUC 3265	EDUC 3535, EDUC 4575, EDUC 4565, EDUC 4530, EDUC 4580	MED 6314, MED 6229	MED 6229	MED 6530, MED 6580
(h) assessing students for competency for the purpose of personalized learning	EDUC 4350	EDUC 3900	EDUC 4530, EDUC 3565, EDUC 3575,			MED 6575

			EDUC 4575, EDUC 3535, EDUC 4580, EDUC 4515			
(i) skills in implementing personalized learning practices that consider the whole child including: trauma-informed instructional practices; and restorative instructional practices	EDUC 3620	EDUC 3900	EDUC 4580, EDUC 4515			
(j) knowledge and skills designed to assist in the identification of students with disabilities to meet the needs of students with disabilities in the general classroom, including:	X	X	X	X	X	X
<ul style="list-style-type: none"> knowledge of the IDEA and Section 504 of the Rehabilitation Act 	EDUC 2010, EDUC 3205, EDUC 3270	EDUC 3265	EDUC 2010, EDUC 4530, EDUC 4575, EDUC 4580		MED 6265	MED 6515
<ul style="list-style-type: none"> knowledge of the role of non-special-education teachers in the education of students with disabilities . 	EDUC 2010	EDUC 3265	EDUC 4580, EDUC 4515		MED 6265	MED 6515
<ul style="list-style-type: none"> knowledge and skills in implementing least restrictive behavior interventions 		EDUC 3265	EDUC 4545, EDUC 4580	MED 6110	MED 6110, MED 6120	MED 6540
<ul style="list-style-type: none"> skills in implementing and assessing the results of interventions 		EDUC 3265	EDUC 4530, EDUC 3535, EDUC 4545, EDUC 4565, EDUC 4575, EDUC 4580			MED 6580, MED 6540
<ul style="list-style-type: none"> skills in the implementation of an educational program with accommodations, modifications, services, and supports established by an IEP or a 504 plan for students with disabilities in the general education classroom 	EDUC 3205, EDUC 3270	EDUC 3265	EDUC 3205, EDUC 3535, EDUC 3565, EDUC 3575, EDUC 4575, EDUC 4565, EDUC 4580, EDUC 4515			MED 6575, MED 6515, MED 6540, MED 6565, MED 6580
(k) knowledge and skills designed to meet the needs of diverse student populations in the general	X	X	X	X	X	X

education classroom, including						
<ul style="list-style-type: none"> allowing students multiple ways to demonstrate learning that are sensitive to student diversity 	EDUC 3205, EDUC 3270, EDUC 3240, EDUC 3280, EDUC 4350	EDUC 3900 EDUC 3265	EDUC 3205, EDUC 3565, EDUC 3575, EDUC 4575,	MED 6312	MED 6050	
<ul style="list-style-type: none"> creating an environment using a teaching model that is sensitive to multiple experiences and diversity 		EDUC 3265, EDUC 3220, EDUC 3935	EDUC 4580, EDUC 4515		MED 6120	MED 6580
<ul style="list-style-type: none"> designing, adapting, and delivering instruction to address each student's diverse learning strengths and needs 	EDUC 3270, EDUC 4320, EDUC 4350	EDUC 3900	EDUC 3270, EDUC 3545, EDUC 4580, EDUC 4515, EDUC 3565, EDUC 3575, EDUC 4575		MED 6265	MED 6575, MED 6565
<ul style="list-style-type: none"> incorporating tools of language development into planning, instruction, and intervention for students learning English and supporting development of English proficiency 		EDUC 3220 EDUC 3935	EDUC 4580		MED 6320	
(l) knowledge and skills in collaborating with parents and guardians	EDUC 3240	EDUC 3935 with program	EDUC 4580, EDUC 3535			MED 6515
(a) all content competencies established by the Superintendent for a professional educator license in at least one endorsement						
(c) literacy and quantitative learning objectives in content specific classes in alignment with the Utah Core Standards	EDUC 4320	EDUC 3935	EDUC 3565, EDUC 4575, EDUC 3575, EDUC 3565, EDUC 3535		MED 6320	MED 6575, MED 6565
(d) planning instruction and assessment in content-specific teams and in cross-curricular teams						
Demonstrate knowledge and skill during clinical experiences in each of the following:	EDUC 3210, EDUC 4210, Student teaching	3910 Student teaching	EDUC 4521, EDUC 4582 Student teaching	6860 Student teaching	MED 6860, Student teaching	MED 6860, Student teaching

(a) implementing the planning and design, delivery, facilitation, assessment, evaluation, and reflection of a unit of instruction	Student teaching	Student teaching	Student teaching	Student teaching	Student teaching	Student teaching
• systematic and explicit instructional design and implementation	X	X	X		X	X
• varied evidence-based instructional strategies	X	X	X		X	X
• developmentally appropriate and authentic learning experiences	X	X	X	X	X	
• scaffolded instruction	X	X	X		X	X
• differentiated instruction	X	X	X		X	X
• instruction targeting higher order thinking and metacognitive skills	X	X		X		
• project-based or competency-based learning opportunities		X	X		X	
• designing and selecting pre-assessments, formative, and summative assessments that align to student learning objectives		X	X		X	X
• revising instructional plans for future implementation or reteaching concepts as appropriate	X	X	X		X	X
(b) integrating cross-disciplinary skills, such as literacy or numeracy, into instruction		X				
(c) engaging students in the learning process		X	X	X	X	X
(e) implementing the accommodations, modifications, services, and supports as outlined in a student's IEP or 504 plan	X	X	X		X	X
(f) evaluating student artifacts and assessments for the purposes of...						
• measuring student understanding	X	X	X	X	X	X

• modifying instruction	X	X	X	X	X	X
• targeting tier two instruction and intervention in a multi-tiered system of support	X		X			X
• providing feedback to students		X		X	X	X
• documenting student progress, i.e., assigning an academic grade		X				X
(g) establishing and maintaining classroom procedures and routines that include positive behavior interventions and supports	X	X	X			X
(h) establishing and maintaining a positive learning climate		X	X			X
(i) reflecting on the teaching process and justifying instructional decisions	X	X	X	X	X	X
(j) collaborating with grade level, subject, or cross-curricular teams to...						
• analyze student data		X	X	X	X	X
• inform, plan, and modify instruction		X	X	X	X	X
(k) participating in at least one IEP meeting or parental consultation regarding a student that the program applicant has instructed			X			X
(l) effectively communicating with parents, colleagues, and administration		X	X			X
Secondary specific						
(b) ensuring student safety and learning in educational labs or shops and extra-curricular settings		X				
(c) collaborating with a school counselor, as necessary, to ensure student progress on the student's four-year plan for college and career readiness as described in Rule R277-462.						

FACULTY QUALIFICATIONS

The EPP currently has 21 full-time tenured/tenure track faculty in the Teacher Education department. Two additional faculty members are also part of Teacher Education but not currently actively teaching. One of these faculty members is the current Dean who retains her full professor status in Teacher Education. Another is the former Dean who is on sabbatical but will return to the department in Fall 2020. Content teaching major faculty across Arts and Sciences also contribute to content courses.

Table C.3
EPP Faculty

Name	Gender	Term. Degree	Institution	Year awarded	Rank	Tenure*	Areas of Expertise
Melina Alexander	F	PhD	Utah State U	2006	Full	Ten	Special ed, math and reading instruction, distance ed and hybrid, women and gender
Vincent Bates	M	PhD	U of Arizona	2005	Assoc	Ten	Arts Education
Caitlin Byrne	F	PhD	U of Alabama	2018	Asst	TT	Qualitative research methods, assessment
David R. Byrd	M	PhD	U of Iowa	2007	Assoc	Ten	second language writing, teaching culture, journal studies
Ryan Cain	M	MS	Utah State U	2019	Asst	TT	Instructional technology, digital making, elementary science, data visualization
Michael E. Cena	M	PhD	Utah State U	1995	Full	Ten	Reading/Language Arts, Historical Foundations
Forrest Crawford	M	EdD	Brigham Young U	1990	Full	Ten	Human Rights and Multicultural Education, Community Linkages
Shirley Dawson	F	PhD	U of Utah	2013	Assoc	Ten	Special Education, Special Education Law, Mentoring, Gifted and Talented Education
Ann Ellis	F	PhD	Purdue U	1993	Assoc	Ten	Gifted and Talented, Educational Psychology and Assessment, Strategies
Kristin Hadley	F	PhD	Utah State U	2005	Full	Ten	Math education, leadership. Current Dean
Sun Young Lee	F	PhD	U of Wisconsin-Madison	2019	Asst	TT	Curriculum and Instruction, Transdisciplinary Studies
Jack Mayhew	M	PhD	U of Utah	2001	Full	Ten	Special Education Mild/Moderate
Louise Moulding	F	PhD	Utah State U	2001	Full	Ten	Assessment, Research Methods, Instructional Planning
DeeDee Mower	F	PhD	U of Utah	2014	Asst	TT	Elementary language arts, social studies methods
Dan Pyle	M	PhD	Utah State U	2015	Asst	TT	Special education, inclusion
Clay Rasmussen	M	PhD	Utah State U	2008	Assoc	Ten	Curriculum and Instruction, Science Education

Jack Rasmussen	M	PhD	Brigham Young U	1989	Full	Ten	Former Dean Curriculum, leadership
Sheryl Rushton	F	PhD	Utah State U	2014	Asst	TT	Math education, assessment literacy, preservice efficacy
Peggy Saunders	F	PhD	U of Utah	2002	Full	Ten	Cooperative learning, classroom management, strategies, secondary language arts
Stephanie Speicher	F	PhD	Utah State U	2017	Asst	TT	Curriculum and instruction, ed leadership, experiential education
Penée Stewart	F	PhD	Brigham Young U	1985	Full	Ten	Instructional psychology, Reading instruction
Natalie Williams	F	PhD	Ohio State U	2005	Full	Ten	Special ed, Applied Behavior Analysis, classroom management
Nadia Wrosch	F	EdD	U of Missouri-Columbia	2012	Asst	TT	Educational leadership and policy, curriculum, literacy

* Ten=tenure, TT=tenure track

Audit of Faculty Quality

Six faculty were randomly selected to complete the faculty audit.

Table C.4

Audit of Six Faculty

YES	NO	NA	Quality Assurance Aspect	Comments
			Faculty Quality	
X			Faculty have appropriate expertise for assigned teaching	6 random faculty were audited for degree and assigned course load match over four semesters: Spr. 17, Spr. 18, Fall 18, Fall 19. No cases of teaching outside of areas of expertise were observed.
X			Faculty have adequate teaching experience	6 random faculty were audited for public school teaching experience. Years of experience ranged from a low of 8 to a high of 15 with an average of 10 years of experience.
X			Faculty are regularly evaluated	Faculty are evaluated by the department chair annually. Last year 19 of 21 faculty were evaluated, one of the remaining had submitted her resignation. In addition, by university policy all faculty undergo formal review every five years.
X			Course syllabi follow policy	All course syllabi are submitted to the Department Chair for review each semester and kept on file.
X			Students are provided with an opportunity to evaluate courses and instructors	Course/instructor reviews are made available to students for every regular semester class.
X			Course/Instructor Evaluations are reviewed	Course/instructor evaluations are collected by the department and reviewed by the chair each semester.

Adequacy of Facilities and Fiscal Support

An internal audit was conducted by Dr. Jack Rasmussen by reviewing all classrooms and offices. As the former Dean, he is familiar with budgets and central administration. Though the McKay Education building is nearly 50 years old and slated for major renovation in future university plans, facilities are

adequate and maintained. Budgets, with the exception of salaries, are adequate for the EPP. The Dean is committed to addressing salary inequities across campus; however, this will be a multi-year project.

Table C.5

Audit of Facilities and Fiscal Support

YES	NO	NA	Quality Assurance Aspect	Comments
			Program Capacity	
X			Facilities & Equipment	Classrooms have up-to-date technology, flexible design, adequate lighting & sound. Full time technology support.
X			Faculty Offices	Adequate space & regularly updated technology, located close to classrooms
X			Meeting Spaces	Readily available in a variety of sizes and configurations with technology available
X			Advisement	Inviting, centrally located, adequately staffed with comfortable waiting area. Well prepared advisors
			Fiscal Support	
X			Budget	Adequate with local control over usage. Two major College Endowment accounts provide additional department support in a variety of areas.
X			Salaries	Lowest CUPA comparison at the university of 91.8% (mean=97.2%), no gender inequities or salary inversions based on Salary committee report (see Canvas).

Support Services

Weber State University has a number of support services which are available to all students:

[Student Support Services](#)

[Student Success Center](#)

[Non-Traditional Student Center](#)

[Veterans Services](#)

[Veterans Upward Bound](#)

[Career Center](#)

[Center for Diversity and Inclusive Programs](#)

[Center for Multicultural Excellence](#)

[Disability Services](#)

[LGBT Resource Center](#)

Additionally, the Teacher Education Advisement center offers support and advisement for students who are interested in the field of education and continuing advisement for teacher candidates. Table 3.4 indicates the number of advisement visits per year.

Means for students to provide feedback on their program and to receive a fair and unbiased hearing for any concerns they may have with the program

Feedback and Concerns

Teacher candidates have a number of avenues for feedback and concerns.

- Every course is evaluated anonymously at the end of the semester. Candidates can give feedback to instructors which is reviewed by the instructor and department chair.

- Candidates can talk to advisors or the department chair who then work with the candidate to address the concern.
- Completers give feedback on the UTESS at graduation.
- Candidates can also file a complaint through <https://www.weber.edu/complaint> which will then go through a process to address the complaint or grievance.

APPENDIX D: INTERNAL AUDIT

The internal audit was completed probing the processes of recruitment, admission, monitoring; and the quality of facilities, faculty, and curriculum and its alignment with state outcomes. The results of the audit are presented with Appendix A and C as outlined below.

Appendix A

[Internal Audit of Candidate Recruitment, Selection, and Monitoring](#)

Appendix C

[Alignment of Curriculum with State and National Standards](#)

[Faculty Qualifications](#)

[Adequacy of Facilities and Fiscal Support](#)

APPENDIX G: DATA QUALITY

PRAXIS

Praxis tests are developed and administered by ETS, which provides information on their validity and reliability as described on the [ETS website](#).

PAES

The Utah Teacher Candidate Performance Assessment and Evaluation System (PAES) rubric is the foundation of the evaluation of the enactment of teaching. The rubric is used formatively during practicum experiences and in student teaching. The measure was developed by the Utah Teacher Education Assessment and Accreditation Consortium (UTEAAC). This group consists of representatives from all of the institutions of higher education in the state of Utah that offer teacher education programs. Weber State University was actively involved in the development of the PAES.

The PAES has strong face and content validity, being aligned with the Utah Effective Teaching Standards, which are closely aligned with the INTASC standards. It is also fully aligned with the measure developed by the Utah State Board of Education for use with career teachers. The achievement level termed “preservice effective” is the verbatim language from the USBE achievement level of “emerging effective”. This achievement level represents the achievement expectation for first-year teacher summative evaluation by an administrator. Therefore, when candidates score at this level, we are confident that they have the skills to be successful in the classroom.

The PAES is used during student teaching as both a formative and summative evaluation. Each candidate is observed at least four times prior to a final evaluation by a university supervisor. Unlike other institutions, Weber State does not ask mentor teachers to evaluation, only mentor.

UTESS/UTEES SURVEYS

Perceptions of graduates and employers of the WSU EPP are measured using the Utah Teacher Education Student Survey (UTESS) and Employer Survey (UTEES). These measures were developed by representatives of UTEAAC, including significant contributions by faculty from WSU. The group based the questions for the survey on the Utah Effective Teaching Standards, which in turn are based upon the InTASC standards. The measures comply with Utah State Board of Education rule that requires that all measures in Utah EPPs align to the UETS.

Brigham Young University hosted an assessment seminar in June 2019 at which the UTES and UTEES were subjected to the Lawshe process for establishing content validity. The results of this process are currently being compiled.

TSD

The TSD rates artifacts of the teaching process: (a) rationale for instructional design; (b) lesson plans with adaptations, modifications, and technology to support the learning of all students; and (c) reflection on the instruction and assessment results for future instruction. The TSD rubric is aligned to the UETS. The TSD rubric is used during Elementary and Special Education Levels 2 and 3, and during Secondary ProCore as a formative measure; during student teaching the rubric is used as a summative measure. The TSD is rated by the instructor of the student teaching seminar for each program. Because one individual is scoring for a given program, there is no issue with interrater reliability in any one program. However, we have not fully evaluated the interrater reliability across programs. We do have some evidence that the interrater reliability may be somewhat weak within a program across levels. This may be due to the

shifting focus of each level (e.g., integration during elementary level 2 versus literacy and numeracy at level 3). The EPP faculty will continue to refine the TSD scoring process as we implement the PPAT (ETS) in coming years.