

**The University of Utah Teacher Licensure Program
Inquiry Brief**

Submitted to the Council for the Accreditation of Educator Preparation (CAEP)

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The University of Utah Teacher Education Licensure Program

This Inquiry Brief was formally approved by members of the College of Education Leadership Team and Members of the Teacher Education Governing Board on September 8, 2015. Members include: Dean Maria Franquíz, Associate Dean Andrea Rorrer, and Department Chairs Drs. Ed. Buendia, Anne Cook, Gerardo Lopez. Dr. Rob O’Neill approved by e-mail and Dr. Jan Dole, Chair of the Faculty of Advisory Committee on Teacher Education (FACTE), approved by mail on September 10, 2015 [Meeting Minutes, Email Correspondence, College Leadership Team Meeting Minutes, 9/8/15; IB Email Approval from Chair of the Department of Special Education, 0/10/15; IB Feedback Email 9/9/15].

SECTION 1: PROGRAM OVERVIEW

Introduction

The University of Utah Teacher Education Licensure Program seeks CAEP accreditation for the initial teacher licensure program offered through the Urban Institute for Teacher Education (UITE) and the Department of Special Education. All teacher education program options under the current purview of the College of Education at the University of Utah have been fully accredited by TEAC, since 2011.

- In keeping with its current standing as approved by TEAC in 2011, the Teacher Licensure Program at the University of Utah is comprised of one program and includes the preparation of individuals completing Utah state licensure in K-6, 6-12, and K-12 Special Education. Note, there are explicit specialization areas within SPED and endorsement specializations for 6-12 that are delineated in greater depth within this document.
- The College of Education will assume licensure oversight on the Music Education and the current Exercise and Sports Science programs effective July 1, 2016. The Utah State Office of Education (USOE) holds current oversight on these programs. See Section 5 of this document for a timeline and Appendix 4 for the related accreditation documentation for these programs, which includes the Commission Action Report for the National Association of Schools of Music that states that the University of Utah’s School of Music is in good standing.
- Preliminary CAEP compliance discussions have been held between CAEP, the USOE and University of Utah’s Advanced Programs (i.e., Social Work, Communication Disorders, and Educational Leadership and Policy). Appendix 4 on the accreditation website (<http://education.utah.edu/accreditation/>) includes documentation from each unit that outlines their adherence to the standards currently in place for the state of Utah for Educators and Leaders. These crosswalk documents, along with documentation of standing accreditation through various professional organizations (e.g., APA), meet with the state of Utah’s expectations for Advanced Program compliance at this time. A discussion of long-term plans is presented in Section 5.

The Teacher Education Program in the College of Education at the University of Utah offers initial K-12 licensure at the undergraduate and graduate levels. Note, at the time of the 2011 TEAC review, an Early Childhood licensure emphasis was in place in coordination with the Department of Family Consumer Studies in the College of Social and Behavioral Sciences. In 2012, leadership between the two colleges underscored the role of oversight for licensure as the sole responsibility of the College of Education for K-6 preparation. This decision, along with internal restructuring within the College of Social and Behavioral Sciences, led to the discontinuation of the K-3 emphasis. Students under this program were provided a transition clause for program continuation with the final four students completing their licensure, spring 2015. For the purposes of data presentation and to more accurately represent the current Teacher Education Licensure Program, the Early Childhood Education teacher candidates are presented as part of the Elementary Education program option.

The licensure program options to be reviewed are:

1. Elementary Education (grades K-6)
 - Undergraduate Degree with Licensure
 - Graduate Degree with Licensure
2. Secondary Education (grades 6-12)
 - Undergraduate Licensure
 - Graduate Degree with Licensure
3. Special Education (grades K-12)
 - Undergraduate Degree with Licensure
 - Graduate Degree with Licensure

Table 1: Program Options				
Option Name	Level (UG, grad, post-bacc)	Number of completers in a previous academic year	Number of completers in previous academic year	Number of students enrolled in current academic year
		2013-2014 Cohort	2014-2015 Cohort	2015-2016 Cohort
Elementary	UG	56	65	58
Elementary	G	2	2	2
Secondary	UG	19	13	7
Secondary	G	23	24	19
Secondary	PB	1	0	2
Special Education	UG	22	41	19
Special Education	G	9	7	28
Special Education	PB	7	6	6
ESL Endorsement (K-6)		47	64	60
ESL Endorsement (6-12)		35	31	27
Secondary Content Areas (if a student is earning multiple endorsements, the student is counted in each area being earned)				
Arabic	G		1	
Art	G		2	1
Biology	G	1	1	1
Chemistry	UG	1		
Chemistry	G	2		
Chinese	G	3		1
Communication	UG	1	1	
Communication	G		2	
Dual Language Immersion	G	3	1	2
Earth Science	UG	1	2	
Earth Science	G			1

English	UG	5	2	2
English	G	3	3	2
French	G	2	1	1
Geography	UG		1	
Geography	G		1	1
Health Promotion & Education	UG	2		1
Health Promotion & Education	G		1	
History	UG	4	1	2
History	G	4	4	5
History	PB	1		2
Mathematics (3)	G	1		1
Mathematics (4)	UG	4	6	
Mathematics (4)	G	7	5	1
Mathematics (4)	PB			1
Modern Dance	G			1
Persian	G			1
Physics	UG			1
Physics	G	1	1	1
Russian	G			1
Social Science Composite	UG	1	2	
Social Science Composite	G	1	1	
Spanish	UG	4	1	1
Spanish	G	2	7	4

The University of Utah

The University of Utah is classified by the Carnegie Foundation for the Advancement of Teaching as a doctorate-granting, research university, very high research activity (RU/VH). The University of Utah is a public institution located in Utah's capital, Salt Lake City, and provides undergraduate, graduate, and postgraduate education.

Central to its mission, the University of Utah is committed to innovation, cutting-edge research, and interdisciplinary teaching, research, and service as central to higher education in the 21st century. A 2012 membership in the Pacific Athletic Conference (PAC 12), a robust commitment

to international opportunities, 80 undergraduate majors and graduate experiences for those seeking an education, and an identity as an institution in the top 100 in the nation by *US News and World Report*, puts the University of Utah in a unique position as Utah's flagship university.

The University was founded in 1850 and has offered a teacher preparation program since 1869 when it started the normal course program for teachers. The University was initially accredited by the Northwest Association of Schools and Colleges in 1933, the USOE in 2006, and TEAC in 2011. The University will undergo a Northwest Accreditation visit in October of 2015 and its first CAEP visit scheduled for the spring of 2016.

The University of Utah Enrollment data is available on the University's Office of Budget and Institutional Analysis' website. Please find the enrollment data for Fall 2014 broken out by academic level, gender, and ethnicity at <http://www.obia.utah.edu/ia/stat/2014-2015/ss1415A02.pdf>.

The Teacher Education Licensure Program in the College of Education

The College of Education is home to undergraduate degree programs in Elementary and Special Education and 6-12 licensure. Graduate level degrees are completed across four college departments: Education, Culture, and Society (ECS), Educational Leadership and Policy (ELP), Educational Psychology (EDPS), and Special Education (SPED). The Urban Institute for Teacher Education (UITE) serves as the operating arm and administrative body for all licensure processing for Elementary, Secondary, and Special Education and course work for Elementary and Secondary licensure. All licensure-related work aligns with requirements for teacher preparation in coordination with the USOE and CAEP.

Initial teacher licensure may be completed as part of bachelor's degrees in Elementary and Special Education, a standalone license at the secondary level, or as part of college-wide master's degree program options in Educational Psychology and Special Education for Elementary Education and Secondary licensure and degree requirements through Education, Culture, and Society and Educational Leadership and Policy in the College of Education. The World Languages Master's degree with initial licensure is completed in collaboration with the College of Humanities. Graduate level degrees and licensure in Special Education are also available through the Department of Special Education.

Because Teacher Education in the College of Education is a college-wide endeavor, course work, leadership, and governance are shared across departments within the college. A multi-tiered leadership team includes: the Dean, the Teacher Education Governing Board (TEGB) also recognized as the College Leadership Team (CLT) (i.e., Department Chairs), Faculty Advisory Committee on Teacher Education (FACTE) including representatives from each college department, and the Director of the Urban Institute for Teacher Education (UITE). The UITE faculty discussed the advisory relationship with the FACTE Committee at 2 meetings [Meeting Minutes, 2013 UITE Faculty Retreat, 2014 UITE Faculty Retreat, 5.1, 5.2, 5.4]. Information sharing from the UITE to the FACTE Committee occurred at 1 FACTE Committee meeting as well [Meeting Minutes, November 2013 FACTE Committee Meeting, 5.1, 5.4].

Annually, accreditation and program evaluation data are collected, aggregated, and analyzed by the Director of The Urban Institute for Teacher Education and the Teacher Education Program Research Analyst. These data are shared annually with the Department of Special Education,

UITE faculty, and FACTE. Correspondence is also held with field-based faculty from the Department of Special Education and program area coordinators from Special Education. Programmatic decision-making is based upon the input of faculty from across the college. That is, through coordination with FACTE, annual findings ensure college and university input on programmatic changes and future decision-making. In coordination with the FACTE, the assessment team will translate data findings to ensure college-and university input on programmatic change and future decision-making.

The most recent curricular discussions with FACTE involve mathematics teaching preparation at the elementary level and plans for developing a science core curriculum for Elementary Education majors. Additionally, in 2014-2015, a year-long review of total program hours in the elementary and secondary licensure areas has taken place across myriad stakeholders within and beyond the College of Education. Next steps will involve further analysis of course content to determine how to better infuse curricular areas such as technology integration within and across courses. See further discussion below.

A final university entity to review curricular decisions in teacher education is through the University Advisory Council for Teacher Educators (UACTE) (<http://education.utah.edu/uacte/index.php>). Members of UACTE are appointed annually by the Vice President of the University. The committee serves in an advisory capacity for teacher education from colleges across the university. Members review program operations during two meetings each year with specific attention to secondary licensure [Meeting Minutes, Fall 2013 UACTE, 1.1, 1.2, 1.3, 1.4, 1.5, 5.1]. This group does not have the ability to change policy, as they are only advisory.

The organizational chart for the College of Education is available on the College of Education website: <http://education.utah.edu/documents/deans/COE-org-chart-2014.pdf>.

Elementary Education Degree and Licensure Program Option

The undergraduate elementary education degree with K-6 licensure at the University of Utah is a cross-departmental degree program option offered as a “major” through the College of Education. Courses in the major are taught by faculty in each department within the College of Education as well as the College of Fine Arts, College of Science, College of Social and Behavioral Science, and College of Humanities. At the graduate level, elementary education teacher candidates seeking licensure may choose to major in one of two departments within the College of Education (i.e., Educational Psychology or Special Education).

Secondary Education Licensure Program Option

Secondary licensure students may major or minor in the following content areas: visual arts, dance, theatre, Spanish, coaching, health, mathematics, English, ESL, biology, chemistry, earth science, geology, physics, geography, history, and social science.

Pedagogical and professional teaching knowledge is provided through the four departments within the College of Education and four university colleges. Secondary teacher candidates receive specific content area preparation as degree majors or minors in multiple colleges across campus in accordance with discipline specific curriculum expectations and in compliance with the USOE’s expectations for 21st century college and career-readiness standards. The following

colleges provide content preparation for a Bachelor's and/or Master's degree based majors or minors:

- College of Fine Arts Majors: dance, drama, visual arts
- College of Social and Behavioral Science: geography, social science composite (social science option was discontinued in 2013).
- College of Health: Majors - coaching, health
- College of Humanities: Majors - English, Spanish, Chinese, Russian, Arabic, Persian, Japanese, German (World Languages MA only).
- College of Mines and Earth Science: Major- earth science
- College of Science: Majors- mathematics, biology, chemistry, physics

Special Education Degree and Licensure Program Option

The undergraduate and graduate degrees with teaching licensure in special education are offered through the Department of Special Education. The Special Education degree and P-12 licensure program option requires a specialization in one or more of the following areas: Mild/Moderate Disabilities, Severe Disabilities, Deaf & Hard of Hearing, Deafblind, Visually Impaired, and Early Childhood Special Education.

Professional Education Core

The teacher licensure program in the College of Education includes several areas of emphasis. What unites each of these areas is the professional education core. The common professional education core is a body of course work that includes key courses from each of the College's academic departments. The courses and their sequence provide preservice teachers with pedagogical and professional content knowledge that collectively define course work and classroom-based practices.

The professional education core is intended to develop a common understanding of the goals and purposes of schooling, knowledge and skills to meet the educational needs of all students, collaboration skills across education professionals through a school-wide support system, and the integration of evidence-based instruction leading to advanced skills in one or more teaching specializations.

The teacher education program areas incorporate these content domains in its professional education core for all levels across all departments in the College of Education. Additional prerequisites for ECS courses are included.

- Child, Adolescent, and Human Development – ED PS 5721 (recommended); PSY 1230, PSY 3220; or FCS 5230
- Ethnic Studies, Multicultural/Multilingual Education, and Effective Instructional Approaches for English Language Learners – ECS 3150 Introduction to Multicultural Education; Suggested Pre-Requisite EDU 1010; LING 5811; LING 5812; ECS 5645; EDU 5200; EDU 5201
- Teaching Students with Disabilities in Inclusive Secondary Classrooms – SPED 5/6012
- Teaching Students with Disabilities in Inclusive Classrooms – SPED 3011
- Research and Inquiry in Education – EDPS 3030

- Principles of Assessment and Data-Based Decision-Making – SPED 5/6021
- Principles of Instruction and Behavior Support – SPED 5/6022
- Using Technology in Diverse Classrooms - Grades K-6 and 6-12 – EDPS 5151
- Education Law and Policy for Classroom Teachers – ELP 3410
- School, Family, Community Partnerships – ECS 5/6709 (Secondary);

Additional courses common across the elementary and special education program options:

- International Children’s Literature – EDPS 4331
- Communication and Language Development – SPED 5030
- Reading and Writing Foundations and Methods EDPS 5315; EDPS 5005; EDPS 5315 & 5321
- Math Foundations and Methods – EDU 5360; MATH 4010; MATH 4020
- Integrating Arts Education into Academic Learning – EDU 5300

Additional content domains for secondary candidates:

- Urban Education – ECS 5/6715
- Content Based Instruction – LING 5/6812

In addition to teaching licensure program options leading to licensure at the K-6, 6-12, and SPED K-12 levels, a required teaching endorsement in English as a Second Language is part of the Elementary, Secondary and Mild/Moderate specialization area. An optional Dual Immersion endorsement is also in place. Both endorsement specializations operate in coordination with the College of Humanities.

Additional content for elementary and secondary level ESL endorsement:

- Assessment for English Language Learners – ECS 5/6645
- Language Awareness – EDU 5/6300

A Dual Immersion Endorsement is available at both the elementary and secondary levels.

- Bilingual/Bicultural Education – ECS 5/6634
- Foundations of Dual Immersion – LANG 6015
- Field-Based Practicum – EDU 5/6490; EDU 5/6495

All elementary and special education candidates also complete coursework on general content domains in areas including mathematics, social studies, and science. Secondary candidates complete the degree requirements for their respective program options based upon their content area specializations.

Key faculty members across program options discuss decisions to be made for the Teacher Licensure Program [8 pieces of Email Correspondence 7/16/15, 7/25/13, 8/11/13, 8/6/13, 10/6/13, 10/9/13, 3/6/12, 8/21/13; 2 Faculty Meetings, Meeting Minutes, September 2014 SPED Faculty Meeting, September 2013 SPED Faculty Meeting, 1.1, 5.1, 1.5, 4.1, 4.2, 4.4, 5.4, 5.5].

Teacher Licensure Program Mission

The teacher education program is designed to effectively prepare teacher candidates to work with students across various age and ability levels, and from diverse cultural, linguistic, and socioeconomic backgrounds as reflected in the common core. Course work is steeped in best practices for K-12 teaching with defined linkages to research on evidenced based practices for teaching and learning.

As a professional teacher preparation program in a research extensive university located in an area that is experiencing rapidly changing student and family demographics, a major focus of the licensure program is preparing candidates to be culturally competent and responsive professionals. While the physical location of the University of Utah implies an urban context, the teacher education program options at the University of Utah are committed to education for all. For example, the distance education courses within the Department of Special Education speak to delivery systems that meet the needs of preservice and inservice teachers, statewide. Additional efforts to expand the influence of the University's Elementary teacher education program to extend beyond the immediate radius of the University of Utah (i.e., Wasatch Front) are part of a partnership project with the Navajo Nation in southern Utah.

The design of the teacher education program was informed by an integrated model for teacher education (Blanton & Pugach, 2007). Prior to 2009, teacher education at the University of Utah was grounded in a "discrete model," with limited coordination across preparation areas (e.g., elementary, secondary, or special education). At a programmatic level, graduates were expected to collaborate in their teaching positions, but had limited opportunity to engage in these efforts during their preservice preparation.

In the design of the current teacher education program, the University of Utah chose to incorporate an integrated framework where:

Faculty engage in intentional and coordinated program-level efforts to accomplish a significant degree of curricular overlap. [Faculty] work together to redesign the content of multiple courses and/or field experiences so that specific knowledge, skills and dispositions . . . are interdependent. In [the integrated] model, teacher education programs systematically complement and/or build upon one another from a programmatic perspective. [The various program areas within education] retain their respective identities and students can earn licensure either as a general educator or a special educator, or both. (Blanton & Pugach, 2007, p. 11)

The integrated model creates a structure where there is intentional and coordinated interdependence in courses and field experiences at the program level. For example, all teacher candidates complete a common set of courses in multicultural education, research and inquiry, technology integration, assessment, and inclusion, among other courses and field experiences. Integration encourages faculty to collaborate to ensure and alignment of integrated program components. The anchor for this work is linked to the Faculty Advisory Committee on Teacher Education (FACTE) where program evaluation data are reviewed, proposals are considered for program changes, recommendation shared with college leadership (TEGB) and the Department of Special Education and the UITE. In addition, teacher candidate performance assessments are aligned across teacher preparation areas, making program evaluation and modification more

consistent across program options. Finally, teacher candidates are prepared to engage in collaborative instruction and school-wide support.

In addition to the integrated model, the teacher education program design was informed by, but not limited to, the Utah Professional Teacher Standards (UETS), which can be found at: <http://www.uen.org/k12educator/uets/> and are discussed in more depth below.

Teacher Preparation at a Very High Research Activity (RU/VH) Institution

A research intensive focus on preparation sets the University of Utah's program apart in its attention to best practices informed by current educational research across areas including, but not limited to: contributions from each of the College of Education departments listed below. A commitment to preparing teachers to work in contemporary classrooms and schools is reflected in systemic emphases including: an understanding of the foundations of education systems within society, technology integration, inclusive settings for all learners with dedicated attention to data-based decision making for teaching language learners and students with disabilities, and content area preparation for college and career readiness. Themes that contribute to the P-12 teacher preparation program are:

- Social foundations and the study and pursuit of social justice in education using cutting-edge frameworks that address class, race, ethnicity, and gender in educational policy and practice through the Department of Education, Culture, and Society. <http://ecs.utah.edu/>
- The application of theory and research to the practice of administration in K-12 schools as well as preparation for scholarly and administrative endeavors in higher education or other educational policy arenas through the Department of Educational Leadership and Policy. <http://elp.utah.edu/>
- Research-based examinations of teaching that address learner development, effective content area instruction in literacy, technology and writing as tools for educating students in K-12 classrooms through opportunities that enhance diversity awareness, advocacy, and the role of cognition in literacy and writing through the Department of Educational Psychology. <http://ed-psych.utah.edu/>
- To engage students and faculty in ongoing discussions on the meaning of diversity and to promote the infusion of multiculturalism into research, education, and training; where the preparation of competent professionals and citizen advocates to serve individuals with disabilities and their families and to impact policy and practice at the university, local, state, and national level through the Department of Special Education. <http://special-ed.utah.edu/>
- Classroom-based experiences in K-12 classrooms where the student body includes children from linguistically, culturally, and ethnically diverse communities. Course work specifically geared toward classroom-based experiences that allow for the application of theory and research on best practices for work with myriad learners through the Urban Institute for Teacher Education (UITE). <http://uite.utah.edu/>

A Commitment to Urban Communities

Beginning with the 2009 academic year, University of Utah's teacher educators enacted a curriculum restructuring in response to dynamic changes in the demographics of its P-12 community. Drawing on the work of diversity and critical language scholars in the field of teacher education (Cochran-Smith, 2005; Commins & Miramontes, 2006; Goldenberg, 2008; Villegas & Lucas, 2002) and research on culturally responsive teaching and social justice (Au, 2007; Gay, 2010; Irvine, 2003; Sleeter, 2005), the University of Utah specifically set out to:

prepare educators to serve urban students and educational communities in all their rich diversity...[where] educational diversity [is] the dynamic engagement of a range of cultural and urban traditions, including individual differences in ability...we collaborate with community-based initiatives, seek out community partners, and continually work to discover fresh and innovative ways to approach both curriculum and pedagogy.

As such, curricular and instructional shifts span K-6 and P-12 licensure courses including multicultural education, assessment, language awareness, and intensive work with English Language Learners. Elementary curricula specifically addressed diversity and arts integration, diversity and families, and English language awareness. Social justice and equity within secondary curricula were linked to family-school partnerships, urban education, and language for English Language Learners. For each graduate in the K-6, 6-12 and Mild/Moderate specialization areas, dedicated course work and field experiences meet USOE requirements work with English Language Learners toward an ESL endorsement.

Those in the Secondary program option complete a bachelor's degree in an area of concentration (e.g., mathematics, history, English) as well as complement of course work toward licensure. A common set of licensure courses completed by both groups includes: educational law, multiple courses for endorsements for teaching English Language Learners, classroom management, work with children with special needs, assessment, student teaching, educational law, and family school partnerships.

Those completing specializations in the Special Education program option examine teaching and learning to prepare teachers and leadership personnel in ways that include adaptation of curriculum, accommodation to meet student needs, collaboration with schools and the community, assessment of student abilities, behavioral interventions, special education policy, and legal issues.

Consistent with the mission emphases, described above, four key areas are embedded across licensure program options. The first is *collaboration and partnership with communities*. This area is focused on efforts to instill in candidates the valuing of and opportunities for listening and responding with diverse, urban communities, as well as others across region and state, in ways that align with community goals and interests. Second, instilling a *broad understanding of diversity*, including linguistic diversity as well as diversity in ability. This goal is designed to prepare teachers to be able to reflect on their personal biases and beliefs, examine structural barriers to educational equity, understand varied forms of diversity, and view their roles as teacher in support of social justice.

Third, *recognizing and responding to individual differences in ability* where candidates identify differences in their students including but not limited to English language proficiency and in ability, and subsequently, knowing how to differentiate instruction. The final key area is *innovations in curriculum and pedagogy approaches* where candidates understand and have opportunities to practice culturally relevant pedagogy, language instruction (ESL/bilingual), and social justice education. Taken together these elements form our program's conceptual model for teacher education (Burbank, Valdez, Goldsmith, Alvarez, & Bachman, 2015).

Finally, a critical component of the teacher licensure program at the University of Utah is its emphasis on *classroom and community-based practica*. Within the context of myriad courses, students complete hundreds of hours working directly with student and teachers as well as within the community. Specific goals for the practicum experiences are linked to the state's ESL endorsement criteria as well as in alignment with the mission of the College of Education to provide explicit linkages from research to practice.

- Elementary Education practicum 363 hours prior to a 480 hour student teaching experience over the course of 12 weeks where daily contract hours are required of teacher candidates.
- Secondary Education practicum approximately 232 hours prior to a 480 hour student teaching experience. Note some content methods courses include additional practicum hours (e.g., math and English) over the course of 12 weeks where daily contract hours are required of teacher candidates.
- Special Education practicum hours 300 prior to student teaching and a 600 hour student teaching experience over the course of 15 weeks where daily contract hours are required of teacher candidates.

A Commitment to Technology Integration

Responding to contemporary initiatives, technology integration is a central feature of teacher preparation in the College of Education. Current efforts align with the mission of the college and the research and teaching interests of faculty as state mandates for technology-based delivery models for 21st century teaching in P-12 classrooms, as discussed at 1 faculty meeting [Meeting Minutes, April 2014 UITE Faculty Meeting, 1.5]. In addition to technology as a method of supporting learning and a tool for exploring the world, grounding teacher preparation in the use of technology is specifically intended to enhance the education experiences for all students in P-12 classrooms.

In accordance with national, state, and local requirements for preparation in technology integration, the College of Education is committed to comprehensive and sustained instruction on effective uses of technology. Course work, full compliance with accreditation mandates, and collaboration with local school communities equally contribute to teacher preparation where graduates understand and value the critical need for technology in their classrooms. Dedicated efforts through the College of Education at the University of Utah, as explained below, include but are not limited to: lesson delivery, adaptive curriculum development, and assessment.

Technology in Course Work, Portfolios, Lesson Planning, and Observational Data Collection

A series of technology courses that include curricula on general integration as well as content or program specific emphases are infused across program requirements. They include but are not limited to: 1) technology integration through a one credit online course within science to accompany a science elementary methodology course; 2) a one credit online course to accompany a writing and instruction course; 3) adapted and augmentative technology for teachers of students receiving special education support; 4) technology integration for social studies instruction via technology integration and interactive historical reviews of curriculum; 5) online discussions within the context of field-based licensure course work; and 6) the development of electronic portfolios in accordance with accreditation mandates. Teacher candidates in the special education programs also complete coursework dedicated specifically to communication and technology integration.

Technology in On-Site Evaluation of Teaching

In accordance with the Utah Effective Teaching Standards, criteria requiring the integration of technology are required of all student teachers graduating from the College of Education's licensure programs. A dedicated focus of lesson planning, for example, requires teachers to explicitly enumerate their use of technology integration as part of their daily teaching.

In addition to P-12 preparation in technology integration, specialization areas for teachers working with children receiving special education support provide additional, dedicated preparation in areas including, but not limited, to the following courses:

Special Education 5320 Communication Social and Play Development and Intervention
Special Education 5441 Literary Braille Codes and Technology
Special Education 5442 Nemeth Braille Codes
Special Education 5480 Assistive Technology for Students with Visual Impairments
Special Education 6612 Electronic Communication Aids (Assistive Technology)
Educational Psychology 5441 Integrating Technology into Instruction I: Reading and Writing
Educational Psychology 3140 Lab Course
Educational Psychology 5442 Integrating Technology is taken concurrently with courses on
Writing Instruction and Assessment and Science Methods.
Educational Psychology 3140 Using Technology in Diverse Classrooms
EDU 5201 Online Portfolio Development
Educational Psychology Online Teaching Summer Workshop

Finally, as frequent classroom visitors, field supervisors and mentor teachers document College of Education's students' active integration of technology using multiple, technology-based, media formats (e.g., laptops/tablets, Interactive SMART Boards, video recording equipment, online research databases, electronic learning management system, assessment management system, instructional technology used to deliver course content, technology used to facilitate online learning and/or support virtual learning environments, interactive web tools, technology used to deliver and collect assessment data on students, technology used to support accessibility, and social media).

The Teacher Licensure Program course work supports and leads to key teacher competencies, including proficiencies in the area of technology and media. As part of our effort to documenting

the link between coursework and teacher competencies, licensure course instructors aligned their courses with the Utah Effective Teaching Standards. The following table lists the coursework and assignments within that course that participating course instructors have identified as contributing to Teacher Candidate's proficiency in technology.

Table 2: Courses and Assignments Aligned with Technology Competencies, CAEP Standard 1.5

UETS #12: LEARNING ENVIRONMENTS: The Teacher Candidate extends the learning environment using technology, media, and local and global resources.

- EDPS 3140: ALL assignments
- EDPS 5151: ALL assignments
- EDPS 5441: ALL assignments
- EDPS 5442: ALL assignments
- EDPS 6070: Behavior Intervention Project, Incorporating Technology in Interventions
- EDU 5200
- EDU 5360: Use technology to teach math concepts
- EDU 5380: Lesson Plans and Service Learning Project
- EDU5390/95: Videotape Evaluation
- LANG 5410
- SPED 3020: Group Papers 1-5
- SPED 3020: Weekly Reading Summaries/Reflections
- SPED 5122: In Class Learning Activity 2, vocabulary instruction
- SPED 5122: In Class Learning Activity 3, comprehension instruction
- SPED 5122: Lesson Plan 3, Vocabulary
- SPED 5122: Lesson Plan 4, Comprehension
- SPED 5122: Quizzes
- SPED 5122: Readings
- SPED 5132: Lesson Plan
- SPED 5200: Lesson Plan
- SPED 5221/6221: Multiple Assignments
- SPED 5250: Para training program/Peer training Program/Research Critiques/Reflection Paper
- SPED 5380: Grad Assignment
- SPED 5400: Instructional Program
- SPED 5455/6455 2. Students will complete an adaptive technology plan for a student who is deafblind
- SPED 5500: Assistive Technology Assessment
- SPED 5560: monitoring and maintaining data on assistive listening technology, unit plans that incorporate teacher utilization and student engagement with technology
- SPED 5600: lesson plans, student teaching notebook
- SPED 6750: Augmentative Communication System
- SPED 6800: lesson plans, student teaching notebook

UETS #27: INSTRUCTIONAL PLANNING: The Teacher Candidate differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

- ART 3015
- EDPS 3110: Intelligence and Learner Differences Lesson Plans

EDPS 3140: Activity 3 –creating infographics and visual media
 EDPS 3140: Activity 4 – creating online activities for deep learning
 EDPS 3140: Activity 6 – create a digital book for diverse learners
 EDPS 3140: Project 1 – create a digital learning module that includes online learning activity, student collaboration online, and digital assessment
 EDPS 5151: Activity 2 – Create instruction with Prezi
 EDPS 5151: Activity 5 – Create an animation
 EDPS 5151: Activity 6 – Develop a wiki
 EDPS 5151: Lab 3 – Evaluate instructional websites
 EDPS 5314/6314: Tier II Intervention in the Field
 EDPS 5316/6316: Tier II Intervention in the Field
 EDPS 5321/6321: Tier II Intervention in the Field
 EDPS 5441: Project 3 – Creating a Children’s Vocabulary Chart using Prezi
 EDPS 5441: Project 3 – Creating a Children’s Vocabulary Chart using Prezi
 EDPS 5441: Technology-Enhanced Lesson Plan
 EDPS 5442: Activity 5 – Using online simulations to develop inquiry learning activities
 EDPS 5442: Activity 6 – Create an online data analysis activity with authentic data
 EDPS 6070: Behavior Intervention Project, Case Study Assignment, Consultation Assignments, Child Development Assignment
 EDU 5200
 EDU 5201: Diversity Practices
 EDU 5201: Lesson Plan
 EDU 5360: All lessons/activities must have accommodations for diverse learners
 EDU 5380: Lesson Plans, Unit Plan
 EDU 5391: Electronic Portfolio
 EDU 5391: Emergency Lesson Plans
 EDU5390: Weekly Goal Sheets
 ETHNC 2580:
 ETHNC 2590:
 LANG 5410
 LING 5812: Making Strategies Visible
 SPED 3011: Curriculum adaptation
 SPED 5011: Curriculum adaptation
 SPED 5021: In Class Learning Activity 14, Task analysis
 SPED 5021: In Class Learning Activity 5, Classroom assessment
 SPED 5021: In Class Learning Activity 8, Creating rubrics
 SPED 5021: In Class Learning Activity 9, Construct related validity
 SPED 5021: IRIS module response 1, RTI introduction
 SPED 5021: IRIS module response 2, Classroom assessment
 SPED 5021: IRIS module response 3, Tier 3
 SPED 5030/6030: Develop AAC System
 SPED 5122: Curriculum Based Measure, part 1
 SPED 5122: Curriculum Based Measure, part 2
 SPED 5122: Curriculum Based Measure, part 3
 SPED 5122: In Class Learning Activity 1, instructional delivery practice
 SPED 5122: In Class Learning Activity 2, vocabulary instruction
 SPED 5122: In Class Learning Activity 3, comprehension instruction
 SPED 5122: Initial Competencies
 SPED 5122: Lesson Plan 1, Beginning Decoding
 SPED 5122: Lesson Plan 2, Advanced Decoding
 SPED 5122: Lesson Plan 3, Vocabulary

SPED 5122: Lesson Plan 4, Comprehension
SPED 5122: Quizzes
SPED 5122: Readings
SPED 5132: Instruction Log
SPED 5132: Lesson Plan
SPED 5200: Instruction Evaluation
SPED 5200: Lesson Plan
SPED 5210: Reflection Papers/Inclusion Plan
SPED 5250: Para training program/Peer training Program/Research Critiques/Reflection Paper
SPED 5320/6320: Communication and Play Assessments, SPED 5320/6320: Developing and Implementing Intervention Plans
SPED 5330: Learning Center
SPED 5340/6340: 5. Complete either COACH or PFP with a family
SPED 5390: Instructional programs
SPED 5400: Instructional programs
SPED 5470: Assessments (FVA, LMA, etc.)
SPED 5500: Assessments (FVA, LMA, etc.)
SPED 5560: unit plans with accommodations and adaptations
SPED 5600: lesson plans, teaching demonstration, direct observation rubric
SPED 6021: Research Critique Paper
SPED 6021: Research Critique Presentation
SPED 6122: Article critique 1
SPED 6122: Article critique 2
SPED 6122: Curriculum critique
SPED 6452 Shared Story book Reading
SPED 6613 Case Studies 1-5
SPED 6750: Lesson Plans
SPED 6800: lesson plans, teaching demonstration, direct observation rubric

UETS#36. INSTRUCTIONAL STRATEGIES: The Teacher Candidate supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.

EDPS 3030: Introductory Lesson Plans
EDPS 3140: ALL Assignments
EDPS 5151: ALL assignments
EDPS 5315: Class Project
EDPS 5441: ALL assignments
EDPS 5442: ALL assignments
EDPS 6070: Behavior Intervention Project, Incorporating Technology in Interventions
EDU 5200
EDU 5360: Evaluate lessons from Illuminations, NLVM, etc. to enhance math lessons
EDU 5391 - Electronic Portfolio
EDU 5391 - Emergency Lesson Plans
LANG 5410
SPED 5122: In Class Learning Activity 2, vocabulary instruction
SPED 5122: Lesson Plan 2, Advanced Decoding
SPED 5122: Lesson Plan 3, Vocabulary
SPED 5122: Lesson Plan 4, Comprehension
SPED 5122: Quizzes

SPED 5122: Readings
SPED 5132: Lesson Plan
SPED 5200: Lesson Plan
SPED 5330: learning Center
SPED 5360/6360: (8) Select, evaluate and present to class on software program appropriate for young children
SPED 5390: Instructional Programs
SPED 5400: Instructional Programs
SPED 5430: Assessment Activity
SPED 5455/6455 2. Students will complete an adaptive technology plan for a student who is deafblind
SPED 5520: monitoring and trouble shooting assistive listening technology
SPED 5560: unit plans incorporating teacher use and student use of technology
SPED 5600: lesson plans, demonstration of competency
SPED 6122: Curriculum critique
SPED 6452: In class intervention
SPED 6612: Case Studies 1-5
SPED 6750: Lesson Plans
SPED 6800: lesson plans, demonstration of competency

UETS # 39. REFLECTION AND CONTINUOUS GROWTH: The Teacher Candidate actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.

EDPS 3140: Activity 5 – join and contribute to teacher professional learning network via social media
EDPS 3140: Readings/videos – Teachers making connections: Online communities as a source of professional learning
EDPS 6070: Behavior Intervention Project, Case Study Assignment, Consultation Assignments, TED Talk Assignment
EDU 5380: Lesson Reflections
EDU 5390: Video Reflection, Weekly Goal Sheets
EDU 5391 - Electronic Portfolio
EDU 5391 - Professional Development Projects
EDU 5391 - Weekly Anecdotal Record
EDU 5395 Video Reflection
EDU5390: District/School Inservice and meetings
EDU5390: Weekly Goal Sheets
ELP 3410
LING 3200: Field Experience component. video reports
SPED 3020: Group Projects 1-3
SPED 3020: Weekly Reading Summaries/Reflections
SPED 5021: In Class Learning Activity 10, Criterion related concurrent validity
SPED 5021: In Class Learning Activity 11, Evaluating academic & IQ tests
SPED 5021: In Class Learning Activity 12, Communicating assessment results
SPED 5021: In Class Learning Activity 13, Graduate presentation feedback
SPED 5021: In Class Learning Activity 14, Task analysis
SPED 5021: In Class Learning Activity 2, Ethical dilemmas
SPED 5021: In Class Learning Activity 3, Norm groups
SPED 5021: In Class Learning Activity 4, Percentile ranks
SPED 5021: In Class Learning Activity 5, Classroom assessment
SPED 5021: In Class Learning Activity 6, Test-retest reliability

SPED 5021: In Class Learning Activity 7, Standard error of measurement
 SPED 5021: In Class Learning Activity 8, Creating rubrics
 SPED 5021: In Class Learning Activity 9, Construct related validity
 SPED 5021: IRIS module response 1, RTI introduction
 SPED 5021: IRIS module response 2, Classroom assessment
 SPED 5021: IRIS module response 3, Tier 3
 SPED 5021: Vocabulary Progress Monitoring Graph & Assignment
 SPED 5030/6030: Develop AAC System
 SPED 5122: Curriculum Based Measure, part 1
 SPED 5122: Curriculum Based Measure, part 2
 SPED 5122: Curriculum Based Measure, part 3
 SPED 5122: Lesson Plan 1, Beginning Decoding
 SPED 5122: Lesson Plan 2, Advanced Decoding
 SPED 5122: Lesson Plan 3, Vocabulary
 SPED 5122: Lesson Plan 4, Comprehension
 SPED 5122: Readings
 SPED 5150/6150: Collaboration Project
 SPED 5210: Reflection Papers/Inclusion Plan
 SPED 5250: Para training program/Peer training Program/Research Critiques/Reflection Paper
 SPED 5320/6320: Develop and Implement Intervention Plans
 SPED 5330: Summative Evaluation
 SPED 5360/6360: (5) Coaching Assignment
 SPED 5370: Neonatal Follow up clinic
 SPED 5380: Observations
 SPED 5390: Summative Evaluation
 SPED 5400: Summative Evaluation
 SPED 5470: Professional Development Activity
 SPED 5470: TVI Observations
 SPED 5490/6490: Family Connection Assignment
 SPED 5510: development of questions for community presenters prior to the presentation
 SPED 5530: observations in home based and school based settings and structured reports
 SPED 5550: participation in Deaf community activities
 SPED 5560: observation and report various literacy observations
 SPED 5600: attendance at required professional development, student teaching journal
 SPED 6021: Research Critique Paper
 SPED 6021: Research Critique Presentation
 SPED 6141 Professional Development Seminar
 SPED 6150: Annotated Bibliography
 SPED 6452: Arts Project
 SPED 6612: Case Studies 1-5
 SPED 6620: Family Conversations
 SPED 6700: Weekly Reflections
 SPED 6750: Technical Assistance Plan
 SPED 6800: attendance at required professional development, student teaching journal

Teacher Licensure Framework

The structure of the teacher preparation at the University of Utah is informed on multiple levels. Specific criteria include: INTASC/PRAXIS, state policies for beginning teachers and evaluation standards affiliated with the Utah Effective Teaching Standards (UETS). For example, the

PRAXIS Content and PLT (Principles of Learning & Teaching test) tests performance meet state standards for initial and movement to advanced level licensure as part of Utah Entry Years Enhancement (EYE) legislation <http://www.schools.utah.gov/CURR/educatoreffectiveness/EYE.aspx>, a mandate that delineates a series of support systems for beginning teachers. Additionally, moving to a Level II license requires the successful completion of the PLT exam in addition to other criteria. The College of Education encourages, and in some areas, requires, Teacher Candidates in the K-12 program to complete this exam prior to being recommended for a teaching license. Finally, in 2012, both local school districts and the College of Education at the University of Utah have implemented a new evaluation system informed by the INTASC/PRAXIS frameworks for teacher evaluation as noted below.

The INTASC/PRAXIS framework has been organized along five domains (i.e., Organizing Content Knowledge for Student Learning; Teaching for Student Learning; Assessment; Creating an Environment for Student Learning/Classroom Management; and Teacher Professionalism). These are intended to describe the full range of teacher competencies and informed the state of the UETS as a tool designed to evaluate teaching competencies.

Because the UETS inform the work and subsequent evaluation of practicing teachers in the state of Utah, the standards were adopted by the College of Education at the University of Utah in 2012.

INTASC and Its Linkages to UETS

The USOE adopted the INTASC Principles in 2002 as the standards that provisionally licensed teachers must meet to receive full licensure. In 2005, the state used the INTASC standards as a basis for creating UETS, state standards to promote student learning and to enhance professional practice. The College of Education also utilized state standards and Praxis standards as the underlying program guidelines in an effort to provide for better transitions into the teaching profession. Of note, the College of Education engaged in an extensive review of the UETS to ensure that the standards themselves, as well as the related evaluation rubrics, aligned explicitly with programmatic goals and expectations for research-based practices in teacher preparation.

The UETS provide conceptual guides as well as inform the development of measures designed to evaluate program quality. Specifically, program-wide experiences with designated intervals during the student teaching year serve as indicators of student performance in areas identified as critical knowledge and skills necessary for the preparation of teachers in their professional roles. Further, course work, portfolio development, field-based evaluations, and employee and completer surveys are informed by and aligned with the standards. For evaluations of classroom teaching, the standards and related rubrics are central to determining the degree to which curricula, assignments, and elements of programmatic self-studies are evaluated both during the licensure program, through induction, and as part of end-of-program evaluations.

Table 3: Classroom Teaching Evaluation Process	
Evaluation	Timeline across the student teaching year

Mid-Term Fall Practicum Prior to Student Teaching [3.4]	Mid-point – evaluations of classroom based performance completed by university supervisors and cooperating professionals/site teacher educators.
Final Fall Practicum Evaluation – prior to student teaching [3.4]	End-of-Semester Evaluation - evaluations completed by university supervisors and cooperating professionals/site teacher educators.
Progress reports for areas in need of remediation and related plans. [3.4]	End-of-Semester evaluation of Teacher Candidate performance and related remediation, or dismissal action, if needed. See Table 16 for additional information.
Mid-Term Student Teaching Evaluation [3.4]	Mid-point evaluation of student teaching performance. Completed by university supervisors and cooperating professionals/site teacher educators.
Final Student Teaching Evaluation [1.1, 1.2, 1.4, 1.5, 3.4, 3.6]	End-of Student Teaching Evaluation - evaluations completed by university supervisors and cooperating professionals/site teacher educators.

In alignment with the UETS, specific teacher education evaluation domains include:

Evaluation Domains Using the UETS

- A. Learner Development
- B. Learner Differences
- C. Learning Environments
- D. Content Knowledge
- E. Assessment
- F. Instructional Planning
- G. Instructional Strategies
- H. Leadership and Collaboration
- I. Professional and Ethical Behavior

Learner Development reflects a teacher’s knowledge of learners’ cognitive, linguistic, social, emotional, and physical development with an understanding of the influence of these factors on teaching and learning. Within the context of a classroom, a teacher develops developmentally appropriate and challenging learning experiences that promote student growth. Teachers collaborate with myriad stakeholders (i.e., families, colleagues, a range of service providers within a school or school community) to reach these goals.

Learner Differences address the diversity of learners including but not limited to their ability, language, cultural, ethnic, socioeconomic status, and gender. Teachers’ work reflects an understanding of learner differences, planning and preparation for instruction that includes subject matter expertise awareness of students’ background, the process by which instructional goals are identified, the use of myriad resources, and the application of effective means for assessing student learning. Specific to teacher preparation at the University of Utah is program-wide preparation dedicated to research on work with children from diverse language, cultural, and ethnic communities. See discussions of the ESL Endorsement throughout this document.

Multiple courses in special education provide all graduates with an awareness of children with varied needs using instructional and classroom management support that support learner differences. Through Multi-Tiered Systems of Support (MTSS) teachers are prepared to ongoing adaptations to instruction using data to inform instruction, assessment, and decision for interventions.

Learning Environments reflect the degree to which teachers create opportunities for optimal student learning including but not limited to general organization, instructional guidance, and the development of a classroom culture conducive to learning for all students. Elements within this domain include issues of equity, quality of interpersonal communication, establishing performance goals, managing student behavior, and the physical arrangement of the classroom space. Essential to effective learning environments are settings that include well planned instruction, enriching curricula, opportunities for students-directed learning, and higher level thinking through instruction, assessment, and multimedia experiences.

Content Knowledge reflects the degree to which a teacher understands the central concepts, tools of inquiry, and the nuances of the content that impact instruction. Within the context of the classroom the teachers develops lessons and instruction that reflect the Utah Core Standards, implements multiple tools for instruction and assessment, and builds students' academic and language skills.

Assessment addresses the range of methods and goals for assessment and measurement of student performance and growth over time. Candidates understand and implement both individual and group-based assessments to inform curriculum and instruction, adapt instruction based upon learner needs, particularly language learners, and interpret and communicate assessment data across stakeholders.

Instructional Planning reflects an educator's ability to promote student learning through methods informed by research on learner development, needs, and in alignment with standards for curriculum and assessment. Strategic planning reflects the teacher's knowledge of the curriculum, its linkages to assessment, and the ability to dissect content in ways that provide learners with both long and short-term goals for learning. Skills include clear communication of information, making the subject matter accessible to students, supporting higher level thinking by students, attending to students' comprehension, making instructional adjustments, and efficient use of time.

Instructional Strategies are the tools teachers use to translate content to students in ways that are meaningful and allow for applications in important ways over time. Attention to this area includes research-based preparation that allows teachers to understand the relationship between curriculum and instruction; the ability to tease out relationships between concepts and develop lessons that allows for both discrete skills as well as more global concepts that allow for higher order thinking.

Leadership and Collaboration emphasize the roles of the teacher that extends beyond instructional events. These category descriptors illustrate the parameters that encompass the true meaning of professional. Components of this domain include reflection on teaching, demonstrations of teaching confidence, quality of interactions with educational colleagues, and the building a shared culture that affects the education community.

Professional and Ethical Behavior underscore teachers' roles that extends beyond instructional events and reflect demonstrations of behavior in compliance with federal and state law including State Board Administrative Rule, assessment policies, and other compliance-related expectations for instruction, assessment, and professional interactions across stakeholders.

General Information about the Teacher Licensure Program

Admissions into the Teacher Education Program at the University of Utah is based upon holistic evaluations of performance in alignment with degree and licensure requirements at the University of Utah and the USOE. To be recommended for a degree and/or licensure only, student performance must meet curricular and degree requirements as well as specific program licensure criteria including GPA, PRAXIS performance, and full compliance with field-based evaluations of performance, along with expectations affiliated with performance and professionalism. Admissions criteria and data for the Teacher Education Program were discussed at 3 meetings [Meeting Minutes, 2014 UITE Faculty Retreat, 2013 UITE Faculty Retreat, September 2014 UITE Faculty Meeting, 1.3, 3.2].

Time Limit on Education Courses: Due to changes in the research base on teaching and learning, classroom practices, and USOE standards for teacher licensure, education courses must be taken within 5 years of beginning the licensure year. If courses are over 5 years old they may not be accepted towards the licensure program requirements.

Transfer & Equivalent Coursework: A formal request must be made by prospective teacher candidates for course equivalencies by submitting course syllabi and transcripts for review. Following syllabi review from departments that oversee curriculum emphases for the K-6 and 6-12 areas, (e.g., assessment or learner development) course equivalency approval is provided by the Director of the Urban Institute for Teacher Education for K-12. Faculty in the Department of Special Education determine course equivalencies for content areas they oversee for degree and licensure requirements.

GPA & Praxis: To be admitted into one or more of the undergraduate licensure program options, students must be matriculated students at the University of Utah with at least a 3.0 GPA (with and understanding of the provisions for holistic admissions noted through the state of Utah and the University of Utah) and successfully meet a current minimum cut score based upon institutional performance averages for the Praxis I Multiple Subjects exam. Note the state of Utah has not officially adopted minimum scores at this time, although the Teacher Education Program has set cut-scores.

Background Check: In order to participate in any field-based course in the licensure program, students must pass a State and Federal background check and have the results sent to the USOE. Background checks expire after 3 years, and may need to be renewed during the program and in order for the teacher candidate to be recommended for his/her teaching license.

Monitoring Student Performance during the Licensure Year

Teacher Candidate performance is monitored continuously. Failure to meet benchmark standards across the final licensure year in areas related to field standards results in steps to improve students' performance as noted below.

In order to document the range of accommodations provided for teacher candidates, field-instructors are required to document progress and efforts made in support of remediation or accommodation. These data, which align with CAEP Standard 3.4, are tracked within a student's file and within the evaluation database with elementary and secondary faculty and Special Education field specialization area leaders completing the following information on the teacher candidate:

1. Name

2. Type of Accommodation

a. Dismissal

Rationale:

b. Extended Student Teaching Placement

Rationale:

c. Contract for Performance Improvement

Rationale:

d. Other - please describe. (NOTE: If someone has chosen not to continue into student teaching and has elected to complete the degree at ELE only, please describe the process of mentoring the student here. That is, what actions were taken regarding options for continuation?)

Accommodation and remediation was discussed at 2 meeting and 1 set of email correspondence [Meeting Minutes, 2013 UITE Faculty Retreat, September 2012 SPED Faculty Meeting; Email Correspondence, 3/18/2013, 3.4].

Educators Ethics Review and Quiz: Students must take the online quiz prior to receiving their license. The Educators Ethics Review and Quiz may be found at www.utah.gov/teachers.

Program Option Specifics

Elementary Education

Students in the Elementary Education Degree and Licensure program are prepared to teach students in grades P-6 with specializations for work with English Learners. In-depth course work is also completed in mathematics teaching and literacy. Applications are taken year round and admission is competitive.

In order to be admitted to the licensure program, students submit an application, a personal statement, Praxis I results, three letters of recommendation, and official transcripts from all colleges and universities attended to the appropriate department within the College of Education. The Elementary Education program option requirements are available at: <http://uite.utah.edu/documents/www-ed-utah-edu/programs/elementary-education/Elementary%20Teacher%20Education%20Undergraduate%20Program%202014-2015%20February%20Update.pdf>. A multi-member committee reviews all submitted materials where two reviewers present their evaluations of a student's file. A checklist includes references to all required admissions materials.

Satisfactory Performance and Academic Progress: Once admitted to the Elementary Education Program, a student must maintain at least a 3.0 term-by-term GPA. If a student fails to maintain

the 3.0 term GPA requirement, he/she will be placed on scholastic probation and may not register for any Licensure Program Courses (Year 4/Final Year).

Minimum Grade Requirements: All courses and prerequisites required for the Elementary Teacher Education Program must be completed with a grade of “C” or better. Courses in which the student receives a “C-” or lower grade must be repeated for a higher grade. In cases where program courses are used for General Education and/or Bachelor’s Degree requirements, students must adhere to the program grade policy of receiving a “C” or better, and not the University of Utah grade standard.

Following completion of all course, program, and degree requirements, students are recommended for their Utah Level 1 Teaching License by the Urban Institute for Teacher Education at the University of Utah. In order to be considered for recommendation, candidates must have completed the following:

Exams: 1) *Praxis II Elementary Education Multiple Subjects Exam:* teacher candidates must take the Praxis II Elementary Education Multiple Subjects Exam (#5001) in order to receive licensure recommendation. A passing score on each subtest is required. It is recommended that students take this test before or during their student teaching. 2) *Praxis II English to Speakers of Other Languages Exam:* Students must take the Praxis II English to Speakers of Other Languages Exam (#5361) in order to receive the ESL endorsement. It is recommended that students take this test before or during their student teaching. Scores from both Praxis II tests are submitted to the Elementary Advisor prior to recommendation.

License Application Form: An application form for licensure must be completed by the student and returned to the Urban Institute for Teacher Education.

Special Education Requirements

The Special Education major is a sequenced program that includes a Professional Core of courses to introduce important principles followed by specialization courses in a specific area of disability. The specialization sequence of the program includes extensive field experiences followed by a full semester of student teaching. Prospective teacher candidates must apply for admission to the program. Enrollment is limited and admission is competitive. The Department admits students three times a year. The Admissions Committee, composed of faculty from the Department of Special Education, meets during the fall and spring, and summer semesters.

Admission requires completion of 40 semester credit hours of university course work (including SP ED 3010, Human Exceptionality, or its equivalent); three letters of recommendation; a written (two-page) professional statement; official college and university transcripts, and current Praxis Core Academic Skills Test for Educators scores. A minimum cumulative grade point average of 3.0 or above (from all colleges and universities attended) is required. The Special Education program option requirements are available at <http://special-ed.utah.edu/prospective/undergraduate.php>

Admission to the program is based on a holistic rating system that takes each application component into consideration. The Committee also considers the difficulty of prior course work, trends in performance, workplace and interpersonal skills, and the ability to work with children, families, and professionals in various settings. Additional factors to be considered may be gender and/or minority status, to the extent consistent with applicable law, and any violation of the University and College of Education student codes. Committee members use their professional judgment to assess a candidate's potential to succeed in the program, as well as in the classroom.

Specific Criteria for Admissions: GPA for admission is considered competitively, although the Admissions Committee takes all supporting evidence into consideration when considering candidate applications. A cumulative GPA of 3.0 or above is highly recommended and is written into Utah Board Rule regarding minimums for those accepted into a teacher licensure program (i.e., *Rule R277-502-3C (5) (f) and within the University of Utah's Guidelines for undergraduate admissions*).

Students must complete the Praxis Core Academic Skills Test for Educators. At present, undergraduate students must have a minimum score on the Praxis Core Academic Skills Test for Educators of 156 in Reading, 162 in Writing, and 150 in Math.

Specialization requirements outline the specific program area courses and related requirements for licensure program compliance. Additional hours required in the Teacher Education Core are dependent on program area.

The first phase of specialization requires extensive field experiences prior to student teaching. Pre-student-teaching field experiences require a range of 15 to 18 clock hours per week in practicum settings. Prospective teacher candidates refer to specialization area program descriptions for course work and sequence.

The second phase of the Special Education Undergraduate Teacher Education Program is in an area of specialization that includes: Mild/Moderate Disabilities, Severe Disabilities, Early Childhood Special Education, Visual Impairments, Deaf and Hard of Hearing, and Deafblind. The specialization phase of the teacher education program typically comprises the second year of studies in the major.

The third phase of specialization is student teaching, which is conceptualized as the culminating experience for teacher candidates to apply assimilated skills. As such, student teaching is considered a full-time experience for a minimum of one semester. Student teaching assignments are located in a group of specially selected schools in which teacher candidates observe and practice teaching methods. Teacher candidates demonstrate mastery of specific competencies under the supervision of a cooperating, classroom teacher and a university supervisor employed by the Department of Special Education. Field supervisors and program coordinators in each specialization area arrange student teaching placements.

Following the successful completion of all degree and field requirements (i.e., receiving a "Yes," which means a 3 or higher on all final evaluation indicators), as well as passing Praxis II, Teacher Candidates are recommended for a teaching license.

Secondary Education Requirements

In addition to University General Education, bachelor's degree requirements, and teaching major and minor departmental requirements, the Secondary Teacher Licensure program includes 58 semester hours of required education coursework (some courses may fulfill multiple requirements). Secondary Education courses are taken in two categories: Pre-licensure courses (which may be taken by any University of Utah student), and Licensure Year courses (which require acceptance into the licensure program). Licensure Program Course Requirements are located: <http://uite.utah.edu/future-students/secondary-licensure/14-15%20Secondary%20Ugrad%205-15.pdf>.

General Education & Bachelor's Degree Requirements: All degree-seeking students at the University of Utah are required to complete a series of General Education and Bachelor's Degree courses. First baccalaureate students should work closely with University College and Departmental Advisors to ensure that all general education and bachelor's degree requirements are met.

Teaching Major and Teaching Minor Course Requirements: The subjects that students plan to teach in the secondary schools are called their teaching major and teaching minor. Students applying to the Secondary Licensure program option must submit sign off sheets from the content area majors and minors to verify course completion and successfully meet the minimum cut scores for the Praxis area content tests.

Application materials include a personal statement, Praxis I results, three letters of recommendation, and official transcripts from all colleges and universities attended to the appropriate department within the College of Education. A committee reviews all submitted materials where two reviewers present their evaluations of a student's file. A checklist includes references to all required admissions materials.

Satisfactory Performance and Academic Progress: Once admitted to the Secondary Education Program, a student must maintain at least a 3.0 term-by-term GPA. If a student fails to maintain the 3.0 term GPA requirement, he/she will be placed on scholastic probation and may not register for any Licensure Program Courses (Year 4/Final Year).

Minimum Grade Requirements: All education courses required for the secondary teaching licensure program must be completed with a grade of "C" or better. Major/minor courses must be completed according to departmental grade requirements. Teaching methods courses and all education courses must be completed with a grade of "C" or better in order to advance to student teaching. If a student receives less than a "C" in any licensure year course, they will be placed on scholastic probation and not allowed to student teach. Courses in the Secondary program may only be repeated once.

Exams: 1) Students must take and pass Praxis II content knowledge tests in all subject areas they will be licensed in, including ESL. Students must submit full score reports (3 pages) to the Secondary Education Advisor in order to be recommended for their teaching license. Minimum passing scores are determined by the USOE. 2) An official Oral Proficiency Interview (OPI) is required in order to be recommended for a teaching license in any foreign language. Proficiency

must be demonstrated through an official OPI from the American Council on the Teaching of Foreign Languages (ACTFL) administered by Language Testing International (<http://www.languagetesting.com/>). The OPI is an internationally recognized test, and ratings will be valid for licensure in most states, as well as in many other professional applications. Students must receive a rating of advanced-low or higher. Students must submit a copy of their rating report to the secondary education advisor by the end of their student teaching experience in order to be recommended for licensure in the language. 3) Students are encouraged to take the Praxis II PLT: Principles of Learning & Teaching exam during or immediately following their student teaching experience. State law requires students to pass this test within 3 years of being recommended for their initial teaching license.

Following the successful completion of all degree and field requirements (i.e., receiving a “3” or higher on all final evaluation indicators) students are recommended for a teaching license.

Undergraduate Licensure: <http://uite.utah.edu/documents/www-ed-utah-edu/programs/secondary-licensure/15-16%20Secondary%20Ugrad%208-15.pdf>

Graduate Degree and Licensure: <http://uite.utah.edu/future-students/secondary-licensure/14-15%20Secondary%20MEd%205-15.pdf>

World Languages Degree and Licensure: <http://uite.utah.edu/future-students/secondary-licensure/WLMA%207-14.pdf>

Student Demographic Data

Consistent with our reporting to the USOE, student enrollment as of fall 2014 was:

	<u>Pop-ulation</u>	<u>Race/Ethnicity</u>						
	Indiv. Count	Am. Ind.	Asian	Black	Cauc-Asian	Hispanic	Pacific Island.	2+ Races/ Un-known
Standard Initial Licensure								
Elementary Education (K-6)	95	0	4	3	77	9	1	1
Secondary Education (6-12)	140		8	3	118	8	1	2
Special Education (K-12+)	115	3	3	0	104	5	0	0
Preschool Special Education (Birth - age 5)	17				16	1		
Other Licensure								
School Counselor (K-12)	29		1		27	1		
School Social Worker (K-12)	12	1			9	2		
School Psychologist (K-12)	35	2	1		28	1		3
Communication Disorders (K-12+)	43		1		40	2		
Speech-Language Pathologist	73		3	1	65	3		1
Administrative/Supervisory	28		2	1	21	1		3
Endorsements								
Fine Arts								
Visual Art (6-12)	3				2	1		
Dance (6-12)	1				1			
Music (K-12)	74		6		64	3		1
World Languages								
French	1					1		
Spanish	10				8	2		
Arabic	1		1					
Farsi/Persian	1		1					
Health, Movement, Fitness								
Health Education	1				1			
Physical Education (K-12)	16			3	12		1	
Language Arts								
English	8				8			
Speech	3				3			

Mathematics								
Mathematics Endorsement 3	2				2			
Mathematics Endorsement 4	10				9	1		
Science								
Science, Biological	2				2			
Science, Earth	2				1			1
Physics	1				1			
Social Studies								
Social Studies Composite	3				3			
Geography	3				2			1
History	10				9	1		
Special Education								
Deaf and Hard of Hearing	2				2			
Mild / Moderate Disabilities	29	2			25	2		
Severe Disabilities	36		1		34	1		
Blind and Visually Impaired	13		1		11	1		
Miscellaneous								
English as a Second Language	124		3	2	105	12		2
Dual Immersion	1				1			

The teacher candidate licensure population reflects increasing diversity in ethnicity over years past. The following table includes a breakdown of ethnicity for those in the 2014-2015 cohort who have been recommended for licensure.

Table 5: Ethnicity of Teacher Education Completers from 2014-2015 Cohort							
Licenses & Endorsements	American Indian	Asian	Black	Caucasian	Hispanic	Other/Unknown	Total
Elementary			1	51	7	1	60
Special Education	1	1		25	1		28
Mild Moderate	1			7			8
Severe Disabilities		1		13			14
Early Childhood				3	1		4
Vision Impairments				2			2
Secondary		1		31	3	1	36
Secondary Endorsements (a graduate may have more than one endorsement)							
Biology				1			1
Earth Science				2		1	3
Mathematics (4)				10	1		11
English				5			5
Physics				1			1
Geography				2		1	3
Spanish				4	1		5
History				7	1		8
Speech Communication				2			2
Visual Art (6-12)				1	1		2
Middle Level Science				1			1
Health				1			1
English as a Second Language	1	1	1	78	8	2	91

Faculty Demographic Data

The College of Education endeavors to recruit and employ qualified faculty that contribute to the teacher education program through their varied experiences, preparation, and ethnicities.

As a group, those tenure track faculty members across the college involved in the teacher licensure program options are typically assigned between 25 and 50% (i.e., 1-2 courses) of their full teaching assignment to teacher education coursework. The percentage of tenure track faculty in Special Education is higher. Career-line faculty loads range between 20% and 100% (i.e., 1-6 courses) depending upon individual administrative assignments.

Rank	Male	Female	Asian	Caucasian	Hispanic	Total
Full Professor	3	6	1	8		9
Associate Professor	1	2	1	2		3
Assistant Professor	2	5		5	2	7
<i>Total</i>	6	13	2	15	2	19
Career-line Professor		1		1		1
Career-line Associate Professor		1		1		1
Career-line Assistant Professor		3		3		3
Career-line Instructor	2	9		11		11
<i>Total</i>	2	14		16		16
Licensure Program Total	8	27	2	31	2	35

Program Evaluation

Annually, data summaries are prepared and presented to College of Education teacher education faculty. Specifically, the chair of the Department of Special Education, the Director of the Urban Institute and their respective faculty, as well as the FACTE Chair and committee members identify data trends and identify focal areas for further examination during the coming year.

Data are analyzed to improve the teacher education program overall and each of the program options and assist faculty in identifying additional knowledge and skills that are needed in order to respond to the changing and complex needs of teachers in classrooms/schools. For example, data collection between 2013-2015 evaluated program effectiveness in four areas: longitudinal mathematics performance of teacher candidates within the Elementary program option; the identification of specific portfolio artifacts for evaluation across program options; individual course alignment with the UETS; and inter-rater reliability among observers in the Elementary and Secondary program options. Please find a brief summary of these evidence-based initiatives and the program evaluation loop:

1. In an effort to determine teacher candidates' skills in mathematics preparation, analyses were conducted to identify a relationship (if any) between Praxis entry scores in mathematics, mathematics course grades, and exit mathematics Praxis scores. Data collected as part of annual reporting affiliated with Title II revealed inconsistent patterns

in Praxis test taking by elementary teacher candidates. An internal analysis was conducted to determine if there were relationships across data points. Preliminary analyses identified correlations between math taking patterns between a requirement math course (i.e., Math 4020) and Praxis performance. Follow up discussions with the Department of Mathematics have included conversations on efforts to link pedagogy and math content courses. [3.1, 3.2]

2. Across teacher licensure courses, an analysis was completed where faculty examined the degree to which individual courses produced artifacts linked to the UETS. As part of ongoing conversations related to program improvement, the Director of the UITE and the Chair of the Department of Special Education asked faculty to link the coursework to standards. Over a series of faculty meetings and independent meetings across subgroups, faculty identified which program option artifacts from various courses aligned with common program themes (e.g., diversity, technology) for the purpose of portfolio consistency across program options. [1.1, 1.2, 1.3, 1.4, 1.5]
3. To further examinations of artifacts within coursework, all faculty teaching in the teacher licensure program were asked to complete a form created by the evaluator where faculty delineated the assignments generated from their classes and their linkages to the UETS. Faculty members documented their course and assignments that could lead and support a teacher candidate in gaining proficiency with the skill indicated in the standards. Table 2 is an example of this process and outcome.[1.1, 1.2, 1.3, 1.4, 1.5]

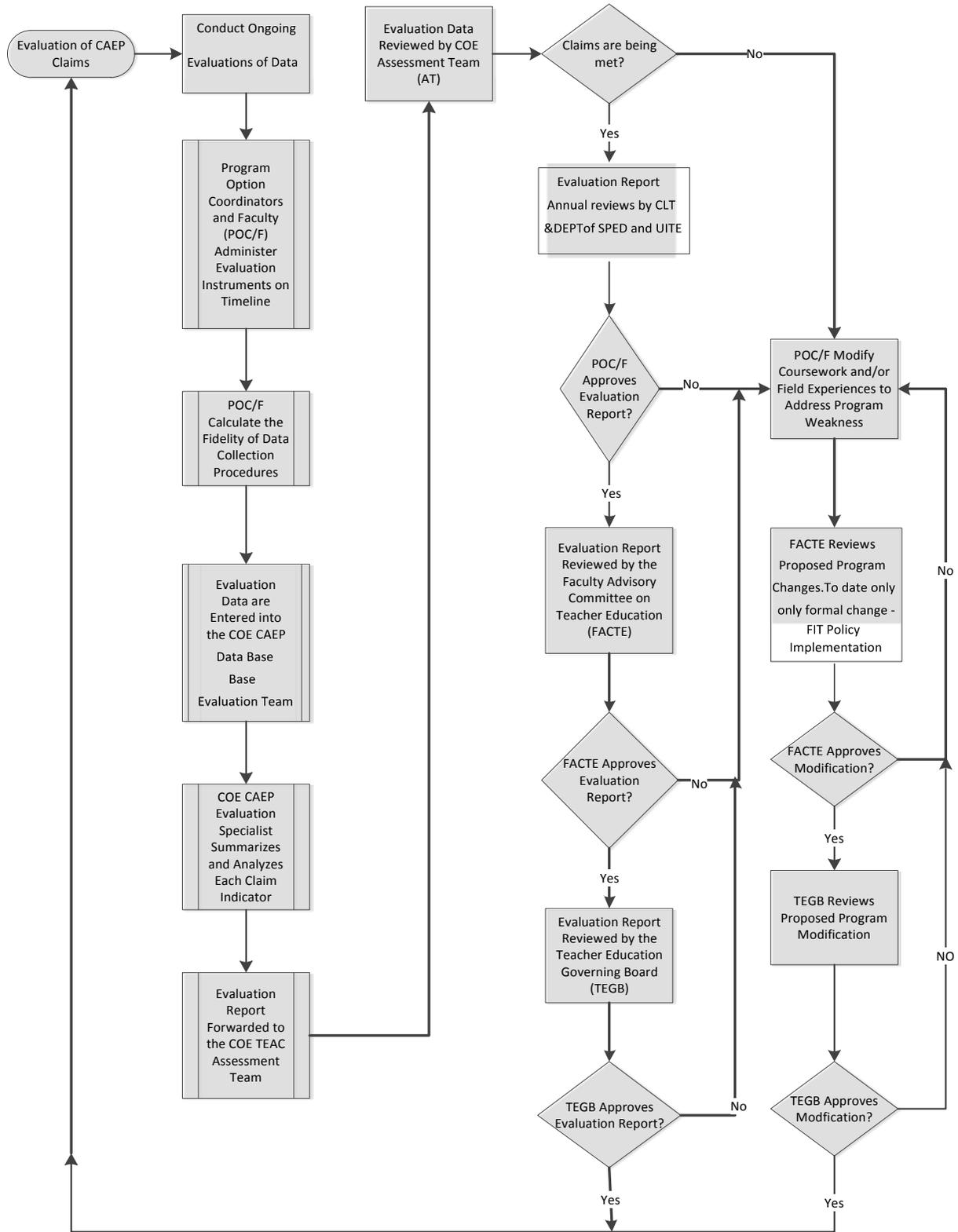
For both efforts 2 and 3, the Program Evaluator attended a FACTE Committee meeting where a discussion of programmatic efforts and reviews by the UITE and SPED faculty had taken place. The evaluator received approval on the goals, content, and method of this work. The report, a searchable document, is presently available for program faculty and the FACTE Committee to review. Additional discussions regarding the purpose and method of the course alignment with the UETS took place at 2 faculty meetings [Meeting Minutes, September 2014 UITE Faculty Meeting and November 2014 UITE Faculty Meeting, 1.1, 1.2, 1.4, 1.5, 3.4, 3.6].

4. A pilot study on observer agreement was conducted within the elementary and secondary program options as well as part of Site Teacher training efforts to ensure consistency in the lesson feedback provided to teacher candidates. The Director of the UITE tasked a career-line faculty member and the research analyst with measuring the inter-rater reliability of the new mid-term and final student teaching observation form that was implemented as part of the adoption of the UETS. The career-line faculty member and the program evaluator had regular meetings with each other and the Director of the UITE to implement strategies for data collection, which is described in greater detail in Appendix 1 and on the accreditation website. Results of these data have been shared with UITE faculty members, implemented in training efforts as described in Appendix 1, and the faculty retreat at the start of the 2015-2016 academic year included additional conversations about modifications that could be made to the evaluation instrument to further increase consistency in feedback to Teacher Candidates. Once specific changes

are approved by the faculty, these changes will be put forward to the FACTE Committee.
[2.1, 2.2, 2.3, 5.1, 5.2]

Decision making for program changes involves a multi-tiered system of review as noted in the following figure:

Figure 1: Program Feedback Loop, CAEP Standard 5.1



The University of Utah's current evaluation measures are focused specifically on the program emphases including K-6, 6-12, and SPED. General levels of disaggregation take place along SPED specializations as well as within content areas across the 6-12 program, where sample sizes can support it and the disaggregation is instructive. Curriculum standards for these areas align with the USOE and affiliated curriculum standards for K-12 student career readiness.

Outline for the Remainder of Inquiry Brief:

Section 2: Claims and Rationale – This section addresses CAEP Standards 1 and 4

Section 3: Methods of Assessment – This section addresses CAEP Standard 5

Section 4: Results – This section addresses CAEP Standards 1 and 4

Section 5: Discussion – This section addresses all standards, but Standard 5 in particular

Section 6: References

Appendix 1: Internal Audit Report – This section addresses all standards, but Standards 2, 3, and 5 in particular

Appendix 2: Inventory of Evidence – Presented at: Appendix 2 in this document and <http://education.utah.edu/accreditation/>

Appendix 3: Locally Developed Instruments – Presented at: AIMS and <http://education.utah.edu/accreditation/>

Appendix 4: Materials for Secondary Degrees in Music and Exercise Sports Science – Presented at: Appendix 4 in this document and <http://education.utah.edu/accreditation/>

Appendix 5: Materials for Advanced Licensure Programs – Presented at: <http://education.utah.edu/accreditation/>

[Meeting Minutes](http://education.utah.edu/accreditation/) – Presented at: <http://education.utah.edu/accreditation/>

SECTION 2: CLAIMS AND RATIONALE FOR ASSESSMENTS

In an effort to build upon TEAC review feedback provided to the University of Utah in 2011, we have instituted an approach to our assessment practices that is comprehensive and embedded throughout our program. Our current practices allow for more articulate linkages between our assessments and claims. Because *assessment* was identified in 2011 as a weakness by TEAC, we have made a deliberate commitment to examine our internal measures and align them with our claims for evaluating program impact and, ultimately, program quality.

Following college restructuring in 2008, initial assessments were designed to identify the evaluations for the Teacher Education Licensure Program linked to the accreditation oversight through the Urban Institute for Teacher Education, which began in 2009. The primary outcome of these actions was the development of common student teaching assessment tool based upon Praxis standards. Since that time, attention to quality program assessments have been expanded to strengthen the validity and reliability of our measures through student performance outcomes across a series of benchmarks and in ways that align more closely with INTASC-informed UETS. Specifically, the implementation of the UETS and subsequent linkages to multiple indicators (i.e., teacher candidate formative and summative observations, completer surveys, and employer surveys) have strengthened our approach to assessment and will continue to inform next steps for even greater fine-tuned evaluations of program quality.

This section describes the claims for assessment and measures used as evidence that have been created and implemented by program faculty.

Claims for Assessment

The University of Utah Teacher Education Program formulated its claims based upon the CAEP Standards as well as program needs and requirements. Per CAEP requirements, our claims in this section are based on CAEP Standards 1 and 4.

Claim # 1 CAEP Standards 1.1, 1.3, and all components of Standard 4: Individuals who complete the Teacher Education Program develop an understanding of critical concepts and principles of their discipline (i.e., content) and are able to use discipline-specific practices to advance learning for all K-12 students toward alignment with college-and career-readiness standards.

Claim #2 CAEP Standard 1.2: The Teacher Education Program embeds a philosophy of research-to-practice within all course and field experiences that promotes the practice of developing an informed rationale for teacher decision making, the tools for implementation, and the strategies for data collection where data-based decision informs both instruction and assessment for K-12 student learning, as well as each teacher's development as a professional.

Claim #3 CAEP Standard 1.5: The Teacher Education Program integrates and systematically emphasizes technology as a vehicle for enhancing and evaluating learning. In doing so, understand and implement technology to advance K-12 student learning, use technology as a resource for curriculum development, and as a measure of program improvement.

Claim # 4 CAEP Standard 1.4: The Teacher Education Program ensures that those who complete the program: understand and demonstrate ways of responding to the nuanced needs of learners in

their many and varied forms (ability, background, development, language); understand and demonstrate how learner differences impact a teacher’s ability to transfer content, and meet their responsibilities as education professionals working with students and communities.

Table 7: Alignment of CAEP Standard 1 Components to EPP Claims and Supporting Evidence			
CAEP Standard 1 Component	EPP Claim	Assessment	Supporting Evidence
1.1	Claim 1	Final Student Teaching Evaluations	Items for the categories of: - <i>learner and learning</i> : 1-13 - <i>content</i> : 14-18 - <i>instructional practice</i> : 3-7, 19-37 - <i>professional responsibility</i> : 38-47
1.1	Claim 1	Eportfolio Work Artifacts	- Content Knowledge Lesson Plan Rating - Diversity Rating (IEP and ELE and SEC ratings)
1.1	Claim 1	Cumulative GPA	
1.1	Claim 1	Praxis II Scores	
1.1	Claim 1	Course Grades for Content-Based Language Teaching Course	- LING 5/6812: Content-Based Language Teaching - LING 5/6811 Educating Language Learners
1.2	Claim 2	Course Grades for Research-Based Instruction, and Research-Based Curriculum and Assessment	<i>Research-Based Instruction</i> - ED PS 3140: Using Technology in Diverse Classroom - ED PS 5/6050: Life Span Development - PSY 3220: Childhood and Adolescent Development - ED PS 5151: Educational Applications of Technology: Grades 6-12 - ED PS 5/6315: Reading Methods I - ED PS 5320: Reading Methods II - ED PS 5441: Integrating Technology - ED PS 5442: Integrating Technology - ED PS 5/6141: Technology for Diverse Classrooms - EDU 5360: Math Methods - MATH 4010: Math for Elementary Teachers I - MATH 4020: Math for Elementary Teachers II

			<i>Research-Based Curriculum and Assessment</i> - ECS 5/6645: Assessment of Linguistically Diverse Populations - ED PS 3030: Research and Inquiry in Education - ED PS 3110: Learning, Literacy, and Development - ED PS 5005: Writing Instruction & Assessment II - ED PS 5350: Advanced Reading Methods - ED PS 5/6314: Reading Practicum K-3 Early Steps - ED PS 5/6321: Reading Methods 4-6 - ED PS 6/6351: Advanced Reading Methods - SPED 5/6021 Principles of Assessment and Data-Based Decision Making
1.2	Claim 2	Eportfolio Work Artifacts	Assessment Lesson Plan Rating
1.2	Claim 2	Course Grades for Law Class	- ELP 3/6410: Educational Law and Policy for Classroom Teachers - ECS 5/6645: Assessment of Linguistically Diverse Populations - ED PS 5005: Writing Instruction & Assessment II - SPED 5/6021 Principles of Assessment and Data-Based Decision Making
1.2	Claim 2	Final Student Teaching Evaluations	<i>Research Based Curriculum and Assessment</i> Items 14-24 <i>Research-Based Instruction</i> Items 25-37
1.3	Claim 1	Praxis Scores	- Elementary and SPED Praxis I and II - Secondary Content Praxis II
1.3	Claim 1	Admissions GPA	
1.3	Claim 1	Eportfolio Work Artifacts	Content Knowledge Lesson Plan Rating
1.4	Claim 4	Final Student Teaching Evaluations	<i>Content Knowledge</i> Items 14-18

			<i>Instructional Planning</i> 25-27
1.4	Claim 4	Eportfolio Work Artifacts	<ul style="list-style-type: none"> - Diversity Plan Rating and IEP - Content Knowledge Lesson Plan Rating - Assessment Lesson Plan Rating
1.4	Claim 4	ESL Endorsement Course Grades	<ul style="list-style-type: none"> - EDU 5/6200: Teacher Language Awareness - EDU 3200/6000: Linguistics and Education - ECS 3150: Introduction to Multicultural Education - ECS 5634/6634: Bilingual Bicultural Education - LING 3200: Linguistics and Education - LING 5811: Educating English Language Learners - LING 5/6812: Content-Based Language Teaching - ECS 5645/6645: Assessment of Linguistically Diverse Populations - FCS 3180: Home, School and Community Relations - ECS 5/6709: Building Family-School Partnerships for Youth Success - EDU 5/6390: Field Practicum: Elementary - EDU 5/6201: Seminar in Language Awareness - EDU 5/6490: Field Practicum: Secondary - SPED 5/6132: Field Practicum & Seminar - SPED 5/6150: Service Delivery for Mild/Moderate
1.4	Claim 4	Methods Course Grades	<ul style="list-style-type: none"> - ED PS 5/6315: Reading Methods I - ED PS 5/6320: Reading Methods II - ED PS 5350: Advanced Reading Methods - ED PS 6/6351: Advanced Reading Methods - EDU 5360: Math Methods - MATH 4010: Math for Elementary Teachers I

			<ul style="list-style-type: none"> - MATH 4020: Math for Elementary Teachers II - EDU 5380: Social Studies Methods - ART 3015: Materials and Methods of Art - ART 3530: Art Education Secondary Schools - EDU 5170: Secondary Science Teaching Methods - EDU 5375: Science Teaching Methods - ENGL 5410: Methods of Teaching Language Arts I - ENGL 5420: Methods of Teaching Language Arts II - EDU 5180: Secondary Social Studies Methods - HEDU 4230: Health Teaching in Secondary Schools - HIST 5340: Teaching History - MATH 4090: Teaching of Secondary School Mathematics - LANG 5410: L2 Methodology - THEA 4620: Teaching Theatre in Secondary Schools
1.5	Claim 3	Final Student Teaching Evaluations	Item numbers within the categories of: - <i>technology standards</i> : 12, 27, 36, 39
1.5	Claim 3	Eportfolio Artifacts	Technology-Based Lesson Plan Rating
1.5	Claim 3	Graduating Student Survey	3I, 7K, 7L
1.5	Claim 3	Alumni Survey	3I, 7K, 7L
1.5	Claim 3	Employer Survey	7AA

Table 8: Alignment of CAEP Standard 4 Components to EPP Claims and Supporting Evidence

CAEP Standard 4 Component	EPP Claim	Assessment	Supporting Evidence
4.1	Claim 1	K-12 Student Outcome Data	CRT Scores
4.1	Claim 1	Employer Survey	Items 7J, 7P, 7R, 7Q, 7V, 7S
4.1	Claim 1	Alumni Survey	Items 5A-5M, 7A-7m
4.2	Claim 1	Alumni Survey	Items 4A-4H, 7A-7M, 8A-8K
4.3	Claim 1	Employer Survey	Items 7I, 7H, 7O, 7A, 7J, 7R, 7P, 7V, 7T, 7U
4.3	Claim 1	Graduate Hire Rates	

4.4	Claim 1	Alumni Survey	Items 1A-1E, 2A, 3A-3D, 4A-4B, 5A-5D, 6A, 7A-7B, 8A-8B, 9A-9D, 10A
4.4	Claim 1	Graduating Student Survey	Items 1A-1E, 2A, 3A-3D, 4A-4B, 5A-5D, 6A, 7A-7B, 8A-8B, 9A-9D, 10A
4.4	Claim 1	Employer Survey	1

As part of our commitment to program quality and continuous improvement, the program collects, analyzes, interprets, and uses additional lines of evidence consistent with CAEP standards 2, 3, and 5 to inform the program. The supporting evidence provided below exceeds that discussed above for Standards 1 and 4. The details of Tables 9, 10, 11 are referenced in Appendix 1.

Table 9: Alignment of CAEP Standard 2 Components and Supporting Data		
CAEP Standard Component	Supporting Data	Location
2.1, 2.2, 2.3	Mentoring and Training Documentation	Appendix 1: Clinical Partnerships and Practice
2.1, 2.3	Partnership School Agreements	Appendix 1: Clinical Partnerships and Practice Section
2.2	Cooperating Professional Criteria Form	Appendix 1: Clinical Partnerships and Practice Section
2.2	Cooperating Professional Annual Survey	Appendix 1: Clinical Partnerships and Practice Section

Table 10: Alignment of CAEP Standard 3 Components to EPP Claims and Supporting Evidence		
CAEP Standard 3 Component	Supporting Data	Location
3.1	Recruitment Data - Ethnicity Figures - STEM Figures	Appendix 1: Recruitment
3.1	Recruitment Effort Self-Study	Appendix 1: Recruitment
3.1	Transfer Recruitment Plans - Ethnicity Enrollment Figures	Section 5: Plan, Section 1: Program Overview
3.1, 3.2	Math Praxis I Study	Section 4: Data Analysis
3.1, 3.2	Demographics	Section 1: Program Overview

	- Ethnicity Enrollment Figures - Gender Enrollment Figures	
3.2	Admissions GPA, Cumulative GPA	Section 4: Data Analysis
3.3	FIT policy document Reference to Professionalism Standards	http://uite.utah.edu/student-teaching/Fitness%20to%20Teach%20Fall%2020142.pdf Discussion at 2 meetings [Meeting Minutes, November 2013 FACTE Meeting, January 2014 FACTE Meeting, 3.3]
3.4	Remediation Data	Section 1: Program Overview, Section 4: Results
3.4	Practicum, Mid-Term, Final Student Teaching Evaluations	Appendix 3: Locally Developed Instruments on http://education.utah.edu/accreditation/
3.4	Observational Forms	Appendix 3: Locally Developed Instruments on http://education.utah.edu/accreditation/
3.5	Praxis II Scores	Section 4: Results
3.6	Final Student Teaching Evaluations	Appendix 3: Locally Developed Instruments on http://education.utah.edu/accreditation/
3.6	Program Descriptions and Requirements	Section 1: Program Overview
3.6	Licensure Application	https://secure.utah.gov/elr/welcome.html

Table 11: Alignment of CAEP Standard 5 Components to EPP Claims and Supporting Evidence		
CAEP Standard 5 Component	Supporting Data	Location
5.1, 5.2	Internal Quality Audits	Appendix 1
5.3	College of Education Data Panels	University of Utah CIS Log In
5.4	Annual Reporting UITE, FACTE, SPED, and UACTE	Agendas for annual reporting. Minutes as available at: http://education.utah.edu/accreditation/
5.5	Annual Surveys Reports to FACTE Committee and related decision making by FACTE, UACTE, and SPED	Faculty meeting minutes for discussions of Alumni, Graduating Student, Employer, Cooperating Professional Survey data as available at: http://education.utah.edu/accreditation/

Rationale

Student Teaching Evaluations [1.1, 1.2, 1.4, 1.5, 3.4, 3.6]

From 2008 and through 2010 a Praxis-based student teaching evaluation form was used for all specialization areas. Changes from the USOE in 2011 resulted in the current standards (i.e., UETS) that are used in all student teaching-related-evaluations (i.e., observational tools, mid-term and final evaluations).

Informed by the work of Danielson (2007; 2009) the teacher evaluation tools at the University of Utah reflect clearly articulated qualities of teaching using broad-based domains related to content, learners, environments for learning, lesson delivery, assessment, knowledge of content and pedagogy, and professional responsibilities. Stemming from tools designed to capture profiles of performance are related rubrics for evaluating performance. The specificity within the rubrics reflects the development of teaching competencies over time in ways that demonstrate increasing proficiencies and depth of understanding and the ability to execute teaching skills in ways that are measurable and explicit.

Evaluations consist of practicum, mid-term, and final student teaching evaluations. Evaluation question items are based on the UETS. Every teacher candidate, regardless of program option, is rated on the same 49 items. Using these forms, teacher candidates are rated by their teaching performance by faculty who observe teaching, additional university supervisors, and cooperating professionals. Raters/observers use these forms to capture areas of student teaching achievement as well as opportunities for improvement. Evaluations are completed during a pre-student teaching practicum experience following classroom observations by observers and at two intervals during student teaching. The pre-student teaching evaluation takes place at the end of student teaching and is a criterion for successfully passing course work. The Final Student Teaching form operates as a summative assessment, indicating whether or not the teacher candidate may exit the program. The content of the forms is reviewed with the teacher candidate.

The practicum evaluation is administered in the semester prior to full time student teaching. The mid-term and final student teaching evaluations are administered during the final semester of the teacher candidate's final year. Our program presents student teaching evaluation data from 2012-2013 and 2013-2014, from Cohort Leaders/University Supervisors and Cooperating Professionals.

The content, data collection, and quality assurance procedures for the evaluations have been discussed at 7 faculty meetings [Meeting Minutes, September 2012 SPED Faculty Meeting, 2013 UITE Faculty Retreat, September 2013 UITE Faculty Meeting, September 2013 SPED Faculty Meeting, January 2014 UITE Faculty Meeting, September 2014 UITE Faculty Meeting, April 2015 UITE Faculty Meeting, 1.1, 1.2, 1.3, 1.4, 1.5, 3.4, 3.6].

Strengths of the Measure:

We have chosen the Student Teaching Evaluation as an assessment to support our claims because of its strengths along the following areas: 1) The evaluation content reflects critical teaching competencies reflected in the Utah Effective Teaching Standards and in alignment with INTASC. 2) The UETS-based evaluation items provide an anchor from which common elements of the program are evaluated while still allowing for evaluation within specializations. Elementary Education, Secondary Education, and Special Education teacher candidates are

evaluated using the teacher candidate evaluation forms. 3) The USOE, in coordination with a statewide committee, has developed accompanying rubrics that delineate the degree to which performance is observed and measured within the context of classroom teaching. The tool's use, as part of classroom-based observations, provides a common procedure for assessing Content and Pedagogical Knowledge (Standard 1) as well as aspects of Program Impact (Standard 4). 4) The tool allows raters to assess student growth consistently using 49 indicators for the practicum, mid-term, and final student teaching evaluations. See COE accreditation website (<http://education.utah.edu/accreditation/>) and AIMS for copies of classroom observations, mid-term and final student teaching evaluations.

Within the Elementary and Secondary program options, criteria for success are informed by the UETS rubric and delineate general performance (i.e., Practicing, Effective, Highly Effective, and Distinguished) as the UETS. The Program's Teacher Candidate Evaluation form includes an additional category of "Unsatisfactory," when the teacher candidate lacks basic knowledge and an ability to meet performance standards.

Criteria for Success:

Across the Elementary and Secondary program options, a criterion for successfully meeting programmatic goals occurs when a teacher candidate receives a "3" or higher on all evaluation items, indicating a minimum performance standard of, at least, the "practicing" level. For the Special Education program option, each teacher candidate must receive a "Yes" for each item on final student teaching evaluation; the "Yes" aligns with a rating of "3" or higher for each of the teaching competencies listed on the Teacher Candidate Evaluation form. The SPED specialization areas have crosswalk documents linking their assessments to the UETS evaluation forms.

Weaknesses of the Measure:

One possible weakness of the Teacher Candidate Evaluation, as a measure of Content and Pedagogical Content Knowledge and Program Impact, is the likely inter-rater reliability in observer ratings. That is, university classroom observers and supervisors, Site Teacher Educators/cooperating professionals may impose their own interpretation upon question items and the rating scale. With multiple raters, teacher candidates may receive inconsistent feedback across observers. This potential weaknesses is continually examined.

Reliability and Validity:

Research on linkages between content area and pedagogical competencies is long-standing. Shulman's 1986 and 1987 seminal investigations into differences in knowledge types illustrates how pedagogical content knowledge reflects the dissection of content area knowledge in ways that improve teachers' understandings of the constituent parts of content that make it *specifically* accessible to students.

Past research has also examined how the transfer of teachers' knowledge to students is essential, in areas such as mathematics teaching. However there is limited research on the degree to which the specialized content knowledge is manifest in the pedagogy of classrooms without dedicated attention to this area (Ball, Themes, & Phelps, 2008). Investigations at the University of Utah have examined the specific linkages between content area and the types of feedback provided

teacher candidates (Burbank, Bates, & Gupta, 2016). Further, in practice, preservice teachers are infrequently provided the necessary supervisory guidance to effectively guide their delivery of content to students in substantial ways. The recent development of observational protocols for the Elementary and Secondary program options, as well as the extremely well-defined observational protocols for specialization areas within Special Education increase efforts to adequately measure content performance over time, across indicators.

As noted in our *Supervisory Support Reliability Study* and in Appendix 1, there has been extensive discussion and related training designed to increase inter-rater reliability among those who observe and rate teacher candidates using the Teacher Candidate Evaluation forms. In addition, Teacher Candidate and Site Teacher Educator Handbooks for Elementary and Secondary Education students include the USOE scoring rubrics for use by faculty, supervisors, and cooperating teachers, as discussed at 1 faculty meeting [Meeting Minutes, 2014 UITE Faculty Retreat, 1.1, 1.2, 1.4, 1.5, 3.4, 3.6]. Special Education teacher candidates receive the USOE rubrics either in the Special Education Handbook or they are provided individually to teacher candidates.

Course Grades [1.1, 1.2, 1.4]

We have identified particular courses as lines of evidence to support our CAEP claims, as coursework is clearly an integral component of the Teacher Licensure Program. Course grades follow a standard rating scale with grades denoted based upon percentages across a 100 point scale. The University grading system is listed under the Methods of Assessment. Grades of C or higher are required for all licensure courses with a minimum GPA of 3.0 once students are admitted. As a rule, grades provide a general profile of academic competencies with mixed results regarding their ability to a predict success in practice teaching (Casey & Childs, 2007). Course grades are accessible data, available through the University’s Degree Audit Reporting system.

Strengths of the Measure:

1) The course grades evaluated include content for particular areas that are critical to teaching competencies. For example, during the 2014-2015 academic year, faculty documented how their courses aligned with the UETS. Based on the information provided by participating faculty, the courses, and thus the course grades, are aligned with the following UETS as indicators of teaching competencies, as listed on the final student teaching evaluation form:

Course Name and Number	UETS Alignment
ART 3015: Materials and Methods of Art	14-17, 19, 21, 25-27, 29-31, 41, 47
EDPS 3030: Research and Inquiry in Education	2, 19, 22, 23, 36, 38, 40, 41, 46, 47
EDPS 3110: Learning, Literacy, and Development	1, Section 2, 9, 10, 13, 14, 16, 17, 19, 21, 22, 26, 27, 29, 30, 31, 32, 34, 42
EDPS 3140: Using Technology in Diverse Classroom	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 17, 18, 19, 20, 21, 23, 24, 25, 26,27,28,29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 41, 43, 44, 45, 46, 47

EDPS 5/6314: Reading Practicum K-3 Early Steps	Section 1, Section 2, 8, 9, 10, 11, 14, 16, 17, 18, Section 5, 25, 26, 27, 30, 31, 32, 33, 34, 35, 37, 38, 40, 42, 43, 46
EDPS 5/6315: Reading Methods I	Section 1, Section 2, 14, Section 4, Section 5, Section 6, 30, 31, 33, 34, 35, 36, 37, Section 7, Section 8, Section 9, Section 10
EDPS 5/6321: Reading Methods 4-6	Section 1, Section 2, 8, 9, 10, 11, 14, 16, 17, 18, Section 5, 25, 26, 27, 30, 31, 32, 33, 34, 35, 37, 38, 40, 42, 43, 46
EDPS 5151: Educational Applications of Technology: Grades 6-12	1, 4, 5, 6, 7, 8, 9, 12, 13, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27
EDPS 5441: Integrating Technology	1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 29, 30, 31, 33, 34, 35, 36, 37, 47
EDPS 5442: Integrating Technology	1, 3, 4, 5, 6, 7, 12, 13, 14, 15, 16, 17, 18, 19, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37, 46, 47
EDU 5/6200: Teacher Language Awareness	1, 3, 4-10, 12, 13-19, 21, 22, 24-38, 40-43, 46-48
EDU 5/6201: Seminar in Language Awareness	Section 2, 15, 18, 19, 21, 25, 27, 30, 42
EDU 5/6390: Field Practicum: Elementary	All Sections
EDU 5/6490: Field Practicum: Secondary	All Sections
EDU 5360: Math Methods	Section 1, Section 2, Section 3, Section 4, Section 5, Section 6, Section 7, Section 8, Section 9
EDU 5380: Social Studies Methods	3, 4, 7, 12-19, 21, 24,-31, 34, 35, 39-41
ELP 3/6410: Educational Law and Policy for Classroom Teachers	2, 39, 40, 45, 47, Section 10
LANG 5410: L2 Methodology	1, 3-9, 12, 13, 17, 19, 21, 22, 25-28, 30, 31, 33, 36, 37, 41, 42, 46-48
LING 3200: Linguistics and Education	2, 5, 7, 14, 17, Section 4, 19-21, 28-30, 32, 38, 39, 47, Section 10
LING 5/6812: Content-Based Language Teaching	1, 3, 4, 7, Section 3, 14, 18, 19, 21, 27, Section 6, 35, Section 7
MATH 4010: Math for Elementary Teachers I	Section 1, 9, 13, Section 4, 31, 35, 37
MATH 4020: Math for Elementary Teachers II	Section 1, 9, 13, Section 4, 31, 35, 37
MATH 4090: Teaching of Secondary School Mathematics	Section 1, Section 2, Section 3, 14-18, Section 5, Section 6, 31-35, 37, All Section 8, 47
SPED 5/6021 Principles of Assessment and Data-Based Decision Making	1-11, 13-16, Section 4, 19-24, 25-33, 35, 38-41, 43-49
SPED 5/6132: Field Practicum & Seminar	3-10, 12, 13, 15, 16-38, 44
SPED 5/6150: Service Delivery for Mild/Moderate	All Sections

Criteria for Success:

The cut-score for evaluating course grades is 3.00.

Weaknesses of the Measure:

A possible area for concern includes the potential for grade inflation. However, grades are still the basis on which the University, and the teacher education program, judge whether or not candidates are meeting the requirements of the program and expected content learning outcomes.

Reliability and Validity:

The Evaluation Team chose the course grades selected because the content of the designated courses informs a Teacher Candidate's proficiencies in particular areas. Using the ESL endorsement as an example, a USOE- and College of Education-identified group of courses reflect content dedicated to this area. Because we aim to investigate preservice teachers' competencies for work with students from diverse backgrounds, evaluating course grades that meet the ESL endorsement assists in ascertaining whether and how the coursework supports students in obtaining these core sets of skills.

In support of our claims, we present longitudinal data on course grades for the selected courses for teacher candidates who obtained licensure in 2013 and 2014. These teacher candidates represent a higher percentage of graduates who completed the full licensure coursework curriculum instituted in 2010.

Eportfolio Work Artifacts

The College of Education has adopted eportfolio work artifacts as an indicator of student performance over time. Determining the goals, content, methods of data collection, and standards of quality of work artifacts took place over 6 faculty meetings [Meeting Minutes, September 2012 SPED Faculty Meeting, September 2014 SPED Faculty Meeting, September 2014 UITE Faculty Meeting, September 2013 UITE Faculty Meeting, November 2013 UITE Faculty Meeting, January 2014 UITE Faculty Meeting, 5.1, 1.1, 1.2, 1.3, 1.4, 1.5].

Elementary and Secondary Education [1.1, 1.2, 1.3, 1.4, 1.5]

Teacher candidates craft their eportfolio through the collection of course-based artifacts across their program emphases. They complete final components during their licensure within the Elementary and Secondary options. First, work artifacts are created and evaluated as part of the course requirements for EDU 5201 in fall semester, and then as a final element of their student teaching courses in the spring semester.

The work artifacts chosen represented themes of interest to the faculty based on a 2010 study of eportfolios where common work artifacts and larger themes for assessment were identified by two raters assessing a random selection of student eportfolios. These work artifacts and themes chosen to be included as evidence for our claims are noted in the table below:

Table 13: Elementary and Secondary Eportfolio Work Artifacts	
Overarching Theme	Chosen Artifacts
Assessment [1.2, 1.4]	Lesson Plan
Content Knowledge [1.1, 1.3, 1.4]	Lesson Plan
Technology Integration [1.5]	Lesson Plan
Diversity [1.1, 1.4]	Lesson Plan or Course-based Diversity Plan
Classroom Management	Classroom Management Plan
Reflection	Video Reflection Assignment

Special Education [1.1, 1.4, 5.2]

For Special Education, work artifacts included Instructional Plans, Individualized Education Plans, and Behavior Support Plans to investigate the themes of diversity, classroom management, and lesson planning. Faculty for each specialization area used common rubrics to evaluate these artifacts for the particular classes for which they are required. The common rubrics were discussed across program options at 1 faculty meeting and through 1 set of email correspondence [Meeting Minutes, September 2013 SPED Faculty Meeting; Email Correspondence 10/6/13, 1.1, 5.2]

The following Special Education courses generated work artifacts:

Table 14: Special Education Eportfolio Work Artifacts			
Specialization Area	Instructional Program [5.2]	Behavior Support Plan [5.2]	Individualized Education Plan [1.1, 1.4, 5.2]
Mild/Moderate	SPED 5122/6122	SPED 5110/6110	SPED 5200/6200
Severe	SPED 5221/6221 and 5222/6222	SPED 5230/6230	SPED 5222/6222
Early Childhood	SPED 5320/6320	SPED 5360/6360	SPED 5310/6310
Deaf and Hard of Hearing (multiple options)	SPED 5560/6560, 5600/6600, or 5800/6800	SPED 5550/6550, 5600/6600, or 5800/6800	SPED 5560/6560
Vision Impairments	SPED 5441/6441 and 5470/6470	SP ED 5470/6470	SPED 5441/6441 and 5470/6470
Deafblind	SPED 5455/6455	SP ED 5450/6450	Completed in prior licensure program

Strengths of the Measure:

1) Teacher candidates are required to create an eportfolio as a means of documenting their proficiencies within the Teacher Education program and is therefore tied to Content and Pedagogical Knowledge as well as Program Impact standards. 2) The eportfolio is a technological tool that enables teacher candidates to demonstrate their teaching competencies in a sometimes visual and dynamic way that is not necessarily captured by another type of evaluation tool. 3) Eportfolios are efficient ways for teacher candidates to showcase to faculty members and potential employers critical teaching documents such as lesson plans, classroom management plans, reflections, plans for work with diverse learners, technology integration, etc. thereby providing accessibility and transparency. 4) Assessing eportfolio work artifacts allowed for further investigation of teacher candidate competencies in areas such as assessment, diversity, lesson planning, classroom management, technology integration, reflection, and content knowledge.

Criteria for Success:

For Elementary and Secondary Education work artifacts, the rating scale used to assess the eportfolio work artifacts aligns with the rating scale used on the Student Teaching Evaluations (and therefore the categories on the Utah Effective Teaching Standards rubric). A rating of “3” or above in each thematic category chosen for evaluation indicates at least a passing level of performance in that area.

For Special Education work artifacts included Instructional Plans, Individualized Education Plans, and Behavior Support Plans. Relevant faculty use common rubrics to evaluate these artifacts for the particular classes for which they are required. For all SPED specialization areas, competence levels are based upon 80% agreement across reviewers of students’ artifacts.

Weaknesses of the Measure:

Although there are artifact themes that are consistent across program options, the tools and methods of assessment varied between Elementary/Secondary Education and Special Education. Special Education work artifact raters employed a process of measuring inter-observer agreement, while Elementary and Secondary Education used each cohort leader as a rater, who evaluated the work artifacts of their teacher candidates within a designated cohort of students, without outside corroboration of another rater.

Equally critical for institutions that use artifact-based evaluations are the limitations of portfolio content as a sole criterion for quality. Additionally, institutions must identify measures that allow for analyses of nuanced relationships between artifacts and whether they accurately measure explicit criteria (e.g., lesson plans and linkages to content knowledge) (Waggoner & Carroll, 2014). In this example, there are rather broad-based generalizations that may be implied regarding a teacher candidate’s knowledge of content and how it is actually enacted in the classroom. Clearly there are more data that indicate practices that are explicit and easier to score (i.e., technology integration). However, what may be lacking is attention to content depth within artifacts, unless explicit dimensions are evaluated using specific criteria (e.g., Bloom’s Taxonomy). We are therefore challenged to examine more abstract constructs and identify their

manifestations within multiple indicators, over time. Building precision in our scoring rubrics and looking at teaching episodes in situ are strategies we will employ in the future.

Reliability and Validity:

With regard to validity, the eportfolio assessment content, method, and rating scales were developed by the Elementary, Secondary, and Special Education faculty through a series of meetings across February and March, 2014. All program options worked together to determine the themes to be addressed. Because of the differing nature of the work artifacts used by each program option area, Elementary and Secondary faculty chose to evaluate those artifacts to fulfill identified themes that were most appropriate to these program options, first by reviewing the overarching themes that could be addressed through eportfolio work artifacts, then agreeing upon artifacts that exemplified each theme. Next they developed a scale to evaluate each of the artifacts. Special Education also evaluated those artifacts that were most appropriate to the work of their Teacher Candidates. They evaluated each artifact criteria on a Yes/No scale. Then, Special Education work artifacts were rated by two raters, allowing for a measure of percentage agreement. As shown in Section 4 and Appendix 1, oftentimes there was 100% agreement among raters on the proficiency of the skill associated with the work artifact.

Admissions [1.3, 3.2] and Cumulative GPAs [3.2]

Students' grade point averages are reviewed as one criterion for admissions. Cumulative GPAs are reviewed as the basis for admissions with a 3.0 identified as the minimum for admissions, with the caveats noted related to Utah Board Rule and the University of Utah's and College of Education's goal to diversify its student population. Admissions into the Elementary and Secondary program options include reviews of grade performance in courses such as EDU 1010 and ECS 3150. Within the Special Education program option, overall performance is considered with specific attention to SPED 3010, Human Exceptionality. Additional grades within the common education core are also reviewed. Grades of B- or lower within content areas for secondary licensure degrees are considered with caution. While admissions to the secondary option follows the same criteria for SPED and ELE, content grades below a B- may contribute to a decision not to admit, in conjunction with other admissions criteria (e.g., low praxis scores, lower overall GPA (i.e., at or below a 3.0).

Strengths of the Measure:

We have chosen GPAs as an assessment measure in support of our claims because of its strengths: 1) It is a succinct number that is commonly understood to be indicative of a teacher candidate's ability. 2) These data are readily available and accessible through our data panels. 3) These data are imbedded within our program as one criterion for admissions into the program and graduation from the program. 4) Other universities and programs commonly use GPA for admissions and retention.

Criteria for Success:

Prior to recent changes in administrative rule from the Utah State Board of Education in 2014 (*Utah Administrative Rule R277-502-3C (5)*) GPA admissions requirements state that

undergraduate candidates must have a minimum 3.0 cumulative GPA and master's candidates must have a minimum 3.0 GPA to be admitted. Note, the University of Utah's admitted students into the K-6, 6-12 and the SPED K-12 licensure program are within the guidelines stipulated in Utah Administrative Rule R277-502-3C (5) (f) and within the University of Utah's Guidelines for undergraduate admissions: Policy 6-404: Undergraduate Admission.

For cumulative GPA, teacher candidates must maintain a 3.0 for each term they are admitted into the program.

Weaknesses of the Measure:

GPA consists of multiple courses that were graded subjectively across departments and perhaps institutions, thus the lack of uniformity as a measure must be taken into account. GPA cannot be viewed as a standalone measure.

Reliability and Validity:

A recent study on the predictive validity of various indicators used to examine teacher quality has mixed results when items are examined separately (e.g., a course grade) (Child, 2011). Specifically, individual indicators often used to determine quality in preparation may provide generalized snapshots but may or may not translate into actual teaching practice. GPA, for example, is a relatively strong predictor of overall success in the early portions of teacher education, but is relatively limited to general academic skills required of *coursework* (Lawrence & Crehan, 2001 in Casey & Child, 2011).

To ensure an holistic profile of performance, a range of variables, including Praxis performance, leads to a more comprehensive evaluation of performance (Henry, Campbell, Thompson, Patriarca, Luterbach, Lys, & Covington, 2013).

T-tests indicate that there is not a statistically significant difference in admissions GPA between the 2012-2013 cohort and the 2013-2014 cohort (those admitted and enrolled into the program, but not necessarily program completers). For these years, the data are consistent and reliable.

T-tests indicate that there is not a statistically significant difference in cumulative GPA between the 2012-2013 cohort and the 2013-2014 program completers (those recommended for licensure). For these years, the data are consistent and reliable.

Praxis I [1.3, 3.1, 3.2]

The program uses both Praxis I and Praxis II test scores in support of its claims. Praxis I test scores are collected upon admissions for the program. Praxis II test scores are collected upon completion of the program. These data points are part of the College of Education data panels and are entered into this database by the advisors upon receipt of scores. For each Praxis entry, the test type, test identification number, overall test score, the date the test was taken, the test title description, the ETS mark of excellence on specific subject tests, the ETS candidate ID from the score report, the Education License Test Subcategory number of the associated test, the Education License Test Subscore on the associated category of the test and the description of the subcategory test are captured. The Praxis I data point was discussed at 2 meetings [Meeting Minutes, 2014 UITE Faculty Retreat, September 2014 UITE Faculty Retreat, 1.3, 3.1, 3.2].

Strengths of the Measure:

The Praxis I exam is designed to capture general competencies and is used at multiple institutions across our state.

We have chosen Praxis I as an assessment measure in support of our claims because of its strengths: 1) Praxis I offers a succinct number that is indicative of incoming Teacher Candidate's abilities in core areas of reading, writing, and mathematics. 2) Because Praxis I is required for admissions, data is available for every Teacher Candidate who is admitted into the program. 3) These tests are designed by ETS to serve as a data point for entry into a teacher preparation program.

Criteria for Success:

The Urban Institute for Teacher Education and the Department of Special Education are currently using the following scores for Praxis Core Academic Skills for Educators subtests: Reading Test #5712: 156; Writing Test# 5722: 162; Math Test #5732: 150. These cut-scores are established by the USOE and are typically informed by national averages. New versions of the tests, however, have not been normed, nationally. The cut-score for the older versions of the Praxis I test was 173 for Elementary and Secondary and 170 for Special Education. Currently, other institutions of higher education, as well as the USOE, have agreed upon cut scores in lieu of nationally-normed cut-scores at this time.

Weaknesses of the Measure:

1) Performance on the Praxis I tests is not necessarily indicative of future teaching skill in the classroom. 2) Teacher Candidate passage rate is 100% as it is a requirement for admissions into the program. It is therefore a difficult measure to disaggregate.

Reliability and Validity

The Teacher Licensure Program faculty has agreed upon Praxis I as one criterion for admissions into the program.

Praxis I scores are generally viewed as a reliable and valid measure of content knowledge because of the ETS procedures used in test question creation. Please see:

<http://www.ets.org/s/praxis/pdf/validity.pdf>.

Praxis II [1.1, 1.3, 3.5]

Strengths of the Measure:

We have chosen Praxis II as an assessment measure in support of our claims because of its strengths: 1) Praxis II tests are a standardized testing measure of candidate's knowledge (Standard 1) in the subject matter for which they will be teaching within K-12 classrooms. 2) Because Praxis II Content Tests are required by the USOE for licensure, testing scores are available for every teacher candidate who is recommended for licensure. 3) Praxis II Content Test scores are used when working with content areas across campus in assessing course requirements and content and how well candidates are prepared for the licensure tests and in

their content areas. 4) These tests are designed by ETS to be taken by Teacher Candidates who have been prepared for licensure.

Criteria for Success: The ETS indicates the passing score for each content area according to state requirements. http://www.ets.org/s/praxis/pdf/passing_scores.pdf

Weaknesses of the Measure:

Although the Teacher Licensure's pass rate for Praxis II is 100% as it is a licensure requirement, internal research indicates that a percentage of elementary program option students, particularly in the area of math, had to retake the exam more than once to pass. A discussion of the steps taken to more closely examine the relationship between Praxis performance and other indicators is located in Section 1, Section 4, and on the accreditation website.

Reliability and Validity:

Praxis II scores are generally viewed as a reliable and valid measure of content knowledge because of the ETS procedures used in test question creation. Please see: <http://www.ets.org/s/praxis/pdf/validity.pdf>.

As a rule, it is unlikely that the argument could be made for a single variable's impact in teacher preparation (Waggoner & Carroll, 2014). Further, even in those situations where relatively standardized measures such as those affiliated with Value Added Modeling (VAM) are used, caution is suggested when making interpretations regarding cause and effect (Fallon, 2006). Data on linkages between indicators and teacher quality hold greater promise than trying to determine if individual variables are solely responsible for performance outcomes.

K-12 Student Outcome Data [4.1]

As our annual reports indicate, it has not been possible to obtain K-12 student teaching data in previous years. However, in 2015, through the Utah Data Alliance and the Utah Education Policy Center, we obtained Criterion Reference Test (CRT) data for students in the classrooms of University of Utah Elementary Education degree and licensure alumni who graduated from our Elementary Education licensure program in 2011 and 2012.

Strengths of the Measure:

We have chosen CRT as an assessment to be in support of Standard 4 to meet CAEP requirements and also because of its strengths: 1) CRT assessments are based on the curriculum featured in Utah schools, so this standardized test is formulated to measure the content taught in K-12 classrooms. 2) These data are a measure of K-12 student achievement in the classrooms taught by recent program alumni. 3) The CRT data presented are a measure of effectiveness as well as growth for alumni's performance in teaching K-12 students.

Criteria for Success:

In Table 28, we have included information on statewide averages as a means to place the program's data within a statewide context, although it should be noted that sample sizes differ

substantially between the state-level data and our program-level data. Our ability to establish a firm cut-score is restricted due to limited data access to this data point for program alumni.

Weaknesses of the Measure:

1) At this time, we are limited in our ability to discern longer-term trends, including K-12 student growth, due to the difficulty in obtaining statewide K-12 student-level data. 2) At this time, we are not able to obtain K-12 student-level outcome data for Secondary Education and Special Education program options, although see Section 5 of this report for our plans to collect these data. 3) The USOE switched from CRT to SAGE testing in 2013-2014 and it is as yet unclear how comparisons across years will be made given the difference between assessments.

Reliability and Validity

The USOE features CRT data from 2004 until 2013 (<http://schools.utah.gov/data/Reports/Assessment.aspx>), so this assessment has been used overtime and its outcomes has been consistently measured using the “percent proficient” indicator. Since this is a state-run standardized test, the USOE oversees issues of reliability and validity. At present, the reliability of Utah’s CRT data indicate strengths in terms of reliability but construct validity is unclear (Utah Education Policy Center, 2015).

Graduate Hire Rates [4.3]

Data on graduate hiring rates have been tracked with programs for more than a decade, informally, and more recently within the existing College data base system. Annually, hiring data are obtained from the USOE state-system on licensed graduates, and through self-reported data from graduating students to the Program’s faculty student teaching leaders, and the University of Utah’s Career Services Office.

Strengths of the Measure:

As indicated above, we rely on three separate sources to obtain data on whether and where a Teacher Candidate has been hired upon completion of their licensure. Relying on multiple sources maximizes the program’s chance of obtaining a graduate’s hiring information as well as provides opportunities for corroboration between data sources.

Criteria for Success:

Across program options, we typically determine the graduating hire rate for at least three-quarters of program completers. For this calculation, we calculate the number of teacher candidates who report that they have a job upon program completion over the number of teacher candidates admitted into that year’s cohort. Based on our experience with these data, we expect that between 95 and 100% of applicants are hired, as this has been the rule over time.

Weaknesses of the Measure:

Some of the data on which we rely are self-reported data to either faculty members or the Career Services Office after Teacher Candidate’s obtain employment. We are not yet able to show retention rates for teachers once employed, although we are working with our University Instructional Technology office to add a data panel into our existing tracking system so that we

may more effectively store and utilize graduation hiring data for the purposes of program improvement and recruitment.

Reliability and Validity

We have collected these data for multiple years and so we may assess the graduating hiring rates over time. Hiring rates are often a result of the economic climate, thus hiring rates must be viewed within the context of the economic factors and changing conditions affecting the job opportunities available within the teaching discipline. For example, the recession did have an impact on hire rates during 2013 at the secondary level.

Alumni, Graduating Student Exit, and Employer Surveys

The Alumni, Graduating Student Exit and Employer surveys mirror the tool used as part of student teaching evaluations and are based upon the UETS. Survey methods, results and trends are presented to the Teacher Education Faculty meetings for the purposes of continuous program improvement take place annually, [for example at 3 faculty meetings, Meeting Minutes, 2013 UITE Faculty Meeting, September 2014 SPED Faculty Meeting, September 2012 SPED Faculty Meeting, 5.5].

Alumni Survey [1.5, 4.1, 4.2, 4.4, 5.4, 5.5]

Each spring, the UITE and the Department of Special Education contact recent alumni in an effort to obtain feedback on how and whether past teacher candidates have been affected by the College of Education's Teacher Education Program. Alumni are sent an email invitation indicating the importance of their feedback and instructions on how to fill out the survey as part of the survey itself.

The survey is conducted electronically and asks a range of questions about the preparation they received from the University of Utah Teacher Education program (each question item is prefaced with "The University of Utah Teacher Education program prepared me to..."). With the exception of the demographic questions, the alumni survey is identical to the graduating student survey. The surveys align with the UETS, but have been modified for the survey to avoid double-barreled questions so that survey respondents might consider one aspect of the UETS at a time. This level of parity is deliberate as it allows for response examinations, over time.

Graduating Student Survey [1.5, 4.4, 5.4, 5.5]

The Teacher Licensure Program administers a Graduating Student Survey as an exit survey each spring to those Teacher Candidates who have completed the program. The student exit data here are for those who graduated in 2013 and 2014. The UITE procured the survey sample of all program options' graduating students from its program-wide database.

The UITE and the Department of Special Education surveyed graduating students to determine whether and in what ways exiting students feel they have been affected by the College of Education's Teacher Education Program. The survey questions are closely aligned with the Utah's Effective Teaching Standards. Using a 5-point Likert scale teacher candidates were asked to rate their level of agreement or disagreement on whether the Teacher Education Program

prepared them in areas related to the standards. Each question item is prefaced with “As a result of my teacher preparation program at the University of Utah, I feel prepared to...”

Employer [1.5, 4.1, 4.3, 4.4, 5.4, 5.5]

Using closed-ended and open-ended questions, the survey asked employers to rate the performance of University of Utah graduates in key competency areas aligned with the Utah Effective Teaching Standards using the following scale: *1 - Unsatisfactory* - lacks basic knowledge and an ability to meet performance standards; *2 - Practicing* - possesses developing competencies in his/her knowledge and ability to meet performance standards; *3 - Effective*- displays a general understanding of linkages between knowledge and content and executes sound lessons on a consistent basis; *4 - Highly Effective*- exhibits exemplary performance, beyond that of a novice teacher.

The survey also asked employers to consider the strengths and weaknesses of the program graduate in comparison with other teachers who have been hired from other licensure programs. Finally, employers were asked about their process and related criteria when making hiring decisions.

Strengths of the Measure:

Alumni, Graduating Student Exit, and Employer Surveys are aligned with the UETS. By responding to survey question items, program stakeholders address levels of proficiency in key competency areas. The Employer Survey contains open-ended questions, which allow for a more in-depth understanding of their assessment of a Teacher Education Program alumnus.

Survey data of alumni, graduates, and employers allow for longitudinal analyses with repeated implementations of the same question items.

Criteria for Success:

The Alumni and the Graduating Student Exit Survey contain a 5-Likert scale of “1 - strongly disagree,” “2 - somewhat disagree,” “3 - neither agree nor disagree,” “4 - somewhat agree,” and “5 - strongly agree.” Items that achieve a mean of 4.00 or better (indicating that the majority of respondents at least “somewhat agree “to proficiency in that preparation area) meet the Program’s standard for success for that question item.

The Employer Survey uses a 4-point proficiency scale that is similar to that used for the practicum, mid-term, and final student teaching evaluations. For the majority of the employer survey questions, the categories that principals/employers use to rate a recent alumnus who teaches at their school are “1 - Unsatisfactory,” “2 - Practicing,” “3 - Effective,” and “4 - Highly Effective.” Items that achieve a mean of 3.00 or better (indicating that the majority of respondents at least rate the alumnus as “effective”) meet the Program’s standard for success for that question item.

Weaknesses of the Measure:

Despite the use of tested techniques to maximize response rates, Dillman, Smyth, & Christian (2000), response rates are typically below 50%. Knowing the importance of a high response

rate, the Evaluation Team has employed multiple efforts, including a test of changing the timing of an alumni survey, as well as having faculty and staff members who have been well-liked and well-known by teacher candidates send out email invitations and reminders to complete the survey.

Reliability and Validity

Evaluation Team members, members of the UITE and the Department of Special Education developed the alumni, graduating student exit, and employer surveys.

The generalizability or the external validity of the questionnaire responses is constrained due to low sample sizes and response rates (Drew, Hardman, & Hosp, 2008).

The validity of self-report data has been studied widely as part of survey research across disciplines (Neuman, 2003). Of significance to all users is the quality of data procured and their applications for decision-making. Self-report data must be considered in light of both cognitive and situational issues that impact quality (Brener, & Grady, 2003). Respondents' knowledge of the question content (i.e., what is being asked) as well as the impact of situations on responses are always factor impacting validity. As a result, our goal is to examine trends in reporting over time as well as to gather additional data across themes through multiple formats. Focus groups have been among the strategies we implement to ensure levels of triangulation (Burbank, Valdez, Goldsmith, Alvarez Gutierrez, & Bachman, 2015).

Finally, because the self-evaluation tools and related scales have yet to be analyzed in terms of constructs, interpretations must be made cautiously.

With the alumni survey, we have opted to show EPP total data to obtain a larger sample size and more statistical power. Before combining, an Analysis of Variance was conducted to determine differences between alumni groups. Out of 62 items, there were only 4 items where there were statistically significant difference between years. There was not a particular pattern for these differences. When looking at the alumni data either in total or broken down by year, the items included as evidence for our claims yield a Chronbach's alpha of .98.

For the employer survey, where principals and employers evaluated particular teachers from the 2013 alumni group, Chronbach's alpha is a.96 for those items identified in support of our claims.

With the graduating student survey, we have opted to show EPP total data combining 2013 and 2014 graduating exit survey data to obtain a larger sample size and more statistical power. Before combining, an Analysis of Variance was conducted to determine differences between alumni groups. There were no statistically significant differences between years. The 29 items included as evidence for our claims yield a Chronbach's alpha of .97.

SECTION 3: METHODS OF ASSESSMENT

Student Teaching Evaluations [1.1, 1.2, 1.4, 1.5, 3.4, 3.6]

Between 2012 and 2014 all student evaluation data has been collected through either electronic forms or electronic-compatible forms. Raters are informed about the process of data collection through an email. The evaluation forms contain instructions on form completion and data submission. The completed evaluation forms are sent to Program Assistant Kim Howard for her to download the forms into an Excel spreadsheet and for storage placement. Also, a hard copy of each Teacher Candidate's evaluation is placed in their paper folder for the program's reference.

Teacher Candidates are rated using the UETS-informed rubric.

Elementary and Secondary Education

The Elementary and Secondary program options share the field practicum, mid-term, and final student teaching evaluation forms using the scale: *1-2 Unsatisfactory*: The Teacher Candidate lacks basic knowledge and an ability to meet this performance standard; *3 Practicing*: The Teacher Candidate possesses developing competencies in his/her knowledge and ability to meet performance standard; *4 Effective*: The Teacher Candidate displays a general understanding of linkages between knowledge and content and executes sound lessons on a consistent basis; *5 Highly Effective*: The Teacher Candidate exhibits exemplary performance, beyond that of a novice teacher; *Distinguished*: An evaluation level intended for inservice teachers. During the pre-student teaching semester, *N/A* may be applied as time in classrooms is part time and may not allow for observations of all indicators.

A rating of a "3" or above equates to a "Yes," indicating whether or not the teacher candidate is proficient in that area and allowing for comparisons to be made across program options. To pass student teaching, Teacher Candidates must receive a "Yes" on all evaluation categories.

Special Education

The Special Education faculty created a series of cross-walk documents leading from rubrics and assessments particular to their specialization area to the common 49-item practicum, mid-term, and final student teaching evaluation forms.

The majority of the Special Education specialization areas use a common form with the scale to indicate whether or not the teacher candidate is proficient in the 49 items. The scale is *Yes*: Teacher Candidate possesses developing competencies in his/her knowledge and ability to meet performance standards; *No*: Teacher Candidate lacks basic knowledge and an ability to meet performance standards; *N/A*: Not applicable at this time [this rating option is not available on the Final Student Teaching Evaluation]

Beginning in 2014, for the formative and summative evaluations, the Mild Moderate specialization area created an evaluation form that allowed for comparison to be made across program options and specialization areas, but allowed them to offer feedback to their Teacher Candidates in a way that best suit their program option. They use the scale: *3= Fully Demonstrated*: The student consistently demonstrates application of skills; *2=Basic*

Demonstration: The student demonstrates basic application of skills; *1=Not Demonstrated:* The student does not demonstrate consistent application of skills; additional instruction/supervision is recommended to ensure skill development; *N/A = not applicable.*

Here, 1 equates to a “No” and a 2/3 equates to a “Yes,” indicating whether or not the Teacher Candidate is proficient in that area.

Course Grades [1.1, 1.2, 1.4]

The program evaluation team identified particular courses from the Teacher Licensure Program curriculum to serve in support of our claims. Coursework is an integral component of the teacher licensure program. Academic advisors from Elementary, Secondary, and Special Education also identified course grades for those who were licensed from the 2012-2013 and 2013-2014 cohort.

The program evaluation team identified particular courses from the Teacher Licensure Program curriculum to serve in support of our claims. Coursework is an integral component of the teacher licensure program. Academic advisors from Elementary, Secondary, and Special Education identified course grades for those who were licensed from 2012-2014 using the degree audit report function of PeopleSoft, the University of Utah’s student data management system.

Teacher candidates are made aware of the program’s course requirements and tracked through their program’s requirement sheets where advisors check student performance after each semester to ensure teacher candidates are meeting course grade requirements and progressing through the program. The degree audit reports indicate letter grades for the courses, but for the purposes of data analysis, the course grades were translated into a numerical score using the grading policies presented in the University’s General Catalog (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, E = 0).

Eportfolio Work Artifacts

Elementary and Secondary [1.1, 1.2, 1.3, 1.4, 1.5, 5.2]

As an indicator of course work-to-practice, eportfolios and related artifacts demonstrate teacher candidates’ abilities to develop classroom-based tools for demonstrating competencies. Each student cohort leader served as the rater for the portfolio work artifacts of the teacher candidates in their cohort for the 2014-2015 academic year.

Eportfolio artifacts were rated twice by the rater, one time at the end of fall semester 2014 and then again at the end of spring semester 2015 as a means of measuring teacher candidates’ growth and development in key areas of assessment, content knowledge, technology integration, diversity, classroom management, and reflection.

Each work artifact was rated using this scale, which mimics the scale used on Student Teaching Evaluations. *1 – Unsatisfactory:* Teacher Candidate lacks basic knowledge and an ability to meet performance standards; *2 – Ineffective:* Teacher Candidate has basic knowledge and attempted to, but did not meet, performance standards; *3 – Practicing:* Teacher Candidate possesses developing competencies in his/her knowledge and ability to meet performance standards; *4 – Effective:* Teacher Candidate displays a general understanding of linkages between knowledge

and content and executes sound lessons on a consistent basis; 5 – *Highly Effective*: Teacher Candidate exhibits exemplary performance, beyond that of a novice teacher; 6 – *n/a*: The artifact does not mention the theme.

Teacher candidates' names were randomly selected from each class list. Each of the three Elementary Education cohorts had 24 students enrolled. Thirty-percent of the names were randomly selected using Excel's random selection generator function; each faculty leader rated 7 of his/her teacher candidate's eportfolio work artifacts for a total of 21 selected portfolios. There were two Secondary Education cohorts, one with 13 teacher candidates, and the other with 17. Given the smaller number and size of the Secondary Education cohorts, 50% of the teacher candidates' names were randomly selected using Excel's random selection generator function; one faculty member rated 9 of the 17 teacher candidates and the other rated 7 of the 13 teacher candidates, for a total of 16 selected portfolios.

When comparing data to Special Education teacher candidates, a score of "3" or above on this scale is indicative of a "Yes."

Special Education [1.1, 1.4, 5.2]

When evaluating portfolio content, faculty for each specialization area used common rubrics to evaluate these artifacts for the particular classes for which they are required. Faculty randomly selected the work artifact from the listing of teacher candidates in their class. Each work artifact was rated on a "Yes" or "No" scale, in the ability of that teacher candidate to have demonstrated proficiency of the theme with the work artifact. Teacher candidates work artifact were rated a second time by an outside rater as a measure of inter-observer agreement. Specialization areas typically collected all artifacts for all teacher candidates and did IOA on a random selection of approximately 30%, although some specialization areas completed IOA on a larger percentage of their teacher candidate work artifacts, depending upon the size of the specialization area.

Admissions [1.3, 3.2] and Cumulative GPA [3.2]

The program uses admission and cumulative GPA in support of its claims. Admissions GPA is calculated at the time the student applies to be a teacher candidate in the licensure program and includes transfer credit. Advisors enter this data point into the College of Education data panels. The cumulative GPA is based on coursework completed at the University of Utah and is auto-populated into the College of Education data panels from PeopleSoft, the University of Utah's student data management system.

In this document, admissions data are presented for those teacher candidates in the 2012-2013 cohort and the 2013-2014 cohort who were enrolled, although GPA has been collected for previous (and subsequent) cohorts.

In this document, cumulative data are presented for those teacher candidates in the 2012-2013 cohort and the 2013-2014 cohort who achieved licensure, although GPA has been collected for previous (and subsequent) licensure years.

Praxis I [1.3, 3.1, 3.2] and Praxis II [1.1, 1.3, 3.5] Test Scores

Praxis I and II test scores are presented for those teacher candidates in the 2012-2013 cohort and the 2013-2014 cohort who achieved licensure, although these data have been collected for previous (and subsequent) licensure years. Teacher candidate test scores are compared to the program's cut-score at the point of program entry (Praxis I) and the ETS cut-scores at the point of licensure (Praxis II).

K-12 Student Outcome Data [4.1]

The state conducted Criterion Reference Tests (CRT) among Utah's P-12 students every spring as a summative assessment, although in 2013 the state switched to Student Assessment Growth and Excellence (SAGE) testing.

In an effort to better ascertain the impact of the teacher preparation program on K-12 student performance, the University of Utah's College of Education requested aggregated CRT data from the Utah Data Alliance, Utah's state longitudinal data system. The Teacher Licensure Program requested CRT data for students in classroom of University of Utah Elementary Education degree and licensure alumni who graduated from the Elementary Education licensure program in 2011 and 2012. Only Elementary Education data were analyzed at this time because they are the most reliable and available data. The Utah Education Policy Center's (UEPC) Dr. Erica Orians served as the analyst for these data.

From this list of alumni obtained through our College of Education data panels, those Elementary Education alumni who were assigned to teach Grades 3-6 were identified, as these are the grades that CRT are held. The CRT scores analyzed were only for those K-12 students who were actually taught by program completers. The K-12 student could be enrolled in any of the Teacher Licensure Program graduate's classroom at any time during the school year. Student achievement data (CRT scores) were analyzed by school year, grade, and CRT subject; by whether or not the school was a district or charter school; and, whether or not the school was of Title I status. The data were also analyzed for evidence of teacher improvement through year to year comparisons of the CRT scores of students of program alumni.

As a new data point (access to this data was previously not permitted by the state), the Teacher Licensure program is using these data to establish benchmarks of this measure of program impact and incorporate the implications of findings from the data analysis into our faculty's discussions of program improvement. These data were discussed at 3 meetings [Meeting Minutes, 2014 UITE Faculty Retreat, September 2014 FACTE, September 2014 SPED Faculty Meeting, 4.1].

Graduate Hire Rates [4.3]

During the summer of each academic year, Program Assistant Kimberly Howard cross checks the College's data on hiring rates with Career Services for graduates on the job market the previous fall and spring semesters. In March of each academic year, the USOE hiring database is queried to confirm and augment the hiring information supplied by cohort leaders and Career Services. The program aims to obtain hiring information within or outside of education or post-graduation plans for each member of the graduating cohort. Our current hiring information

includes content on graduates' first job placements. The spreadsheet contains the program graduates name, program option, graduation year, district of hire, institution name of hire, whether employed in Utah schools, whether they are currently employed or receiving education outside of the Utah public school system, the grade/content level of hiring appointment, and the source of the hiring information.

Surveys

Alumni Survey [1.5, 4.1, 4.2, 4.4, 5.4, 5.5]

The UITE procured the survey contact list of 2013 and 2014 graduates from the USOE. Email addresses were not supplied; the research analyst located the professional email addresses of the potential respondents through school district web pages. The research analyst is typically able to locate approximately 95% of alumni professional email addresses.

Each year response rates were calculated by dividing the number of people contacted to complete the survey by the number of people who completed a survey. When contacting the 2013 and 2014 alumni during the spring of 2015, we received 85 completed surveys for a 31% response rate. One reminder is sent out by either the survey administrator or well-known faculty and advisors.

As with the graduating student survey and the employer survey, a detailed report on the survey results is prepared and presented to the Director of the UITE, the Chair of the Special Education Department, the FACTE Committee, and licensure program faculty for the purposes of program improvement. These data are broken out by program option for the purposes of these internal discussions, although small sample sizes can sometimes hinder interpretation. To understand program-wide feedback, the survey results in Section 4 are aggregated so that they might be more robust and more informative in assisting with program-wide decisions.

Graduating Student Survey [1.5, 4.4, 5.4, 5.5]

Teacher candidates eligible to graduate from the Teacher Education Program in either spring, summer, or fall semesters of the academic year are sent an electronic survey either by their academic advisor or the survey administrator asking a range of questions about the preparation they received from the University of Utah Teacher Education program. Graduating teacher candidates are invited to participate in the survey with an explanation of the significance of their program feedback. Graduating teacher candidates receive one reminder to complete the survey. Instructions on how to complete the survey are included in the survey.

Graduating teacher candidates in Elementary Education, Secondary Education, and Special Education are invited to complete a graduating student survey at the end of each academic year.

Each year response rates were calculated by dividing the number of people contacted to complete the survey by the number of people who completed a survey. In 2013, the Program received 66 completed surveys for a 42% response rate. In 2014, the Program received 41 completed surveys for a 34% response rate.

Each year, the research analyst compiles the data and submits a report detailing the ratings of each question item to the Director of the UITE and the Chair of the Special Education Department. These data are shared with the full faculty and the FACTE committee during fall semester of each year. Next, the survey methodology and results are discussed at each year's faculty retreats as avenues for overall program improvement and to discern new processes to maximize response rates. For example, the response rate for the 2014 exit survey was lower than previous years. A strategy designed to increase response rates was to move from having the program option academic advisors send out email invitations to students to requests from other key people, perhaps more well-known, within the program option to send out the survey. These conversations about the annual survey reports also served as a means for identifying themes that might guide faculty discussions and program evaluation efforts in the future. For example, based upon the years' survey results, faculty were interested in honing in on the question items centered on classroom management, technology integration, and diversity.

As with the alumni survey responses, these data are broken out by program option for the purposes of these internal discussions, although small sample sizes can sometimes hinder interpretation. To understand program-wide feedback, the survey results in Section 4 are aggregated so that they might be more robust and more informative in assisting with program-wide decisions.

Employer Survey [1.5, 4.1, 4.3, 4.4, 5.4, 5.5]

The Teacher Education Program in the College of Education contacted (via email) employers of recent graduates to complete an electronic survey rating the teaching performance of program alumni recently hired in their schools. The goal of the survey was to determine how effective recent alumni are from the perspective of their employers. The vast majority of employers contacted were school principals. The Teacher Licensure Program conducted an Employer Survey in spring 2014 and spring 2015. The contact list of eligible employers was compiled using the USOE database. The database contained placement information for those Elementary Education, Secondary Education, and Special Education alumni who graduated from the University's K-12 teacher education program in 2013 for the 2014 survey and in 2014 for the 2015 survey. The research analyst manually looked up the school principal and the school principal's contact information for each alumnus with a recent placement. In the email invitation, as well as in directions on the survey, to gather more specific feedback, principals were asked to focus on a single recent alumnus. If there was more than one alumnus hired at a particular school, the name of the person the principal/administrator was asked to consider for their survey was randomly selected; the principal/administrator was informed of this random selection process.

The survey also asked employers to consider the strengths and weaknesses of the program graduate in comparison with other teachers who have been hired from other licensure programs. Finally, the employers were asked about their process in making hiring decisions.

Each year response rates were calculated by dividing the number of people contacted to complete the survey by the number of people who completed a survey. In 2014, the survey was sent to 92 employers (employers were sent one reminder) and garnered a 38% response rate, with 35

completed surveys. In 2015, the survey was sent to 106 employers (employers were sent one reminder) and garnered a 34% response rate, with 36 completed surveys.

Each year, the research analyst compiles the data and submits a report detailing the ratings of each closed-ended question item and the verbatim responses of each of the open-ended questions to the Director of the UITE and the Chair of the Special Education Department. From there, survey results are discussed at each year’s faculty retreats and with the FACTE Committee as an avenue for overall program improvement.

Again, these data are broken out by program option for the purposes of these internal discussions, although small sample sizes can sometimes hinder interpretation. To understand program-wide feedback, the survey results in Section 4 are aggregated so that they might be more robust and more informative in assisting with program-wide decisions.

SECTION 4: RESULTS

In this section, the Teacher Education Program shows the results of the evidence used in support of the claims. Throughout, in most cases, data cells with less than 10 candidates were noted as such to preserve teacher candidate anonymity. In only the case of presenting our accommodation and remediation information have we made an exception to this rule so as to more precisely portray a key point of our program data.

Table 15: Summary Table of Assessments in Support of Each Claim								
Claim	Assessments							
	Student Teaching Evaluations	Course Grades	Eportfolio Work Artifacts	GPA	Praxis	K-12 Student Outcome Data	Graduate Hire Rates	Surveys
1	X	X	X	X	X	X	X	X
2	X	X	X					
3	X		X					X
4	X	X	X					

Claim 1

Student Teaching Evaluations

Evaluations of teacher candidate performance are predictable and ongoing. For those admitted to the teacher licensure program, evaluation benchmarks take place at the end of each semester through academic progress notifications to ensure compliance with admissions criteria.

Additionally, within the context of the final licensure year, teacher candidates’ field and GPA performance determine whether candidates will begin student teaching. Mid-term evaluations of performance of field experiences during the semester prior to student teaching, as well as mid-term performance during student teaching are documented to ensure all program completers meet the minimum standards for licensure recommendation.

Failure to meet the standards for program continuation at the end of the semester before student teaching as well as the student teaching mid-term leads to the development of contract agreements for performance as a condition for program continuation as noted in Table 16. The formal types of accommodations noted in teacher candidate files at the end of fall semester of their licensure year are dismissal, extended student teaching placement, contract for performance improvement, and other (i.e., if someone has chosen not to continue into student teaching and has elected to complete a degree versus licensure).

As evidence for Claim 1, all teacher candidates received passing scores on each item of their final student teaching evaluation, as it is a requirement for licensure. Notably, there were teacher candidates who had been dismissed or received other accommodations prior to student teaching. The following table shows the count of those teacher candidates who received particular accommodations. The last line of the table shows the summary percentages of licensed student teaching passage rates.

Table 16: Accommodation [3.4] and Final Student Teaching Data, Claim 1, CAEP Standard 1.1			
	EPP Total 2013 and 2014 Combined		
	Elementary	Secondary	Special Education
Dismissed Prior to Student Teaching Count	3	2	0
Extended Student Teaching Placement Count	2	5	2
Contract for Performance Improvement Count	0	8	1
Other Accommodation Count (e.g., received degree)	0	0	1
Percentage Passing Student Teaching (EL, SEC=3+; SPED=Yes)	100%	100%	100%

The vast majority of teacher candidates were rated by University Supervisors as well as Cooperating Professionals/Site Teacher Educators (perhaps more than one cooperating professional for multiple content areas) and so the number of observations is greater than the number of teacher candidates. The appropriate final student teaching evaluation items have been grouped into larger themes of learner and learning development, content knowledge, instructional practice, and professional responsibility. For Elementary and Secondary Education, the mean scores for the items are well above the cut-score of a 3.0. Special Education uses a binary score of a "Yes" or "No" and all teacher candidates achieved a score of "Yes". The last column of the data table reflects examinations across the two different types of raters in the Elementary and Secondary program options, which are University Supervisors and Cooperating Professionals/Site Teacher Educators. T-tests for these groupings and these years indicate that University Supervisor ratings tend to be lower than Cooperating Professional/Site Teacher Educator ratings. There is a statistically significant difference between Elementary and Secondary raters for all groupings, with Elementary Education ratings being higher than

Secondary. Please see the discussion on training efforts of raters in Appendix 1 as a means to minimize differences between raters.

Table 17: Final Student Teaching Data, Claim 1, CAEP Standard 1.1, 5.2							
Final Student Teaching Evaluation Groupings	Elementary (2012-2013 and 2013-2014 Combined) <i>(Scale=1-5, Cut-score=3)</i>			Secondary (2012-2013 and 2013-2014 Combined) <i>(Scale=1-5, Cut-score=3)</i>			Difference between University raters and STEs
	Number of Observations	Mean	SD	Number of Observations	Mean	SD	
Learner and learning development	234	4.52	0.45	196	4.00	0.54	*
Content knowledge	235	4.53	0.48	196	4.14	0.53	*
Instructional practice	235	4.47	0.47	196	3.97	0.53	*
Professional responsibility	235	4.52	0.49	196	4.05	0.61	*

Course Grades

In support of Claim 1, Content-based Language Teaching course grades for the 2013 and 2014 program graduates are used as evidence. A majority of teacher candidates have achieved grades in these classes reflective of proficiency in the material. The table also notes that in one course in this grouping there is a statistically significant difference in course averages between years, where the 2014 grade for this course is lower than its 2013 counterpart.

Table 18: Grades, Claim 1, CAEP Standards 1.1, 1.4						
Class	Total 2013 and 2014 Program Graduates <i>(Scale=0-4.00, Cut-score=3.00)</i>			Grade	Difference Between Years	
	Teacher Candidates (candidates may take multiple classes)	Mean	SD			
Content-based Language Teaching	164	3.79	0.38	% 3.7 (A-) or above		
LING 5/6811 Educating Language Learners	99	3.89	0.29	92%		
LING 5/6812: Content-Based Language Teaching	70	3.66	0.45	74%	*	

Eportfolio Work Artifacts

Elementary and Secondary teacher candidates were rated on their lesson plans for content knowledge proficiency. In both times of data collection, the teacher candidates exceeded the cut-score. The percentage “yes” indicates the percent of teacher candidates who met or exceeded the cut score. Paired-sample T-Tests were conducted to determine differences between times of data collection. For Content Knowledge, there was not a difference between times. Sample sizes decreased between Time 1 and Time 2 for the Elementary Education teacher candidates, as the content-knowledge aspect of the lesson plan was not as available for the second round of data collection.

	Elementary (Scale=1-5, Cut-score=3)			Secondary (Scale=1-5, Cut-score=3)		
Content Knowledge Lesson Plan Rating In looking at the lesson plan, how does the Teacher Candidate perform in the area of displaying content knowledge?			Difference Between Time 1 and Time 2			Difference Between Time 1 and Time 2
	Time 1	Time 2		Time 1	Time 2	
Mean	3.62	4.17		3.31	3.31	
N	21	12		16	16	
SD	0.80	1.53		0.48	0.79	
% Yes	95%	83%		100%	88%	

Elementary and Secondary teacher candidates were rated on their lesson plans for diversity teaching proficiency. During both times of data collection, teacher candidates exceeded the cut-score. The percentage “yes” indicates the percent of teacher candidates who met or exceeded the cut score. Paired-sample T-Tests were conducted to determine differences between times of data collection. For diversity, there were statistically significant differences between times for Elementary and Secondary, where proficiencies improved over time. Sample sizes decreased between Time 1 and Time 2 for the Elementary Education teacher candidates, as the work artifact of a diversity-based lesson plan was not consistently present in the spring portfolios (Time 2).

	Elementary (Scale=1-5, Cut-score=3)			Secondary (Scale=1-5, Cut-score=3)		
Diversity Lesson Plan Rating In looking at the lesson plan or the course-based diversity plan,			Difference Between Time 1 and Time 2			Difference Between Time 1 and Time 2
	Time 1	Time 2		Time 1	Time 2	

how does the Teacher Candidate perform in the area of meeting the diverse needs of students in the classroom?						
Mean	3.48	4.58	*	3.06	3.81	*
N	21	12		16	16	
SD	0.81	0.51		0.57	0.75	
% Yes	95%	100%		87%	100%	

Special Education teacher candidates were rated on their Individualized Education Plans for diversity teaching proficiency. For randomly selected candidates, Special Education IEPs were rated by at least two separate raters for the purposes of measuring inter-observer agreement. The table indicates the percentage of agreement among raters that the teacher candidate met the performance criterion related to explicit ways of responding to learner diversity. With only one exception across both years, all specialization areas exceeded the 80% cut-score percentage. Those specialization areas that did not report IEP ratings did not collect data for specific methodological reasons.

Table 21: Eportfolio Work Artifacts, Claim 1, CAEP Standards 1.1, 1.4, 5.2		
Special Education Specialization Areas & Years of Data Collection	Number of Individualized Education Plans Rated	% Mean Agreement Across Raters that Teacher Candidate Met Criteria for Responding to Learner Diversity (Scale=0-100%, Cut-score=80%)
Mild Moderate		
2013-2014	6	71%
2014-2015	3	83%
Early Childhood		
2013-2014	3	88%
2014-2015	n/a	n/a
Severe		
2013-2014	5	94%
2014-2015	4	100%
Visual Impairment		
2013-2014	4	96%
2014-2015	2	100%
Deaf and Hard of Hearing		
2013-2014	n/a	n/a
2014-2015	2	100%
DeafBlind		

2013-2014	n/a	n/a
2014-2015	n/a	n/a

Admissions GPA

Admissions GPA means for licensure and endorsement areas are above the minimum requirements set by the program. There is minimal variance in Admissions GPA for members of the 2012-2013 and 2013-2014 cohort.

Content Area	N	Mean	SD	N		Mean		SD	
<i>(Scale=0-4.00, Cut-score=3.00)</i>	EPP Total for Both Years			2012- 2013	2013- 2014	2012- 2013	2013- 2014	2012- 2013	2013- 2014
Elementary	144	3.56	0.28	78	66	3.54	3.59	0.28	0.28
Special Education	70	3.34	0.35	27	43	3.33	3.34	0.41	0.31
Mild Moderate	28	3.29	0.33	n<10	19		3.28		0.33
Severe	24	3.33	0.36	n<10	15		3.32		0.28
Early Childhood	n<10								
Hearing Impairments	n<10								
Vision Impairments	n<10								
Secondary	87	3.41	0.33	42	45	3.37	3.46	0.37	0.30
English	18	3.45	0.36	10	n<10	3.48		0.40	
History	17	3.36	0.30	n<10	n<10				
Mathematics (4)	16	3.43	0.50	n<10	11		3.62		0.24
Chinese	11	3.46	0.27	n<10	n<10				
Art	n<10								
Biology	n<10								
Chemistry	n<10								
Communication	n<10								
Dual Language Immersion	n<10								
Earth Science	n<10								
French	n<10								
Geography++	n<10								
Health Promotion & Education	n<10								
Japanese	n<10								
Mathematics (3)	n<10								
Physics	n<10								

Social Science Composite	n<10								
Spanish	n<10								
Theatre	n<10								
English as a Second Language	169	3.52	0.30	79	90	3.50	3.53	0.30	0.30

In alignment with state mandates and College of Education standards for academic performance, program admissions are viewed holistically in order to capture data on teacher candidates' past performance as well as provide indicators of performance once teacher candidates are admitted. Admissions GPA meet state and programmatic minimums with a window that allows for up to 10% to be admitted who fall below the 3.0. Conditions that allow for performance below a 3.0 include but are not limited to: more recent academic record (i.e., past two years; strong letters across writers that speak to academic ability), and consideration of applicants' life experiences, among other criteria; and whether teacher candidates are from underrepresented communities. Once admitted teacher candidates must maintain a 3.0 in order to continue.

At the point of admissions for the 2014-2015 cohort, the University of Utah's admitted teacher candidates into the K-6, 6-12 and the SPED K-12 licensure program are within the guidelines stipulated in *Utah Administrative Rule R277-502-3C (5) (f)* and within the University of Utah's Guidelines for undergraduate admissions: *Policy 6-404: Undergraduate Admission:*

Elementary Education Admissions Information: Of the teacher candidates admitted to the 2014-2015 cohort, 5.4% were below the 3.0 GPA requirement.

Secondary Education Admissions Information: Of the teacher candidates admitted to the 2014-2015 cohort, 7.89% had an admissions undergraduate GPA below a 3.0 and no teacher candidates in the post-baccalaureate category had a GPA below 3.0.

Special Education Admissions Information: Of the teacher candidates admitted to the 2014-2015 cohort, 9% were below a 3.0 GPA.

Cumulative GPA

Cumulative GPA means for licensure and endorsement areas are above the minimum requirements set by the program. There is minimal variance in Cumulative GPA for members of the 2012-2013 and 2013-2014 cohort who have been recommended for licensure.

Content Area	N	Mean	SD	N		Mean		SD	
<i>(Scale=0-4.00, Cut-score=3.00)</i>	EPP Total			2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
Elementary	131	3.73	0.22	73	58	3.75	3.70	0.22	0.23
Special Education	59	3.74	0.26	21	38	3.75	3.74	0.29	0.25
Mild Moderate	24	3.65	0.25	6	18	3.57	3.68	0.32	0.23

Severe	22	3.78	0.31	9	13	3.79	3.77	0.34	0.30
Early Childhood	n<10								
Hearing Impairments	n<10								
Vision Impairments	n<10								
Secondary	81	3.71	0.29	38	43	3.75	3.68	0.24	0.33
English	17	3.68	0.28	n<10	n<10				
Mathematics (4)	16	3.85	0.14	n<10	11		3.88		0.15
History	15	3.57	0.36	n<10	n<10				
Spanish	10	3.72	0.33	n<10	n<10				
Biology	n<10								
Chemistry	n<10								
Chinese	n<10								
Dual Language Immersion	n<10								
Earth Science	n<10								
French	n<10								
Geography	n<10								
German	n<10								
Health	n<10								
Mathematics (3)	n<10								
Physics	n<10								
Social Science Composite	n<10								
Speech Communication	n<10								
Theatre (6-12)	n<10								
Visual Art (6-12)	n<10								
English as a Second Language	164	3.7	0.26	75	89	3.75	3.67	0.23	0.27

Praxis I

Praxis I is used as admissions criteria. This table includes the mean of teacher candidates' average test scores, which factor in if a Teacher Candidate repeated a test.

Table 24: Praxis I, Claim 1, CAEP Standard 1.3						
Test Area	Elementary Education EPP Total (2012-2013 and 2013-2014 Combined) <i>(Scale=100-200, Cut-score=173)</i>			Special Education EPP Total (2012-2013 and 2013-2014 Combined) <i>(Scale=100-200, Cut-score=170)</i>		
	N	Mean	SD	N	Mean	SD
Math	135	180	5.21	43	178	4.77

Reading	135	180	3.65	43	179	4.65
Writing	135	177	3.16	43	175	4.38

Praxis I Math test scores were correlated with teacher candidate grades for MATH 4010, MATH 4020, and EDU 5360 so as to corroborate data using multiple sources. In Elementary Education, Math Praxis I scores were significantly correlated with MATH 4010 and 4020. In Special Education, Math Praxis I scores were significantly correlated with MATH 4020.

Course	Elementary Education Math Praxis I (2012-2013 and 2013-2014 Combined)	Special Education Math Praxis I (2012-2013 and 2013-2014 Combined)
MATH 4010	r=0.43, p<0.05	r=0.34 p>0.05
MATH 4020	r=0.49, p<0.05	r=0.54, p<0.05
EDU 5360	r=0.10, p>0.05	n/a

Praxis II

Across the 2012-2013 and 2013-2014 cohort years, 140 Elementary teacher candidates took a total of 585 Praxis tests; 63 Special Education teacher candidates took a total of 105 Praxis tests; 82 Secondary teacher candidates took a total of 173 Praxis tests. The table shows the mean of the average scores for each test taken by Elementary, Special Education, and Secondary Education Teacher Candidates. Program cut-scores are based on statewide cut-scores for the year the test was taken. Passing Praxis II scores are a requirement for licensure.

	Mean of Average Content Test Scores	N
Elementary Education		
Early Childhood	181	25
Elementary Mathematics	174	115
Elementary Reading & Language Arts	183	115
Elementary Science	171	115
Elementary Social Studies	169	116
Elementary Education Content Knowledge	162	N<10
English to Speakers of Other Languages	152	98
Special Education		
Elementary Mathematics	171	N<10
Elementary Reading & Language Arts	179	N<10
Elementary Science	173	N<10
Elementary Social Studies	168	N<10

Elementary Education Content Knowledge	165	N<10
Mathematics Level 2	149	N<10
Physics Content Knowledge	184	N<10
Special Education Severe to Profound	177	N<10
Special Education Core Content Knowledge	183	N<10
Special Education Core Knowledge & Application	180	54
Special Education Mild Moderate	175	N<10
Secondary Education Content Areas		
Art (version 1)	181	N<10
Art: Content Knowledge (version 2)	181	N<10
Biology: Content Knowledge	181	N<10
Chemistry	173	N<10
Chinese (Mandarin)	191	10
Earth Science: Content Knowledge	157	N<10
English Language Arts	181	N<10
English Language, Lit & Comp	188	12
English to Speakers of Other Languages	160	69
French: World Language	181	N<10
General Science: Content Knowledge	192	N<10
Geography	715	N<10
German: World Language	182	N<10
Health	710	N<10
Health Education	436	N<10
Mathematics: Content Knowledge 2,3,4	173	18
Physics	171	N<10
Social Studies	171	N<10
Spanish	179	12
Speech Communication	169	N<10
Theatre	690	N<10
World & US History	167	16

K-12 Student Outcome Data: Impact on P-12 Student Learning and Development

As noted, prior to 2013 access to student performance data has been extremely limited to institutions of higher education. In a coordinated effort with the Utah Education Policy Center, the College of Education accessed data as a first step toward determining our graduates' impact on student learning. From a subset of 2011 and 2012 Teacher Licensure Program graduates, 118 Elementary Education graduates were located through the College of Education database where 90 of the graduates were staff at public schools in Utah in the 2011-2012 and/or 2012-13 school years. Some respondents were first year teachers and others second year teachers. 49 Teacher Licensure Program graduates were staff in the 2011-2012 academic year and 84 Teacher Licensure Program graduates were staff in the 2012-2013 academic year.

Program graduates are hired to teach in a variety of environments. The following tables show that for those teachers included in this study, that in 2013 the majority of the teachers taught within a district school versus a charter school. In 2012, slightly more elementary graduates were teaching in non-Title I schools, while in 2013 there was a close to equal number of elementary program option graduates teaching in Title I and non-Title I schools. More than half of the elementary program graduates have an assignment teaching Grades 3-6 for both years under study.

By District and Charter

Table 27: Elementary Program Graduates’ Teaching Assignments By Year, Claim 1, CAEP Standard 4.1		
	2012 (n=49)	2013 (n=84)
School Type		
District	*	74
Charter	*	10
Title I Status		
Title I	20	43
Not Title I	29	41
Assignment		
Grades 3-6	26	49
Other (i.e. grades K-2, or subjects in grades 7-12)	23	35
(* Data are suppressed to protect student privacy.)		

Student Achievement

Fifty-one graduates in the original cohort were assigned to teach Grade 3-6, as these are the grades that CRT are held, and had at least one student who took a CRT test in Language Arts, Mathematics, or Science. To be included in this cohort, the student could be enrolled in the Teacher Licensure Program graduate’s classroom at any time during the school year. There was no minimum threshold for enrollment in order to capture as many students as possible.

The first set of analyses of CRT data examined student achievement for all 51 graduates who taught grades 3-6 in Utah public schools. Student achievement is disaggregated by school year/grade/subject, by district and charter school, and by Title I status.

Student Achievement, by Grade and Test

The following table displays the number and percent of students who passed (“proficient”), by school year, grade, and CRT subject area. All students were taught, at some time during the school year, by a graduate of the Teacher Education Program. The last column of this table shows the statewide percent proficient scores for all Utah students in Grades 3-6 who were tested

in these areas. We have chosen to include the statewide scores as a point of comparison for this first experience with these data as a means to place in context the CRT scores of K-12 students who are in the classrooms of Elementary Education program graduates. However, we are comparing these data with the caveat that the program graduates under study may be different than those statewide. Specifically, the program graduates are first and second year teachers, while those included in the statewide proficiency percentages include individuals with varying years of teaching experience and who may be teaching in different settings than those teachers who have graduated from our program.

Comparisons of the percent proficient between graduates and statewide teachers' performance, as noted in bold, we find that our program graduates exceed the statewide average in 6th grade Language Arts, Math, and Science for the 2011-2012 school year. Unfortunately, statistical analysis cannot be performed when comparing these percentages, as the sample size for the statewide proficiency levels is not available by grade and subject area and, likely, the sample sizes would be so unbalanced between the program graduates and the state that statistical testing may not be meaningful.

Table 28: CRT Proficiency Percentages of Students in Elementary Program Graduates' Classrooms By School Year, Grade, Subject vs. Utah Statewide Averages, Claim 1, CAEP Standard 4.1

School Year	Grade	Subject	Not Proficient (n)	Proficient (n)	Percent Proficient (0-100%)	Utah Percent Proficient (Cut-Score)
2011-2012	3	Language Arts	91	110	54.73%	79%
2011-2012	3	Math	101	99	49.50%	76%
2011-2012	4	Language Arts	55	76	58.02%	78%
2011-2012	4	Math	57	74	56.49%	78%
2011-2012	4	Science	76	55	41.98%	68%
2011-2012	5	Language Arts	46	118	71.95%	80%
2011-2012	5	Math	48	116	70.73%	78%
2011-2012	5	Science	66	98	59.76%	75%
2011-2012	6	Language Arts	46	220	82.71%	81%
2011-2012	6	Math	55	212	79.40%	76%
2011-2012	6	Science	60	207	77.53%	75%
2012-2013	3	Language Arts	72	150	67.57%	79%
2012-2013	3	Math	60	163	73.09%	77%
2012-2013	4	Language Arts	82	154	65.25%	78%
2012-2013	4	Math	63	173	73.31%	79%
2012-2013	4	Science	130	105	44.68%	69%
2012-2013	5	Language Arts	101	261	72.10%	80%
2012-2013	5	Math	80	282	77.90%	80%
2012-2013	5	Science	128	234	64.64%	77%
2012-2013	6	Language Arts	119	358	75.05%	82%

2012-2013	6	Math	135	341	71.64%	77%
2012-2013	6	Science	164	312	65.55%	75%

Student Achievement, by District and Charter

In an effort to examine performance proficiencies across school types (i.e., Charter, District schools that are not Charter), we examined our graduates' students' CRT performance to consider whether these characteristics of schools and their students reveal different proficiency patterns. Due to the lower sample sizes for charter schools, both years were combined. It was not appropriate to conduct significance tests between district and charter schools because the samples were unbalanced to the extent that significance testing would not be meaningful.

Differences in student achievement based on district or charter school enrollment are displayed in the following table. Where available, data indicate that students in the classrooms of program graduates who teach in Charter schools reflect the same levels of proficiency variance that are evident when compared with schools that are not Charter.

Table 29: CRT Proficiency Percentages of Students in Elementary Program Graduates' Classrooms By Charter and District School Status, Claim 1, CAEP Standard 4.1				
Assessment	Charter		District (Non-Charter)	
	Number of Students	Percent Proficient (0-100%)	Number of Students	Percent Proficient (0-100%)
3rd Grade Language Arts	128	67.97%	295	58.64%
3rd Grade Math	128	55.47%	295	64.75%
4th Grade Language Arts	25	*	342	62.57%
4th Grade Math	25	*	342	66.08%
4th Grade Science	25	*	341	42.23%
5th Grade Language Arts	52	*	474	70.89%
5th Grade Math	52	78.85%	474	75.32%
5th Grade Science	52	75.00%	474	61.81%
6th Grade Language Arts	31	64.52%	712	78.37%
6th Grade Math	31	58.06%	712	75.14%
6th Grade Science	31	58.06%	712	70.37%

(* Data are suppressed to protect student privacy, as the percent proficient would be based on less than 10 students.)

Student Achievement, by Title I Status

Differences in student achievement, by assessment and Title I status are displayed in the following table. A chi-square test detected statistically significant differences between Title I and Non-Title I schools in several assessments. Proficiency rankings of graduates' teaching in Title I and Non-Title I schools as reflected in their students' CRT performance indicate statistically significant differences in 3rd grade math and 5th and 6th grade math, language arts, and science where students' proficiency percentages are higher in Non-Title I schools. There is not a statistically significant difference in the area of 3rd grade Language Arts, nor in any of the 4th

grade assessment areas, indicating that students are performing with an equal level of proficiency in these areas regardless of non-Title I or Title I status.

Chi-squared test was selected because the nature of the dependent variable was categorical (pass or not pass) and the independent variable included two independent groups (Title I and non-Title I schools where some Title I schools are charter). Differences were statistically significance if $p < 0.05$. *P* values are presented in the following table.

Table 30: CRT Proficiency Percentages of Students in Elementary Program Graduates' Classrooms By Non-Title I and Title I School Status, Claim 1, CAEP Standard 4.1					
Assessment	Non-Title I		Title I		Significance (<i>p</i> value)
	Number of Students	Percent Proficient (0-100%)	Number of Students	Percent Proficient (0-100%)	
3rd Grade Language Arts	221	65.61%	202	56.93%	0.067
3rd Grade Math	221	70.59%	202	52.48%	0.000
4th Grade Language Arts	233	61.80%	134	64.18%	0.650
4th Grade Math	233	63.95%	134	73.13%	0.071
4th Grade Science	233	47.21%	133	37.59%	0.074
5th Grade Language Arts	271	80.44%	255	63.14%	0.000
5th Grade Math	271	83.39%	255	67.45%	0.000
5th Grade Science	271	75.28%	255	50.20%	0.000
6th Grade Language Arts	510	80.39%	233	72.10%	0.012
6th Grade Math	511	78.47%	232	65.52%	0.000
6th Grade Science	511	75.93%	232	56.47%	0.000

Teacher Improvement

The second analysis examines student achievement changes from year 1 to year 2 to assess the extent to which graduates of the program who taught the same subject two years in a row, and changes in their students' average achievement scores from year 1 to year 2. The Teacher Education Program is interested in measures of completers' impact on K-12 student learning and development as well as evidence of completers' classroom performance. There is a statistically significant gain in CRT scores for 5th Grade Math test-takers from Year 1 (2012) to Year 2 (2013) in the classrooms of program graduates who taught the same grade and content from Year 1 to Year 2.

Chi-squared test was selected for these data because the nature of the dependent variable was categorical (pass or not pass) and the independent variable included two independent groups (2012 and 2013 test-takers). Differences were statistically significance if $p < 0.05$. *P* values are presented in the following table.

Table 31: CRT Proficiency Percentages of Students in Classrooms of Elementary Program Graduates who Taught the Same Grade and Content Across Years, Claim 1, CAEP Standard 4.1
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Assessment	2012		2013		Significance (<i>p</i> value)
	Number of Students	Percent Proficient (0-100%)	Number of Students	Percent Proficient (0-100%)	
3rd Grade Language Arts	128	63.28%	125	69.60%	0.287
3rd Grade Math	127	63.78%	126	73.81%	0.085
4th Grade Language Arts	49	65.31%	58	67.24%	0.833
4th Grade Math	49	63.27%	58	75.86%	0.156
4th Grade Science	49	55.10%	58	48.28%	0.482
5th Grade Language Arts	164	71.95%	159	74.84%	0.557
5th Grade Math	164	70.73%	159	83.65%	0.006
5th Grade Science	164	59.76%	159	65.41%	0.294
6th Grade Language Arts	204	82.35%	188	78.72%	0.364
6th Grade Math	205	80.98%	188	78.72%	0.578
6th Grade Science	205	74.15%	188	72.87%	0.775

Graduate Hire Rates

For hiring rates, the Teacher Education Program focused on teacher candidates from the 2012-2013 and 2013-2014 cohorts who were recommended for licensure. We have been able to obtain hiring information on 80% of our graduates across the two years. The table below includes the hiring percentages only for whom we have been able to obtain hiring information.

Table 32: Hiring Rates, Claim 1, CAEP Standard 4.3

Content Area	Employed in Utah Schools 2012-2013 (0-100%)	Employed in Utah Schools 2013-2014 (0-100%)
Elementary Education	100%	100%
Special Education	100%	92%
Secondary Education	97%	95%
Total	99%	97%

Alumni Survey & Graduating Student Survey

The alumni survey and graduating student survey have the vast majority of questions in common, allowing for comparisons where appropriate. What is notably different, is the timing of the surveys’ implementation. Teacher candidates graduating in 2013 and 2014 completed the graduating student survey as they were exiting the program. Alumni, who graduated in 2013 and 2014 (the same group eligible to complete the graduating student surveys), completed the survey a year or two after having finished the program and are employed. For Claim 1, Standard 4.4 we identified those question items on the two surveys that spoke to whether or not these two groups viewed their preparation as effective and relevant to the responsibilities that could be confronted while working as teachers. Across both surveys, there were only two instances for alumni where

responses fell below the cut-score, items 1E and 4B. T-tests were run to determine the difference between graduates and alumni on items, so as to corroborate data using multiple lines of evidence.

Table 33: Graduating Student Exiting Survey Data And Alumni Survey Data for 2013 & 2014 graduates, Claim 1, Standard 4.4

Alumni: The University of Utah Teacher Education program prepared me to ...

Graduating: As a result of my teacher preparation program at the University of Utah, I feel prepared to ...

Item on Assessment	EPP Total Graduating Students (2013 & 2014) (Scale=1-5, Cut-score=4)			EPP Total Alumni (2013 & 2014) (Scale=1-5, Cut-score=4)			Difference between Graduates and Alumni
	N	Mean	SD	N	Mean	SD	
1A. Address cognitive areas of student development.	116	4.59	.70	80	4.45	.69	
1B. Address linguistic areas of student development.	116	4.30	.90	80	4.20	.89	
1C. Address social areas of student development.	116	4.38	.86	80	4.05	.93	*
1D. Address emotional areas of student development.	115	4.21	.91	80	4.00	.98	
1E. Address physical areas of student development.	116	4.12	.97	80	3.71	1.12	*
2A. Address individual learner differences and cultural and linguistic diversity.	116	4.59	.65	79	4.41	.78	
3A. Create learning environments that support individual student learning.	108	4.69	.61	72	4.31	.85	*
3B. Create learning environments that support collaborative learning.	108	4.71	.63	72	4.38	.83	*
3C. Create learning environments that support positive social interactions.	108	4.72	.65	70	4.43	.79	*
3D. Create learning environments that support active engagement in learning.	108	4.73	.54	72	4.40	.83	*
4A. Address the central concepts and structures of the discipline.	104	4.59	.73	69	4.16	.80	*
4B. Develops inquiry-based lessons.	103	4.48	.76	69	3.86	1.02	*
5A. Use multiple methods of assessment in ways that help students to understand their own growth.	103	4.64	.61	70	4.20	.83	*
5B. Use multiple methods of assessment to monitor learner progress.	103	4.67	.55	70	4.36	.70	*
5C. Use multiple methods of assessment to guide planning and instruction.	103	4.68	.61	69	4.28	.78	*
5D. Use multiple methods of assessment to determine whether the outcomes described in content standards have been met.	103	4.64	.67	70	4.30	.73	*
6A. Plan instruction to reflect rigorous learning goals.	102	4.62	.69	68	4.34	.75	*

7A. Use various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections.	100	4.63	.71	62	4.26	.75	*
7B. Use various instructional strategies to build skills to apply and extend knowledge in meaningful ways.	101	4.64	.64	62	4.23	.73	*
8A. Be a reflective practitioner who uses evidence to continually evaluate the needs of each learner.	101	4.76	.57	58	4.40	.84	*
8B. Be a reflective practitioner who uses evidence to adapt practice to meet the needs of each learner.	101	4.74	.61	58	4.31	.80	*
9A. Be a leader who engages collaboratively with learners to build a shared vision and supportive professional culture focused on student growth and success.	100	4.70	.61	58	4.31	.75	*
9B. Be a leader who engages collaboratively with families to build a shared vision and supportive professional culture focused on student growth and success.	101	4.64	.64	58	4.02	.98	*
9C. Be a leader who engages collaboratively with colleagues to build a shared vision and supportive professional culture focused on student growth and success.	101	4.72	.53	58	4.38	.79	*
9D. Be a leader who engages collaboratively with community members to build a shared vision and supportive professional culture focused on student growth and success.	101	4.56	.71	58	4.09	.88	*
10A. Demonstrate the highest standard of legal, moral, and ethical conduct.	100	4.87	.42	57	4.65	.74	*

There are additional question items from the alumni survey that are in support of this claim. Items 4A-4H are indicators of Content knowledge, items 5A-5M are indicators of assessment, 7A-7M are indicators of instructional strategies, and 8A-8K are indicators of reflection and continuous growth.

Table 34: Alumni Survey Data, Claim 1, CAEP Standard as noted in the table				
The University of Utah Teacher Education program prepared me to ...				
CAEP Standard	Item	EPP Total (2013-2014 Alumni Combined) (Scale=1-5, Cut-score=4)		
		N	Mean	SD
4.2, 4.4	4A. Address the central concepts and structures of the discipline.	69	4.16	0.80
4.2, 4.4	4B. Develops inquiry-based lessons.	69	3.86	1.02
4.2	4C. Know the content of the discipline and convey accurate information and concepts.	69	4.28	0.70
4.2	4D. Demonstrate an awareness of the Utah Common Core Standards/Core Curriculum and references it in the short-term planning.	69	4.35	0.84

4.2	4E. Demonstrate an awareness of the Utah Common Core Standards/Core Curriculum and references it in the long-term planning.	69	4.19	0.90
4.2	4F. Engage students in applying methods of inquiry and standards of evidence of the discipline.	69	4.03	0.82
4.2	4G. Use multiple representations of concepts that capture key ideas within the context of daily lessons.	69	4.20	0.70
4.2	4H. Support students in learning and using academic language accurately and meaningfully.	69	4.20	0.88
4.1, 4.4	5A. Use multiple methods of assessment in ways that help students to understand their own growth.	70	4.20	0.83
4.1, 4.4	5B. Use multiple methods of assessment to monitor learner progress.	70	4.36	0.70
4.1, 4.4	5C. Use multiple methods of assessment to guide planning and instruction.	69	4.28	0.78
4.1, 4.4	5D. Use multiple methods of assessment to determine whether the outcomes described in content standards have been met.	70	4.30	0.73
4.1	5E. Design or select assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.	70	4.21	0.81
4.1	5F. Engage students in understanding and identifying the elements of quality work.	70	4.24	0.67
4.1	5G. Provide students with timely and descriptive feedback to guide their progress in producing quality work.	70	4.31	0.81
4.1	5H. Adjust assessment methods and make appropriate accommodations for English language learners	70	4.09	0.85
4.1	5I. Adjust assessment methods and make appropriate accommodations for students with disabilities, advanced students, and students who are not meeting learning goals	70	4.17	0.78
4.1	5J. Use data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	70	4.30	0.82
4.1	5K. Document student progress and provide descriptive feedback to students in a variety of ways.	70	4.20	0.81
4.1	5L. Document student progress and provide descriptive feedback to parents and other stakeholders in a variety of ways.	69	3.97	0.92
4.1	5M. Practice appropriate and ethical assessment principles and procedures.	70	4.50	0.76
4.1, 4.2, 4.4	7A. Use various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections.	62	4.26	0.75
4.1, 4.2, 4.4	7B. Use various instructional strategies to build skills to apply and extend knowledge in meaningful ways.	62	4.23	0.73
4.1, 4.2	7C. Practice a range of developmentally appropriate instructional strategies.	61	4.20	0.81
4.1, 4.2	7D. Practice a range of culturally appropriate instructional strategies.	62	4.15	0.81
4.1, 4.2	7E. Practice a range of linguistically appropriate instructional strategies.	62	4.08	0.82
4.1, 4.2	7F. Use appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.	62	4.15	0.76
4.1, 4.2	7G. Analyze student errors and misconceptions in order to redirect, focus, and deepen learning.	62	4.23	0.76
4.1, 4.2	7H. Use a variety of instructional strategies to support and expand learners' communication skills.	62	4.27	0.71
4.1, 4.2	7I. Provide multiple opportunities for students to develop higher-order and meta-cognitive skills.	61	4.15	0.87

4.1, 4.2	7J. Provide opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	62	4.10	0.84
1.5, 4.1, 4.2	7K. Support content and skill development by using multiple media and technology resources	62	4.11	0.79
1.5, 4.1, 4.2	7L. Know how to evaluate media and technology resources for quality, accuracy, and effectiveness.	62	4.08	0.82
4.1, 4.2	7M. Use a variety of questioning strategies to promote engagement and learning.	62	4.21	0.77
4.2, 4.4	8A. Be a reflective practitioner who uses evidence to continually evaluate the needs of each learner.	58	4.40	0.84
4.2, 4.4	8B. Be a reflective practitioner who uses evidence to adapt practice to meet the needs of each learner.	58	4.31	0.80
4.2	8C. Independently and in collaboration with colleagues, use a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.	58	4.29	0.92
4.2	8D. Actively seek professional learning experiences, within and outside the school, as supports for reflection and problem-solving.	58	4.33	0.89
4.2	8E. Actively seek community learning experiences, within and outside the school, as supports for reflection and problem-solving.	58	4.12	0.94
4.2	8F. Actively seek technological learning experiences, within and outside the school, as supports for reflection and problem-solving.	58	4.10	0.89
4.2	8G. Recognize and reflect on personal and professional biases and access resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.	58	4.41	0.77
4.2	8H. Access resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.	58	4.24	0.84
4.2	8I. Actively investigate and consider new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.	58	4.38	0.72
4.2	8J. Develop a professional learning plan based on individual needs and the needs of learners.	58	4.14	0.91
4.2	8K. Develop a professional learning plan based on the needs schools, and educational communities.	57	4.18	0.80

Employer Survey

The items chosen from the employer survey as evidence for claim 1 were chosen as they are indicators of an employer’s overall satisfaction with a program alumnus. The other items are measures of assessment (7P-7S, 7V), instructional strategies (7J, 7R), content knowledge (7A, 7H, 7I, 7O), and reflection and continuous growth (7S-7U). Item 7H did not meet the cut-score.

Table 35: Employer Survey Data, Claim 1, CAEP Standards as indicated on the table					
CAEP Standard	Item on Assessment	Scale/Cut-Score	EPP Total 2013 and 2014 Alumni Combined		
			N	Mean	SD
4.4	1. Overall, I am satisfied with the performance of the University of Utah graduate who is teaching at my school.	1-5/4	67	4.07	1.44

4.3	The teacher... 7A. Makes content comprehensible for the students	1-4/3	63	3.14	0.74
4.3	7H. Extends thinking to apply concepts taught to other upcoming concepts or real world situations	1-4/3	63	2.94	0.69
4.3	7I. Makes connections between concepts to increase student content knowledge	1-4/3	64	3.08	0.70
4.1, 4.3	7J. Incorporates a variety of teaching methods and learning activities	1-4/3	63	3.24	0.69
4.3	7O. Has clear learning goals and instructional procedures	1-4/3	62	3.18	0.69
4.1, 4.3	7P. Engages in reflection to ensure accurate assessment measures	1-4/3	62	3.11	0.70
4.1	7Q. Monitors understanding of content	1-4/3	63	3.10	0.73
4.1, 4.3	7R. Uses multiple evaluation strategies	1-4/3	63	3.06	0.64
4.1	7S. Displays a sense of efficacy	1-4/3	63	3.17	0.75
4.3	7T. Appears to have a professional learning plan	1-4/3	63	3.05	0.75
4.3	7U. Collaborates with colleagues	1-4/3	63	3.43	0.76
4.1, 4.3	7V. Appears to use reflection to inform instruction	1-4/3	62	3.03	0.72

Claim 2

Final Student Teaching Evaluations

As evidence for Claim 2, all teacher candidates received passing scores on each item of their final student teaching evaluation. See Claim 1's discussion for these data regarding individuals who reach the program completion stage and efforts to remediation, accommodation, and dismissal prior to the final evaluation [3.4].

Table 36: Final Student Teaching Data, Claim 2, CAEP Standard 1.2			
	EPP Total 2013 and 2014 Combined		
	Elementary	Secondary	Special Education
Passing (EL, SEC=3+; SPED=Yes)	100%	100%	100%

The vast majority of teacher candidates were rated by University Supervisors as well as Cooperating Professionals/Site Teacher Educators (perhaps more than one cooperating professional for multiple content areas) and so the number of observations is greater than the number of students. The appropriate final student teaching evaluation items have been grouped into larger themes of research-based curriculum and assessment as well as research-based instruction. For Elementary and Secondary Education, the mean scores for the items are well above the cut-score of a 3.0. Special Education uses a binary score of a "Yes" or "No" and all teacher candidates achieved a score of "Yes". The last column of the data table looks across the two different types of raters in the Elementary and Secondary program options, which are University Supervisors and Site Teacher Educators. T-tests for these groupings and these years indicate that University Supervisor ratings tend to be lower than Site Teacher Educator ratings. There is a statistically significant difference between Elementary and Secondary raters for all

groupings, with Elementary Education ratings being higher than Secondary. Please see the discussion on training efforts of raters in Appendix 1 as a means to minimize differences between raters.

	Elementary (2012-2013 and 2013-2014 Combined) <i>(Scale=1-5, Cut-score=3)</i>			Secondary (2012-2013 and 2013-2014 Combined) <i>(Scale=1-5, Cut-score=3)</i>			Difference between University raters and STEs
	Number of Observations	Mean	SD	Number of Observations	Mean	SD	
Research-based Curriculum and Assessment	235	4.45	0.47	196	4.02	0.52	*
Research-based Instruction	235	4.50	0.47	196	4.00	0.54	*

Course Grades

In support of Claim 2, Research-based Curriculum and Assessment, Research-based Instruction, and law course grades for the 2013 and 2014 program graduates are used as evidence. The majority of teacher candidates have achieved grades in these classes reflective of proficiency in the material, although the math courses within the Research-Based Instruction grouping have lower grades (% 3.7 or above) comparatively. These data were examined for statistically significant differences between years, but there were generally no differences, except in the case where the sample sizes between groups were too small to be reliable.

Class	CAEP Standard	Total 2013 and 2014 Program Graduates <i>(Scale=0-4.00, Cut-score=3.00)</i>			Grade % 3.7 (A-) or above
		Teacher Candidates (candidates may take multiple classes)	Mean	SD	
Research-Based Instruction		237	3.73	0.31	
ED PS 3140: Using Technology in Diverse Classroom	1.2	103	3.83	0.34	86%

ED PS 5/6050: Life Span Development	1.2	11	3.86	0.31	91%
ED PS 5/6141: Technology for Diverse Classrooms	1.2	N<10			
ED PS 5/6151: Educational Applications of Technology: Grades 6-12	1.2	76	3.89	0.30	93%
PSY 3220: Childhood and Adolescent Development	1.2	N<10			
ED PS 5/6315: Reading Methods I	1.2, 1.4	160	3.75	0.41	83%
ED PS 5320: Reading Methods II	1.2, 1.4	136	3.88	0.24	93%
EDU 5360: Math Methods	1.2, 1.4	98	3.94	0.25	95%
MATH 4010: Math for Elementary Teachers I	1.2, 1.4	136	3.38	0.61	52%
MATH 4020 Math for Elementary Teachers II	1.2, 1.4	134	3.29	0.71	45%
Research-Based Curriculum and Assessment		257	3.79	0.28	
ECS 5/6645: Assessment of Linguistically Diverse Populations	1.2, 1.4	166	3.85	0.29	88%
ED PS 3030: Research and Inquiry in Education	1.2	120	3.63	0.44	72%
ED PS 3110: Learning, Literacy, and Development	1.2	73	3.74	0.36	79%
ED PS 5/6321: Reading Methods 4-6	1.2	17	3.97	0.10	100%
ED PS 5005: Writing Instruction & Assessment II	1.2	149	3.77	0.36	81%
ED PS 5350: Advanced Reading Methods	1.2	96	3.85	0.30	86%
EDPS 6351: Advanced Reading Methods	1.2	11	3.67	.40	73%
SPED 5/6021 Principles of Assessment and Data-Based Decision Making	1.2	234	3.82	0.41	85%
Law		264	3.79	0.29	
ELP 3/6410: Educational Law and Policy for Classroom Teachers	1.2	154	3.63	0.45	70%
ECS 5/6645: Assessment of Linguistically Diverse Populations	1.2, 1.4	166	3.85	0.29	88%

ED PS 5005: Writing Instruction & Assessment II	1.2	149	3.77	0.36	81%
SPED 5/6021 Principles of Assessment and Data-Based Decision Making	1.2	234	3.82	0.41	85%

Credit/No-Credit Courses

Also in support of Claim 2, there are 3 for-credit courses that Teacher Candidates take, where Teacher Candidates must receive a passing score. ED PS 5/6314: Reading Practicum K-3 Early Steps is a research-based curriculum and assessment course. EDPS 5441: Integrating Technology and EDPS 5442: Integrating Technology II are research-based instruction courses.

Eportfolio Work Artifacts

Elementary and Secondary Education teacher candidates had the opportunity to include a lesson plan featuring assessment in their eportfolios in fall 2014 and spring 2015 as evidence for their proficiency in the area of assessment. For each semester, the mean was above a 3 (“practicing” category). The mean rating of these artifacts improved from semester to semester for Elementary Education teacher candidates. The change may be due to fall semester projections regarding the degree to which artifacts would be applied in the classroom.

Table 39: Eportfolio Work Artifacts, Claim 2, Standard 1.2						
Assessment Lesson Plan Rating In looking at the lesson plan, how does the Teacher Candidate perform in the area of assessment?	Elementary (Scale=1-5, Cut-score=3)			Secondary (Scale=1-5, Cut-score=3)		
	Time 1	Time 2	Difference Between Time 1 and Time 2	Time 1	Time 2	Difference Between Time 1 and Time 2
Mean	3.29	4.58	*	3.13	3.00	
N	21	12		16	16	
SD	0.64	1.16		1.09	0.82	
% Yes	95%	92%		75%	75%	

Claim 3

Final Student Teaching Evaluations

As evidence for Claim 3, all teacher candidates received passing scores on each item of their final student teaching evaluation. Please see earlier discussions of these data under Claim 1 concerning those students who had formal accommodations prior to the student teaching phase for licensure [3.4].

Table 40: Final Student Teaching Data, Claim 3, CAEP Standards 1.5
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	EPP Total 2013 and 2014 Combined		
	Elementary	Secondary	Special Education
Passing (EL, SEC=3+; SPED=Yes)	100%	100%	100%

The vast majority of teacher candidates were rated by University Supervisors and Cooperating Professionals/Site Teacher Educators (perhaps more than one cooperating professional for multiple content areas). As such, the number of observations is greater than the number of students. The appropriate final student teaching evaluation items have been grouped into a larger theme of technology. For Elementary and Secondary Education, the mean scores for the items are well above the cut-score of a 3.0. Special Education uses a binary score of a "Yes" or "No" and all teacher candidates achieved a score of "Yes". The last column of the data table looks across the two different types of raters in the Elementary and Secondary program options, which are University Supervisors and Site Teacher Educators. T-tests for this grouping and these years indicate that University Supervisor ratings tend to be lower than Site Teacher Educator ratings. There is a statistically significant difference between Elementary and Secondary raters for all groupings, with Elementary Education ratings being higher than Secondary.

	Elementary (2012-2013 and 2013-2014 combined) <i>(Scale=1-5, Cut-score=3)</i>			Secondary (2012-2013 and 2013-2014 combined) <i>(Scale=1-5, Cut-score=3)</i>			Difference between University raters and STEs
	Number of Observations	Mean	SD	Number of Observations	Mean	SD	
Technology	234	4.47	0.48	195	4.05	0.58	*

Eportfolio Work Artifact

Elementary and Secondary Education teacher candidates had the opportunity to include a technology-based lesson plan in their eportfolios in fall 2014 and spring 2015 as evidence for their proficiency in the area of technology integration. At most points of measurement, the mean was above a 3 (“practicing” category), however the secondary mean for the fall data collection period was below the cut-score. The mean rating of these artifacts improved from Time 1 to Time 2 as indicated, although sample sizes are low when making this comparison. The % Yes indicates the percentage of teacher candidates who met or exceeded the cut score of 3.

	Elementary <i>(Scale=1-5, Cut-score=3)</i>	Secondary <i>(Scale=1-5, Cut-score=3)</i>

Technology-Based Lesson Plan Rating In looking at the lesson plan and in thinking about the technology that was available in the classroom, how does the Teacher Candidate perform in the area of technology integration?			Difference Between Time 1 and Time 2			Difference Between Time 1 and Time 2
	Time 1	Time 2		Time 1	Time 2	
Mean	3.19		*	2.86	3.19	
N	16	N<10		14	16	
SD	0.83			1.10	0.83	
% Yes	81%			64%	81%	

Alumni Survey & Graduating Student Survey

Teacher candidates graduating in 2013 and 2014 completed the graduating student survey as they were exiting the program. Alumni, who graduated in 2013 and 2014 (the same group eligible to complete the graduating student surveys), completed the survey a year or two after having finished the program and are employed. For Claim 3, Standard 1.5 we identified those question items on the two surveys that indicated their levels of preparation in the area of technology. T-tests were run to determine the difference between graduates and alumni on these items. Graduates report feeling more proficient in the area of technology than alumni.

Table 43: Graduating Student Exiting Survey Data And Alumni Survey Data for 2013 & 2014 graduates, Claim 3, Standard 1.5

Alumni: The University of Utah Teacher Education program prepared me to ...
 Graduating: As a result of my teacher preparation program at the University of Utah, I feel prepared to ...

Item on Assessment	EPP Total (2013-2014 Graduating Exiting Students Combined) <i>(Scale=1-5, Cut-score=4)</i>			EPP Total (2013-2014 Alumni Combined) <i>(Scale=1-5, Cut-score=4)</i>			Difference between Graduates and Alumni
	N	Mean	SD	N	Mean	SD	
3I. Include technology and media within the context of lessons.	108	4.65	.67	71	4.01	.93	*
7K. Support content and skill development by using multiple media and technology resources	101	4.61	.66	62	4.11	.79	*
7L. Know how to evaluate media and technology resources for quality, accuracy, and effectiveness.	101	4.41	.83	62	4.08	.82	*

Employer Survey

This item from the employer survey references whether or not employers rate alumni proficient in the area of “makes good use of technology in the classroom.” The mean score regarding technology use in the classroom exceeds the cut-scores. T-tests indicate that the 2013 alumni scored higher on this item than the 2014 alumni.

Table 44: Employer Survey Data, Claim 3, CAEP Standard 1.5				
Item on Assessment	EPP Total 2013 and 2014 Alumni Combined (Scale=1-4, Cut-score=3)			Difference Between Years
	n	Mean	SD	
7AA. The teacher makes good use of technology in the classroom	63	3.24	0.67	*

Claim 4

Final Student Teaching Evaluations

As evidence for Claim 4, all teacher candidates received passing scores on each item of their final student teaching evaluation. Please see Claim 1’s discussions for these data concerning those students who had formal accommodations prior to the student teaching phase for licensure.

Table 45: Final Student Teaching Data, Claim 4, CAEP Standard 1.4			
	EPP Total 2013 and 2014 Combined		
	Elementary	Secondary	Special Education
Passing (EL, SEC=3+, SPED=Yes)	100%	100%	100%

The vast majority of teacher candidates were rated by University Supervisors as well as Cooperating Professionals/Site Teacher Educators (perhaps more than one cooperating professional for multiple content areas) and so the number of observations is greater than the number of students. The appropriate final student teaching evaluation items have been grouped into larger themes of content knowledge and instructional planning. For Elementary and Secondary Education, the mean scores for the items are well above the cut-score of a 3.0. Special Education uses a binary score of a "Yes" or "No" and all teacher candidates achieved a score of "Yes". The last column of the data table looks across the two different types of raters in the Elementary and Secondary program options, which are University Supervisors and Cooperating Professionals/Site Teacher Educators. T-tests for these groupings and this year indicate that University Supervisor ratings tend to be lower than Cooperating Professionals/Site Teacher Educator ratings. There is a statistically significant difference between Elementary and Secondary raters for all groupings, with Elementary Education ratings being higher than Secondary. Please see the discussion on training efforts of raters in Appendix 1 as a means to minimize differences between raters.

Table 45: Final Student Teaching Data by Themes and Raters, Claim 4, CAEP Standard 1.4, 5.2							
	Elementary (2012-2013 and 2013-2014 combined) (Scale=1-5, Cut-score=3)			Secondary (2012-2013 and 2013-2014 combined) (Scale=1-5, Cut-score=3)			
(Scale=1-5, Cut-score=3)	Number of Observations	Mean	SD	Number of Observations	Mean	SD	Difference between University raters and STEs
Content knowledge	235	4.53	0.48	196	4.14	0.53	*
Instructional planning	234	4.59	0.47	195	4.14	0.59	*

Course Grades

In support of Claim 4, ESL and methods course grades for the 2013 and 2014 program graduates are used as evidence. The majority of teacher candidates achieved grades in these classes and are reflective of proficiency in the material (only one class is below the cut-score, but this course has a very low sample size), although MATH 4010 and MATH 4020 within the methods grouping have a lower percentage of teacher candidates with a course grade of 3.7 or higher. The table also notes that in one course in this grouping there is a statistically significant difference in course averages between years, where the course has a higher mean in 2014 than 2013.

Table 46: Grades, Claim 4, CAEP Standard as identified						
		Total 2013 and 2014 Program Graduates			Grade	Difference Between Years
Class (Scale=0-4.00, Cut- score=3.00)	CAEP Standard	Teacher Candidates (candidates may take multiple classes)	Mean	SD	% 3.7 (A-) or above	
ESL		234	3.75	0.31		
EDU 5/6200: Teacher Language Awareness	1.4	81	3.59	0.45	64%	
EDU 3200/6000: Linguistics and Education	1.4	N<10				
ECS 3150: Introduction to Multicultural Education	1.4	143	3.81	0.30	87%	
ECS 5/6634: Bilingual Bicultural Education	1.4	11	3.45	1.20	73%	

LING 3200: Linguistics and Education	1.4	86	3.44	0.51	52%	
LING 5/6811 Educating Language Learners	1.1, 1.4	99	3.89	0.29	92%	
LING 5/6812: Content-Based Language Teaching	1.1, 1.4	70	3.66	0.45	74%	*
ECS 5/6645: Assessment of Linguistically Diverse Populations	1.2, 1.4	166	3.85	0.29	88%	
FCS 3180: Home, School and Community Relations	1.4	105	3.65	0.50	77%	
ECS 5/6709: Building Family-School Partnerships for Youth Success	1.4	72	3.88	0.35	90%	
SPED 5/6150: Service Delivery for Mild/Moderate	1.4	26	3.95	0.16	96%	
Methods		242	3.74	0.31		
ART 3015 Materials and Methods of Art	1.4	43	3.91	0.30	93%	
ART 3530: Art Education Secondary Schools	1.4	N<10				
EDU 5170: Secondary Science Teaching Methods	1.4	N<10				
EDU 5180: Secondary Social Studies Methods	1.4	N<10				
EDU 5375: Science Methods	1.4	102	3.97	0.13	98%	
EDU 5380: Social Studies Methods	1.4	97	3.86	0.35	90%	
ENGL 5410: Methods of Teaching Language Arts I	1.4	18	3.82	0.28	89%	
ENGL 5420: Methods of Teaching Language Arts II	1.4	18	3.76	0.33	89%	

HEDU 4230: Health Teaching in Secondary Schools	1.4	N<10				
HIST 5340: Teaching History	1.4	21	3.82	0.39	81%	
LANG 5/6410: L2 Methodology	1.4	23	3.68	0.45	83%	
MATH 4090: Teaching of Secondary School Mathematics	1.4	20	3.79	0.34	85%	
THEA 4620: Teaching Theatre in Secondary Schools	1.4	N<10				
ED PS 5/6315: Reading Methods I	1.2, 1.4	160	3.75	0.41	83%	
ED PS 5320: Reading Methods II	1.2, 1.4	136	3.88	0.24	93%	
ED PS 5350: Advanced Reading Methods	1.2, 1.4	96	3.85	.30	86%	
ED PS 6/6351: Advanced Reading Methods	1.2, 1.4	11	3.67	0.40	73%	
EDU 5360: Math Methods	1.2, 1.4	98	3.94	0.25	95%	
MATH 4010 Math for Elementary Teachers I	1.2, 1.4	136	3.38	0.61	52%	
MATH 4020 Math for Elementary Teachers II	1.2, 1.4	134	3.29	0.71	45%	

Credit/No-Credit Courses

Also in support of Claim 4, Standard 1.4 are for-credit courses that teacher candidates take, as teacher candidates must receive a passing score in order to meet licensure requirements for field-intensive classes. These for-credit courses are all part of the ESL Endorsement: EDU 5/6201: Seminar in Language Awareness, EDU 5/6390: Field Practicum: Elementary, EDU 5/6490: Field Practicum: Secondary, and SPED 5/6132 Field Practicum & Seminar.

Eportfolio Work Artifacts

Elementary and Secondary teacher candidates were rated on their lesson plans for content knowledge proficiency. In both waves of data collection, the teacher candidates exceeded the cut-score. The percentage “yes” indicates the percent of teacher candidates who met or exceeded the cut score. Paired-sample T-Tests were conducted to determine differences between times of

data collection. For Content Knowledge, there was not a difference between times. Sample sizes decreased between Time 1 and Time 2 for the Elementary Education teacher candidates, as the content-knowledge aspect of the lesson plan was not as available for the second round of data collection.

Table 47: Eportfolio Work Artifacts, Claim 4, CAEP Standards 1.1, 1.3, 1.4						
Content Knowledge Lesson Plan Rating In looking at the lesson plan, how does the Teacher Candidate perform in the area of displaying content knowledge?	Elementary (Scale=1-5, Cut-score=3)			Secondary (Scale=1-5, Cut-score=3)		
	Time 1	Time 2	Difference Between Time 1 and Time 2	Time 1	Time 2	Difference Between Time 1 and Time 2
Mean	3.62	4.17		3.31	3.31	
N	21	12		16	16	
SD	0.80	1.53		0.48	0.79	
% Yes	95%	83%		100%	88%	

Elementary and Secondary teacher candidates were rated on their lesson plans for diversity teaching proficiency. In both times of data collection, teacher candidates exceeded the cut-score. The percentage “yes” indicates the percent of teacher candidates who met or exceeded the cut score. Paired-sample T-Tests were conducted to determine differences between times (years) of data collection. For diversity, there were statistically significant differences between years for Elementary and Secondary. Sample sizes decreased between Time 1 and Time 2 for the Elementary Education teacher candidates, as the diversity-knowledge aspect of the lesson plan was not as available for the second round of data collection.

Table 48: Eportfolio Work Artifacts, Claim 4, CAEP Standards 1.1, 1.4						
Diversity Lesson Plan Rating In looking at the lesson plan or the course-based diversity plan, how does the teacher candidate perform in the area of meeting the diverse needs of students in the classroom?	Elementary (Scale=1-5, Cut-score=3)			Secondary (Scale=1-5, Cut-score=3)		
	Time 1	Time 2	Difference Between Time 1 and Time 2	Time 1	Time 2	Difference Between Time 1 and Time 2
Mean	3.48	4.58	*	3.06	3.81	*
N	21	12		16	16	
SD	0.81	0.51		0.57	0.75	
% Yes	95%	100%		87%	100%	

Special Education teacher candidates were rated on their IEP for learner diversity teaching proficiency. Special Education IEP for randomly selected candidates were rated twice by two separate raters for the purposes of measuring inter-observer agreement. All specialization areas, except for one instance, exceeded the 80% cut-score percentage of mean agreement across raters.

Table 49: Eportfolio Work Artifacts, Claim 4, CAEP Standards 1.1, 1.4, 5.2		
Special Education Specialization Areas & Years of Data Collection	Number of Individualized Education Plans Rated	% Mean Agreement Across Raters that Teacher Candidate Met Criteria for Responding to Learner Diversity (Scale=0-100%, Cut-score=80%)
Mild Moderate		
2013-2014	6	71%
2014-2015	3	83%
Early Childhood		
2013-2014	3	88%
2014-2015	n/a	n/a
Severe		
2013-2014	5	94%
2014-2015	4	100%
Visual Impairments		
2013-2014	4	96%
2014-2015	2	100%
Deaf and Hard of Hearing		
2013-2014	n/a	n/a
2014-2015	2	100%
DeafBlind		
2013-2014	n/a	n/a
2014-2015	n/a	n/a

Elementary and Secondary Education teacher candidates had the opportunity to include a lesson plan featuring assessment in their eportfolios in fall 2014 and spring 2015 as evidence for their proficiency in the area of assessment. For each semester, the mean was above a 3 (“practicing” category). The mean rating of these artifacts improved from semester to semester for Elementary Education teacher candidates. The change may be due to fall semester projections regarding the degree to which plans would be applied in the classroom.

Table 50: Eportfolio Work Artifacts, Claim 4, Standard 1.4		
	Elementary (Scale=1-5, Cut-score=3)	Secondary (Scale=1-5, Cut-score=3)

Assessment Lesson Plan Rating In looking at the lesson plan, how does the Teacher Candidate perform in the area of assessment?	Time 1	Time 2	Difference Between Time 1 and Time 2	Time 1	Time 2	Difference Between Time 1 and Time 2
Mean	3.29	4.58	*	3.13	3.00	
N	21	12		16	16	
SD	0.64	1.16		1.09	0.82	
% Yes	95%	92%		75%	75%	

SECTION 5: DISCUSSION AND PLAN

Claim # 1: Individuals who complete the Teacher Education Program develop an understanding of critical concepts and principles of their discipline (i.e., content) and are able to use discipline-specific practices to advance learning for all K-12 students toward alignment with college-and career-readiness standards.

Claim 1 Conclusions

The Teacher Education Program's data support Claim 1, as our evidence indicates that teacher candidates are adequately preparing their students for college and career-readiness.

Qualified Teacher Candidates at Program Entrance and Exit

- Admissions GPA, Cumulative GPA, and Praxis I and Praxis II means for licensure and endorsement areas are above the minimum requirements set by the program [1.3, 1.1].
- High hiring rates indicate that employers find teacher candidates to be prepared [4.3].

Content Knowledge

- Final Student Teaching Evaluation ratings, eportfolio work artifacts, and Cumulative GPA indicate a high level of knowledge and proficiency in the area of content knowledge, enabling them to prepare their students for college and career readiness [1.1, 1.3].
- K-12 student outcome data indicate that a majority of the teacher candidates of Elementary Education alumni achieve proficiency in critical content areas, although alumni classrooms are often below state averages (see previous discussions on the caveats of making the comparison between recent alumni performance with statewide averages) [4.1].
- Surveys indicate that alumni, graduating teacher candidates, and employers exceed cut-scores in most content knowledge measures, again indicating that the EPP prepared teacher candidates to have the skills to adequately preparing their students for college and career readiness. In only two instances, alumni did not make the cut-score with their responses to 4B (develops inquiry-based lessons) on the alumni survey and 7H (extends thinking to apply concepts taught to upcoming concepts or real-world situations) on the employer survey [4.1, 4.2, 4.3, 4.4].

Learner Development

- Final Student Teaching evaluation ratings show proficiency in learner development [1.1].
- Most alumni survey ratings for learner development measures exceed cut-scores, although alumni do not make the cut-score with their responses to 1E (address physical areas of student development) on the alumni survey [4.1, 4.2, 4.4].
- The K-12 Student Outcome Data show a statistically significant gain in CRT scores in the classrooms of program graduates who taught 5th Grade Math from Year 1 to Year 2, although there is no demonstrative improvement in student testing scores in other grade and subject areas [4.1].

Diversity

- High course averages in content-based language teaching courses indicate an aptitude for teaching those K-12 students with diverse language skills [1.1].
- Eportfolio work artifacts show a proficiency in lesson planning in a diverse classroom [1.1].
- Graduating students and alumni report being prepared to address individual learner differences including cultural and linguistic diversity. Alumni also indicate feel prepared to practice a range of culturally and linguistically appropriate instructional strategies [4.1, 4.2].

How will the results be used in program improvement?

Data collected within the context of the licensure program reflect positive overall qualifications for program admissions as well as consistencies in multiple indicators including knowledge of and plans to address learner diversity, content knowledge, and learner development. High employment rates for graduates are noted. Data also reveal statistically significant differences once teacher candidates are evaluated, post licensure, in select areas.

Within the context of their programs, performance patterns across indicators reflect candidates' competencies that allow for program completion. However, feedback from alumni, employers and CRT data evaluated at the K-6 level, indicate within areas such as Content Knowledge and Learner Development, graduates do not always possess the ability to translate their knowledge in ways that are applied to student learning. This finding links to alumni responses and the need for greater attention to inquiry-based lesson development. While these findings are not unexpected for novice teachers, further investigation into graduates' ability to apply critical thinking is a possible area of inquiry.

In the area of Learner Development, alumni report lower ratings when asked to comment on their ability to address students' physical development. Curriculum changes in 2009 reduced the number of credits related to physical education. While arts integration has attempted to address this area through dance, it is not clear whether current efforts toward curriculum integration are adequately preparing teachers to support learners' physical development.

As indicated within this report CRT data analyses, while nascent, reveal trends worthy of further analysis. Grade level performance of students' CRT (soon-to-be SAGE) performance and linkages with mathematics preparation for the K-6 licensure will require further study. These same trend examinations will be necessary. A current effort underway is to require specific science courses for educators that are part of the Elementary degree. The goal is to focus on the specific types of science classes that will be useful for classroom teachers. At present, candidates meet degree science requirements through myriad courses some of which do not address basic science content at the levels necessary for teaching science content.

Claim #2 CAEP Standard 1.2: The Teacher Education Program embeds a philosophy of research-to-practice within all course and field experiences that promotes the practice of developing an informed rationale for teacher decision making, the tools for implementation, and

the strategies for data collection where data-based decision informs both instruction and assessment for K-12 student learning, as well as each teacher's development as a professional.

Claim 2 Conclusions

The Teacher Education Program's data support Claim 2, as the program embeds a research-to-practice philosophy that positively impacts teacher candidates through its coursework and positively impacts the program through its evaluation protocols and discussions.

As noted in Figure 1, a feedback loop is in place that allows for annual reviews of program evaluation data, broad-based discussions, and decision making through college-wide representation for curriculum decision and related program improvement.

Teacher Candidate Data-Based Decision-making

- All lines of evidence indicate that teacher candidates are proficient in research-based assessment and classroom decision-making [1.2].
- E-portfolio work artifacts in the area of assessment indicate that Elementary Education teacher candidates increased their proficiency over time [1.2].

Inter-Rater Reliability

- There are differences between groups of observers and raters within the program. When evaluating elementary and secondary teacher candidates in their final student teaching experience, University supervisors rate candidates differently than Site Teacher Educators [1.2, 5.2].

As noted, building greater consistency in raters' evaluations of teaching episodes is essential on two levels. One, it is of critical importance for observers to hold standard, measurable components of feedback on what constitutes effective teaching. Related, we must ensure teacher candidates receive consistent messages on their teaching. As pilot data show in this area, feedback is inconsistent among university supervisors as well as from cooperating teachers when evaluating teaching episodes. Further examination is necessary to better understand the differences between cooperating professionals/site teacher educators and university supervisors and how the professional relationships of these groups impact how teaching episodes are evaluated.

Additional efforts that demonstrate feedback impact are seen when the implementation of the UETS prompted faculty from across SPED, UITE and FACTE field tested the tool to gain an understanding of reliability using our knowledgeable faculty and clinical partnerships as well as research on best practices. From this point, trainings were subsequently held for cooperating professionals/site teacher educators. Next, efforts to remedy inconsistencies in feedback include the development of an online tutorial for site teachers/cooperating professionals, continued training with site teachers/cooperating professional and university supervisors. To this end an effort will be implemented during the 2015-2016 academic year in the secondary program to further past studies where feedback data are compared across supervisors (i.e., content and generalists). A "third eye" will be implemented through the use of robotic observation tools in coordination with faculty in the Department of Educational Psychology. The robot will allow for

efforts to capture teaching episodes in situ for immediate tracking and feedback loops to preservice teachers. Details will be explored during the 2015-2016 academic year.

Claim #3 CAEP Standard 1.5: The Teacher Education Program integrates and systematically emphasizes technology as a vehicle for enhancing and evaluating learning. In doing so, teacher candidates understand and implement technology to advance student learning, use technology as a resource for curriculum development, and as a measure of program improvement.

Claim 3 Conclusions

The Teacher Education Program's data support Claim 3, as the Teacher Education Program integrates and systematically emphasizes technology in ways that improves the program and positively impacts teacher candidates, preparing them to understand and implement technology to advance student learning, use technology as a resource for curriculum development.

Proficiency in Technology as Teacher Candidates

- Final Student Teaching Evaluations, technology work artifacts, and graduating student surveys demonstrate that teacher candidates exceed expectations in the area of technology integration [1.5].

Proficiency in Technology as Teachers

- Follow-up surveys of graduates (as alumni) and their employers one to two years after graduation confirm a proficiency in technology integration in their K-12 classrooms [1.5].
- Alumni surveyed as teachers were less likely to say they were prepared in the area of technology integration than when they were surveyed as teacher candidates [1.5].

Across data points, with the exception of one point in time with the work artifacts, knowledge of and ability to integrate technology into teaching appears strong with proficiency levels noted. However, although means are high, differences surface when comparisons of feedback are made between exiting teacher candidates and those same individuals as practicing teachers. Further investigation into the specific areas in which practicing teachers see discrepancies would determine what could be a lack of alignment between types and uses of technology within classroom settings. Comparisons of available technology within schools and the types of technology presented at the preservice level might also be considered.

Claim # 4 CAEP Standard 1.4: The Teacher Education Program ensures that those who complete the program: understand and demonstrate ways of responding to the nuanced needs of learners in their many and varied forms (ability, background, development, language); understand and demonstrate how learner differences impact a teacher's ability to transfer content, and meet their responsibilities as education professionals working with students and communities.

Claim 4 Conclusions

The Teacher Education Program's data support Claim 4, as the Teacher Education Program uses coursework (notably, an embedded ESL Endorsement), work artifacts, and observational feedback to ensure that program completers understand and demonstrate the ways of responding to diverse learners, transferring knowledge to diverse learners, and being responsible professionals working with students and communities.

Diversity

- ESL Endorsement courses show a proficiency in teaching diverse learners [1.4].
- Work artifacts across Elementary and Secondary Education teacher candidates improved [1.4].
- Special Education teacher candidates were typically offered reliable (i.e., 7 of 8 IOA average percentages are above the cut-score) feedback on their IEP [1.4].

Transferring Knowledge

- Content Area Methods Courses show a proficiency in transferring content [1.4].
- Content-knowledge work artifact average scores exceed expectations [1.4].

Plans

The Teacher Education Program is committed to continuous improvement. The following discussion includes our program improvement plans [5.3, 5.4, 5.5].

Plan for Music and Exercise Sports Science

Background

- Throughout its history, K-12 teacher education at the University of Utah has been housed in the College of Education, with participation and advisory oversight within and beyond the College of Education. Since 1977, the Utah Advisory Council on Teacher Education (UACTE) provides counsel and recommendations on issues and concerns in teacher education rather than pedagogical issues. Examples include but are not limited to: curriculum updates, advising, recruiting, and updates related to accreditation. Appointments to UACTE from those colleges preparing future teachers (e.g., Science, Fine Arts, and Humanities) are made annual by the Senior Vice President for Academic Affairs.
- Within the past 20+ years, the College of Education has provided licensure course work and accreditation responsibilities for all secondary content endorsement areas except for those originating in the Department of Music and the Department of Exercise Sports Science (ESS). Music and ESS have worked with the USOE who has overseen the logistics of their licensure compliance. A shift in oversight was announced by the USOE during the early summer, 2014.
- In coordination with current CAEP accreditation policies as directed through the Utah State Board, the College of Education received initial notification from the USOE that the responsibility for licensure oversight for Music and Exercise Sports Science was placed

on the College of Education. Informal notification to Music, ESS, and Advanced Programs was made fall 2014 as part of the semi-annual UACTE meeting. Formal notification to the Music, ESS and University Advanced Programs was made in coordination with the USOE in late January of 2015.

- Effective July 1, 2016, the College of Education will assume licensure oversight on the Music Education and the current Exercise and Sports Science program. The USOE hold current oversight on these programs. See Appendix 4 for the related accreditation documentation for these programs.

1) *Goals and Objectives*

1. The College of Education will assume licensure responsibility for all K-12 licensure programs as mandated by the state of Utah.
2. The College of Education will work in coordination with the Department of Music and the current ESS program to collaboratively transfer initial licensure oversight to the College of Education.
3. The College of Education will work collaboratively with the Department of Music and the current ESS program to implement the data collection tools, evaluations of student teachers, and review the current curriculum requirements to ensure alignment with the Claims made by the College of Education in its 2015-2016 CAEP document.
4. The College of Education will work collaboratively with the Department of Music and the current ESS program to meet the requirements for accreditation stipulated by the USOE.
5. The USOE has agreed to the timeline under which the College of Education will assume initial licensure oversight for Music and ESS.

2) *Strategies employed to meet Goals and Objectives*

1. Propose, discuss, and approve a plan of action that will allow for licensure alignment between the existing curriculum for Advanced Programs and CAEP Standards. This effort is relatively straightforward for: School Psychology, Communication Disorders, and Social Work as they complete separate accreditation alignment as mandated by their respective accreditation bodies.
2. Educational Leadership and Policy will be required to complete full compliance with CAEP for Advanced programs and the USOE.
3. The Music and ESS programs will work with the College of Education to:
 - a. Review and determine curriculum alignment
 - b. Review and determine field and student teaching requirement alignment
 - c. Review and determine how portfolio development will alignment with those efforts in the College of Education.
 - d. Other

3) *Data Collection and Timeline*

1. As a result of spring 2014- present discussions with the USOE, CAEP compliance discussions have been held regarding the University of Utah's Advanced Programs (i.e., Social Work, Communication Disorders, School Psychology, and Educational

Leadership and Policy). Evolving policies and procedures regarding the timeline for Advanced Program reviews (i.e., June 17, 2015), has placed the oversight discussion in a somewhat precarious position. However, ongoing discussion with the USOE (beginning in January of 2015 through June 2015) and discussions with CAEP regarding the timeline for Advanced Program has resulted in an agreement that all programs resulting in a K-12 licensure (i.e., Communication Disorders, ELP, ESS, School Psychology, and Social Work) will be under the oversight of the College of Education’s licensure oversight.

2. While CAEP’s reviews of advanced programs will not occur until 2017, as directed by the USOE, the 2016 P-12 CAEP review of the P-12 program must also include documentation for the following Advanced Programs:
 - a. Communication Disorders
 - b. Educational Leadership and Policy
 - c. Social Work
 - d. School Psychology

Appendix 4 includes documentation from each unit that outlines their adherence to the standards currently in place for the state of Utah for Educators and Leaders. These crosswalk documents, along with documentation for each group through their respective professional organizations (e.g., APA) meet the state of Utah’s expectations for Advanced Program compliance at this time.

Key Personnel for Advanced Programs

Leadership College of Education	Dr. Anne Cook, Chair, Educational Psychology
	Dr. Gerardo Lopez, Educational Leadership and Policy
Leadership College of Fine Arts	Dr. Jessica Naples, Music Education
	Dr. Mark Ely, Music Education
Leadership College of Health	Dr. Tim Brusseau, Exercise and Sports Science
Leadership College of Social and Behavioral Science	
	Dr. Kathy Chapman, Communication Disorders
Leadership College of Social Work	Dr. Trin Mai, Social Work
Advisory Oversight from UACTE	University Committee

Plans for Obtaining and Analyzing Additional K-12 Student Outcome Data [4.1]

1) Goals and Objectives

1. Obtain Secondary and Special Education standardized testing data.
2. Obtain additional information on student growth in addition to student achievement, by measuring K-12 student-level changes, which requires the use of more complex statistical models.

3. Examine the characteristics of the teachers employed in the selected settings of charter vs. district and Title I vs. Non-Title I schools.

2) *Strategies employed to meet Goals and Objectives*

1. Continue collaborative efforts with the Utah Education Policy Center to access data beyond those grade levels identified in this document.
2. Further data collection will examine trends related to work in Title I schools as there is a lower proficiency in 4th grade science. It will be necessary to determine whether the trend reflects a pattern overtime and whether it is counter to our emphases on work with English Language Learners. Of note, 4th grade science performance is consistently low across school types. Further analyses will allow us to examine the trends in greater depth and how our graduates compare to other first-year teachers. Questions must also examine the nature of the 4th grade curriculum.
3. Identify relationships between K-12 student performance patterns in content areas such as mathematics within the elementary licensure program. Recent data collection revealed trends that have prompted discussions to examine Praxis I math scores, Mathematics course grades, and Praxis II scores. Conversations with faculty from the Department of Mathematics over the past three years will inform future curriculum changes. Future discussions with faculty will also include student outcome data for mathematics.

3) *Data Collection and Timeline*

1. Planning with College of Education faculty to determine areas for further study.
2. Linkages with the Department of Mathematics to examine course-based linkages between math content and math pedagogical content and student performance across indicators (e.g., Praxis II). The *Math Chat* series is part of an ongoing collaboration for stronger Elementary Mathematics preparation.

Using Feedback [5.1, 1.5, 1.1, 1.4]

1) *Goals and Objectives*

Based upon data collection from the past three years, we have identified three feedback areas to which we will attend: technology integration, work with diverse learners, and classroom management. These areas were identified by both alumni and employers as areas to which attention should be given in future.

2) *Strategies employed to meet Goals and Objectives*

1. Hold focus groups to better ascertain the content of respondents' concerns/recommendations. For example, classroom management is a common area of struggle for beginning teachers. Because our teacher candidates complete multiple courses in this area and are evaluated over time with regard to their management skills it will be important to ascertain our graduates particular strengths and limitations. Data from focus groups would provide greater clarity with regard to areas in need of attention, as evinced by the use of focus groups among exiting students regarding the teaching of diverse learners.

2. A 2015 evaluation of all licensure courses and how they address the UETS will provide a baseline on information that delineates who instructors view whether individual courses are meeting requirements linked to our claims.
3. In the area of technology integration, robust conversations are likely to ensue as courses, and observable measures of technology integration are evident across indicators and evaluation points.

3) *Data Collection and Timeline*

1. During the 2015-2016, the evaluation team will formulate plans and construct discussion questions for focus group with alumni and employers.
2. Review and reporting on these data to college faculty and program oversight committees.

Adding Hiring Information to the College of Education Data Panels [4.3]

The content and utility of the College of Education database/data panels were discussed 4 times among various groups as part of the licensure program's commitment to systematic data tracking, evidence-based decisions, and continuous improvement [Meeting Minutes, 2013 UITE Faculty Retreat, September 2013 UITE Faculty Meeting, January 2014 FACTE Meeting, Fall 2013 UACTE Meeting, 5.1, 5.2, 5.3].

Hiring information is presently accessed through an Excel spreadsheet that serves as a database. While adequate, this system does not align with a more broad-based system that is part of a data system using Peoplesoft. This tool includes a range of data panels that are used systematically across staff for data entry. The Peoplesoft system is built in coordination with the University Information Technology Office at the University of Utah (UIT). By adding this information to the data panels we also hope to be able to discern job retention patterns for our program graduates.

1) *Goals and Objectives*

Build out our data collection system to become more comprehensive.

2) *Strategies employed to meet Goals and Objectives*

1. Meetings with University IT.
2. Work closely with student advisors to ensure data management aligns with broad-based goals and greater efficiencies. For example, at present we ensure that our data collection is comprehensive, but are highly limited by storage capacity.
3. From a more practical perspective, advisors and data managers are examining ways of tracking data that allow for more comprehensive data collection through varied tools that allow us to track performance indicators over time (e.g., a class – observational tools – final evaluations – hiring). Greater automation and electronic formats will be critical in these efforts.

3) *Data Collection and Timeline*

We plan to work with UIT to add hiring data and other data-entry and user-based changes into our data panels during the 2015-2016 academic year.

Recruitment Plans [3.1, 3.2, 3.3, 3.4]

1) Goals and Objectives

In alignment with our mission, a summary of our efforts to diversify our student population work highlights elements of systems and characteristics of stakeholder participation that collectively galvanize structures, enact organizational and individual supports, and unearth resources for access, sustainability, and long-term pledges toward recruiting and retention. While these commitments to action are linked to partnerships that have committed to collective goals in education, genuine reciprocity for individuals and institutions is critical to sustaining and expanding programs. Findings are categorized along five areas:

1. Scholarships and financial support as one component of effective recruiting and retention – A multi-district, multi-higher education compact is in its 10th year, the Teacher Recruitment Scholars (TRS) program.
2. Collaboration with mutually beneficial outcomes for stakeholders where participation is part of long-term efforts for recruiting and retention (e.g., building a pool of prospective teachers for participating school districts; providing teachers and school-based personal with professional development support/credit for participating in site-based recruiting).
3. Developing a teacher education curriculum that is creative, flexible, targeted, and attuned to an underrepresented population (e.g., bridge programs; nontraditional course formats).
4. Creating cohorts that support, encourage, and inform (The Teaching Professions Academy; university/school district faculty, and project-based mentoring).
5. Family leadership for systems change.

2) Strategies employed to meet Goals and Objectives

Scholarships and financial support as one component of effective recruiting and retention – A multi-district, multi-higher education compact is highlighted.

In 2007, representatives from five school districts, a community college, and a four-year institution furthered a decade-long effort to diversify the teaching profession within their community. Past work within this community reflects and understanding that in addition to systematic recruiting, institutions of higher education must establish formalized linkages with school districts that move beyond the often times superficial development of inclusive mission statements and periodic recruiting fairs. Because individuals from underrepresented communities bring unique experiences to teacher education programs, the preparation experiences of these individuals must reflect these differences (Burbank, Bertagnole, Carl, Longhurst & Powell, 2005; Gay, 2000). That is, there is considerable variation in the personal beliefs of underrepresented teacher candidates regarding curriculum, instruction, and views of students (Burbank & Kauchak, 2003). What is less evident is a discussion of the ways in which the curriculum of recruiting programs can illuminate both the pathways as well as the hidden barriers that affect access for individuals seeking teacher licensure.

2+2

A central goal at the University of Utah, Salt Lake Community College (SLCC), and five urban school districts have committed financial support, time, additional resources (e.g., advertising) and program planning to reach the goal of diversifying the teaching profession. The 2+2 program leads to the first two years of course work toward degree and licensure to be completed at the University of Utah. Course articulation as well as curriculum planning provide scholarship support, mentoring, and ongoing collaboration as essential elements toward diversifying our teaching community (Burbank & Hunter, 2010).

As a natural extension of an institutionalized program across a community college and a university, recruiting ensued. During the spring of 2008, the first group of high school graduates interested in pursuing careers in teaching was identified by local school districts as eligible recipients for Teacher Recruitment Scholars. Scholarship recipients receive assistance for tuition, books, and fees for teacher education course work at SLCC. The students enrolled at SLCC complete a weekly seminar designed to supplement course work that meets with associate degree requirements. The associate degree requirements prepare prospective teachers who are en route to the teacher education program at the University of Utah.

School-Based Recruitment and Outreach

Beginning in 2009, outreach and recruiting to the community within Salt Lake City capitalized on long-standing partnerships between University faculty and members of school communities. Many of the relationships stemmed from continued communication and collaboration between teacher education faculty and former teacher candidates now teachers and administrators at local schools. Sustained partnerships have also stemmed from ongoing collaboration related to teacher preparation/student teaching sites and projects that require partnerships between school districts and universities (e.g., grants and community-based initiatives).

In addition to providing teacher candidates with information on pathways to higher education, we consistently enlist the support of site-based teachers who serve as linkages for information sharing as well as dedicated sponsorships for recruiting into teaching. These partnership schools span two districts and reflect both continuous and newly fostered collaborations where *Pathway Builders* work in concert with UITE representatives to establish guide posts to the U of U including but not limited to: courses of study, mentoring, onsite facilitators, coordination with families, and understanding teachers' work. Examples include, but are not limited to the following programs.

Campus and Community Recruitment Expanded

During 2013-2014, in accordance with the UITE mission, multiple initiatives were enacted for the purpose of increasing the diversity of the UITE licensing curriculum as well as the student community at the University of Utah. New opportunities were put into place in conjunction with Salt Lake Community College and the Salt and Granite School Districts. Four graduate students are assigned to efforts specifically linked to outreach and recruitment using a site-based model. Monthly meetings provide updates on program efforts. Projects with Latinos in Action, a University of Utah course, connections with families, and a program with the football team at a local high school are highlighted. An equally dynamic project is located at a dedicated junior

high and the new International High School where mentoring for applications, campus-based visits, and workshops for first-generation college students are central to an ongoing partnership.

Developing a teacher education curriculum that is creative, flexible, targeted, and attuned to an underrepresented population (e.g., bridge programs; nontraditional course formats).

A series of studies conducted between 2004-2008 provide data on the needs of traditionally underrepresented individuals seeking access and success in a teacher education program. The journey of a group of paraprofessionals from the Salt Lake City School District highlights the critical need for support and access that make pathways explicit. Data gathered through a year-long qualitative research study resulted in case studies of focus students and their journeys through an Introduction to Teaching course. For this particular group of first generation college students, navigating higher education as part of a teacher licensure program required collective support from the University of Utah, the district, and site-based support from educators (Burbank, 2008; Burbank, Schrum, & Bates, 2009). Case studies identified the factors that impact paraprofessionals' success in completing teaching licensure course work. Key areas of support included: technology support from SL district, collaboration with the classrooms teachers at their schools for lesson planning, micro teaching, and curriculum reviews, and university support for writing, and portfolio development – along with traditional class expectations.

Past research calls for both systemic adaptations in curriculum and instruction and in the mentoring and methods for recruiting prospective teachers. The paraprofessional project illustrates the importance of both the technical support necessary for success in higher education as well as the recognition of the experiences and knowledge of the paraprofessional community (Burbank, 2008; Burbank, Bates, and Schrum, 2009). Standalone course work, an innovative curriculum, and the role of peer leaders in building curriculum are strategies to consider.

Bridge Courses

A specific project through the UITE that has involved a reciprocal partnership with two school districts where high school students to complete university courses work in teacher education, on site, and under the leadership of a high school teacher. A dedicated bridge program reflects an academic focus central to students' experiences and provides a legitimacy for being part of a university community that is grounded in academics.

An Introduction to Teaching class is available to high school junior and seniors who have completed course work that equates with college admissions criteria (e.g., level 2 algebra). These courses have been housed in schools with diverse student populations, are taught by teachers on site who are also adjunct university faculty and who serve as in-house mentors for these prospective college students. Critical dimensions of this work include teachers who: know the high school students at their schools, guide students' work on a daily basis, and facilitate communication of logistics including establishing and monitoring course practica hours.

Just for U!

For the past 4 years, summer programs for pipeline students affiliated with the 2+2 program take part in a transition experience called *Just for U!* Influenced by efforts at UCLA, a graduate of an LA community college who worked as a graduate student for the UITE developed a program that includes both the more standard “tour bus” elements of visiting a campus, as well as a curriculum designed to support students from the TRS program and others from underrepresented communities in their pursuits of higher education and teaching degrees at the University of Utah.

- Each spring a two-day event is held on the University of Utah campus where students en route to the University of Utah to study teaching and those who have matriculated to the university examine a dedicated curriculum. Specific emphases address the institutional practices that provide both support to first-generation students and those factors that inhibit the educational experiences of underrepresented students in K-16 settings.

Plans for the 2015 event include a curriculum developed and delivered by those who have completed the program and are nearing the end of their degree and licensure programs at the University of Utah.

Creating cohorts that support, encourage, and inform (e.g., Peer Advocates Program, Internships, university/school district faculty, and project-based mentoring).

The Peer Advocates Program is under the direction of the UITE director and graduate students from diverse communities serving as Recruiting and Outreach Coordinators. The Advocates’ work reflects an effort to build a cohort community for underrepresented students as they matriculate to the U of U.

The Peer Advocacy Program began in fall 2009 to increase the number of incoming first-year (freshmen) and transfer undergraduate students at the University of Utah and the number of students entering teaching licensure programs. In particular, our events and recruitment strategies target future teachers from historically underrepresented communities. Every year, undergraduate students in the College of Education from various academic and ethnic/cultural backgrounds provide a “friendly contact” to prospective education students. The goal is to build a foundation for other students to see the profession of teaching as a viable option for the future. We acknowledge that there are multiple barriers/obstacles students have to overcome when considering the teaching profession. This can include a lack of financial assistance and support, need for peer networks, faculty and staff mentorship, and hostile campus and classroom environment. For this reason, our Peer Advocates receive training in issues of equity, diversity, and multiculturalism in higher education along with information regarding University of Utah admission, admissions to teacher education programs, and financial aid and scholarships. Being part of this program provides Peer Advocates with opportunities to share their passion for teaching with others and create pathways into teaching. We want to create a space where all students feel that they belong to. **U belong here!**

Family Leadership for Systems Change

The **Families, Intercollegiate Collaboration, and Routes to Studying Teaching (FIRST)** project is focused specifically on the identification of pathways to higher education that begins at the community college and extends to a more traditional university teacher education program. Within the context of our study we examine the specific areas in which students self-identify the school and life experiences that have informed their current standing as students. The intercollegiate, and community linkages of our project illustrate how multiple stakeholders must work collaboratively to provide the recruiting and preparation experiences that give prospective teachers, specifically people of color, with access to success in completing teacher education programs.

Elements of Project FIRST provide opportunities for families and caregivers to share insights on access and success in education settings. Over the course of the past five years, specific elements of our work have included:

1. Informal meetings such as dinners, community social events, and conversations where stories from student participants are shared with current family members and preservice teachers.
2. Family story sharing through artifacts that illustrate family knowledge regarding accessing higher education. Family-developed projects include but are not limited to: scrapbooks, videos, blogs, or other family selected representations of support for students as they access high education.
3. Family meeting themes designed to capture family perspectives are led by family participants and include:
 - a. Understanding Utah K-12 Education System. Una introducción al sistema de educación en Utah.
 - b. Preparing for College: What families need to know. Preparando para el colegio: Lo que todas familias deben saber.

3) *Data Collection and Timeline*

The College of Education has made a concerted effort to track enrollment from underrepresented communities, evaluate its efforts to recruit and retain students through myriad efforts, and has committed significant resources through the UITE and more recently, the Department of Special Education. Long-term plans include:

- A college commitment to recruiting. A .5 recruiter will be employed through the Office of the Dean beginning fall 2015. The person will continue existing efforts and enhance campus-based recruiting for those interested in teaching as a profession.
- Recently funds were secured by the Director of the UITE, in collaboration with University College, for an Academic Bridge Coordinator. Among this individual's assignments will be to identify, mentor, and track pre-education majors as well as other campus students interested in teaching.
- A college-wide effort to mentor and support underrepresented students will expand during the 2015-2016 year to include greater faculty support as well as mechanisms for building student communities (e.g., academic support, social events, and networking).

- The Department of Special Education will continue collaborative efforts with local school districts to recruit classroom paraprofessionals into teacher preparation programs, who are more frequently members of underrepresented groups.

Finally, the college has recently employed an Academic Bridge Coordinator who will work with the College of Education and University College to further strengthen our efforts to identify students interested in the teaching profession. See job description:

Work in coordination with College of Education leadership in elementary, secondary, and special education to design, implement, oversee and evaluate advising programs that contribute to the academic advising mission of the College of Education and University College. Utilize professional advising and guidance skills to assess diverse needs of students and provide appropriate advice related to academic planning and progress leading to graduation. This position will be part of the Bridge Academic Advising Model, which offers enhanced training for understanding of policy and process across the College of Education and University of Utah. Based on this model, the College of Education and University College orient advising in a teaching and learning perspective, and the goal of academic advising is to empower students to define and accomplish their academic goals.

A critical element of this work will extend current outreach and recruiting activities with a dedicated focus on: Planning while in high school and at the community college related to college readiness; Support for Applications and acceptance into programs (i.e., letter writing); enrollments, and graduation.

Plan to Analyze Observational Data [5.3, 3.4, 1.1, 1.4, 1.5]

1) *Goals and Objectives*

1. Observation forms and our comparison of ratings across the benchmarks of mid-term and final evaluation data since 2013-2014 academic year.
2. Evaluate the merit and utility of video analyses of teaching.
3. Having third party reviewers for secondary content and elementary methods content quality to offer teacher candidate's feedback on teaching content.

2) *Strategies employed to meet Goals and Objectives*

A series of cross-content observation studies took place between 2009 and 2012 and examined differences in observational feedback provided by secondary supervisors who are content specialists (e.g., math faculty) and those of a generalist (e.g., college of education whose work focuses on general pedagogy) (Burbank, Bates, & Gupta, 2016). Findings addressed the issues and challenges faced by university supervisors when providing content specific and general pedagogical feedback to preservice teachers. Study data highlight the perspectives of six preservice teachers as they reflect on their supervisory experiences over the course of a licensure year. Survey, interview, and written observation data from preservice teachers and university supervisors reveal the influence of teacher development and content area conventions on how preservice teachers view their teaching abilities and their expectations of university supervisors. Findings will inform how others may approach mentoring, support, and the evaluation of beginning teachers.

1. Process of videotaping – a pilot project at the Salt Lake Center for Science Education (SLCSE) in the Salt Lake City School District during the 2015-2016 year will allow for technology integration as a central feature of teaching episode examinations. In collaboration with Dr. Aaron Fischer from the Department of Educational Psychology at the University of Utah remote video observations of lessons will allow for in situ feedback as well as greater efficiency and specificity in isolating teaching episodes.
2. We will work in coordination with state and district requirements to ensure student anonymity and privacy in compliance with FERPA when videotaping includes images of K-12 students).
3. Overcome storage challenges – video and portfolio storage is currently housed using zip drive storage on the College’s network drive.
4. Determine how faculty will observe and rate videos in ways designed to increase inter-rater reliability over time.

3) *Data Collection and Timeline*

1. The University of Utah, as well as other institutions across our state are considering a range of possibilities regarding the value of collecting, analyzing, and storing teaching episodes. Faculty discussed videotaping at 2 meetings [Meeting Minutes, 2014 UITE Faculty Retreat, September 2014 UITE Faculty Meeting, 1.1, 1.2, 1.3, 1.4, 1.5]. The state is exploring possible options at this time, including a pilot study to be completed at Utah Valley University with EdTPA during the 2015-2016 academic year. At 1 meeting, faculty engaged in discussion regarding the usefulness and viability of EdTPA for our Elementary and Secondary program options [Meeting Minutes, April 2014 UITE Faculty Meeting, 1.1, 1.2, 1.3, 1.4, 1.5, 5.3].
2. During the 2015-2016 academic year, the program evaluation team will meet to discuss a strategy for obtaining, coding, and analyzing the formative observation forms used by student teaching observers.
3. Pilot data from Northwest Middle School will be collected during the 2015-2016 academic year.

Plan for Eportfolio Work Artifact Ratings [1.1, 1.2, 1.3, 1.4, 1.5, 5.2]

1. *Goals and Objectives*

1. Examine relationships between artifacts and claims made within individual course objectives.
2. Examine relationships between artifacts and claims regarding UETS indicators.

2. *Strategies employed to meet Goals and Objectives*

1. Continue conversations via faculty meetings across program option areas to identify explicit commonalities with portfolio artifacts.
2. Continue conversations with UIT and College of Education Information Technology staff for the sharing and storing of artifacts

3. *Data Collection and Timeline*

Additional analysis of the work portfolio artifact data will continue during the 2015-2016 academic year.

SECTION 6: REFERENCES

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APPENDIX 1: THE INTERNAL AUDIT

Introduction

The audit of the Teacher Education Program quality assurance system was conducted in June and July 2015. The program conducted an audit of program graduates (“student audit”), licensure program faculty (“faculty audit”), and licensure courses taught within the College of Education (“curriculum audit”).

The audit was overseen by the evaluation team of Mary D. Burbank and Melissa Goldsmith. Team members’ role was to create the sample of students, faculty, and courses to be audited. They also created the audit checklists for the student, faculty, and curriculum audits. All audit checklists were returned to the evaluation team for analysis of whether the quality assurance system influences program capacity and candidate learning.

The audit of the quality assurance system was carried out by particular point people for each program area of emphasis (i.e., Elementary, Secondary, and Special Education). Academic advisors within each program option conducted the student audit. Department Chairs within the College of Education conducted the faculty and curriculum audits for their respective departments. Each person who carried out the audit was provided with directives provided through a series of emails. The audit checklists also included directions and are located on the CAEP website at <http://education.utah.edu/accreditation/>

Faculty approved of the audit plan through a series of face-to-face meetings and email correspondence with College of Education department leaders. As part of the College of Education’s monthly leadership team meetings, Department Chairs were provided with updates on the timeline for various CAEP and Utah State Office Requirements affiliated with teacher licensure. Following initial discussions, a May 2, 2015 e-mail was sent to chairs delineating the process for the audits, including the evaluation materials. A follow up e-mail was sent on May 28 followed by additional reminders through June of 2015.

Description of the quality assurance system

Our quality assurance system is monitored by committees, administrators, faculty, and staff, all of whom work in coordination. The collective efforts of each of these stakeholders ensure student, faculty, and program quality as well as quality of the facilities and sound fiscal and administrative capacity.

Figure 2: Quality Assurance System Description, CAEP Standards 5.1, 5.2, 5.3, 5.4, 5.5



Curriculum Quality: Committees and administrators who review course syllabi, course evaluations, review employer surveys, and other stakeholders who are involved in program evaluation and improvement.

Clinical Partnership and Practice Quality: Committees and administrators who oversee the creation and development of clinical partnerships and practice, partnership agreements, and other stakeholders, such as, practitioners and school and community partners who provide feedback and mentoring.

Faculty Quality: Faculty committees and administrators who recruit for faculty positions, set policies, implement and review promotion and tenure applications, and provide for faculty development.

Student Quality: Faculty, administrators, and academic advisors who set admissions standards, provide support and advising services, review student progress, student teaching, course grade, and state licensing requirements, and recruit for high quality teacher candidates.

Facilities Quality: Faculty, personnel, and administrators who ensure the quality of faculty and teacher candidate office space, classroom environments, support facilities, and media/technologies.

Resources Quality: Administrators and support staff who provide for salaries, faculty development resources, faculty research and scholarship, and who support the administrative and fiscal workings of the program.

The table below delineates the agents who are responsible for monitoring quality assurance data and procedures.

Table 51: Monitoring Agents of the Quality Assessment System, CAEP Standard 5.1

Faculty Teaching Oversight	
Department of Education, Culture, and Society Chair - Dr. Ed Buendia	
Department of Educational Leadership and Policy Chair Dr. Gerardo Lopez	
Department of Educational Psychology Chair - Dr. Anne Cook	
Department of Special Education Chair - Dr. Rob O’Neill	
Urban Institute for Teacher Education, Assistant Dean - Mary D. Burbank, Director	
Student Admissions and Performance Progress Oversight	
Elementary and Secondary Education Advising - Sara Hatch	
Special Education Advising - Patti Davis	
Program Evaluation Data	
Mary D. Burbank, Assistant Dean, Director of the Urban Institute for Teacher Education	
Melissa Goldsmith, Research Analyst for the Urban Institute for Teacher Education	
Data Base Development and Management	
Office of Technology Support Director, James Logue	
Urban Institute for Teacher Education, Melissa Goldsmith and Kimberly Howard	
Fiscal and Administrative Oversight	
Dean, College of Education, Maria Franquíz	
Facilities Management and Oversight	
Dean, College of Education, Maria Franquíz	
College Curriculum Committee	
Clinical Assistant Professor of Special Education, Dr. Chris Bischke, Committee Chair.	

Figure 1, presented in Section 1, shows the feedback loop depicting how the Teacher Education Program uses the monitoring agents of the quality assessment system to determine and implement evidence-based decision making for the purpose of program improvement. The evaluation feedback loop was discussed at 2 meetings [Meeting Minutes, 2014 UITE Faculty Retreat, September 2014 SPED Faculty Meeting, 5.1, 5.4, 5.5].

Ensuring Quality in our Quality Assurance System

The following table shows the steps we took to probe the particular areas of our quality assurance system:

Table 52: Probe Procedure for Each Quality Assurance System Component, CAEP Standards 5.1, 5.2	
Quality Assurance	Probe Procedure

System Component	
Curriculum	<ol style="list-style-type: none"> 1. Studied existing procedures 2. Created audit checklist <p>Curriculum Course approved through College Curriculum Committee Course name and number is listed on University online catalog Course listed on University class schedule Course name and number is correct on program course requirement form made available to students Course Evaluations Available</p> <p>Syllabus Course Syllabus Available Course Syllabus includes the titles and authors of required texts Course Syllabus lists all assignments, quizzes, and exams Course Syllabus includes lecture schedules</p> <p>Course Environment Course taught by qualified faculty Classroom contains adequate media and technology presence Classroom contains chalkboard or whiteboard Classroom seating capacity adequate for class</p> <ol style="list-style-type: none"> 3. Appropriate departmental personnel (i.e., faculty, advisors) conducted the audit 4. Completed audit forms returned to program evaluation team for analysis
Clinical Partnership and Practice	<p>Documented and analyzed:</p> <ol style="list-style-type: none"> 1. The dedicated training for site teachers/cooperating professionals that occurs through face-to-face meetings with University personnel 2. The dedicated training for site teachers/cooperating professionals that occurs through program specialization trainings 3. Handbooks 4. Cooperating professionals' professional qualifications study 5. Analysis of annual surveys of cooperating professionals, 6. Specialized studies promoting inter-rater reliability.
Faculty	<ol style="list-style-type: none"> 1. Studied existing procedures 2. Created audit checklist <p>Appointment Appointment title and letter shows appropriate faculty designation, as per PPM (Tenure Track) Yearly contract present (Auxiliary)</p> <p>Retention and Promotion RPT information indicate faculty's teaching, service, and research meet University requirements for retention and promotion (Tenure Track) Teaching and service meet FACTE Committee requirements for retention and promotion (Auxiliary) Department requirements met for post-tenure reviews (Tenure-Track) Course evaluations reviewed by department leaders at time intervals appropriate for retention and promotion</p> <p>Recruitment and Search Procedures Department complied with University policies and procedures for initial hiring</p> <p>Workload Policies Employment contract shows workload appropriate to faculty appointment</p> <p>Support Faculty has access to adequate office space Faculty has access to information concerning faculty development support</p> <ol style="list-style-type: none"> 3. Appropriate departmental personnel (i.e., faculty, advisors) conducted the audit 4. Completed audit forms returned to program evaluation team for analysis

Student	<p>Elementary</p> <ol style="list-style-type: none"> 1. Studied existing procedures 2. Created audit checklist <p>Admissions Application for Admission Personal Statement Letters of Recommendation (3) Current and Official Transcript from the University of Utah Current and Official Transcripts from all Colleges and Universities Previously Attended Praxis I Scores in folder and database Background Check Verification in folder and database Graduate School Application (graduate students) GRE scores in folder and database (graduate students) Additional Elementary Education Graduate Student Application (graduate students)</p> <p>Coursework General Education Requirements Met Completed all Professional Education Core Courses with a C or better Year 4 Licensure Program Courses Completed with a C or better Academic Plan Tracking Sheet Completed Academic Progress Emails (once per semester since admission) Documentation of Performance Remediation Plan and Action Taken in folder and database (if applicable)</p> <p>Student Teaching Student Teaching License in folder and database Student Teaching Evaluation – Cohort Leader Student Teaching Evaluation – STE</p> <p>Licensure Praxis II Content Scores in folder and database ESL Endorsement Test Scores in folder and database (undergraduate) USOE Licensure Application Form Completed Licensure Status in database</p> <ol style="list-style-type: none"> 3. Academic advisor conducted the audit 	<p>Secondary</p> <ol style="list-style-type: none"> 1. Studied existing procedures 2. Created audit checklist <p>Admissions Application for Admission Personal Statement Letters of Recommendation (3) Current and Official Transcript from the University of Utah Current and Official Transcripts from all Colleges and Universities Previously Attended Praxis I Scores in folder and database (undergraduates) Background Check Verification in folder and database Completion Plan (undergraduates)</p> <p>Coursework Teaching Major/Minor Course Requirements Met Completed all Pre-Licensure Courses and Licensure Year Courses with a C or better and a cumulative GPA of 3.00 or better Academic Plan Tracking Sheet Completed Academic Progress Emails (once per semester since admission) Documentation of Performance Remediation Plan and Action Taken in folder and database (if applicable)</p> <p>Student Teaching Student Teaching License in folder and database Student Teaching Evaluation – Cohort Leader Student Teaching Evaluation – STE</p> <p>Licensure Bachelor’s Degree Requirements Completed Praxis II Content Scores in folder and database USOE Licensure Application Form Completed Licensure Status in PeopleSoft database</p> <ol style="list-style-type: none"> 3. Academic advisor conducted the audit 4. Completed audit forms returned to program evaluation team for analysis 	<p>Special Education</p> <ol style="list-style-type: none"> 1. Studied existing procedures 2. Created audit checklist <p>Admissions Application for Admission Personal Statement Letters of Recommendation (3) Current and Official Transcripts from all Colleges and Universities Previously Attended Praxis I Scores in folder and database with minimum requirement met (undergraduate) Background Check Verification in folder and database Minimum GPA requirement met Graduate School Application (graduate) GRE scores in folder and database with minimum requirement met (graduate) Completed 40 hours of University coursework, including SPED 3010 Human Exceptionality (undergraduate)</p> <p>Coursework Completed at least 122 hours of credit Completed 60.5-70 hours of required courses in specialization area (undergraduate) All required departmental courses completed with a C or better (undergraduate) 30-35 hours minimum approved by supervisory committee (M.Ed.) 30 hours minimum of graduate work (M.S.) Completed qualifying exams (M.S., Ph.D.) Completed a thesis (M.S.) or a dissertation (Ph.D.) Documentation of Performance Remediation Plan and Action Taken in folder and database (if applicable)</p> <p>Student Teaching Student Teaching License in folder and database Student Teaching Evaluation – Cohort Leader Student Teaching Evaluation – Cooperating Prof.</p> <p>Licensure Praxis II Content Scores in folder and database USOE Licensure Application Form Completed Licensure Status in database</p>
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	4. Completed audit forms returned to program evaluation team for analysis		3. Academic advisor conducted the audit 4. Completed audit forms returned to program evaluation team for analysis
Facilities	From curriculum audit checklist: Course Environment Classroom contains adequate media and technology presence Classroom contains chalkboard or whiteboard Classroom seating capacity adequate for class Parity Table 5 (submitted with application materials at the time of formative feedback)		
Resources	From faculty audit checklist: Support Faculty has access to adequate office space Faculty has access to information concerning faculty development support Parity Table 5 (submitted with application materials at the time of formative feedback)		

Audit Procedures

The overall procedure for conducting the audit of the quality assurance system was to examine various indicators evident within paper files and databases. These criteria were outlined on the audit checklist. The audit checklists were completed, printed out for the paper files, and also returned in electronic form to the evaluation team.

Student Audit

Three audit checklists were designed to capture each of the program options: one for Elementary Education graduates, one for Secondary Education graduates, one for Special Education graduates. The student files consisted of 2013-2014 program graduates in Elementary Education, Secondary Education, and Special Education.

There were 116 program graduates from which to sample. A sample of 20% of the total number of students was conducted for a total of 24 students to be included in the audit. There were students from three program options that required equal consideration, - 8 files of Elementary students, 8 files of Secondary students, and 8 files of Special Education students were audited. Within each program option, students were sorted by whether or not they were completing an undergraduate or a graduate degree with licensure. Within each degree/licensure level, students were sorted by their university identification number (UNID) to randomize the student listing. Of the 8 files within each program option, the number of undergraduate vs. graduate folders to audit was determined by the proportion of graduate students and undergraduate students in the program. The number of undergraduates and graduates within each program option determined the *n*th file that was to be selected from the randomized listing of students. One teacher candidate in Special Education ultimately was not included in the audit because of the teacher candidate's ARL status. There were additional audit selections made (2 for secondary education) through a continuation of the random selection process, also due to ARL status.

Our interest was to determine whether or not students move through the Teacher Education Program as expected. As such, the audit mechanisms included: admissions, coursework, student teaching, and licensure. The evidence collected included: applications, personal statements,

letters of recommendation, transcripts, standardized testing scores, background check verification, course requirement documentation, academic planning documentation, student teaching license, student teaching evaluations, and licensure application form. The completed audit checklists indicated whether these important milestones were achieved and the evidence was documented as expected in a student's paper folder as well as the College of Education database. If the documentation was not present as expected, those completing the audit were asked to offer additional comments. Program option and program level were also indicated on the audit checklists.

UITE audits for those in the secondary specialization area revealed all criteria were met with notations as follows:

Location of grades that are not part of the licensure requirements, but instead, part of degree electives as located in the PeopleSoft data system.

Unofficial transcripts vs. "official" as linked to graduate program applications where the originals were scanned for the licensure.

Clarification regarding who completed the student teaching observation form (i.e., supervisor vs. cohort leader).

A Math for America student's file included criteria for general program admissions (i.e., only two letters required for admissions at that time). Missing letter for one applicant.

Notations for a student requiring an extended student teaching experience.

UITE audits for those in the elementary specialization area revealed all criteria were met with notations as follows:

Unofficial vs. official transcripts

Documents that appear in student files vs. database (e.g., GRE).

Distinctions in paperwork due to differences with M.Ed. with licensure, vs. UG licensure.

Concurrent enrollment course in HS that meet U of U requirements, via SLCC.

Clarification regarding who completed the student teaching observation form (i.e., supervisor vs. cohort leader).

Departmental course minimums (prior to Board Rule in 2014) that allowed for grades below C – Family Consumer Studies. Part of Early Childhood Transition Cohort through 2012.

Missing initial on tracking sheet.

Missing 2nd page on a Praxis I report.

Missed semester for Academic Progress note.

SPED audit for Special Education program areas and specialization areas reveal all criteria were met with the following notations:

Undergraduate program

Online applications used unofficial U of U transcripts

Data base copy of student teaching license with no paper copies in folder

For Graduate program only w/o licensure

Did not complete licensure through the University of Utah and did not complete Master's degree program.

Undergraduate program

Student Audit

- Candidates across licensure specialization areas meet all criteria for admissions. In areas where notations were found, paper trail documentation for exceptions were included to document exceptions.
- Although audits reveal the presence of transcripts, departmental websites ask for official transcripts, which were sometimes not on file, likely due to increased use of online application portals.
- Where there were discrepancies between paper folder and online database entries, the Teacher Education Program goal is to move toward paperless systems. In some cases, as in the case of GRE scores, the discrepancy was not unexpected.
- Areas where there were missing data will be minimized in the future by a formalized plan for data checks conducted by database managers and advisors.
- Future accreditation audit lists for Elementary and Secondary Education students should ask for the presence of “cohort leaders and/or supervisor” student teaching evaluations and not only “cohort leader” evaluations.

Faculty Audit

One checklist was used for the faculty audit and was designed to span the range of faculty who contribute to teacher licensure. The faculty pool from which the audit was conducted was based upon the faculty listing submitted for the 2015 CAEP annual report.

There were 35 faculty from which a sample was drawn. A sample of 31% from the total was used with a total of 11 faculty folders were included in the audit. There were faculty from 4 departments within the College of Education and the Urban Institute for Teacher Education. Of the 11 files to be audited, the number of faculty folders to be audited was determined by the proportion of faculty who taught in the licensure program from that department. The faculty listing was sorted by a random number, in this case the faculty member's office number. The number of faculty members within each department who taught in the licensure program determined the *n*th file that was to be selected from the randomized listing of faculty.

Our interest was to determine whether or not our mechanisms ensuring faculty quality were operating as expected. As such, the mechanisms included in the audit pertained to faculty appointment, retention, promotion, recruitment and search procedures, workload policies, and support (office space as well as developmental). The evidence collected was in the form of appointment letters, yearly contracts, RPT documentation, FACTE Committee documentation, reviews, course evaluations, pertinent university policies, and faculty office environment. Those

who completed the audit checklists indicated whether these components were present. If the documentation was not present as expected, those completing the audit were asked to offer additional comments. The academic department of the faculty member was indicated on the audit checklist as well.

Faculty Audit Findings:

- For faculty from the Department of Special Education, five faculty were reviewed; three tenured faculty and two Career-Line faculty. All indicators were met for both groups of faculty with a notation made for one Career-Line faculty member who has been moved to a 5-year contract.
- For faculty in the Urban Institute for Teacher Education, three files were reviewed; two full time Career-Line faculty and one part time Career-Line faculty members. Notations include references to annual reviews by the FACTE committee, references to annual contracts (no extended contracts are provided to Career-Line in the UITE), and semester reviews of performance.
- For Faculty in the Departments of Educational Psychology and Education, Culture and Society a total of three files were reviewed for three tenure track faculty members. One faculty member is a full professor, a second is an Associate Professor, and third, an Assistant Professor. Notations include:
 - Full Professor – CV, Course Evaluations and Appointment Letter
 - Associate Professor CV, Promotion letter, Audit Form and Course Evaluations and references to number of courses taught.
 - Assistant Professor, CV

Curriculum Audit

There was one audit checklist used for the curriculum audit and was designed to span the College of Education departments and UITE who offer licensure courses in the Teacher Education Program. The licensure course listing on the program option requirement sheet informed the list of College of Education courses eligible for inclusion in the curriculum audit.

There were 128 courses from which to sample. We sampled 15% of files for a total of 19 courses to be included in the audit. There were courses offered from 5 departmental designations within the College of Education. Of the 19 files to be audited, the number of courses to be audited was determined by the proportion of licensure courses offered from that department. The course listing was sorted by a random number, in this case using random number generator commands available in Excel. The number of courses for each departmental designation determined the *nth* file that was to be selected from the randomized listing of courses.

Our interest was to determine whether or not our mechanisms for curriculum quality were operating as expected and in accordance with college and university requirements. As such, the mechanisms included in the audit pertained to curriculum procedures, syllabi, and course environment. The evidence evaluated included: course catalogs, academic schedules, program requirement sheets, course evaluations, syllabi, classroom technology, and classroom capacity. The presence or absence of the evidence collected was indicated on the completed audit checklists. If the documentation was not present as expected, those completing the audit were

asked to offer additional comments. The academic department of the course was indicated on the audit checklist as well.

For courses from the Department of Special Education, audits were conducted on SPED 3011, SPED 3508, SPED 5022, SPED 5040, SPED 5221, SPED 5260, SPED 5330, SPED 5420, SPED 5500, SPED 5522, and SPED 5600.

For courses from the Department of Education, Culture, and Society, audits were conducted on the following on ECS 5709.

For courses from the Urban Institute for Teacher Education, audits were conducted on the following EDU 1010, EDU 5310, and EDU 5490 with notations of approvals in 2010 and course evaluation data shared each semester.

For courses through the Department of Educational Psychology, audits were conducted on EDPS 3030, EDPS 5350, EDPS 6711 with references to cross checks with UITE advisor on course requirements, and online evaluations.

For course for the Department of Educational Leadership and Policy an audit was conducted on ELP 3410.

Curriculum Audit Findings:

- A review of curriculum audit checklists indicate all standards were met. All courses met the stated criteria. University and College Curriculum oversight informs departmental decision make for course curricula.

Ensuring Quality in Candidate Quality, Recruitment, and Selectivity [CAEP Standards 3.1, 3.2, 3.3, 3.4]

University of Utah College of Education Recruiting and Outreach Efforts

The call to diversify the teaching profession is not new (Burbank, 2010; 2012; Clewell, 2005; Cochran-Smith, 2004; Hodgkinson, 2002; Kane & Orsini, 2005; Lucas and Villegas, 2004, 2008, 2012; Villegas & Irvine, 2010; Zumwalt & Craig, 2005). Historically, the rationale for recruiting and retaining underrepresented communities has varied from aligning the teaching community with changing demographics, to enriching the teaching profession in ways that acknowledge and value the histories, identities, and contributions of teachers from diverse backgrounds (Andrews, 2009; Frankenberg, 2009; Ochoa, 2007).

Responding to demographic shifts in Salt Lake City, Utah has been particularly dramatic with an increase of 117% in its minority population between 1990 and 2015 (Salt Lake City, 2014). In those years, one in three new residents was a member of an underrepresented community, the Latino population more than doubled, and the primary urban school district reported 57% in its non-majority student population (2014 district census data). In response, the University of Utah has enacted a series of initiatives since 2009 that build capacity in recruiting, retention, and community engagement in teacher preparation.

A 2014-2015 study at the University of Utah (U of U) on the role of transfer programs highlights key areas that impact student success when navigating institutional pathways. Typical program

components include: orientations, tuition support, housing options, dedicated advising, transfer credits, and iterations of bridge programs and site-based cohort models and articulation agreements across institutions (University of Utah Vice Presidential Task Force for Transfer Students, 2014).

Efforts to expand and diversify students in Utah's teacher education program underscore the necessity of an approach that is multilayered, includes the participation of myriad stakeholders, and reflects a willingness to revise and rethink assumptions on access and success in higher education for traditionally underrepresented individuals in the teaching profession [Meeting Minutes, Fall 2013 UACTE Committee Meeting, September 2014 SPED Faculty Meeting, 3.1]. Continuous threads embedded within institutional pathways offer support for initiatives that are ongoing and site-based within high schools and community colleges. Coupled with "real world" linkages, designated brokers (i.e., teachers) students are assisted in navigating access and success in higher education degree programs.

The following discussion outlines a series of recommendations based upon programmatic efforts that capitalize on *relationships*, defined broadly. Without attention to networks of individuals who share a history and a willingness to self-correct when attempts fail, the results often settle into institutional ruts that lack potential and impact. To be effective, institutions must develop and recognize successful program undertakings and acknowledge and reflect when recruiting and retention endeavors fall short.

A seven district collaborative is part of a 20 year partnership between the University of Utah and the Alpine, Canyons, Davis, Granite, Jordan, Murray, Park City, and Salt Lake City School Districts. The Dean's Education Consortium is committed to linkages between higher education and K-12 Education. Bi-annual meetings inform 21st century teacher preparation in alignment with district needs. A professional development series was established with annual offerings to follow.

Myriad projects link to local districts including recruiting, professional development, and research are also part of linkages between the College of Education and statewide partners in education.

College of Education Recruiting into Teaching

2014-2015 multi-district recruiting in the Canyons, Granite, Jordan, and Salt Lake school districts with dedicated attention to on-site recruiting and linkages to the U of U campus. College of Education faculty work in coordination with multiple district, and site-based educational leaders as well as through various campus groups that link to districts and Salt Lake Community College.

In alignment with our mission, a summary of our work highlights elements of systems and characteristics of stakeholder participation that collectively galvanize structures, enact organizational and individual supports, and unearth resources for access, sustainability, and long-term pledges toward recruiting and retention. While these commitments to action are linked to partnerships that have committed to collective goals in education, genuine reciprocity for

individuals and institutions is critical to sustaining and expanding programs. Findings are categorized along five areas:

1. Scholarships and financial support as one component of effective recruiting and retention highlights a multi-district, multi-higher education compact that provides academic support, financial support, and a teacher education curricular roadman from Salt Lake Community College and the University of Utah.
2. Collaboration where our outcomes are mutually beneficial for stakeholders is designed to recruit and retain students from traditionally underrepresented communities. These efforts have been accomplished by: building a pool of prospective teachers for participating school districts; providing teachers and school-based personal with professional development support/credit for participating in site-based recruiting).
3. Developing a teacher education curriculum that is creative, flexible, targeted, and attuned to an underrepresented population (e.g., bridge programs; nontraditional course formats).
4. Creating cohorts that support, encourage, and inform (The Teaching Professions Academy; university/school district faculty, and project-based mentoring).
5. Family leadership for systems change.

Site-Based Recruiters into Teaching

- During the 2013-2015 academic years, the UITE has worked in designated schools in the Granite and Salt Lake (SL) School District where paid graduate students are assigned to the sites as UITE liaisons to the teaching profession. Ten to 15 hours a week are spent in recruiting into teaching including teaching courses, meeting with families, and orchestrating site-based meetings.

Families and Recruiting

- Linkages with families that originated with a University Neighborhood Partners (UNP) Scholar in Residence initiative have continued into a fifth year through connections between SLCC and families from across multiple high schools in the Granite School District.

Math, Science, and Underrepresented Communities

- A pilot project initiated in 2012 has continued through 2015, includes a site-based “bridge” course that allows high school juniors and teachers to engage in a university course. The Introduction to Teaching in Math and Science course originally took place at the Salt Lake Center for Science Education (SLCSE). UITE support, along with the Department of Mathematics provided “bridge” courses (e.g., a kind of concurrent enrollment) for students of color interested in becoming teachers of mathematics and science. Nine students (junior and seniors) completed U of U course work in teacher education during years one and two. A more generalized class (i.e., Introduction to Teaching) was held during 2014-2015 for students from Horizonte in the SL District and Granger and Taylorsville High during 2014-2015.

American Indian Communities

- Partnerships for Professional Development and Recruiting in Coordination with Monument Valley Elementary School began in January of 2015.

The Teacher Recruitment Scholars Program

- In its 9th year, students from the Teacher Recruitment Scholars (TRS) program have matriculated to the University of Utah in pursuits of teaching degrees and licensure. Student scholars are part of a pipeline from SLCC and a five-district partnership (i.e., Canyons, Davis, Granite, Jordan, Salt Lake) designed to recruit future teachers from underrepresented communities, including people of color and first generation students. There are 30 students currently enrolled at SLCC who are en route to the U. Sixteen students are currently enrolled at the U of U. Program graduates are employed across the Wasatch Front.

Just for U!

- Since 2011, a spring/summer program for Teacher Recruitment Scholars as well as others interested in teaching has been held on the University of Utah campus. *Just for U!* invites students from the Granite, Canyons, Davis, Salt Lake, and Jordan school districts as well as students from SLCC and the U of U for a recruiting and transition workshop series to include information on scholarships navigating higher education, building academic competencies, and succeeding in higher education.

Stegner Writing Program

- A collaborative with the Salt Lake City School District that provides summer workshops for high school students and professional development training for practicing teachers in Language Arts. These workshops include a high percentage of underrepresented students from middle and high schools.

Utah Schools for the Deaf and the Blind

- Recruitment with Alpine, Davis, Jordan, and Nebo school districts and USDB

The following table shows the results of efforts to recruit from under represented communities by program options for recent cohort years. All teacher candidates who entered the program and who indicated an ethnicity distinction as part of their admissions process are included in these percentages. The “Non-Caucasian” category encompasses those teacher candidates who are of Asian, Hispanic, Black, Pacific Islander, or American Indian ethnicity, using university determined category indicators. Note the secondary program’s results are highly impacted by the number of students who are part of the World Languages program, including a number of international students studying Chinese.

Cohort Year	Ethnicity	EL	SC	SPED	Total
2012-2013	Non-Caucasian	8%	14%	7%	10%
	Caucasian	92%	86%	93%	90%
2013-2014	Non-Caucasian	13%	25%	2%	14%
	Caucasian	87%	75%	98%	86%
2014-2015	Non-Caucasian	21%	13%	6%	14%

	Caucasian	79%	87%	94%	86%
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The following table shows the results of the Science and Mathematics recruiting efforts by program options for recent cohort years. All secondary education teacher candidates who entered the program and who declared a science or mathematics teaching major or teaching minor are included in these percentages.

Table 54: STEM Teaching Areas of Admitted Students by Cohort Year and Program Option, CAEP Standard 3.1		
Cohort Year	Teaching Major or Teaching Minor	Total
2012-2013	Science and Mathematics	20%
	Other Majors or Minors	80%
2013-2014	Science and Mathematics	45%
	Other Majors or Minors	55%
2014-2015	Science and Mathematics	39%
	Other Majors or Minors	61%

Ensuring Quality for Clinical Partnerships and Practice

The Teacher Education Program ensures the quality of its clinical partnerships and practice through dedicated training for site teachers/cooperating professionals takes place through face-to-face meetings with University personnel, through program specialization trainings, and written documentation sharing. Discussions regarding mentorship and supervision took place at 4 faculty meetings [Meeting Minutes, 2013 UITE Faculty Retreat, October 2013 UITE Faculty Meeting, September 2013 SPED Faculty Meeting, September 2012 SPED Faculty Meeting, 2.1, 2.2, 2.3]. Additional efforts to ensure quality are accomplished through a study of cooperating professionals' professional qualifications, annual surveys of cooperating professionals, and specialized studies promoting inter-rater reliability.

Training [2.1, 2.2, 2.3]

Handbooks

Primary information sharing documents include the UITE Site Teacher Educator Handbook at http://uite.utah.edu/student-teaching/STE_Handbook_14-15.pdf and the Student Teaching handbook for the Special Education specialization areas.

Meetings

In an effort to guide and learn from Site Teacher Educators, annual meetings are held at the University of Utah or within the context of participating schools for the purpose of providing programmatic updates, provide direct instruction on form completion, and suggestions for providing feedback and mentoring students in areas of curriculum development, lesson planning, and documentation of efforts to support and remediate student progress. An online tutorial for

evaluation completion was developed during the spring of 2015 and introduced as part of a spring 2015 Site Teacher Educator Recognition Luncheon.

Mentoring and supervisory support for teacher candidates in the K-12 licensure program at the University of Utah takes place across several formats and at multiple junctures throughout the licensure program. As a rule, the nature of supervisory and mentoring support includes the dissemination of information on program policies and procedures, timelines, and general advising for mentoring and support. These efforts take place as part of annual introductory correspondence, through site-based contacts with teachers and/or teams of educators within school sites, and through e-mail correspondence.

Roles and responsibilities, documentation, course expectations, and overall expectations are shared through monthly in-person and electronic updates. More in-depth training takes place through district supported mentoring sessions (e.g., Granite School District Elementary Education Programs), University faculty trainings, and a new online guide for formative and summative evaluation completion. Within the context of pre-practica and student teaching year, the Utah Effective Teaching Standards and related criteria for evaluation are used to determine performance within the context of courses and field-based experiences.

Cooperating Professionals Qualifications Form [2.2]

A form for completion by Cooperating Professionals/Site Teacher Educators demonstrating the cooperating professionals' qualifications for mentoring provides the University of Utah with a profile of those working as preservice teacher mentors. In addition to advanced level degrees, level II standing, and work as a mentor in the past, recommendations from site-based administrators inform decision-making for student teaching placements. The criteria captured on these forms assist our ability to work in concert with the districts to provide high quality student teaching experiences for our teacher candidates. Faculty members discussed the content and data collection methods for this form at 3 meetings [Meeting minutes, 2014 UITE Faculty Retreat and September 2014 Faculty Retreat, September 2014 SPED Faculty Meeting, 2.2].

Annual Surveys [2.2, 5.5]

Annual data are collected from Site Teacher Educators/Cooperating Professionals on their experiences working with preservice teachers. Because STE/CPs are an important part of the teacher education program, the UITE sought the opinions of and attitudes toward their participation in the University's teacher education program through an electronic survey. The survey consisted of questions regarding the STE/CT's overall satisfaction with their experience, attitudes toward some particular aspects of their role, their impressions of the Teacher Candidates, their perceived level of support from the University Cohort Leader and Supervisors, and their suggestions for program improvement.

In the 2015 STE/CP Annual Survey, STE/CPs were asked to rate their level of satisfaction with their experience as a STE/CT using a scale of "strongly disagree," "somewhat disagree," "neither agree nor disagree," "somewhat agree," and "strongly agree." STE/CPs agreed to the statement "Overall, I am satisfied with my experience as a Site Teacher Educator/Cooperating Teacher" (87% rating "somewhat agree" or "strongly agree"). Percentages for each program option ranged from the lowest percentage of 74% of Secondary STEs who said "somewhat" or

“strongly agree” to the highest percentage of 93% of Elementary Education STEs who “somewhat” or “strongly agree” to this statement.

Rater Reliability Studies [5.2]

Elementary Education and Secondary Education Rating Reliability

Differences among raters of the final student teaching evaluation data were noted in Section 4. The existence of differences among raters also occurred in the particularized evaluation efforts among Elementary and Secondary educators.

Between 2012-2014, the UITE focused on obtaining greater inter-rater reliability among the Faculty, Site Teacher Educators, and University Supervisors who evaluate Teacher Candidates' student teaching performances at practicum, mid-term, and completion of student teaching. To this end, the UITE Faculty, Site Teacher Educators, and University Supervisors engaged in a study that allowed for measurement and open discussion of the ratings given by these groups on the Teacher Candidate Observation Form.

The specific aims of study were to develop clear understandings of what defines a successful Teacher Candidate in each of the Utah Effective Teaching Standards. D'Agostino & Powers (2009) discuss the utility of observational data as variable, having greater impact on teaching performance over time. As such, for the purposes of student teaching, it is unlikely that standalone snapshots provide an holistic profile of performance. Further, the quality of the evaluation protocol, and its inherent validity must be considered carefully before conclusions are drawn regarding its utility (Waggoner & Carroll, 2014). Up until these reliability studies, efforts at the University of Utah have been limited to examinations of general impressions of teaching episodes across observers and how inconsistencies in interpretations of classroom teaching episodes inform discussions of teaching quality.

Raters of Teacher Candidates' student teaching performances intended to come to a shared understanding to clearly distinguish between the rating of a Teacher Candidate who is passing with a rating of a “3,” “4,” or “5” on the evaluation form. Raters also intended to ensure that all individuals using the evaluation form are interpreting the question item, which is a statement of a Utah Effective Teaching Standard, in the same way.

The instrument developed for the testing of inter-rater reliability consists of a subset of questions from the Teacher Candidate Observation Form used by Elementary, Secondary, and Special Education Cohort Leaders, Site Teacher Educators/Cooperating Teachers, and University Supervisors in the Teacher Education Program.

The data collection method consisted of two components. Raters (Faculty Cohort Leaders, Site Teacher Educators, and University Supervisors) completed the study evaluation instrument by rating 20 question items after they had watched a video lesson. There were 3 possible video lessons of practicing teachers available to be rated for this study. There were 22 unique raters, but to achieve more of a cross-level design, many raters watched multiple videos regardless of the rater's program option (i.e., a rater from the elementary education program rating the secondary lesson or a rater from the secondary education program rating the elementary lesson).

The quantitative data collection informed the subsequent discussions among raters. After the quantitative data were collected, the raters participated in one or more group discussions about their interpretation of question items and the reasoning behind their ratings. These discussion groups provided an opportunity to discuss whether or not the question items were being interpreted by the raters in the same way and, if not, to identify the heart of the discrepancy, as the group moderators chose to follow up on those questions that had the most variation in responses among raters, as evidenced by the quantitative data. There were five discussions over the course of the data collection period.

Data collected make clear the need for training for faculty and site teacher educators on the evaluation tool items, the rating scales, as well as discussions of program mission and related goals. Practical outcomes of the process have resulted in a study of inter-rater reliability across observers and specialized trainings professional development for site teacher educators, including online tutorials. Upon completion of the study, 8 actionable items were identified as a means to maximize inter-rater reliability so that Teacher Candidates are offered consistent and valuable feedback on their teaching. These items were the basis for the mentor and supervision training that occurred throughout 2014-2015 academic year. These areas include:

- According to pilot study data, there are areas where Cohort Leaders, Site Teacher Educators, and University Supervisors rate Teacher Candidates' lessons differently.
- Identifying teaching behaviors that are evidence of support for "diverse learning" and that are subsequently evaluated during the Teacher Candidate Observation.
- Addressing how raters should address questions that appear multiple times on the Teacher Candidate Observation form, but are tapping into different Teaching Standards.
- Determining how raters should address questions with constituent parts, where the item includes more than one skill.
- Determining when raters should use an "n/a".
- Determining when it is appropriate for raters to give a Teacher Candidate a rating of a "1".
- Understanding and translating relationship between feedback on the Final Student Teaching Evaluation versus the Mid-Term evaluations.
- Identifying whether all raters should be using the rubric that accompanies the Utah Effective Teaching Standards to rate each question item.

Special Education Inter-Observer Agreement

As part of the program's interest in teacher candidate work samples, the Special Education faculty chose artifacts from teacher candidate's eportfolios. Each work artifact was rated by at least two qualified raters as a means of determining levels of inter-rater reliability. Attaining inter-observer agreement is critical to offering consistent and valuable feedback to a teacher candidate. The inter-observer agreement for one artifact, the IEP, was presented earlier as evidence for our claims. The following table shows the inter-rater reliability percentages, the percentage of mean agreement across raters of the work artifact, for other work artifacts including instructional plans, behavior plans, and observation. Inter-observer agreement is over the 80% cut-score, across all program specialization areas except for the behavior plans (2014-2015 only) and observation work artifacts rated in Mild Moderate Disabilities.

Table 55: Eportfolio Work Artifact Inter-Observer Agreement Percentages, CAEP Standard 5.2			
(Scale=0-100%, Cut-score=80%)	Instructional Plans	Behavior Plans	Observation
Special Education Specialization Areas & Years of Data Collection	% Agreement	% Agreement	% Agreement
Mild Moderate			
2013-2014	80%	90%	78%
2014-2015	84%	72%	56%
Early Childhood			
2013-2014	100%	100%	100%
2014-2015	100%	100%	100%
Severe			
2013-2014	100%	100%	100%
2014-2015	100%	100%	100%
Visual Impairment			
2013-2014	95%	n/a	96%
2014-2015	100%	100%	93%
Deaf and Hard of Hearing			
2013-2014	100%	100%	93%
2014-2015	100%	100%	100%
DeafBlind			
2013-2014	n/a	100%	n/a
2014-2015	100%	100%	n/a

Conclusion & Discussion

There is evidence that the quality assurance system is working for our program. In the majority of areas, the audit indicates that our procedures to ensure quality are working as we attain our expected quality of students, faculty, curriculum, clinical partnerships and practices, facilities and resources. The following are the actionable results of our findings [5.3, 5.4, 5.5]:

- Audit probes for student quality will prompt discussions among faculty as to whether or not the requirement of official transcripts of teacher candidates is relevant given that students applying for admission must use the University’s online application portal to supply transcripts. Technology systems upgrades toward paperless data tracking will prompt decision making.
- Nuances for “pilot” programs (e.g., MFA) also require adherence to general program admissions requirements (e.g., number and type of letters of recommendations). Careful tracking should be included for future program admissions materials.

- Data tracking efforts for the purposes of continuous improvement need to ensure clear delineations for initial licensure even when graduate degrees are sought. These nuances are particularly critical for the secondary and special education program options.
- As part of the audit probes, advisors had to utilize the College of Education database and notice any omissions of data or inconsistencies of information found in the paper file. This procedure for the audit will prompt additional formalized procedures for data checks to be conducted at key points throughout the year (i.e., after admissions) to ensure that student information in the database as well as the paper folders are accurate. These formalized data check plans will help the program reach its goal of moving toward a paperless system.
- Future accreditation audit checklist probes for Elementary and Secondary Education students will ask for the presence of “cohort leaders and/or supervisor” student teaching evaluations and not only “cohort leader” evaluations.
- Long-term goals also include greater attention to linkages across indicators within evaluation units beyond those referenced in this report. For example, we are specifically interested in tying observational measures to end-of-program indicators with greater specificity. Updates on the Elementary and Secondary observational forms move us in this direction.
- Updates in our database system and electronic formats will allow data to be entered electronically so that data may be examined more efficiently across data points (e.g., fully online evaluation forms that link to observational forms, and employer and alumni evaluations).
- The curriculum probes undergird our recent efforts to align licensure coursework with the Utah Effective Teaching Standards and the Common Core. By articulating the connections of coursework with teaching outputs, we are ensuring that our coursework leads to qualified teachers. Ongoing discussions with campus partners in areas such as Math and Science are designed to both focus the course work completed by students in the Elementary Education program area as well as ensure depth of content area. Faculty in the Department of Special Education are also involved in the *Math Chat* series toward efforts to yoke course work geared toward curriculum and pedagogy.
- The facilities and resources audit demonstrates the importance of using the new education building facilities available to the program to promote teacher candidate learning through a supportive classroom environment, available media and technologies, and faculty who have adequate resources. The new Beverly Taylor Sorenson Arts and Education Complex provides a 21st century facility for all things teacher preparation. Workrooms, the Artworks for Kids Auditorium and technology ready classrooms allow for both traditional classrooms, distance education, and teacher professional development experiences.
- The review of our clinical partnerships and practices indicate that cooperating professionals are qualified to serve as mentors to teacher candidates and are satisfied with their experiences as mentors. Although there have been concerted efforts to offer mentor cooperating professionals, a large percentage of the training has been procedural in nature (i.e., how to fill out evaluation forms when observing teacher candidates) as well as somewhat idiosyncratic across program option area field-based faculty members (e.g., more intensive training within one school district for the ELE program). Discussions of improvements to the evaluation forms are in the beginning phases so that more

substantive questions to mentorship may be addressed with the cooperating professionals/
Site Teacher Educators.

APPENDIX 2: INVENTORY OF EVIDENCE

Please reference CAEP Annual Reports, Sections 5-7

Please reference http://education.utah.edu/accreditation/_documents/appendix/CAEP-Self-Assessment-Checklist-submitted.pdf for the University of Utah's Self-Assessment Readiness Checklist

APPENDIX 3: LOCALLY DEVELOPED INSTRUMENTS

Please reference AIMS, “EPP: Assessment Instrument” for instruments

APPENDIX 4: MATERIALS FOR SECONDARY DEGREES IN MUSIC AND EXERCISE SPORTS SCIENCE

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

July 3, 2012

UNIVERSITY OF UTAH School of Music

Action:

The Commission voted to accept the response and continue the institution in good standing with the degree and program listing indicated below.

The Commission requests a progress report addressing the issues cited below.

The Commission also took action regarding new curricula, as outlined elsewhere in this report.

NASM Degree and Program Listing:

Bachelor of Arts in Music.
Bachelor of Music in Composition (General, Jazz).
Bachelor of Music in Jazz Studies (Guitar, Non-Guitar).
Bachelor of Music in Music Education (Choral, Instrumental).
Bachelor of Music in History and Literature.
Bachelor of Music in Performance (Brass, Classical Guitar, Guitar, Harp, Jazz, Percussion, Organ, Piano, Strings, Voice, Woodwinds).
Bachelor of Music in Theory.
Master of Arts in Musicology.
Master of Music in Composition.
Master of Music in Conducting (Choral, Instrumental).
Master of Music in Jazz Studies.
Master of Music in Music Education (Project, Thesis).
Master of Music in Music History.
Master of Music in Performance (Brass, Collaborative Piano, Percussion, Piano, Strings, Voice, Winds).
Master of Music in Theory.
Doctor of Musical Arts in Conducting (Choral, Orchestral, Wind Band).
Doctor of Musical Arts in Performance (Instrumental, Piano, Vocal).
Doctor of Philosophy in Composition.
Doctor of Philosophy in Music Education.
◇ Preparatory Division.

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Next Full Review:

2020-2021 Academic Year

Item for Progress Report:

The Commission requests information documenting how the music unit is in compliance with Health and Safety Standard II.F.1.i. The text of the standard itself should be the basis for providing this information. Please note that the standard addresses two issues. First, how students are being provided with basic information regarding hearing, vocal, and musculoskeletal health and injury prevention, and the use, proper handling, and operation of potentially dangerous materials, equipment. Second, how the music unit addresses injury prevention in various aspects of its program. This Commission request is in reference to a standard approved by vote of the NASM Membership in November 2011 and now in effect. In responding to the Commission's request it is not necessary to include information addressing the explanatory note following the text of II.F.1.i. that provides important policy statements and clarifications primarily regarding the relationship of the standard to individual responsibility (see *NASM Handbook 2011-12*, item II.F.1.i.).

Due Date for Progress Report:

October 1 for consideration at the Commission meetings of November 2012.

The *Procedures for Submitting Responses and Progress Reports* may be downloaded from the NASM Web site at <http://nasm.arts-accredit.org> (see "Publications," "Accreditation Procedures and Documents," and beneath that "Other Procedures Related to the Accreditation Process").

New Curriculum:

The Commission voted to accept the response and grant Final Approval for Listing for the following degree:

Doctor of Musical Arts in Conducting (Choral, Orchestral, Wind Band).

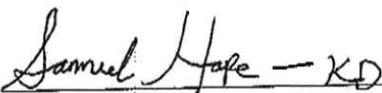
Note:

The Commission wishes to remind the institution that the membership of NASM will be considering revisions to the *NASM Handbook 2011-12* in November of 2012. The first draft of the proposed changes will be posted at <http://nasm.arts-accredit.org/index.jsp?page=Standards-Handbook> during the month of July. It is recommended that the institution review with care and respond on the basis of any revisions to the *Handbook* passed in November of 2012, as it prepares its reply to this Commission Action Report.

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Commendations:

The Commission commends the institution for addressing concerns outlined in previous Commission Action Reports, and for the infusion of significant new funds to support the School of Music.

 — KD

Samuel Hope
Executive Director

SH:ck

MUSIC COURSES TO UETS CROSSWALK		
	Does your program meet this standard? (if yes, please indicate with an "X")	Evidence from program on how this standard is met
SECTION 1: LEARNER DEVELOPMENT		
PROGRAM MEETS ALL STANDARDS IN THIS SECTION		
1. The Teacher Candidate creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests and needs.	X	MUSC 3720, 3760, 3770, 4710, 4700, 4790/4795
2. The Teacher Candidate collaborates with families, colleagues, and other professionals to promote student growth and development.	X	MUSC 3720, 3760, 3770, 4710, 4700, 4790/4795
SECTION 2: LEARNING DIFFERENCES		
PROGRAM MEETS ALL STANDARDS IN THIS SECTION		
3. The Teacher Candidate understands individual learner differences and holds high expectations of students.	X	MUSC 3750, 3720, 3760, 3770, 4700, 4710, 4790/4795
4. The Teacher Candidate designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.	X	MUSC 4790/4795, 3720, 4700, 4710, ECS 3150/4150, SPED 3011/5011/5012
5. The Teacher Candidate allows students different ways to demonstrate learning sensitive to their multiple experiences and diversity.	X	MUSC 4790/4795, 3720, 4700, 4710, ECS 3150/4150, SPED 3011/5011/5012
6. The Teacher Candidate creates a learning culture that encourages individual learners to persevere and advance.	X	MUSC 3720, 3760, 3770, 4700, 4710, 4790/4795
7. The Teacher Candidate incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.	X	MUSC 3760, 3720, 4790/4795ECS 3150/4150
SECTION 3: LEARNING ENVIRONMENTS		
PROGRAM MEETS ALL STANDARDS IN THIS SECTION		

8. The Teacher Candidate develops learning experiences that engage and support students as self-directed learners, who internalize classroom routines, expectations, and procedures.	X	MUSC1700, 3720, 3760, 3770, 4700, 4710, 4790/4795
9. The Teacher Candidate collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	X	MUSC1700, 3720, 3760, 3770, 4700, 4710, 4790/4795
10. The Teacher Candidate uses a variety of classroom management strategies (e.g., proximity, cuing, desists, routines) to effectively maintain a positive learning environment.	X	MUSC1700, 3720, 3760, 3770, 4700, 4710, 4780/4785, 4790/4795
11. The Teacher Candidate equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.	X	MUSC1700, 3720, 3760, 3770, 4700, 4710, 4790/4795
12. The Teacher Candidate extends the learning environment using technology, media, and local and global resources.	X	MUSC 3720, new technology course, MUSC 4710, 1700, 4790/4795
13. The Teacher Candidate encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	X	MUSC1700, 3720, 3760, 3770, 4700, 4710, 4780/4785, 4790/4795
SECTION 4: CONTENT KNOWLEDGE		
PROGRAM MEETS ALL STANDARDS IN THIS SECTION		
14. The Teacher Candidate knows the content of discipline and conveys accurate information and concepts.	X	MUSC 1710, 1740, 1750, 1770, 3750, 1700
15. The Teacher Candidate demonstrates an awareness of the Utah Common Core/Core curriculum and references it in short and long term planning.	X	MUSC 1700, 4700, 4710
16. The Teacher Candidate engages students in applying methods of inquiry and standards of evidence of the discipline.	X	MUSC 1700, 3750
17. The Teacher Candidate uses multiple representations and explanations of concepts that capture key ideas.	X	MUSC 1700, 3720, 3760, 4700, ,4710, 4790/4795
18. The Teacher Candidate supports students in learning and using academic language accurately and meaningfully.	X	MUSC 1700, 3720, 3760, 4700, ,4710, 4790/4795
SECTION 5: ASSESSMENT		
PROGRAM MEETS ALL STANDARDS IN THIS SECTION		
19. The Teacher Candidate designs, and/or selects pre-assessments, formative, and summative assessments in variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.	X	MUSC 1700, 3720, 4700, 4710, 3760, 4790/4795

20. The Teacher Candidate engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.	X	MUSC 1700, 3720, 4700, 4710, 3760, 4790/4795
21. The Teacher Candidate adjusts assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.	X	MUSC 3720, 3760
22. The Teacher Candidate uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	X	MUSC 3760, 3770, 3720, 4700, 4710, 4790/4795
23. The Teacher Candidate documents student progress, and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.	X	MUSC 3760, 3770, 3720, 4700, 4710, 4790/4795
24. The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	X	MUSC 3760, 3770, 3720, 4700, 4710, 4790/4795
SECTION 6: INSTRUCTIONAL PLANNING		
PROGRAM MEETS ALL STANDARDS IN THIS SECTION		
25. The Teacher Candidate plans instruction based on the approved state curriculum.	X	MUSC 1700, 3760, 4700, 4710, 4790/4795
26. The Teacher Candidate individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards, relevant to learners, based on principles of effective instruction.	X	MUSC 1700, 3760, 4700, 4710, 4790/4795
27. The Teacher Candidate differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.	X	MUSC 3720, 3760, 4700, 4710, 4790/4795
28. The Teacher Candidate creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	X	MUSC 1700, 3720, 3760, 4700, 4710, 4790/4795
29. The Teacher Candidate integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	X	MUSC 1700, 3720, 3760, 4700, 4710, 4790/4795
SECTION 7: INSTRUCTIONAL STRATEGIES		
PROGRAM MEETS ALL STANDARDS IN THIS SECTION		

30. The Teacher Candidate understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.	X	MUSC 1700, 3720, 3760, 4700, 4710, 4790/4795, ECS 3150/4150
31. The Teacher Candidate uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual and group learners.	X	MUSC 1700, 3720, 3760, 4700, 4710, 4790/4795
32. The Teacher Candidate analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	X	MUSC 1700, 3720, 3760, 4700, 4710, 4790/4795
33. The Teacher Candidate uses a variety of instructional strategies to support and expand learners' communication skills.	X	MUSC 1700, 3720, 3750, 3760, 4700, 4710, 4790/4795
34. The Teacher Candidate provides multiple opportunities for students to develop higher order and meta-cognitive skills.	X	MUSC 1700, 3720, 3750, 3760, 4700, 4710, 4790/4795
35. The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	X	MUSC 3750
36. The Teacher Candidate supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.	X	MUSC 3720, 3760, 4700, new technology course, 4790/4795
37. The Teacher Candidate uses a variety of questioning strategies to promote engagement and learning.	X	MUSC 1700, 3720, 3750, 3760, 4700, 4710, 4790/4795
SECTION 8: REFLECTION AND CONTINUOUS GROWTH		
PROGRAM MEETS ALL STANDARDS IN THIS SECTION		
38. The Teacher Candidate independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.	X	MUSC 3760, 4700, 4710, 3720, 4790/4795
39. The Teacher Candidate actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.	X	MUSC 3760, 4700, 4710, new technology course, and MUSC 4790/4795
40. The Teacher Candidate recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.	X	MUSC 1700, 3720, 3750, 3760, 4700, 4710, 4790/4795

41. The Teacher Candidate actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.	X	MUSC 1700, 3720, 3750, 3760, 4700, 4710, 4790/4795, ECS3150/4150
42. The Teacher Candidate develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.	X	MUSC 1700, 3720, 3750, 3760, 4700, 4710, 4790/4795, ECS3150/4150
SECTION 9: LEADERSHIP AND COLLABORATION		
PROGRAM MEETS ALL STANDARDS IN THIS SECTION		
43. The Teacher Candidate prepares for and participates actively as a team member in decision-making process and building a shared culture that affects the school and larger educational community.	X	MUSC 4700, 4710, 3720, 4790/4795
44. The Teacher Candidate participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning and giving and receiving feedback.	X	MUSC 1700, 4700, 4710, 3720, 4790/4795
45. The Teacher Candidate advocates for the learners, the school, the community, and the profession.	X	MUSC 4700, 4710, 3720, 4790/4795
46. The Teacher Candidate works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	X	MUSC 4700, 4710, 4780/4785, 3720, 4790/4795
47. The Teacher Candidate engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.	X	MUSC 4700, 4710, 4780/4785, 3720, 4790/4795
SECTION 10: PROFESSIONAL AND ETHICAL BEHAVIOR		
PROGRAM MEETS ALL STANDARDS IN THIS SECTION		
48. The Teacher Candidate is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, and supervisory directives.	X	MUSC 1700, 4700, 4710, 3720, 4790/4795
49. The Teacher Candidate is responsible for compliance with all requirements of State Board of Education Rules R277-530 at all levels of teacher development.	X	MUSC 1700, 4700, 4710, 3720, 4790/4795

ESS Coursework to UETS Crosswalk		
	Does your program meet this standard? (if yes, please indicate with an "X")	Evidence from program on how this standard is met
SECTION 1: LEARNER DEVELOPMENT	Meet	Course
The Teacher Candidate creates developmentally appropriate and challenging learning experiences based on individual students' strengths, interests, and needs.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
The Teacher Candidate collaborates with families, colleagues, and other professionals to promote student growth and development.	X	ESS 4650. ESS 5495
SECTION 2: LEARNING DIFFERENCES		
The Teacher Candidate understands individual learner differences and holds high expectations of students.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
The Teacher Candidate designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5496
The Teacher Candidate allows students different ways to demonstrate learning sensitive to their multiple experiences and diversity.	X	ESS 4650, ESS 5495
The Teacher Candidate creates a learning culture that encourages individual learners to persevere and advance.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
The Teacher Candidate incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.		

SECTION 3: LEARNING ENVIRONMENTS		
The Teacher Candidate develops learning experiences that engage and support students as self-directed learners, who internalize classroom routines, expectations, and procedures.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
The Teacher Candidate collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
The Teacher Candidate uses a variety of classroom management strategies to effectively maintain a positive learning environment (e.g., proximity, cuing, desists, routines)..	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
The Teacher Candidate equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
The Teacher Candidate extends the learning environment using technology, media, and local and global resources.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
The Teacher Candidate encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
SECTION 4: CONTENT KNOWLEDGE		
The Teacher Candidate knows the content of discipline and conveys accurate information and concepts.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
The Teacher Candidate demonstrates an awareness of the Utah Common Core/Core curriculum and references it in short and long term planning.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5496
The Teacher Candidate engages students in applying methods of inquiry and standards of evidence of the discipline.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5497
The Teacher Candidate uses multiple representations and explanations of concepts that capture key ideas.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5498
The Teacher Candidate supports students in learning and using academic language accurately and meaningfully.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5499

SECTION 5: ASSESSMENT		
The Teacher Candidate designs, and/or selects pre-assessments, formative, and summative assessments in variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5495
The Teacher Candidate engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5496
The Teacher Candidate adjusts assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5497
The Teacher Candidate uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5498
The Teacher Candidate documents student progress, and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5499
The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5500
SECTION 6: INSTRUCTIONAL PLANNING		
The Teacher Candidate plans instruction based on the approved state curriculum.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5499
The Teacher Candidate individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards, relevant to learners, based on principles of effective instruction.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5500
The Teacher Candidate differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5501

The Teacher Candidate creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5502
The Teacher Candidate integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5503
SECTION 7: INSTRUCTIONAL STRATEGIES		
The Teacher Candidate understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5503
The Teacher Candidate uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual and group learners.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5504
The Teacher Candidate analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5505
The Teacher Candidate uses a variety of instructional strategies to support and expand learners' communication skills.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5506
The Teacher Candidate provides multiple opportunities for students to develop higher order and meta-cognitive skills.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5507
The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5508
The Teacher Candidate supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5509
The Teacher Candidate uses a variety of questioning strategies to promote engagement and learning.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5510
SECTION 8: REFLECTION AND CONTINUOUS GROWTH		

The Teacher Candidate independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5510
The Teacher Candidate actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.	X	ESS 5495
The Teacher Candidate recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5510
The Teacher Candidate actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5510
The Teacher Candidate develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.	X	ESS 3710, ESS 4650, ESS 4700, ESS 4710, ESS 5510
SECTION 9: LEADERSHIP AND COLLABORATION		
The Teacher Candidate prepares for and participates actively as a team member in decision-making process and building a shared culture that affects the school and larger educational community.	X	ESS 5495
The Teacher Candidate participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning and giving and receiving feedback.	X	ESS 5495
The Teacher Candidate advocates for the learners, the school, the community, and the profession.	X	ESS 5495
The Teacher Candidate works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	X	ESS 5495
The Teacher Candidate engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.	X	ESS 5495
SECTION 10: PROFESSIONAL AND ETHICAL BEHAVIOR		

The Teacher Candidate is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, and supervisory directives.	X	ESS 5495
The Teacher Candidate is responsible for compliance with all requirements of State Board of Education Rules R277-530 at all levels of teacher development.	X	ESS 5495