EDUCATOR PREPARATION PROGRAM

AT

WEBER STATE UNIVERSITY

Inquiry Brief Proposal

Submitted on: April 12, 2014

This proposal is the result of a full collaborative effort involving

all members of the Educator Preparation Program

and has been approved by all members

Approved on April 8, 2014

Primary Authors

Kristin M. Hadley, Ph.D.

Louise R. Moulding, Ph.D.

Department of Teacher Education

Jerry and Vickie Moyes College of Education

**Table of Contents**

Checklist of Inquiry Brief Proposal iv

Program Options vi

Section 1: Program Overview 1

History 1

Program Demographic Data 3

Table 1.1 *Gender of Admitted Students by Major and Year* 4

Table 1.2 *Ethnicity of Admitted Students by Major and Year* 4

Governance 5

*Figure 1.1* Governance of the WSU EPP 5

Mission Statement 6

Process Leading to Accreditation 6

Alignment of Standards and Outcomes 7

Table 1.3 *Crosswalk of Utah Effective Teaching Standards and InTASC Standards* 8

Initial Licensing Programs 10

Table 1.4 *WSU EPP Initial Licensure Programs* 11

What’s to Come 12

Section 2: Claims and Rationale 13

Table 2.1 *Alignment of Claims, TEAC Quality Principles, and UETS* 14

Claim 1: Learner and Learning 16

Claim 2: Instructional Practices 17

Table 2.2 *GPA at Graduation by Major (2012-2013)* 19

*Figure 2.1* TPACK Model 20

Claim 3: Reflection, Ethical, and Professional Practice 20

Section 3: Methods of Assessment 22

Table 3.1 *Assessments to Provide Evidence for Claims and TEAC Quality Principle 1* 22

Sample 23

Instruments 23

Table 3.2 *Timeline for Completion of Instruments* 26

Section 4: Results 27

Table 4.1 *Relationship between Mean Praxis II Scale Scores and Mean GPA at Admission* 27

Table 4.2 *Praxis II Results for Program Completers Seeking Initial Licensure* 28

Section 5: Discussion and Plan 30

Discussion 30

Plan for Continued Inquiry 30

*Figure 5.1* Representation of Connection of Formative, Summative, and Claims 33

Section 6: Evidence of Institutional Learning 36

Section 7: References 38

Section 8: Appendices 41

Appendix A: Report of Internal Audit 41

Appendix B: Evidence of Institutional Capacity 71

Appendix C: Faculty Qualifications 78

Appendix D: Program Requirements 86

Appendix E: Inventory of Evidence 96

Appendix F: Draft Assessments 102

*Checklist to accompany the submission of the* Inquiry Brief *and* Inquiry Brief Proposal

|  |  |  |
| --- | --- | --- |
| Requirements for the *Brief* | Page | Not Yet |
| 1. We identify the author(s) of the document. | Cover |  |
| 2. We provide evidence that the faculty approved the document. | Cover |  |
| 3. We give a brief account of the history and logic of the program and its place within the institution. | p. 1 |  |
| 4. We provide some demographics of program faculty and students (e.g., race and gender), broken out by year, by each program option. | Students: p. 4 Faculty: p. 75 |  |
| 5. We state our claims explicitly and precisely. | p. 13 |  |
| 6. We provide evidence to support our claims organized by their relationship to the components of QPI (1.1–1.3). |  | X |
| 7. We provide evidence for all the subcomponents of QPI (I.4): learning how to learn (1.4.1); multicultural perspectives and accuracy (1.4.2) and technology (1.4.3). |  | X |
| 8. We have checked that our claims are consistent with other program documents (e.g., catalogs, websites, and brochures). | p. 40 |  |
| 9. In the rationale, we explain why we selected our particular measures and why we thought these measures would be reliable and valid indicators of our claims. | p. 16 |  |
| 10. In the rationale, we also explain why we think the criteria and standards we have selected as indicating success are appropriate. |  | X |
| 11. We describe our method of acquiring our evidence – the overall design of our approach, including sampling and comparison groups (if applicable). | p. 22 |  |
| 12. We provide at least two measures for each claim unless there is a single measure of certain or authentic validity. | p. 14 |  |
| 13. For each measure we include empirical evidence of the degree of reliability and validity. |  | X |
| 14. We present findings related to each claim, and we offer a conclusion for each claim, explaining how our evidence supports or does not support the claim. |  | X |
| 15. We describe how we have recently used evidence of student performance in making decisions to change and improve the program. |  | X |
| 16. We provide a plan for making future decisions concerning program improvements based on evidence of our students’ performance. | p. 29 |  |
| 17. We provide evidence that we have conducted an internal audit of our quality assurance system (QAS) and we present and discuss the implications of the findings from our internal audit. | p. 40 |  |
| 18. We provide Appendix C that describes faculty qualifications. | p. 75 |  |
| 19. We provide Appendix D that describes our program requirements and their alignment with state and national standards. | p. 83 |  |
| 20. We make a case for institutional commitment to the program (Appendix B). | p. 68 |  |
| 21. We make a case that we have sufficient capacity to offer a quality program (Appendix B) | p. 68 |  |
| 22. We list all evidence (related to accreditation) available to the program (Appendix E). | p. 93 |  |
| 23. We provide copies of all locally developed assessments in Appendix F. |  | x |
| 24. We provide, if applicable, copies of decisions by other recognized accreditors for professional education programs not covered in the *Inquiry Brief (*Appendix G). |  | x |
| 25. If our program or any program option is delivered in distance education format, we make the case that we have the capacity to ensure timely delivery of distance education and support services and to accommodate current student numbers and expected near-term growth in enrollment. |  | NA |
| 26. If our program or any program option is delivered in distance education format, we describe the process by which we verify the identity of students taking distance education courses. |  | NA |

 Teacher Education Accreditation Council:

Weber State University

Program Name:

Teacher Education

|  |
| --- |
| Campus location(s) at which program is delivered—list city and state (tab from last row to add more rows if needed): |
| Ogden, Utah |

Our claims are aligned with the TEAC Quality Principles for (check one):

X Teacher Education

Educational Leadership

We plan to write (check one):

an *Inquiry Brief*

X an *Inquiry Brief Proposal*

| Program Options (tab from last row to add more rows if needed): | | | |
| --- | --- | --- | --- |
| Option Name  (usually these will be licensure areas) | Level  (UG, grad, post-bacc) | Number of completers in previous academic year 2012-2013 | Number of students enrolled in current academic year 2013-2014 |
| Early Childhood Education | UG | 10 | 43 |
| Elementary Education | UG/post-bacc | 62/6 | 173/42 |
| Special Education | UG/post-bacc | 22 | 84/23 |
| Secondary Education | UG/post-bacc | 92/7 | 92/33 |
| Arts |  |  |  |
| Art | UG/post-bacc | 6/1 | 3/1 |
| Dance | UG/post-bacc | 0/0 | 1/0 |
| Music | UG/post-bacc | 6/1 | 5/0 |
| Theater | UG/post-bacc | 0/1 | 1/0 |
| Business | UG/post-bacc | 5/1 | 4/2 |
| English/Language Arts |  |  |  |
| English | UG/post-bacc | 21/1 | 24/13 |
| Communication | UG/post-bacc | 0/0 | 1/0 |
| Foreign Languages |  |  |  |
| French | UG/post-bacc | 0/0 | 1/0 |
| German | UG/post-bacc | 1/0 | 5/0 |
| Spanish | UG/post-bacc | 2/0 | 5/1 |
| Mathematics | UG/post-bacc | 6/0 | 7/4 |
| Health Promotion and Human Performance |  |  |  |
| Health | UG/post-bacc | 0/0 | 0/1 |
| Physical Education | UG/post-bacc | 9/0 | 6/0 |
| Science |  |  |  |
| Biology Composite | UG/post-bacc | 6/1 | 1/6 |
| Chemistry | UG/post-bacc | 0/0 | 0/3 |
| Earth Science | UG/post-bacc | 2/0 | 0/0 |
| Physical Science Composite | UG/post-bacc | 0/1 | 1/2 |
| Physics | UG/post-bacc | 2/0 | 1/0 |
| Social Science |  |  |  |
| Geography | UG/post-bacc | 2/0 | 1/1 |
| History | UG/post-bacc | 11/0 | 10/1 |
| Psychology | UG/post-bacc | 2/0 | 1/0 |
| Social Science Composite | UG/post-bacc | 11/0 | 11/1 |

**Section 1: Program Overview**

**History of Weber State University, Jerry and Vickie Moyes College of Education, and Department of Teacher Education**

We are proud to share with you the history of Weber State University, the Jerry and Vickie Moyes College of Education, and the Teacher Education Department. We begin with the mission of the University as it forms the framework of the work done by the department.

***Mission – Weber State University***

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

***Mission – School of Education***

This *Inquiry Brief Proposal* is a study of the educator preparation program at Weber State University (WSU). The program is designed to prepare teacher candidates to assume the role of teacher in K-12 classrooms and prepare graduates for future growth, opportunities, and advancement. The program has been accredited through NCATE, with the most current accreditation granted in 2005. The program has undergone significant changes in the past two years and for this reason, this brief is a proposal of data collection and evidence to support claims made about our candidates.

***General History Of The Program And Its Institutional Context***

WSU currently serves more than 24,000 students on two campuses. The Ogden campus serves 19,000 students with 60 buildings on over 400 acres, and the WSU-Davis campus, located next to Hill Air Force Base, provides instruction to 3,300 students. The Ogden campus has on-campus housing for approximately 750 students. In addition to its Ogden and Davis campuses, WSU offers courses at two small centers within the region and throughout the country through distance-mediated instruction. Over 15% of WSU’s total enrollment is in online courses. All teacher education programs are currently offered at the Ogden Campus.

WSU is a comprehensive public university providing associate, bachelor, and master's degrees focused on the educational needs of the more than 500,000 people within a service area centered in Ogden, in Northern Utah. WSU began as Weber Academy, founded by community religious leaders in 1889, and served primarily as a high school and normal school until 1923 when it became a junior college. Ownership and management of the school was transferred from The Church of Jesus Christ of Latter-day Saints (LDS) to the state of Utah in 1933. For the next three decades, Weber College served as the public junior college in Northern Utah. In 1964, Weber State College awarded its first baccalaureate degrees and, in1979, its first master’s degrees. In 1991, the institution’s name was changed from Weber State College to Weber State University. Currently, WSU serves both community college and regional university roles through seven academic colleges with more than fifty academic departments offering more than 230 programs. WSU’s 800 full- and part-time faculty provide education in online and traditional classes.

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

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

WSU maintains accreditation by the Northwest Commission of Colleges and Universities (NWCCU) and, in accordance with accreditation Standard One; the [University Planning Council](http://www.weber.edu/universityplanning/PlanningCouncil.html) developed a clear definition of the purpose and goals of the university as expressed in its mission (April, 2011).  The Core Themes of the WSU mission and the objectives inherent in them, were adopted by the WSU Board of Trustees (by delegation from the Utah Board of Regents, June, 2011). The University mission Core Themes and objectives, along with performance assessment methods, were filed with NWCCU per accreditation Standard One (September, 2011).

Education has always been a part of Weber's curriculum. When the school first opened, the teaching program was called the Normal Course. It was later changed to Psychology and Education under the Division of Social Sciences. In the 1922-1923 school year the school became a junior college, and officially became Teacher Education in the 1962-1963 school year when Weber became a four-year institution. The College of Education was first formed in the 1962-1963 school year when the school became a four-year institution and was called the Division of Education. The Division was reorganized into the School of Education in 1967-1968, and became the College of Education when Weber became a university in 1991. The Teacher Education Department (TED) is housed within the College of Education and offers majors in elementary and special education. The special education license had been an “add-on” to either an elementary or secondary degree, but in 2008 curricular changes were made to allow a stand-alone special education degree.

The Master of Education (MED) Program is the oldest master’s program on the WSU campus. It began in 1978 as collaboration between WSU and Utah State University, although, all the courses were taught by WSU Teacher Education faculty. In 1988, it became the first stand-alone master’s degree on campus, three years before Weber became a university. The program catered to practicing teachers, on-campus personnel wishing to pursue a master’s degree, and to people in business and medical fields who taught as part of their jobs.

In an effort to help those who already had bachelor’s degrees and wanted to teach, the department added a licensure track for secondary education in 2007 at the post-baccalaureate level. As long as a person had a degree in a subject taught in Utah schools, he or she could successfully complete the coursework including student teaching and qualify for a Level 1 Utah Teaching License. This part of the program was immediately successful. The following year, due to popular demand, an elementary licensing track and a special education (mild/moderate) licensing track began. It is estimated that approximately two-thirds of the students admitted each semester (usually between 22 and 30) are seeking a teaching license.

To support the preparation of Early Childhood Education students, the departments of Child and Family Studies and Teacher Education collaborate to provide valuable experiences in both early childhood settings and early elementary school settings. The Melba S. Lehner Children’s School (MSL Children’s School) provides a developmentally appropriate learning environment for young children within the Department of Child and Family Studies and serves as a student teaching location for students seeking an early childhood license.  The school was established in 1952 and currently includes five indoor classrooms, outdoor learning areas, and observation booths. The school offers a toddler program, a partial-day preschool, and a full day program.  The school serves over 120 children and families per semester. The Children’s School is founded on developmentally appropriate practices and follows the National Association for the Education of Young Children guidelines for early learning.

 University Students are involved at the MSL Children’s School in the following activities:

* Student teaching experiences under the supervision of a lead or supervising teacher.
* Practicum experiences were students can implement and practice skills being taught.
* Conducting observations, experiments and other types of research activities for coursework and undergraduate/graduate these.

All undergraduate applicants must have completed general education requirements prior to admission to Teacher Education in [Core Requirements](http://www.weber.edu/GeneralStudiesSheet/13-14CoreRequirements.html) and [Breadth Requirements](http://www.weber.edu/GeneralStudiesSheet/13-14BreadthRequirements.html).

**Program Demographic Data**

The program demographics reflect the profession as a whole, with the majority of majors being female (Table 1.1). The enrollment of ethnic minorities also reflect the ethnic demographics of the university ([WSU Ethnicity Demographics](http://www.weber.edu/wsuimages/IR/instprof/Section%201%20-%202014/Table%205%20Report%20New.pdf)), however are not indicative of the immediate community in which the university is situated (Table 1.2). This is a challenge to the program and to the university as a whole.

**Table 1.1 *Gender of Admitted Students by Major and Year***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
| **Early Childhood Ed** | **25** | **18** | **9** | **6** | **15** |
| Female | 25 | 18 | 9 | 6 | 14 |
| Male | 0 | 0 | 0 | 0 | 1 |
| **Elementary Ed/PB\*** | **103/4** | **104/7** | **85/9** | **81/16** | **68/9** |
| Female | 97/3 | 97/6 | 80/8 | 78/12 | 64/8 |
| Male | 6/1 | 7/1 | 5/1 | 3/4 | 4/1 |
| **Secondary Ed/PB** | **85/3** | **100/16** | **106/15** | **96/10** | **73/8** |
| Female | 49/2 | 51/13 | 62/6 | 53/8 | 46/6 |
| Male | 36/1 | 49/3 | 44/9 | 43/2 | 27/2 |
| **Special Ed/PB** | **20** | **28** | **25/3** | **28/3** | **28/6** |
| Female | 18 | 27 | 22/2 | 25/1 | 23/6 |
| Male | 2 | 1 | 3/1 | 3/2 | 5 |
| Grand Total | 233/7 | 250/23 | 225/27 | 211/29 | 184/23 |

\*PB=Post-baccalaureate students

**Table 1.2 *Ethnicity of Admitted Students by Major and Year***

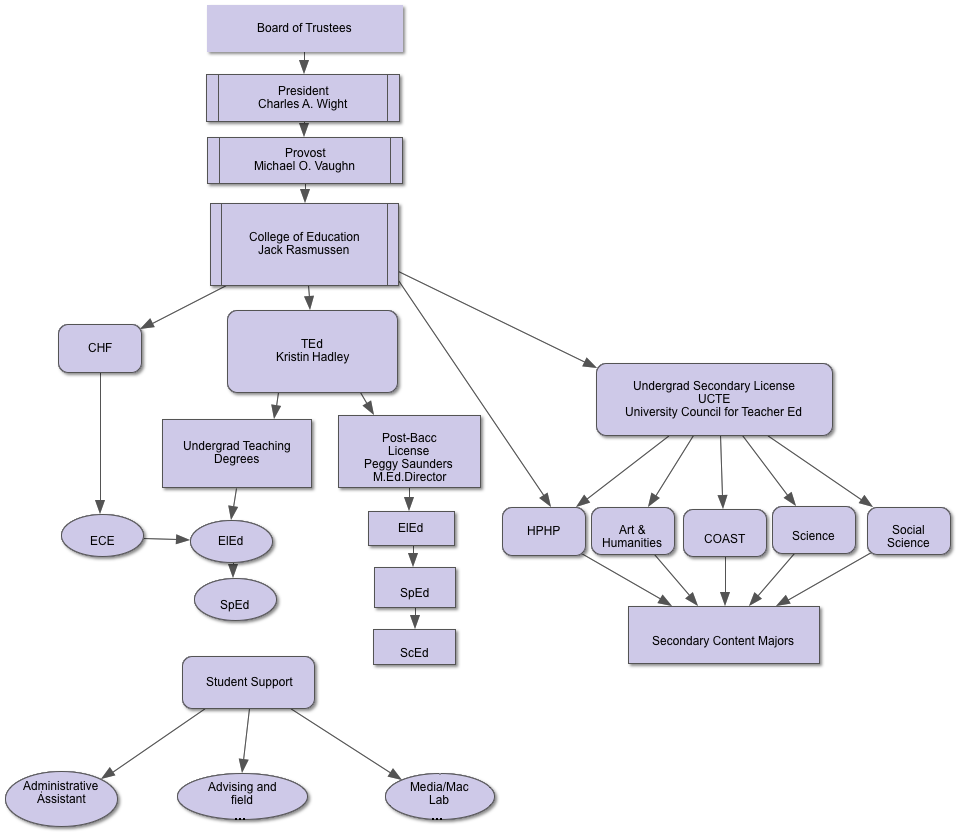
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
| **Early Childhood Ed** | **25** | **18** | **9** | **6** | **15** |
| Asian/Pacific Islander | 1 | 1 | 0 | 0 | 0 |
| Hispanic | 1 | 0 | 0 | 1 | 1 |
| Other | 0 | 1 | 0 | 1 | 1 |
| White, non-Hispanic | 23 | 16 | 9 | 4 | 13 |
| **Elementary Ed/PB** | **103/4** | **104/7** | **85/9** | **81/16** | **68/9** |
| Amer. Indian/Alaskan Native | 1 | 0 | 0 | 1 | 0 |
| Asian/Pacific Islander | 3 | 1 | 1 | 1 | 0 |
| Black, non-Hispanic | 0 | 0 | 0 | 1 | 0 |
| Hispanic | 2 | 6 | 0 | 3 | 2 |
| Other | 0 | 0 | 0 | 0 | 1 |
| White, non-Hispanic | 97/4 | 97/7 | 84/9 | 75/16 | 65/9 |
| **Secondary Ed/PB** | **85/3** | **100/16** | **106/15** | **95/10** | **73/8** |
| Amer. Indian/Alaskan Native | 0 | 2 | 0 | 0 | 0 |
| Asian/Pacific Islander | 1 | 2 | 2 | 2 | 0 |
| Black, non-Hispanic | 2 | 0 | 1 | 1 | 1 |
| Hispanic | 4/1 | 3 | 6 | 1/1 | 2 |
| Other | 1 | 3 | 1 | 1 | 3 |
| White, non-Hispanic | 77/2 | 90/16 | 96/15 | 90/9 | 67/8 |
| **Special Ed/PB** | **20** | **28** | **25/3** | **28/3** | **28/6** |
| Amer. Indian/Alaskan Native | 0 | 0 | 0 | 1 | 0 |
| Hispanic | 1 |  | 1 | 1 | 0 |
| Other | 1 | 0 | 0 | 0 | 1 |
| White, non-Hispanic | 18 | 28 | 24/3 | 26/3 | 27/6 |
| Grand Total | 233/7 | 250/23 | 225/27 | 210/29 | 184/23 |

\*PB=Post-baccalaureate students

Note: Some discrepancies were found between data gleaned from the database and data from student files. See Appendix A, Probe 1b.

**Governance**

Figure 1.1 illustrates the governance of the Educator Preparation Program (EPP) at WSU. Please note on Figure 1.1 two important collaborations. First, collaboration between TED and the other colleges on campus, which ensures content knowledge in two ways: through support courses for all early childhood, elementary, and special education undergraduates; for the secondary education students who receive the content area knowledge for their majors and minors, if required, through the appropriate department(s). Concurrent with this collaboration is the University Council for Teacher Education Committee (UCTE). Representatives from the secondary content programs that lead to licensure comprise this committee to make decisions concerning secondary programs.



*Figure 1.1*. Governance of the Weber State University Educator Preparation Program

**Mission Statement of the Weber State University Educator Preparation Program**

*We work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.*

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

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

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

**Processes Leading to TEAC Accreditation**

In 2010, the Dean of the College of Education approached TED with a proposal to engage in a significant self-study. We called this project “Google Teacher Ed” to represent the process of gathering and indexing information as a search engine does. Beginning in December of that year, the department began to review every aspect of the program including recruitment, advisement, admission and retention, course content and sequencing, faculty engagement, and measures of success. Every member of the department faculty and staff was assigned to at least two teams that reviewed specific components and, after three semesters of work, made recommendations to the department. Teams presented their findings to the entire department so that the implications of each recommendation could be evaluated and an action plan defined. As a result, substantial changes have taken place in the department over the past year.

Major recommendations led to the following significant changes to the program structure.

* Graded practicum added to each program. This included a graded practicum for two semesters for elementary and early childhood candidates, one for secondary candidates, and one for special education candidates. This has been accomplished, with all curriculum changes approved by faculty senate in May 2013.
* Associate of science degree in pre-education created to standardize the pre-requisites and support courses for elementary and special education majors. This was especially important for recruitment and retention of students who completed EDUC 1010: Introduction to Teaching as high school seniors through concurrent enrollment. Support courses for early childhood and secondary content majors were not changed, as these programs are housed outside of TED.
* Program levels (courses taken concurrently) reorganized to accommodate practicum courses and reflect changed requirements based on the AS degree.

The result of the self-study has been manifold. First, the department faculty and staff have a much deeper understanding of the entire program and their individual roles in preparing teachers. Second, the stated program outcomes are now aligned to new state standards, the Utah Effective Teaching Standards (UETS), defined by the Utah State Office of Education (USOE). Third, the faculty has an inquiry orientation for evaluating course and program outcomes. The inquiry orientation is the most significant result and will allow greater data-driven decisions about the program in the future.

After the initial implementation of the changes prompted by Google Teacher Ed, the EPP faculty and staff conducted an internal audit of our program and the quality assurance system (QAS) to ascertain if the system operated as we anticipated. However, the measures we have had in place need significant revision to align with new standards, new curriculum, and a refined program focus. New pedagogical learning teams are being formed to begin the important work of coordinating the new structure of the program across all licensure areas and develop valid and reliable measures of outcomes. This work is ongoing and is the focus of this inquiry brief proposal.

**Alignment of Standards and Outcomes**

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

Our program focus and design are grounded in current research, and align with both the UETS and the InTASC standards. Our EPP focuses on the three key areas outlined in the UETS: (a) the Learner and Learning, (b) Instructional Practices, and (c) Professional Responsibility. Table 1.3 provides a crosswalk between the UETS and the InTASC standards as well as descriptions for each key area.

**Table 1.3 *Crosswalk of Utah Effective Teaching Standards and InTASC Standards***

|  |  |
| --- | --- |
| Utah Effective Teaching Standards | InTASC |
| **The Learner and Learning:**  Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.  **Standard 1: Learner Development**  The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.  **Standard 2: Learning Differences**  The teacher understands individual learner differences and cultural and linguistic diversity.  **Standard 3: Learning Environments**  The teacher works with learners to create environments that support individual and [collaborative learning](http://www.uen.org/k12educator/uets/glossary.shtml#collaborative), [positive social interaction](http://www.uen.org/k12educator/uets/glossary.shtml#social), active engagement in learning, and self-motivation. | **The Learner and Learning**  **Standard 1: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.  **Standard 2: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  **Standard 3: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. |
| **Instructional Practices:**  Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.  **Standard 4: Content Knowledge**  The teacher understands the central concepts, tools of inquiry, and [structures of the discipline](http://www.uen.org/k12educator/uets/glossary.shtml#structures).  **Standard 5: Assessment**  The teacher uses multiple methods of [assessment](http://www.uen.org/k12educator/uets/glossary.shtml#assessment) to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.  **Standard 6: Instructional Planning**  The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.  **Standard 7: Instructional Strategies**  The teacher uses various [instructional strategies](http://www.uen.org/k12educator/uets/glossary.shtml#strategies) to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways. | **Content Knowledge**  **Standard 4: Content Knowledge**  The teacher understands the central concepts, tools of inquiry , and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  **Standard 5: Application of Content**  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.  **Instructional Practice**  **Standard 6: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.  **Standard 7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy,  as well as knowledge of learners and the continuity context.  **Standard 8: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. |
| **Professional Responsibility:**  Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.  **Standard 8: Reflection and Continuous Growth**  The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.  **Standard 9: Leadership and Collaboration**  The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.  **Standard 10: Professional and Ethical Behavior**  The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in [Utah State Board Rule R277-515](http://www.rules.utah.gov/publicat/code/r277/r277-515.htm) | **Professional Responsibility**  **Standard 9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  **Standard 10: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. |

In spite of the actions taken to date based on the work of Google Teacher Ed and the subsequent audit of the EPP, much work is still needed. New courses and new standards require revision of many existing measures or development of new measures of students such as student teaching observation protocol and final evaluation, practicum observation protocol, and rubrics for evaluating lesson plans and materials. The development process is just beginning and is the basis of this proposal.

**Initial Licensing Programs**

The WSU EPP is collaboration between the TED and other departments and colleges across the university. The program prepares teachers in Early Childhood (ECE), Elementary (ElEd), Secondary (ScEd), and Special Education (SpEd). Initial licensure recommendations are the responsibility of TED. Baccalaureate degrees in ElEd and SpEd are offered through TED, which also works collaboratively with the department of Child and Family Studies to provide professional education courses for ECE majors. In addition, TED provides professional education courses for teacher candidates majoring in content areas through baccalaureate degrees in other colleges on campus. Collaboration with the colleges of arts and science ensures that the licensing recommendations are appropriate and aligned with state policies. The department also offers professional education courses for post-baccalaureate (PB) candidates in ElEd, ScEd, and SpEd, leading to recommendation for Utah Level 1 licenses in these areas. Table 1.4 illustrates the undergraduate and graduate programs of study leading to initial certifications offered through the TED and collaboration with other departments and colleges.

The WSU EPP is designed with coursework and practicum experiences. The ScEd licensure program has two levels, one semester of coursework with practicum and one of student teaching. The ECE, ElEd, and SpEd programs consist of four levels, with three semesters of coursework with practicum and one semester of student teaching. Post-baccalaureate courses for all licenses are not arranged in levels, allowing candidates to take them as schedules allow. At the post-baccalaureate level, one practicum is completed prior to student teaching (See Appendix D).

Programs for ECE, ElEd, and SpEd are structured similarly. The first level focuses on developing culturally responsive teachers who are inclusive in their attitudes and practices. Candidates in all three programs take the first level together. In addition to the common courses, SpEd candidates have an additional course on special education law. The second level, in which ECE and ElEd remain together, teaches instructional decision-making through instructional planning with depth of knowledge and integration of curriculum across all areas. SpEd candidates also focus on these aspects in the second level of the major, but are in separate courses focused on these aspects for students with mild and moderate disabilities. Candidates in SpEd Level 2 also learn about using technology to enhance instruction. The third level engages the candidates in planning, assessing and strategic teaching in additional content areas. For ECE and ElEd the third level also includes a course on the use of technology for effective teaching. The fourth level is a culminating student teaching experience for the purpose of honing skills of teaching. Evidence of teaching is gathered throughout each level and evaluated for skill, essential knowledge, understanding, and critical dispositions (Danielson, 2008).

Table 1.4 *WSU EPP Initial Licensure Programs*

|  |  |  |
| --- | --- | --- |
| Program | Degree | License (Level 1, State of Utah) |
| Early Childhood Education (ECE) | Bachelor of Science | Early childhood, Grades K-3 |
| Elementary Education (ElEd) | Bachelor of Science | Elementary, Grades K-6  or  Elementary, Grades 1-8 |
| Secondary Education (ScEd) | Bachelor of Arts or Science  *Students earn a baccalaureate degree from the content area specialty not from the Department of Teacher Education. Minors are also available that result in recommendation of licensure* | Secondary, Grades 7-12  *Content Education Majors: Chemistry, Communication, Dance, English, French, Geography, German, History, Mathematics, Physical Education, Physics, Political Science, Psychology, Sociology, Spanish, Theatre Arts.*  *Composite Education Majors: Art, Biology, Business, Earth Science, Music, Physical Science, Social Science* |
| Special Education (SpEd) | Bachelor of Science | Special Ed, Grades K-12 |
| Post-Baccalaureate (PB) | Licensure only | Elementary, Grades K-6  Secondary, Grades 7-12  Special Education, Grades K-12 |

Learning how to use the core curriculum is woven through the ECE, ElEd, and SpEd levels. Students begin to engage with the ELA core in the early reading course in Level 1. In level 2, students begin an in-depth study of the core in all areas through the planning courses and specific methods courses. Level 3 builds on the understanding of the core through the methods courses and implementing lessons based on core content in the practicum.

ScEd candidates complete one semester of coursework that provides a foundation for culturally responsive teaching, inclusive practices, literacy and technology strategies, and instructional planning and assessment. These courses are taken together with a practicum in which candidates are placed in area secondary schools. Although the number of courses is less than the ECE, ElEd, and SpEd programs, the focus remains on the key areas identified in UETS: the learner and learning, instructional practices, and professional responsibility. The core curriculum is introduced in the planning course and is integrated into the other courses of the level. The core curriculum for what is it called is the focus of the Reading and Writing across the Curriculum course. PB candidates fulfill coursework required for licensure similar to undergraduate students including courses in content specific methods, instructional planning and assessment, instructional strategies for general and special populations, diversity, classroom management, and technology. These courses are similar to the undergraduate programs and support the key areas in UETS.

During practicum experiences, all teacher candidates engage in learning about effective teaching by observing a master teacher; engaging in focused practice; and receiving concentrated, descriptive feedback from the classroom teacher, college supervisor, and peers through analysis and reflection of recorded teaching episodes of candidate teaching. Based upon the feedback and internal reflection, the teacher candidate sets goals during and after each practicum experience. Because the undergraduate candidates are organized as a cohort, they are able to discuss their teaching in a facilitated collegial manner. As they move through each level, the candidate refines his/ her skills and knowledge to develop as a teacher.

The post-bacc candidates take a similar selection of courses as the undergraduate students but the courses are not organized into levels to allow for more flexibility in course taking. In the practicum, candidates also learn about effective teaching by observing a master teacher; engaging in focused practice; and receiving concentrated, descriptive feedback from the classroom teacher, college supervisor, and peers through analysis and reflection of recorded teaching episodes of candidate teaching. All practica experiences in the WSU EPP are structured similarly with video observations, in person observations, self-evaluation, and goal setting.

Not only should teachers advance in teaching practices, they must model ethical behavior and critical dispositions (Mitchell, 1998; Good & Brophy, 1997). WSU teaches, models, and expects the critical dispositions that effective teachers exhibit. Through ongoing disposition assessments, candidates receive regular feedback about their dispositions, either commending their strengths or defining areas for improvement. If behaviors and attitudes need to be addressed, the student receives individual counseling and support to remedy the unacceptable behavior. The program values developing reflective, collaborative teachers who engage in collective inquiry to build a supportive school culture and enhance teaching effectiveness.

**What’s to Come**

In Sections 2 and 3, we describe our claims and our methods of assessment. You will note that our claims are situated in the UETS and focus on caring, competent, and qualified candidates. In Section 4, results for licensure tests and admission GPA are presented, but there are no results on other major assessments that are under revision. In Section 5 we describe the plans for development of new assessments aligned with UETS, including a timeline for piloting during Fall 2014, and steps we will undertake to ensure that we continue our inquiry. In Section 6, we discuss what we know thus far and the direction for future work.

# Section 2: Claims and Rationale

We make three claims that support our mission statement and align with TEAC Quality Principle I, the UETS and key areas, and are connected to Quality Principles II and III. Our three claims are:

Claim 1: graduates meet the needs of diverse learners by creating a safe and equitable learning environment;

Claim 2: graduates use effective instructional practices based on deep and flexible knowledge of content and pedagogy; and

Claim 3: graduates engage in reflective practice, exhibit ethical behavior, and fulfill professional responsibilities.

Claim 1 addresses the needs of learners and the learning environment and issues of equity within the classroom and instruction; claim 2 addresses content knowledge, pedagogical knowledge, and educational technology; and claim 3 addresses reflective practice, ethical and professional responsibility, and knowledge of learning how to learn. Table 2.1 shows the alignment of our claims, TEAC Quality Principle I, UETS and evidence measures. The rationale for the assessment evidence along with the plan for developing validity and reliability of assessments will be addressed in Section 3. The vast majority of evidence to support the claims will be collected during the student teaching semester and represents summative assessment of candidates. To capture the complex and holistic nature of teaching we propose three primary modes of data collection: (1) direct observation; (2) artifacts that support the teaching process; and (3) reflective writing by the teacher candidate.

Primary sources of data will come from the Student Teaching Final Evaluation, the Teaching Support Documents, and Final Portfolio Reflections. In addition, GPA and Praxis II scores will support content knowledge. The Student Teaching (ST) Final Evaluation will be aligned with the UETS and have criteria for each standard. The observation protocol is intended to collect data based on direct observation during the enactment of a lesson. The ST final evaluation represents the collective skill of the candidate, not a single observation.

Teaching Support Documents will show the planning process and are a means of making candidates’ thinking evident to supervisors and cooperating teachers. The subcomponents of the TSD are (a) rationale for design, which ties contextual factors and student characteristics to the design of instruction; (b) instructional plans including assessments, adaptations and accommodations based on student needs, and plans for using technology to engage all learners; (c) reflection on practice, including analysis of student learning and implications for future instruction.

Evidence for content knowledge is taken from GPA at different points in time depending on license program and for combinations of courses, and from Praxis II scores. These data do not directly come from student teaching evaluations, teaching support documents, or reflective writing.

**Table 2.1 *Alignment of Claims, TEAC Quality Principles, and UETS***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WSU EPP Claims | TEAC Quality Principles | UETS Areas of Focus | UETS Standards | Evidencea |
| 1. Graduates meet the needs of diverse learners by creating a safe and equitable learning environment. | 1.3 Caring and effective teaching skill: The program candidates must be able to teach effectively in a caring way and to act as knowledgeable professionals.  1.4.2 Multicultural perspectives and accuracy: Candidates must demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives. | The Learner and Learning:  Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. | Standard 1: Learner Development  The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.  Standard 2: Learning Differences  The teacher understands individual learner differences and cultural and linguistic diversity.  Standard 3: Learning Environments  The teacher works with learners to create environments that support individual and [collaborative learning](http://www.uen.org/k12educator/uets/glossary.shtml#collaborative), [positive social interaction](http://www.uen.org/k12educator/uets/glossary.shtml#social), active engagement in learning, and self-motivation. | TSD Rationale  TSD Lesson Adaptations/  Accommodations  ST Final Evaluations |
| 2. Graduates use effective instructional practices based on deep content knowledge and flexible pedagogical knowledge and skill. | 1.1 Subject matter knowledge  The program candidates must understand the subject matter they will teach.  1.2 Pedagogical knowledge  The program candidates must be able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.  1.4.3 Technology: Candidates must be able to use appropriate technology in carrying out their professional responsibilities. | Instructional Practice:  Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content. | Standard 4: Content Knowledge  The teacher understands the central concepts, tools of inquiry, and [structures of the discipline](http://www.uen.org/k12educator/uets/glossary.shtml#structures).  Standard 5: Assessment  The teacher uses multiple methods of [assessment](http://www.uen.org/k12educator/uets/glossary.shtml#assessment) to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.  Standard 6: Instructional Planning  The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.  Standard 7: Instructional Strategies  The teacher uses various [instructional strategies](http://www.uen.org/k12educator/uets/glossary.shtml#strategies) to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways. | Praxis II  GPA (Admission, major, minor)  TSD Assessments  ST Final Evaluations  TSD Lessons  ST Final Evaluations |
| 3. Graduates engage in reflective practice, exhibit ethical behavior, and fulfill professional responsibilities. | 1.4.1 Learning how to learn: Candidates must demonstrate that they have learned how to learn information on their own, that they can transfer what they have learned to new situations, and that they have acquired the dispositions and skills of critical reflection that will support life-long learning in their field. | Professional Responsibility:  Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct. | Standard 8: Reflection and Continuous Growth  The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.  Standard 9: Leadership and Collaboration  The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.  Standard 10: Professional and Ethical Behavior  The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in [Utah State Board Rule R277-515](http://www.rules.utah.gov/publicat/code/r277/r277-515.htm). | TSD Lesson Reflections  Portfolio Reflections |

aNote. Measures for ST Final Evaluation and TSD will be developed for pilot in Fall 2014. These data are not yet available. Praxis and GPA are available.

**Claim 1: Learner and Learning (UETS 1, 2, 3; TEAC QP 1.1, 1.2, 1.4.3)**

**Graduates create safe and positive learning environments to meet the needs of diverse learners.**

The WSU EPP believes that teachers make a difference when they care and attend to the needs of all learners. With the expectation that all learners can achieve at high levels, preparing educators who are responsive to all learners’ backgrounds and learning needs is the foundation of the EPP. When teachers understand their own backgrounds and the learners they teach, potential biases will not interfere with expectations, relationships, or the learning environment (Howe & Lisi, 2014; Zeichner, 2009). In response to the increased number of English language learners in K-12 schools, WSU EPP courses focus on research-based and validated models of instruction that help candidates plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency (Echevarria, Vogt, & Short, 2013). Understanding the importance of collaboration while educating learners with disabilities, WSU developed a collaboration class for ECE, ElEd, and SpEd candidates to stress the team approach to better understand learners and maximize their learning (Goddard, Goddard, & Tschannen-Moran, 2007; Saunders, Goldenberg & Gallimore, 2009). Embedded within the course are concepts and strategies to create inclusive environments that are designed to be open and accessible to all (Rose & Gravel, 2010).

As candidates learn about different types of learners, it is important to enact this knowledge in the classroom. By participating in a variety of field experiences with diverse learners, teacher candidates learn to create supportive and safe learning environments where learners thrive and reach their full potential. Having structured focused experiences that present candidates with opportunities to teach a wide range of learners prepares candidates for success with varied schools, learners, and communities.

***Evidence for Claim 1:***

*Teaching Support Documents: Rationale for Design*

*Teaching Support Document: Lesson Adaptations/Modifications*

*Student Teaching Final Evaluation for UETS Standards 1 - Learner Development, 2 - Learning Differences, and 3 - Learning Environments.*

Rationale for using TSD – Rationale for Design**.**

The TSD Rationale for Design will require candidates to make explicit connection between contextual factors and the planned instruction. First and foremost are the characteristics of students and their identified needs. In addition, the physical room arrangement, curricular resources, and broader school and community context are to be considered when planning instruction. Candidates’ ability to describe these factors and make reasoned, appropriate instructional planning decisions will be rated using the TSD Rubric, which is under development. Scores will indicate if students have made conceptual connections between the knowledge of diverse students’ needs and instruction.

Rationale for using TSD – Lesson Adaptations/Modifications*.*

Consideration of the needs of all learners is evident in the planning process. The analysis of TSD Lessons with appropriate adaptations and modifications will be rated using the TSD Rubric, which is under development. Scores will indicate candidates’ ability to meet the needs of all learners in the educational setting.

Rationale for using Student Teaching Final Evaluation for UETS Standards 1 - Learner Development, 2 - Learning Differences, and 3 - Learning Environments.

Student Teaching is the summative assessment in the WSU EPP. Observation of practice allows for direct evidence of the candidates’ ability to foster a positive learning environment to meet the needs of all learners. Observable candidate dispositions will be embedded within the evaluation criteria. Candidates’ ability to enact the plans for meeting learner needs will be rated using the Student Teaching Final Evaluation protocol, which is under development. Scores will indicate candidates’ ability to enact plans based on student needs.

### Claim 2: Content Knowledge and Pedagogical Practice (UETS 4, 5, 6, 7; TEAC QP 1.1, 1.2, 1.4.3)

### Graduates use effective instructional practices based on deep content knowledge and flexible pedagogical knowledge and skill.

Delivering high quality instruction that creates transfer of learning into real world settings begins with strong content knowledge (Friedrichsen, et al. 2009; Rowan, Correnti, & Miller, 2002). Teacher candidates are afforded a strong foundation of content knowledge with a demanding general education series. It is the current demands of the education profession to ensure that all learners have mastered the core curriculum. “Mastery is effective transfer of learning in authentic and worthy performance. Students have mastered a subject when they are fluent, even creative in using their knowledge, skills and understanding in key performance challenges and context at the heart of that subject, as measured against valid and high standards” (Wiggins, 2014, p. 13).

At WSU instructional planning prioritizes complexity of thinking and flexible knowledge while facilitating learning experiences for a wide-range of learners (Krathwohl, 2002). Instructional decision-making before, during, and after the learning experience is at the heart of instructional design. Through the backward design approach, teachers align standards with assessment and meaningful, strategic learning experiences (Wiggins & McTighe, 2011). Although the focus of instructional planning is based upon the core curriculum, it is not void of the needs of the learner. Through the emphasis of pre-assessment and formative assessment, a bridge between where learners are and where they need to be informs the instructional decision making process and refines instructional practices (Chappius, 2009; Tomlinson & Moon, 2013; Wiliam, Lee, Harrison, & Black, 2004). By offering multiple approaches throughout the instructional cycle, learners are provided greater opportunity to dive deeper into the curriculum, collaborate with peers, and take greater responsibility for his/her learning (Fisher & Frey, 2008). Technology can support and enhance instruction. With the advancement of technology in everyday life, each program considers the importance of integrating technology into instruction through specific courses and in methods courses (Penuel, Fishman, Yamaguchi, & Gallagher, 2007).

After determining the demands of the curriculum, planning for multiple perspectives and real-world problem solving is accentuated through interdisciplinary approaches for vertical and horizontal alignment. WSU EPP has courses intended to build literacy and thinking skills across the curriculum and to weave the standards for depth. Knowing that all learning involves language, including the language demand of a given task has proven effective at helping students learn content (Carrier, 2005; Clancy & Hruska, 2005; Hudson, Miller, & Butler, 2006). Building stronger content knowledge with greater connections ensures deep and flexible learning.

To understand learners, teachers need to use assessment data. Throughout the instructional cycle, collecting assessment data to design effective lessons differentiated for differences in background experiences, languages, knowledge, skills, or conceptual understandings is essential (Hockett & Doubet, 2014; Tomlinson & Imbeau, 2010). By matching high-quality teaching and assessment methods to learners’ needs, candidates can use an abundance of varied learning strategies that accommodate diverse learners and ensure learning is flexible and standards are achieved. Through the use of gradual release of responsibility, candidates learn to establish purpose for learners, actively engage students in constructing meaning, provide feedback for misconceptions and promote learners’ acceptance of responsibility for their own learning (Fisher & Frey, 2011).

The understandings learned in university classes are enacted in field experiences. In field experiences, candidates use their content knowledge and instructional plans to enact the lesson. This enactment involves the use of a variety of instructional strategies appropriate for the lesson content, formative and summative assessments, and integrated technology

***Evidence for Claim 2.*** ***Content Knowledge***

Praxis 2 results

GPA (ECE, ElEd, SpED admission GPA, ScED major and minor GPA, PB cumulative undergraduate GPA)

Rationale for using Praxis 2 Results.

According to the Educational Testing Service “*Praxis II*® Subject Assessments measure knowledge of specific subjects that K–12 educators will teach, as well as general and subject-specific teaching skills and knowledge” ([www.ets.org/praxis/ about/praxisii](http://www.ets.org/praxis/about/praxisii)). The Praxis II test is used by Utah as measure of content knowledge and passing the test at the state-specified level is required for licensure. Praxis II results also enable WSU to track student content knowledge across content areas and over time. We are also able to compare WSU EPP graduates with graduates across the state and nation. Acceptable passing scores for Praxis II are set by the state of Utah and will be used to evaluate candidate’s acceptable content knowledge levels. The state underwent a rigorous standard setting process involving EPPs, resulting in a score that we feel represents adequate content knowledge for a beginning teacher. For a state-by-state comparison, see the [ETS website](https://www.ets.org/s/praxis/pdf/passing_scores.pdf).

Rationale for using GPA.

Grades from content courses are used by WSU EPP as a measure of mastery of content needed to teach at the specified level. Courses taken prior to admission for ECE, ElEd, and SpEd applicants represent the broad content required to teach at an elementary level or to teach several subjects in a special education classroom. Additionally, Utah State Board Rules states that teacher education majors must have a 3.0 GPA at admission. We feel this GPA is appropriate given the wide range of majors that are admitted to our EPP. Major and minor GPA represents the content of the ScEd candidates. For PB candidates, the undergraduate GPA would contain the content grades. Final cumulative GPA comparisons of WSU teaching and non-teaching majors (in areas where comparable non-teaching majors exist) indicate little difference between student GPAs (see Table 2.2).

**Table 2.2 *GPA at Graduation by Major (2012-2013)***

|  |  |  |  |
| --- | --- | --- | --- |
| Teaching Major | Non-Teaching Major | Teaching-Non Teaching |  |
| 3.4 | 3.5 | -.1 | English |
| 3.7 | 3.9 | -.2 | German |
| 3.3 | 3.5 | -.2 | Spanish |
| 3.2 | 3.5 | -.3 | Physical Education |
| 3.5 | 3.3 | +.2 | Chemistry |
| 3.4 | 3.5 | -.1 | Physics |
| 3.2 | 3.5 | -.3 | Mathematics |
| 3.2 | 3.3 | -.1 | History |
| 3.3 | 3.7 | -.4 | Psychology |
| 3.2 | 3.3 | -.1 | Sociology |
| 3.3 | 3.1 | +.2 | Geography |
| 3.6 | 3.5 | +.1 | Early Childhood |
| 3.6 | Not Applicable | Not Applicable | Special Education |
| 3.6 | Not Applicable | Not Applicable | Elementary Education |

**Evidence for Claim 2. Pedagogical Knowledge and Skill**

*Teaching Support Documents - Lessons, Assessments*

*Student Teaching Final Evaluations for UETS Standard 5 - Assessment, Standard 6 – Instructional Planning, and Standard 7 - Instructional Strategies*

Rationale for using TSD – Lessons, Assessments.

Experienced teachers do many things related to effective instruction without needing to write them down. However, novice teachers are required to “show they know” through written documents such as lesson plans which include formative and summative assessments. Lesson plans with accompanying assessments demonstrate that candidates have the pedagogical knowledge needed to effectively teach the written objectives and evaluate student understanding. Candidates’ ability to create appropriate lesson plans with formative and summative assessments will be rated using the TSD Rubric, which is under development. Scores will indicate if students are able to create acceptable instructional plans with assessments.

Rationale for using Student Teaching Final Evaluations for *UETS Standard 5 - Assessment, Standard 6 – Instructional Planning, and Standard 7 - Instructional Strategies.*

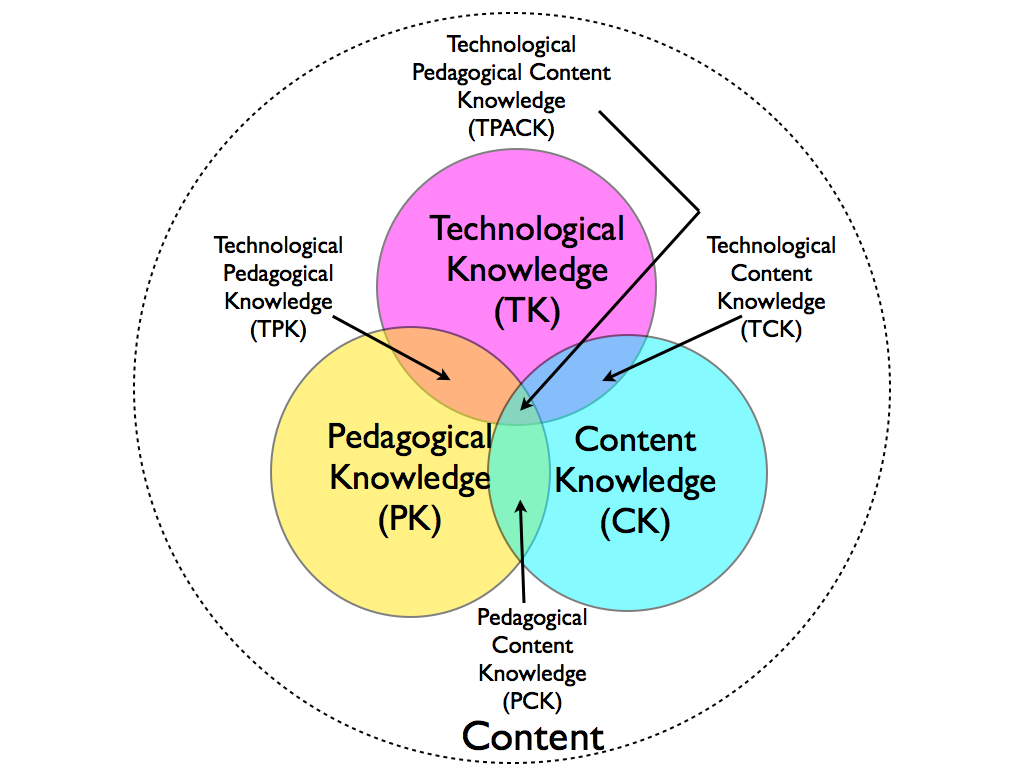
Effective EPP candidates must do more than write the lesson plan, they must be able to enact the lesson with K-12 students, using pedagogical skills to convey meaning. Skillful teaching performance is essential for effective instruction. Candidates must have multiple strategies to teach concepts so as to reach many different types of learners. UETS standards 5, 6, and 7 will be rated on the Student Teaching Final Evaluation, which is under development.

**Evidence for Claim 2. Effective Instructional Practices using Technology**

*Teaching Support Documents - Teaching with Technology*

Rationale for using TSD - Teaching with Technology.

Effective teachers incorporate technology into lessons in appropriate ways. Candidates learn to infuse lessons with technology through technology specific courses and in methods courses using the TPACK model (see Figure 2.1). Candidates then demonstrate through their TSD how technology is be integrated into lessons in both teaching and student learning.



*Figure 2.1.* TPACK is the intersection of knowledge of content, pedagogy, and technology.

**Claim 3: Reflective, Ethical, and Professional Practice (UETS 8, 9, 10; TEAC QP 1.4.1)**

**Graduates engage in reflective practice, exhibit ethical behavior, and fulfill professional responsibilities.**

The development of a master teacher is never complete. Teachers must engage in meaningful, intensive, critical reflection to refine teaching skills for growth in teaching practices and to promote life-long learning (Goldhaber & Anthony, 2007, Schön, 1987). Reflection is a habit that should not be separated from the act of teaching. Learning the cycle of self-reflection and practicing is critical to it becoming an automatic process (Ericsson, Krampe, & Tesch-Romer, 1993, Ericsson, Roring, & Nandagopal, 2007) and to demonstrating that the candidate has learned how to learn and progress as a teacher.

**Evidence for Claim 3. Reflective, Ethical, and Professional Practice**

*Teaching Support Documents Lesson Reflections*

*Portfolio Reflections*

Rationale for using TSD – Lesson Reflections.

Effective teaching includes reflection at the end of a lesson to evaluate student learning, the quality of instruction, and plan for future instruction. The analysis of lesson reflections will be rated using the TSD Rubric, which is under development. Scores will indicate candidates’ ability to use reflection of practice to evaluate their own teaching and plan appropriately to improve future instruction to meet the needs of students.

Rationale for using Portfolio Reflections.

The portfolio provides candidates an opportunity to document content and pedagogical knowledge gained during student teaching that is beyond that learned during preparation and the impact this made to instruction. This represents continued learning by the candidate. Ratings of portfolio reflections using the portfolio rubric, which is under development, will provide evidence that students engage in continued professional learning.

# Section 3: Methods of Assessment

The WSU EPP utilizes a number of assessments to support the claims that our program prepares competent, caring, and qualified educators. While we assess our students throughout the program with a variety of formative assessments, only those summative assessments will be used to support our claims and described in the methods of assessment Inquiry Brief Proposal. To view all program assessments, please see Appendix E.

We believe there are three modes by which data can and should be collected: direct observation, artifacts, and conferencing with or reflective writing from the candidate. The assessment measures we propose draw on these modes. Other measures, such as GPA and Praxis II scores, do not fit one of these modes because they are not directly tied to the process of teaching within the final student teaching semester.

Table 3.1 summarizes the assessments used to provide evidence that our program meets TEAC Quality Principle I: Evidence of Candidate Learning. Results will be reported for all enrolled students for those measures, which have been collected to this point. Below we describe how our Department addresses issues of validity, reliability, and evidence procurement for each assessment. Table 3.1 shows the alignment between the claims, TEAC QPI, and the assessments.

**Table 3.1 *Assessments to Provide Evidence for Claims and TEAC Quality Principle 1***

|  |  |  |
| --- | --- | --- |
| Claims | TEAC Quality Principle I Components | Assessments for Initial Certification Candidates |
| 1. Graduates meet the needs of diverse learners by creating a safe and equitable learning environment. | Q.P. 1.3.  Caring and Effective Teaching Skill  Q. P. 1.4.2  Multicultural perspectives and accuracy | TSD Rationale  TSD Lesson Adaptations/Accommodations  ST Final Evaluations |
| 2. Graduates use effective instructional practices based on deep content knowledge and flexible pedagogical knowledge and skill. | Q.P. 1.1.  Subject matter knowledge  Q.P. 1.2. Pedagogical knowledge  Q. P. 1.4.3  Technology | Praxis II  GPA (Admission, major, minor)  TSD Assessments  ST Final Evaluations  TSD Lessons including technology |
| 3. Graduates engage in reflective practice, exhibit ethical behavior, and fulfill professional responsibilities. | Q.P. 1.4. 1  Learning how to learn | TSD Lesson Reflections  Portfolio Reflections |

**Sample**

A stratified random sample of candidates by license area will be drawn to represent the population of candidates for the WSU EPP. For the undergraduate and post-baccalaureate secondary license, a more purposive sample will be drawn, if necessary, to ensure that content areas are represented: English/Language Arts, Foreign Language, Social Studies, Arts, Business, Physical Education, Mathematics, and Science. English and Social Science are the largest groups within the ScEd program, thus we will ensure that at least two candidates from each of these programs will be included, with one from the other areas. The total sample will represent approximately 10% of the total candidates for the identified time span, with no fewer than 10 completers included in the sample.

**Instruments**

Teaching Support Documents Rubric

The TSD represents artifacts of the teaching process: (a) rationale for instructional design; (b) lesson plans with adaptations, modifications, and technology to support the learning of all students; and (c) reflection on the instruction and assessment results for future instruction.

*Validity.* As the summative artifacts, this is part of student teaching seminar. The seminar instructors, who will be the TSD rating team using the TSD rubric, which is under development and will be used throughout the program during formative field experiences, evaluate the TSD. Based on pilot data, standard setting will determine appropriate levels of achievement that distinguish those candidates who can represent teaching from those who do not use appropriate processes for planning and evaluating instruction. The use of both artifacts and performance allow a correlation of the two types of evidence to establish criterion validity. Once a standard is set, we will use the percent of students meeting the standard to make judgments about the program and student performance. Additional validity evidence will be the establishing the relationship between the formative and summative TSD.

*Reliability.* Inter-rater reliability will be established for the TSD rating team, made up of student teaching seminar professors. Instructors will first rate the TSD for the students in the individual seminar, but then a sample of approximately 10% will be rated by another instructor. An inter-rater consistency of approximately 90% will be desired. If the rubric has 4 levels, we will determine the amount of variance allowed. Depending on the internal consistency of the items related to each section, we will use item scores or a summed score.

Student Teaching Final Evaluation

Supervisors will collect formative observation data throughout the student teaching semester and provide a final rating of candidates’ teaching performance. The instrument will be based directly on the USOE-developed teacher evaluation protocol, which is aligned with UETS. We are working closely with the USOE to develop a protocol and rubric that is appropriate for preservice teacher candidates. Observable dispositions will be embedded within the descriptors rather than evaluated separately.

*Validity.* The measure will have content validity through alignment with UETS. Predictive validity can be established by correlating scores on final evaluation with those of graduates at the completion of one year of teaching, as observed by administrators, which will provide support for the measures’ use with candidates. USOE is interested in the validity of the instrument for use with pre-service teacher candidates and we have agreed to assist in data collection for their use, but will also use the data to determine if the measure gives us information that is appropriate for making decisions about recommending candidates for licensure.

*Reliability.* Training will be a key component of establishing inter-rater reliability. Consistency should be established for total score and for sub-scores by area because we will use portions of the measure for making decisions about different claims. In order to have “anchor” experiences, recorded teaching episodes will be used for training. This will allow us to discuss the rationale for a rating to further bolster competence and consistency in ratings.

Portfolio

A portfolio team will rate the portfolio produced during student teaching in order to establish the criteria based on an analysis protocol. The ratings will focus on candidate reflections as a representation of learning how to learn. We will use the percent of candidates meeting a minimum rating to make judgments about the program and candidate quality. Portfolios will be submitted for formative review within each level and for summative review during the student teaching seminar.

*Trustworthiness.* Learning how to learn is a construct that is difficult to measure quantitatively, but can be represented within candidate writing and evaluated using qualitative methods. The trustworthiness of the reflections will be established by triangulating candidates’ reflection on learning to lesson reflections and observations of active learning as reported by the university supervisor. Standard setting will be based on pilot data to determine a sufficient rating level. If the information is consistent for a sample of candidates it will support the use of self-report as a means of collecting evidence of learning to learn.

Praxis II Scores

Praxis II scale scores and pass/fail determinations are held in the EPP database. Scale scores, rather than pass/fail rate, will be used to determine the degree to which candidates are prepared in content knowledge and for purposes of EPP improvement. Although pass/fail is ultimately used to make recommendation for licensure and percent passing will be included in our report, the scale score will be used to correlate with GPA and to identify content areas in need of attention. Praxis II is a requirement for admission for ECE, ElEd, and SpEd, as such pass rates do not provide any differentiation of the data.

*Validity and Reliability*. The validity and reliability of the Praxis II series has been established by ETS and is detailed in the technical manual ([http://www.ets.org/ s/praxis/pdf/technical\_manual.pdf](http://www.ets.org/s/praxis/pdf/technical_manual.pdf)). The supporting evidence is accepted by the USOE and reflected in the requirement that Praxis II is passed prior to initial licensure.

GPA

(ECE, ElEd, SpED admission GPA, ScED major and minor GPA, PB cumulative undergraduate GPA)

Admission GPA for ElEd, ECE, and SpEd is collected at the time of admission using the university data system. ScEd major GPA and minor GPA is not yet available through the university data system, but this report is being developed. All available GPA data is transferred to the WSU EPP database. Sample candidate data will be accessed through the EPP database for analysis. The GPA mean and standard deviation for each major will be reported, with comparison to non-teaching majors, where applicable.

*Validity.* There are known threats to using GPA for evidence of content knowledge including contamination by behavioral criteria (attendance, punctuality of assignments, and compliance with assignment rules) as part of the final grade. However, these variables are not consistent across courses, departments, or colleges that provide courses for education majors and, therefore, we cannot control them. To establish the criterion validity of GPA we will correlate it with Praxis II scale scores.

*Reliability.* We cannot determine the reliability of the GPA measure, as it includes multiple courses with multiple instructors. Therefore, differences in grading will have a lesser impact on the means if there were fewer courses/instructors. However, we acknowledge that, since our measures of GPA rely on each individual faculty member’s grading process, this can be difficult to assess. Currently we do not have internal moderation procedures or inter-rater reliability measures.

**Table 3.2 *Timeline for Completion of Instruments***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Summer 2014 | Fall 2014 | Spring 2015 | Summer 2015 | Fall 2015 |
| Teaching Support Documents Rubric | The TSD Rubric measurement team will meet to create the pilot rubric. Training in use of rubric will take place prior to start of Fall 2014 semester. | Rubric will be piloted with student teachers. | Rubric will be piloted with student teachers. | Pilot data will be evaluated, and the rubric adjusted for final use. Additional training in use will be provided. | Final rubric ready for use. Additional training provided as needed. |
| Student Teaching Final Evaluation | The ST Final Evaluation measurement team will meet to create the pilot rubric. This will be done in cooperation with the Utah State Office of Education. Training in use of the instrument will take place prior to start of Fall 2014 semester. | Evaluation will be piloted with student teachers. | Evaluation will be piloted with student teachers. | Pilot data will be evaluated and a standard-setting process will be used to establish passing criteria. Additional training in use will be provided. | Final evaluation ready for use. Additional training provided as needed. |
| Portfolio Rating Rubric | The Portfolio team will meet to create the rubric for rating portfolio reflections and to establish triangulation points for reflection as a measure of learning how to learn. | Rubric will be piloted with portfolio reflections from student teachers. Additional data for triangulation will be collected from students in prior levels. | Rubric will be piloted with portfolio reflections from student teachers.  Additional data for triangulation will be collected from students in prior levels. | Pilot data will be evaluated and triangulated. The rubric will be adjusted for final use. | Final evaluation ready for use. |

**Section 4: Results**

To date, the only data available to support claims is evidence of content knowledge (portion of Claim 2). The measures needed for all other evidence are under development. We will generate tools for collecting data, and pilot results will help us refine the measures to ensure validity and reliability.

Praxis II test scores are required for licensing in Utah at all license levels. The only exceptions are a few secondary areas where tests are under development (e.g. Dance Teaching). As passing Praxis II is a requirement for admission for ECE, ElEd, and SpEd, pass rates do not provide any differentiation of the data. Hence, actual scale scores will be used for analysis.

Another measure of content knowledge is GPA at admission. EPP students complete the majority of their content courses prior to admission therefore, the admission GPA represents a measure of content knowledge. Both Praxis II and admission GPA are evidence of content knowledge, as such, we would expect a relationship between the two measures. Table 4.1 represents Praxis II and admission GPA by licensure level.

Correlations of these measures would indicate that the two measures of content knowledge triangulate which would support the use of these measures as evidence of candidate content knowledge. The results (Table 4.1) indicate that Praxis II and GPA may provide separate indicators of content knowledge. Other evidence to support each of the claims is proposed in the *Inquiry Brief Proposal.* Data from multiple measures for each claim will be aggregated to provide a reliable representation of each claim.

**Table 4.1. *The Relationship between Praxis II Means and Mean GPA at Admission***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2011-2012 | | | | | | | 2012-2013 | | | | | | |
|  |  | Praxis II | | GPA at admit | | Corr. | Prob |  | Praxis II | | GPA at admit | | Corr. | Prob. |
|  | n\* | Mean | S.D. | Mean | S.D. | r\*\* | p | n\* | Mean | S.D. | Mean | S.D. | r\*\* | p |
| ECE | 15 | 177.0 | 9.4 | 3.44 | .376 | .507 | .054 | 22 | 166.8 | 17.7 | 3.29 | .247 | .163 | .467 |
| ElEd | 110 | 172.2 | 13.1 | 3.30 | .355 | .249 | .009 | 199 | 171.8 | 13.0 | 3.30 | .380 | .337 | .000 |
| SpEd | 26 | 162.5 | 11.9 | 3.35 | .301 | .332 | .098 | 56 | 168.0 | 16.0 | 3.22 | .416 | .408 | .002 |
| ScEd | 103 | \*\*\* |  | 3.31 | .352 |  |  | 106 | \*\* |  | 3.35 | .398 |  |  |
| English | 27 | 179.7 | 9.0 | 3.29 | .396 | .110 | .586 | 20 | 176.6 | 10.4 | 3.28 | .344 |  |  |

\*The n does not necessarily represent unique students. For example, for the elementary education Praxis II, each student had four subscores which could not be merged.

\*\*Correlations were run for secondary majors with total students enrolled greater than 25.

\*\*\*Praxis II scores were not averaged as each test is scaled differently.

Table 4.2 displays percent of students who have passed the Praxis II for the past several years. These data have been used for talking with departments, but are not in the form that would be helpful for determining if claims about content knowledge are met. We are working to use mean scale scores.

Table 4.2 *Praxis II Results for Program Completers Seeking Initial Certification*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | 2008-09 | | | | 2009-10 | | | 2010-11 | | | 2011-12 | | | 2012-13 | | |
|  | | | # Students | | |  | # Students | |  | # Students | |  | # Students | |  | # Students | |  |
|  | | |  | # Passing | | |  | # Passing | |  | # Passing | |  | # Passing | |  | # Passing | |
| College | | |  |  | % Pass | |  |  | % Pass |  |  | % Pass |  |  | % Pass |  |  | % Pass |
| Education | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Early Childhood | | 8 | 6 | 75% | | 3 | 3 | 100% | 2 | 2 | 100% | 4 | 4 | 100% | 4 | 4 | 100% |
|  | Elementary Education | | 64 | 56 | 88% | | 106 | 99 | 93% | 149 | 138 | 93% | 108 | 100 | 93% | 6 | 6 | 100% |
|  | El Ed Reading LA Subtest | |  |  |  | |  |  |  |  |  |  | 22 | 20 | 91% | 178 | 156 | 88% |
|  | El Ed Math Subtest | |  |  |  | |  |  |  |  |  |  | 22 | 10 | 45% | 188 | 122 | 65% |
|  | El Ed Science Subtest | |  |  |  | |  |  |  |  |  |  | 22 | 16 | 73% | 183 | 146 | 80% |
|  | El Ed SocStud Subtest | |  |  |  | |  |  |  |  |  |  | 22 | 18 | 82% | 182 | 145 | 80% |
|  | Special Education (M.Ed. And PRIME) | | 35 | 34 | 97% | | 35 | 35 | 100% | 10 | 10 | 100% | 15 | 15 | 100% | 16 | 16 | 100% |
|  | Middle School English Lang Arts | | 1 | 1 | 100% | | 5 | 4 | 80% | 7 | 7 | 100% | 8 | 8 | 100% | 7 | 7 | 100% |
|  | Middle School Mathematics | | 2 | 2 | 100% | | 13 | 13 | 100% | 28 | 25 | 89% | 17 | 16 | 94% | 20 | 16 | 80% |
|  | Physical Education | | 6 | 5 | 83% | | 8 | 6 | 75% | 14 | 12 | 86% | 15 | 15 | 100% | 12 | 12 | 100% |
|  | Health Education | | 7 | 4 | 57% | | 6 | 5 | 83% | 6 | 4 | 67% | 7 | 4 | 57% | 7 | 7 | 100% |
| Arts & Humanities | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | English | | 22 | 17 | 77% | | 38 | 27 | 71% | 35 | 28 | 80% | 24 | 21 | 88% | 32 | 28 | 88% |
|  | French | |  |  |  | | 2 | 1 | 50% |  |  |  | 2 | 2 | 100% | 3 | 2 | 67% |
|  | German | |  |  |  | |  |  |  | 2 | 2 | 100% | 1 | 1 | 100% | 5 | 4 | 80% |
|  | Spanish | | 11 | 10 | 91% | | 14 | 10 | 71% | 13 | 12 | 92% | 10 | 8 | 80% | 10 | 6 | 60% |
|  | Speech Communication | |  |  |  | | 3 | 3 | 100% | 2 | 2 | 100% |  |  |  |  |  |  |
|  | Art | | 2 | 2 | 100% | | 2 | 1 | 50% | 5 | 4 | 80% | 11 | 11 | 100% | 5 | 5 | 100% |
|  | Music | | 1 | 1 | 100% | | 1 | 1 | 100% | 8 | 5 | 63% | 8 | 7 | 88% | 4 | 4 | 100% |
|  | Theatre | |  |  |  | | 2 | 2 | 100% | 3 | 2 | 67% | 2 | 2 | 100% | 6 | 5 | 83% |
| Science | |  | | | | | | | | | | | | | | | | |
|  | Biology | | 12 | 11 | 92% | | 6 | 6 | 100% | 6 | 6 | 100% | 10 | 10 | 100% | 7 | 7 | 100% |
|  | Chemistry | |  |  |  | | 1 | 1 | 100% | 3 | 3 | 100% | 4 | 4 | 100% |  |  |  |
|  | Earth and Space | | 7 | 7 | 100% | | 5 | 3 | 60% |  |  |  | 4 | 4 | 100% |  |  |  |
|  | General Science | | 1 | 0 | 0% | | 4 | 2 | 50% | 8 | 7 | 88% | 14 | 9 | 64% | 17 | 14 | 82% |
|  | Physical Science | | 2 | 2 | 100% | | 1 | 1 | 100% |  |  |  |  |  |  |  |  |  |
|  | Physics | | 5 | 3 | 60% | | 4 | 3 | 75% | 1 | 1 | 100% |  |  |  | 2 | 2 | 100% |
|  | Mathematics | | 8 | 7 | 88% | | 13 | 11 | 85% | 14 | 12 | 86% | 16 | 16 | 100% | 9 | 8 | 89% |
| Social Science | |  | | | | | | | | | | | | | | | | |
|  | Psychology | | 3 | 3 | 100% | | 4 | 3 | 75% | 7 | 6 | 86% | 6 | 6 | 100% | 4 | 4 | 100% |
|  | Sociology | |  |  |  | |  |  |  |  |  |  | 1 | 1 | 100% |  |  |  |
|  | Geography | | 1 | 1 | 100% | | 2 | 2 | 100% | 4 | 3 | 75% | 3 | 2 | 67% | 6 | 5 | 83% |
|  | Government/Political Science | | 1 | 1 | 100% | | 2 | 1 | 50% | 2 | 2 | 100% |  |  |  |  |  |  |
|  | Social Studies | | 13 | 10 | 77% | | 11 | 8 | 73% | 14 | 13 | 93% | 8 | 6 | 75% | 17 | 14 | 82% |
|  | World and US History | | 11 | 5 | 45% | | 19 | 14 | 74% | 22 | 16 | 73% | 16 | 12 | 75% | 15 | 9 | 60% |
| COAST | | | | | | | | | | | | | | | | | | |
|  | Business Education | | 2 | 2 | 100% | | 3 | 3 | 100% | 6 | 6 | 100% | 5 | 5 | 100% | 7 | 7 | 100% |

**Section 5: Discussion and Plan**

**Discussion**

WSU EPP does not currently have data to support all claims. The data presented in the results focuses on content knowledge as measured by Praxis II and GPA at the time of admission to the program. These data show that Praxis II and GPA are significantly correlated for ElEd, but not for other license areas. It should be noted that the calculation used the highest available Praxis scale score for each student, representing a retake score.

In the case of secondary only one major had sufficient students to complete the correlation for the two years of available data. The results indicate that Praxis II and GPA may provide separate indicators of content knowledge and suggests that both should be used when supporting the content knowledge portion of Claim 2.

**Plan for Continued Inquiry**

***Canvas***

Canvas is the LMS used campus-wide for course support. One feature we will be using is connecting UETS outcomes to assignment rubrics. This feature will allow for a report of student performance on assignments linked to outcomes. It also makes explicit to the candidates the connection of course assignments to UETS.

Currently, the Teacher Education department uses a Canvas page to engage in discussions, post announcements, and store documents. This page will be used to archive notes and minutes from level and pedagogy team meetings to ensure we have record of decisions. The information will facilitate feedback from formative work to summative findings.

***Level Teams***

The EPP is arranged by levels in the undergraduate ECE, ElEd, SpEd, and ScEd programs. Level teams are comprised of faculty in the coordinated courses of each level. These teams meet once a month to discuss student progress, logistics of the level, concerns, etc. The team meetings will have minutes that will be added to EPP Canvas page.

***Standing Committees***

WSU EPP has several standing committees that are integral to the functioning of the Quality Assurance System. The standing committees serve as a feedback mechanism for information about curriculum, student teaching, and student performance. An example of feedback within these standing committees is review and discussion of Praxis test performance by secondary majors within UCTE meetings. Representatives from content majors are provided student pass rates and discussions of areas of concern.

Standing committees:

1. Admission and Retention
2. Advising and Student Teaching Advisory Team
3. Admission Interview Team
4. M.Ed. Policy Committee
5. Portfolio Review Team
6. University Council on Teacher Education (UCTE)

***Pedagogy Teams***

Based on audit teams’ work, a review of the QAS, and on-going discussions, we are transitioning audit teams to new pedagogy teams. The teams are being established that will focus on developing a common vision of new program elements and identify areas for further study. These teams represent areas that have cross-cutting applicability to all programs (ElEd, SpEd, ECE, SecEd) and will be made up of EPP faculty. The teams will focus on the following areas:

1. Instructional Planning
2. Diversity
3. Technology
4. Literacy
5. Mathematics
6. Portfolio
7. Practicum
8. Mentor Academy

Mentor Academy will be one of the most critical as it connects the EPP to the community. It will support the selection of quality sites for fieldwork and partnerships with school level administrators. It will also allow a definition of expectations with all partners, including principals and human resource directors. The common understanding of expectations helps ensure that the partnership is reciprocal and supportive of all stakeholders.

The intent of Mentor Academy is to establish a strong partnership in the preparation of teacher candidates and to bolster support for early career teachers. Operating from the theory of mentoring and coaching (Knight, 2007), the Mentor Academy will identify exemplary teachers to serve as cooperating teachers to teaching candidates during practicum and student teaching. Cooperating teachers will be asked to mentor and coach candidates through co-planning, co-teaching, and co-assessing. In this way, there is a greater opportunity for skill transfer from exemplary teachers to candidates.

The Mentor Academy is guided by the Education Community Advisory Team (EdCAT), which has representatives from partner districts and schools (administrators and teachers), as well as EPP faculty. EdCAT provides guidance for the WSU EPP as a whole, but will focus heavily on the Mentor Academy until it is fully implemented.

***Measurement Teams***

Teams will development measures to address the summative assessments, but also “back map” these to the formative tasks that are analogous (TSD in levels, observations during practicum). The measure teams will develop measures, complete validity and reliability studies, and develop training as needed.

Measures to Support Claims

1. TSD Rubric
2. Student Teaching Observation Protocol and Final Evaluation
3. Case Study

Measures to Inform Program

1. Collaborating teacher checklist
2. Pre- and In-service surveys
3. Disposition form for referral purposes

***Training***

Training of supervisors and evaluation teams members will be crucial to developing reliability of measures. The training will rely heavily on common understanding of successful teaching, which will come as part of Mentor Academy and the work of pedagogy teams and level teams.

***Establishing Consistency of Measures***

Development of measures will require establishment of validity and reliability. The steps to complete validity and reliability is described Section 3. However, additional validity is required to connect formative and summative assessments. The first step in this effort is the establishment of the pedagogy teams, which will ensure that there is consensus in the expectations across areas within the EPP (ElEd, ScEd, etc).

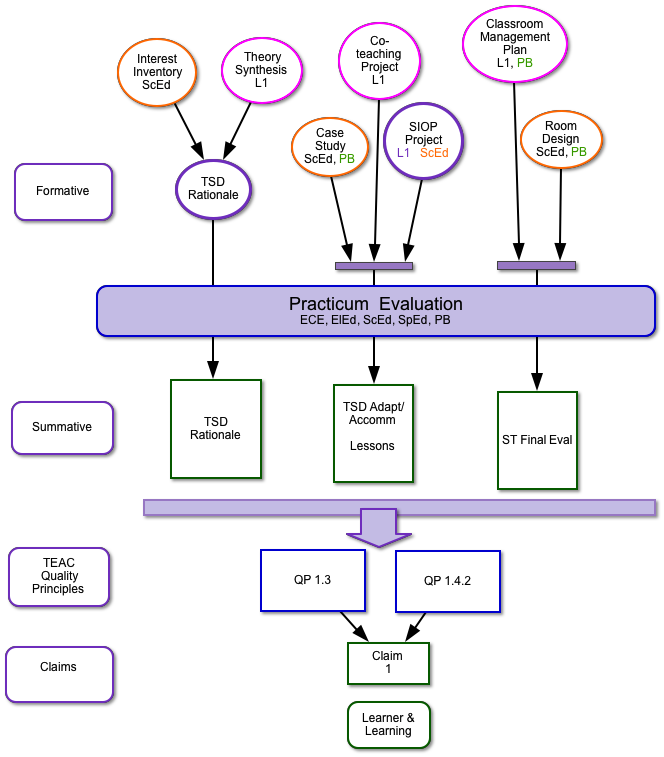
A second means of establishing consistency of measures will occur in level team meetings. Level faculty meet monthly to discuss issues within the level. Issues may include concerns about individual candidates, assignments, or program articulation. In the past, the content of these meetings have not been documented, making them an informal mechanism for program quality. However, we will be using Canvas, the LMS, to keep record of decisions and discussions to allow for analysis of the QAS.

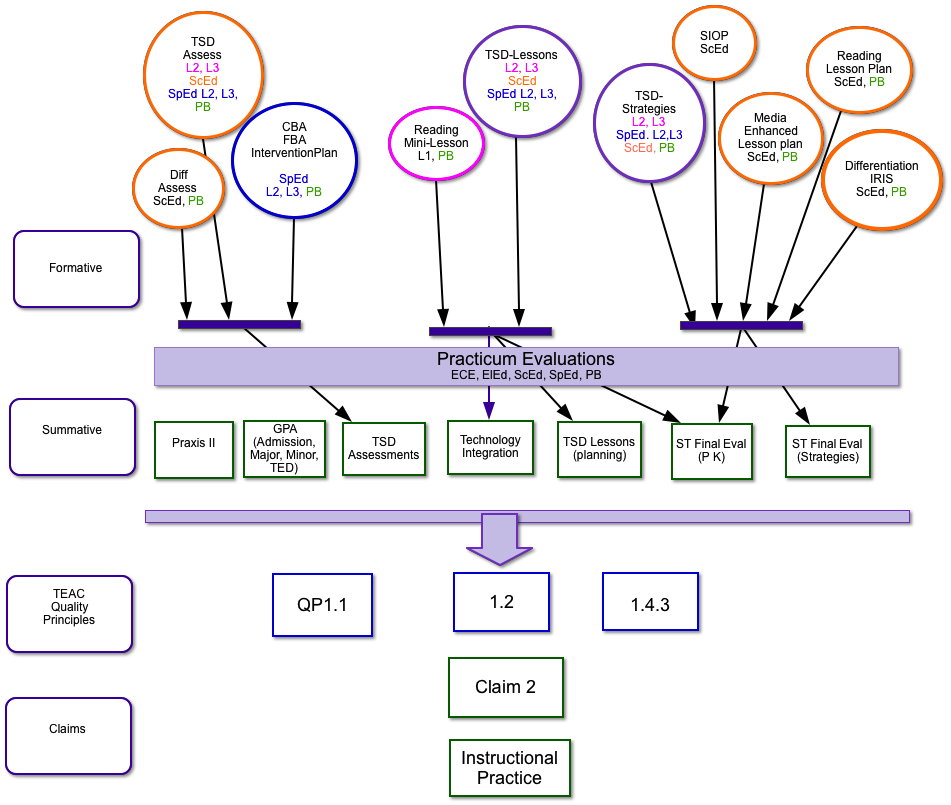
The faculty identified key assignments that serve as formative tasks and support success on summative tasks. The relationship between the EPP formative tasks, summative tasks, and claims is represented in Figure 5.1. At the end of each semester we will meet as a whole faculty for team reports of data, and discussion of changes, areas for improvement, and directions for future. This is the systematic way to create a feedback loop, an iterative process for summative information to inform levels, and pedagogy teams to address formative work by students.

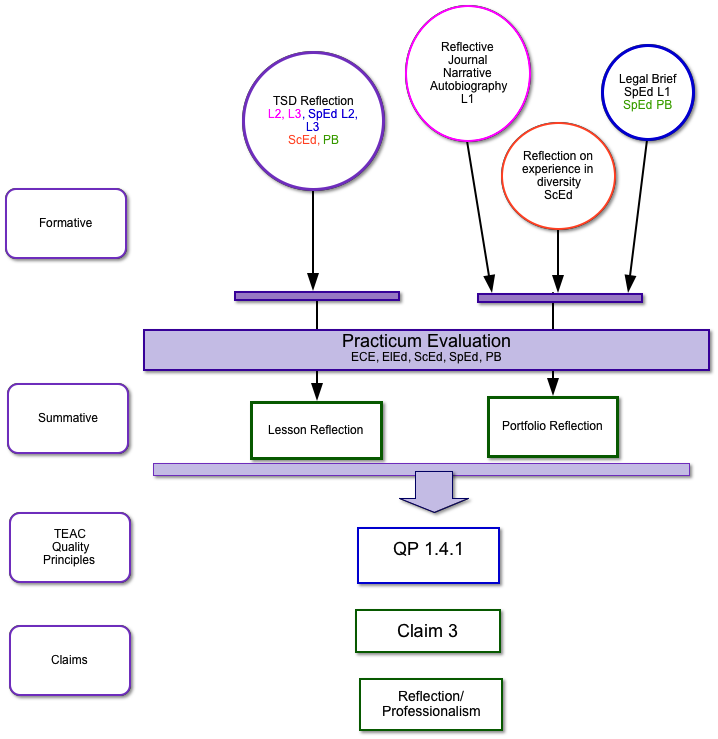
***Establishing System Validity and Reliability***

After we establish validity and reliability for each of the measures, we will look to see that they function in such a way that valid and reliable decisions can be made about the claims. The aggregation of data will be used to make final decisions about claims, but will rely on understanding how each measure functions separately. This will take significant work.

*Figure 5.1*. Representation of the connection between formative assignments and assessments and summative evaluations to support claims and TEAC Quality Principle I. Levels for ECE, ElEd, and SpEd are indicated as L1, L2, etc.



****

****

**Section 6: Evidence of Institutional Learning**

As we conclude the narrative of our journey, we have found that through the process we have become a program more focused on transforming our educator preparation program. The process exemplifies the mission of the WSU EPP:

*We work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.*

Not only do we want our candidates to be caring, competent educators; we also want all who interact with them in the EPP to operate according to the same standard. As an EPP, we strive to be equitable and inclusive in our classes, support, and processes. Throughout the program, we look for ways to transform the educational experience for our students to help them become teachers who care and are able to transform the life of a child.

**Where We’ve Been and What We’ve Learned**

The journey to WSU EPP’s *Inquiry Brief Proposal* has been a fully collaborative project. It began in 2010 when the Dean of the Moyes College of Education, Jack Rasmussen, came to TED with a proposal to engage in a significant self-study, “Google Teacher Ed” as has been described earlier. We strengthened our inquiry orientation by involving all department faculty and staff in gathering and indexing information. The recommendations of this project led to many changes in programs and procedures.

Close on the heels of Google Teacher Ed we defined the Quality Assurance System and formed audit teams. Again, faculty and staff worked together to gather information and evaluate whether the checks and balances established were working effectively. This proved to be a great learning experience as we were able to see where holes existed from all the changes that had been made in the programs. Based on results of the internal audit and examining the measures we want to have place to support our claims, the WSU EPP has learned that, while our program has functioned well in the past, much work is needed to implement a systematic approach to the evaluation of candidate learning, program quality, and faculty quality.

Overall, we found that the QAS works well. We identified some areas that need attention. In the area of candidate learning, we found that there was some malfunctioning in the admission process and collection of student dispositions. In the area of program quality, we found some mismatches in program information on our TED website and catalog and that not all course syllabi followed policy. In the area of faculty quality, we found that inconsistent data collection for graduates made it difficult to evaluate the impact of faculty and the program on our graduates once they are in-service. The audit identified these difficulties and we are establishing checks within our QAS to correct these in the future.

We learned that faculty in the department of teacher education and in secondary preparation areas have necessary credentials and abide by university policy for syllabi. The EPP faculty across campus work well together through collaboration such as UCTE.

**How We Will Continue to Engage in Inquiry and Reflection**

The collaborative inquiry orientation of the WSU EPP continues through the establishment of the Level, Pedagogy, and Measurement teams. Pedagogy will be aligned as faculty involved in similar courses in the different areas look at common knowledge and practice across the areas. Level teams will collaborate as they work with a cohort of students to ensure that formative assessments enable students to progress toward the enactment of effective teaching in the classroom. Measurement teams will create measures, train others in their use, and collect validity and reliability data.

A major responsibility of these teams will be to ensure systematic data collection and reporting. Figure 5.1 shows that we have courses, assignments, and experiences that provide formative opportunities for candidate learning prior to student teaching. Teams will collect data and work with students who need remediation based on formative assessments. If the summative measures indicate weaknesses in students’ understanding, teams will work to make changes to fill the gaps prior to the student teaching semester. The teams will be critical in this collaborative effort.

The QAS will still play a major role in identifying when elements are not working. Checks are in place to alert us of difficulties. The QAS, along with the teams, works as a system to ensure program quality and candidate learning.

**How Does the Inquiry and Reflection Process Improve Student Learning?**

The most important outcome of the WSU EPP is a caring, competent educator who promotes equitable, inclusive, and transformative education practices. Our collaborative inquiry-based process of reflection informs the practice of the EPP at many points along the students’ educational journey. If students struggle with formative assessments in courses, the Level teams provide support to improve student learning. If students struggle with enactment, the Practicum team intervenes to remediate difficulties. If many students struggle with the same summative assessment, the EPP can respond by intervening at points throughout the program to improve instruction and assessments.

The iterative nature of the feedback loop through formative and summative assessments, multiple opportunities to enact instruction in practica, and the department discussion of data provide for a systematic culture of continuous improvement. We are confident that we have designed a new system that will provide us with evidence that we meet the TEAC Quality Principles.

# Section 7: References

Carrier, K. A. (2005). Supporting science learning through science literacy objectives for English language learners. *Science Activities, 42*(2), 5-11.

Chappius, J. (2009). *Seven strategies of assessment for learning.* Boston, MA: Pearson.

Clancy, M. E. & Hruska, B. L. (2005). Developing language objectives for English language learners in physical education lessons. *Journal of Physical Education, Recreation, and Dance, 76* (4), 30-35.

Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Council of Chief State School Officers. http://www.ccsso.org/intasc Retrieved January 28, 2014.

Echevarria, J., Vogt, M., & Short, D. (2013). *Making content comprehensible for English learners the SIOP model* (4th ed.). Boston: MA.

Ericsson, K. A., Krampe, R. T., & Tesch-Romer, C. (1993). The role of deliberate practice in the acquisition of expert performance, *Psychological Review, 100*(3), 363-406.

Ericsson, K. A. Roring, R. W., & Nandagopal, K. (2007). Giftedness and evidence for reproducibly superior performance: An account based on the expert performance framework. *High Ability Studies, 18*(1), 3-56.

Fisher D. & Frey, N. (2008). *Better learning through structured teaching: A framework for gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fisher D. & Frey, N. (2011). *The purposeful classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Friedrichsen, P. J., Abell, S. K., Pareja, E. M., Brown, P. L., Lankford, D. M., and Volkman, M. J. (2009). Does teaching experience matter? Examining biology teachers’ prior knowledge for teaching in an alternative certification program. *Journal of Research I Science Teaching, 46*(4), 357-383.

Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record, 109*(4), 877-896.

Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? National Board Certification as a signal of effective teaching. *Review of Economics and Statistics, 89*(1), 134-150.

Good, T. L. & Brophy, J. E. (1997). *Looking in classrooms* (7th ed.). New York: Addison Wesley.

Hockett, J. A. & Doubet, K. J. (2014). Turning on the lights: What preassessments can do. *Educational Leadership*, *71*(4), 50-56.

Howe, W. A. & Lisi. P. L. (2014). *Becoming a multicultural education: Developing awareness, gaining skills, and taking action*. Los Angeles, CA: Sage.

Hudson, P., Miller, S. P., & Butler, F. (2006) Adapting and merging explicit instruction within reform-based mathematics classrooms. *American Secondary Education*, *35* (1), 19-32.

Knight, J. (2007). *Instructional Coaching*. Thousand Oaks, CA: Corwin Press.

Krathwohl, D. R. (2002). A revision of Bloom’s taxonomy. *Theory into Practice, 41*(4), 212-218.

Mitchell, R. D. (1998). World class teachers: When top teachers earn National Board certification, schools-and students-reap the benefits. *The American School Board Journal, 185*(9) 27-29.

Penuel, W. R., Fishman, B. J., Yamaguchi, R., & Gallagher, L. P. (2007). What makes professional development effective? Strategies that foster curriculum implementation. *American Educational Research Journal, 44*(4), 921-958.

Rose, D.H. & Gravel, J.W. (2010). Technology and Learning Meeting Special Student’s Needs Center. Retrieved from [www.udlcenter.org](http://www.udlcenter.org/)

Rowan, B., Correnti, R., & Miller, R. J. (2002). What large-scale, survey research tells us about teacher effects on student achievement: Insights from the prospects study of elementary schools. *Teachers College Record*, *104*(8), 1525-1567.

Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. *American Educational Research Journal, 46*(4), 1006-1033.

Schön, D. A. (1987). *Educating the reflective practitioner.* San Francisco:Jossey-Bass.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805. doi: 10.1016/S0742-051X(01)00036-1

Tomlinson, C. A. & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. (2014). How good is good enough? *Educational Leadership,* *71*(4), 10-17.

Wiggins, G. & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiliam, D., Lee, D., Harrison, C., & Black, P. J. (2004). Teachers developing assessment for learning: Impact on student achievement. *Assessment in Education: Principles, Policy and Practice, 11*(1), 49-65.

Zeichner, K. M. (2009). *Teacher education and the struggle for social justice.* NY: Routledge

**Section 8: Appendices**

**Appendix A**

**Weber State University Educator Preparation Program**

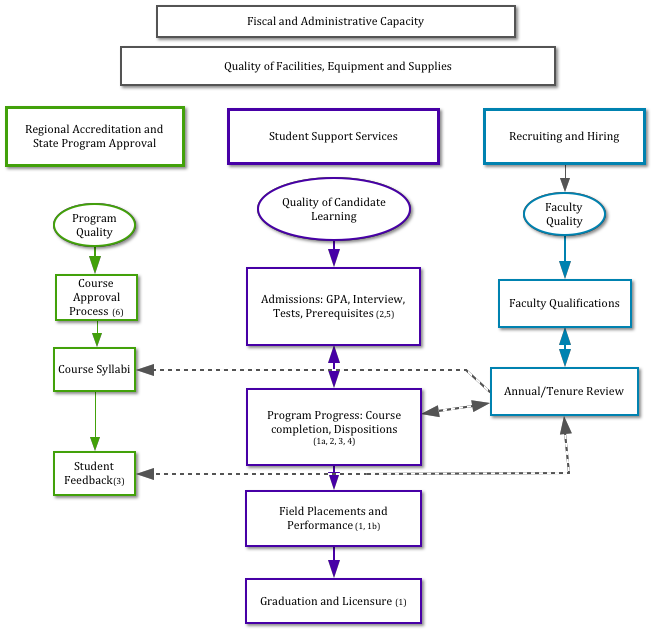
**Quality Assurance System and Internal Audit Report**

The WSU EPP has four licensure programs that prepare ECE, ElEd, SpEd, and ScEd teachers candidates. With consistently high student interest in the programs, the department has maintained accreditation and worked as a quality unit. We currently are accredited through National Council for Accreditation of Teacher Education (NCATE), but have moved toward using an Inquiry Brief approach to accreditation based on Teacher Education Accreditation Council (TEAC) and now recognized by Council for the Accreditation of Educator Preparation (CAEP). The Inquiry Brief system requires teacher preparation programs to give evidence for claims about graduates, provide documentation for quality assurance systems, and show the use of data-driven decision making to improve the program.

**Description of the Quality Assurance System**

The Quality Assurance System is an outgrowth of the unit assessment system and several parts of the system have been in place for a number of years. To insure the quality of the program, the department looked at TEAC’s requirement for program quality to ensure that the professional program met TEAC’s standards. Figure A1 represents the Quality Assurance System for WSU. Table A1 lists the components, mechanisms and probes by the faculty for which there is ongoing evaluation by the School. Figure A2 shows the audit trail followed by the audit teams.

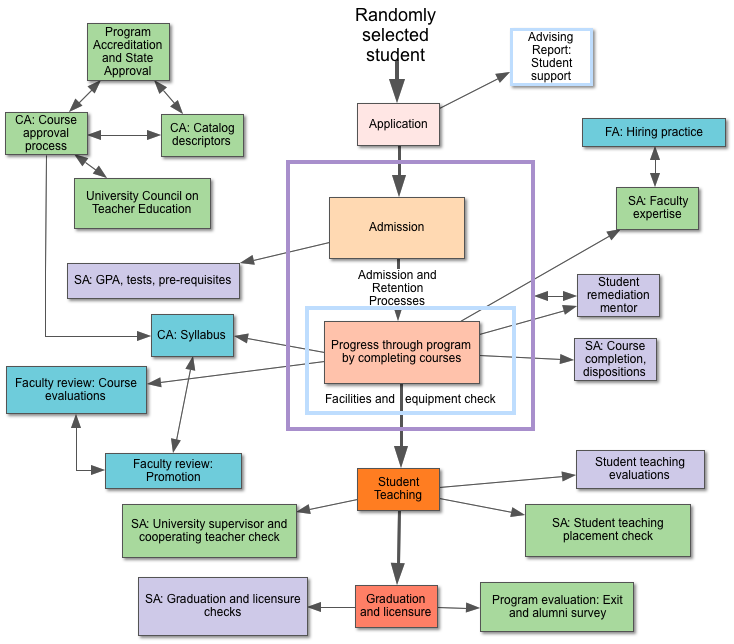
*Figure A1.* Schematic of the Quality Control System for the Department of Teacher Education.



Department of Teacher Education Governance and Oversight Standing Committees:

* Advising and Student Teaching Policy Committee: oversees/coordinates policies and procedures for advising and student teaching including feedback on student progress.
  + Practicum Committee: oversees practicum requirements and policies
  + Mentor Academy Committee: oversees and plans mentor academy structures.
* Admission and Retention: oversees admission into the licensure programs and retention of students who struggle.
* Level committees: The faculty of each level form a committee that oversees and evaluates the work of each level.
* Special Education Program Committee: oversees special education program.
* Master of Education Policy Committee: oversees MED policies.
* University Council on Teacher Education: oversees secondary education program curriculum

*Figure 1B.* Audit Trail



**Table A1. *Mechanisms for Assuring Program Quality***

|  |  |  |
| --- | --- | --- |
| **QCS System Component** | **Subcomponents of QCS** | **Probes** |
| **Fiscal and Administrative Capacity** | Administration review | *Probe 1a.* Check with dean and Associate VP for Academic Affairs to see if administration, salaries and budgets are in line with rest of the University. (Adequate administrative support – see Appendix B) |
| *Probe 1b.* Check to see if student demographic data retrieved from the database matches data retrieved from student files. |
| **Quality of Facilities, Equipment, and Supplies** | Facilities and Equipment | *Probe 2a.* Check classrooms to see that they are satisfactory for teaching (technology, space, supplies, and facilities.) |
| Faculty offices, staff and meeting rooms | *Probe 2b*. Check offices, staff, and meeting rooms for sufficient space and facilities. |
| **Student Support Services** | Advisement Center | *Probe 3*. Examine the services of the advisement center in regard to advising about student coursework progress, graduation, and licensure. . |
| **Quality of Candidate Learning** | Admissions | *Probe 4a.* Check to see that a randomly selected student sample (10-15%) met program admission policy |
| Monitoring: Level/ post-bacc courses | *Probe 4b*. Examine randomly selected student grades at Level 1, Level 2, Level 3, Pro Core, and post-bacc courses to see that they passed the level (B- or better in all courses) |
| Monitoring: Dispositions (UG) | *Probe 4c*. Examine database for randomly selected students’ disposition level and completion |
| Field placements | *Probe 4d.* Check randomly selected students’ records to see that he/she was placed with a qualified teacher in the correct area and with a qualified supervisor. |
| Field performance | *Probe 4e.* Check randomly selected students to see that final evaluations from cooperating teachers and supervisor are in file. |
| Graduation and licensure | *Probe 4f*. Check to see that randomly selected students met requirements for graduation and licensure |
| **Program Quality** | Course assignment | *Probe 4g.* Examine faculty course assignments of randomly selected students to ensure assigned faculty are qualified or have adequate expertise. |
| College accreditation review | *Probe 5.* Check regional accreditation approval from Northwest Council on Colleges and Universities. |
| State program approval | *Probe 6.* Check USOE documents listing approved programs for initial licensure |
| Curriculum audit | *Probe 7a*. Check catalog and website for accurate and consistent course listings and descriptions, hours for degrees. Review curriculum approval procedure |
| Course syllabi | *Probe 7b.* Examine a 20% random sample of syllabi to see that they follow policy |
| University program review | *Probe 8.* Review the Program Review document for adherence to university standards |
| Completers questionnaires | *Probe 9.* Review graduates’ questionnaires to evaluate if they felt prepared to teach. |
| **Faculty Quality** | Recruiting and hiring practices | *Probe 10a.* Examine a 30% random sample of faculty hires during the past 10 years for department and university policy adherence |
| Faculty qualifications | *Probe 10b.* Examine faculty curriculum vitae and documents to determine if they meet department expectations. |
| Faculty review – peer review, tenure, post tenure | *Probe 10c.* Check faculty review schedule to see that faculty are reviewed at least every 5 years. |
| Course evaluations | *Probe 10d.* Check that all courses are evaluated as required |

**Fiscal and Administrative Capacity Audit**

*Probe 1a. Check with dean and Associate VP for Academic Affairs to see if administration, salaries and budgets are in line with rest of the University.*

Auditing Committee: Louise Moulding, Kristin, Hadley, Gail Niklason

The audit of fiscal and administrative commitment and capacity is described in Appendix B Table B1. Administration and budgets were found to be in line with the rest of the university. Salaries were below the university means, but this reflects the education profession as a whole.

*Probe 1b. Check to see if student demographic data retrieved from the database matches data retrieved from student files.*

During the preparation of demographic tables (Tables 1.1 and 1.2), data retrieved from the database and data retrieved from student files had some discrepancies in total numbers of students. These discrepancies ranged from a 6 student difference in 2008-2009 to a 60 student difference in 2010-2011. We suspect the differences are due to incomplete data for some students which resulted in their not being assigned to a year or to the incorrect year. Data management systems are being investigated so that accurate information is available for analysis in the future.

**Quality of Facilities, Equipment, and Supplies Audit**

*Probe 2a.* *Check classrooms to see that they are satisfactory for teaching (technology, space, supplies, and facilities.)*

Auditing Committee: Karen Lindley, Paul Dykman

***Findings***

TED has eight classrooms, two conference rooms, and a computer lab within the David O. McKay Education building. All eight classrooms have two computers in the teaching station. There is also a mounted projector, visualizer, whiteboards. This is the university standard (personal communication, Russell Paige, Academic Technology Training and Planning) which indicates that all classrooms meet or exceed the university standard for technology in the classroom. Six of the eight classrooms have mounted Smartboards. These six classrooms are where the majority of instruction takes place. Room 219 and 319 are used on a limited basis so a decision was made to not put a Smartboard in those classrooms. Each classroom seats at least 30, which is adequate as most classes are capped at 25. There are a variety of table types and faculty can often request a certain room based on the type of arrangement they prefer.

The two conference rooms have adequate facilities for the needs of small conferences. The computer lab has adequate computers for the class sizes and the drop in needs of students. Classroom and conference room information is summarized in Table A2.

**Table A2. *TED Classrooms and Conference Rooms***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Room** | **Purpose** | **Comp.** | **Proj** | **Visual** | **Smartboard** | **White board** | **Seats** | **Table Type** |
| 006 | Classroom | Mac  PC | X | X | X | 2 | 40 | Round |
| 015 | Classroom | Mac  PC | X | X | X | 3 | 47 | Round and Rectangular |
| 219 | Classroom | Mac  PC | X | X |  | 3 | 30 | Rectangular |
| 227 | Classroom | Mac  PC | X | X | X | 4 | 45 | Round |
| 238 | Conference | Mac |  |  |  | 1 | 11 | Rectangular |
| 303 | Computer lab | Mac | X | X | X | 1 portable | 30 | Computers |
| 317 | Classroom | Mac  PC | X | X | X | 1  1 portable | 35 | Round |
| 319 | Classroom | Mac  PC | X | X |  | 2 | 34 | Round and Square |
| 320 | Conference |  |  |  |  | 1 | 10 | Oval |
| 325 | Classroom | Mac  PC | X | X | X | 1  1 portable | 40 | Rectangular and Square |
| 330 | Classroom | Mac  PC | X | X | X | 4 | 42 | Round |

*Probe 2b.* Check offices, staff, and meeting rooms for sufficient space and facilities.

***Findings***

Offices, staff, and other meeting rooms were checked for adequate space and materials. There are 24 faculty offices and 6 staff offices for TED in the David O. McKay Education building. Each office was checked for an up to date computer, adequate office furniture, and adequate space. Additional meeting and workrooms were also checked comprising the reception area of the Teacher Education Advisement Center, the Media Lab, and the Moench room (a meeting room in the Education building that is used for many TED meetings but is not a room exclusive to TED).

All 30 of the faculty and staff offices had an up to date computer, adequate furniture, and adequate space. The Advisement Center has three computers, two of which are for student use, and adequate space and furniture in a waiting area. The Media Lab has four computers for student use along with an area for preparing teaching materials with a copier, paper, die cuts, and two laminators. Both faculty and students may use these materials. The materials in the Media lab are adequate. The Moench room has a computer and lectern available for checkout and adequate furniture.

**Student Support Services Audit**

*Probe 3. Examine the services of the advisement center in regard to advising about student coursework progress, graduation, and licensure.*

Auditing Committee: Kristin Radulovich, Natalie Struhs, Dwayne Hansen, Michelle Checkman

***Findings***

The committee examined the services of the advisement center in regard to student advising needs about coursework progress, graduation, and licensure. Additionally, advisors meet with student considering the EPP. The Teacher Education Advisement Center accommodates students majoring in or considering majors in Elementary Education, Special Education, and Elementary Education/Early Childhood Education double major as well as students pursuing licensure through secondary education. The advisement center also works with practicum and student teaching placement and licensure for post-bacc students. We recently added an Associate of Science Degree in Pre-Education and we advise for this program as well. We advise students on general education, support and major requirements as well as provide information and guidance on admissions, graduation, and licensure. The staff members who work in the TED Advisement Center include two part-time receptionists, one Advisor/Admissions and Licensure Specialist, the Coordinator of the Teacher Education Advisement Center, the Coordinator of Student Teaching/Advisor, and the Student Teaching Secretary.

Advising Strategy and Process

WSU’s Admissions Office organizes new student orientation sessions for incoming freshman and transfer students. These students come to advising sessions based on their major area of interest. TED has six sessions in the spring and summer with approximately 100-130 students and two sessions in the fall with approximately 30 students. We provide general education and major information and encourage students to schedule individual appointments within the next semester or sooner if they have more questions. In addition, an online orientation for new WSU students was designed May 2013 and has information about all departments on campus: <https://weber.instructure.com/courses/219664>

The Student Success Center sponsors the Major Fest every February, which is part of WSU’s larger Wildcat Welcome event. This event attracts approximately 1700-2000 high school and university students across the state and we have an opportunity to talk to 100-200 potential students interested in Teacher Education.

Various outreach and advising activities within the Teacher Education Department:

1. Present to the EDUC 1010 (Exploring Teaching) classes each semester (5 sections x 25-30 students) and talk about TED Program, the various major and licensure options as well as the application process.
2. Visit students pursuing TAPT program once a year and then meet with them individually (approximately 100 students in TAPT program).
3. Conduct Pre-application Information meetings (approximately 5-8 per year).
4. Have an active TED Advising website with program materials, application information, and on-line applications to which we refer students.
5. Individual advising appointments which last 30 – 45 minutes where we advise students on their particular needs at the time. We cover general education and major requirements as well as providing information and guidance on admissions, graduation and licensure.
6. Phone appointments are also available to students who are not able to come to campus and we go through the same information as listed above.

Effectiveness of Advising

The majority of our students meet with an advisor 3 to 5 times over the course of time it takes them to graduate and become licensed. The appointments last 30 to 45 minutes and we utilize the degree evaluation system (CatTracks) which shows students all of the courses they are responsible to take to complete their particular program of study. We check to verify that major(s) along with the catalog year are listed correctly and we put notes in the system indicating the date we met with the student and the issues that were discussed during the appointment.

In 2012, we met with a total of 770 students of which 560 students had not yet been admitted into the Teacher Education Program. In 2013, we have met with approximately 836 students of which 593 have not yet been admitted into the Teacher Education Program. Advisement is not mandatory at WSU, but we find that most students will seek advising frequently, especially as they begin their program of study. We have very few cases in the TED where miss-advising is an issue and we are normally able to rectify the situation within the department.

***Final Findings***

The activities of the TED Advisement Center meet the needs of potential and current students. Increasing clarity regarding responsibilities is part of an ongoing discussion to ensure that there is an equitable distribution of tasks. One addition is scheduled drop-in advising hours.

**Quality of Candidate Learning Audit**

*Probe 4. Randomly selected files of completers (10-15%) were checked see that they met admission policy; passed Level 1, Level 2, Level 3, Pro Core, or post-bacc courses at the B- level; were evaluated for dispositions, were placed with a qualified teacher in the correct area and with a qualified supervisor; and met graduation and licensing requirements. A smaller sample was selected to identify faculty of courses to check that students were taught courses by qualified faculty (triangulate to Program Quality audit).*

Undergraduate Auditing Committee: Kristin Radulovich, Wei Qiu, Ann Ellis, Melina Alexander, Dwayne Hansen, Kristin Hadley

PostBacc Auditing Committee: Linda Gowans, Lynda Goucher, Vincent Bates, Peggy Saunders

***Undergraduate Student Audit: Sample***

The student audit was completed by first developing audit checklists for each program: Early Childhood Education, Elementary Education, Special Education, and Secondary Education. Due to small numbers Early Childhood Education majors were grouped with Early Childhood Education/Elementary Education double majors. The total number of completers for 2011-2012 and 2012-2013 were compiled (see Table A3 below).

**Table A3. *Total Number of Completers by Program***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ECE/ELEM** | **ELEM** | **SPED** | **SECED** |
| **2011-2012** | 12 | 76 | 22 | 62 |
| **2012-2013** | 11 | 57 | 22 | 86 |

A random sample of 10-15% of the completer population was found by selecting every 10th student on the list of completers by program category. Table A4 indicates the total number of student files audited by program.

**Table A4. *Number of Student Files Audited***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **ECE/ELEM** | **ELEM** | **SPED** | **SECED** | **Total** |
| **2011-2012** | 1 | 7 | 2 | 6 | 16 |
| **2012-2013** | 1 | 5 | 2 | 8 | 16 |

***Procedure***

Once the audit sample was identified, the staff in the Teacher Education Advisement center used the audit checklists (see Table A5-A8) to check each file identified in the sample. Information was found in the paper version of the student file found in the Advisement Center and in the students’ online records including transcripts and CatTracks. Seven students were also randomly selected from the audited files to identify faculty teaching the courses to verify faculty qualifications (*Probe 4g*). Student names were separated by program and one ECE or ECE/ELEM double, two ELEM, one SPED, and three SECED names were selected for this faculty qualification audit.

**Table A5. *Student Audit Checklist – Early Childhood Education (K-3) and ECE/ELEM Double***

Directions: Check the candidate folder and the database for information. Check met or not met if criterion met, leave blank if it does not apply. Provide comments for each item marked not met.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ W#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Met** | **Not met** | **Comments** |
| 1. Student folder |  |  |  |
| 1. Student in database |  |  |  |
| 1. Admission |  |  |  |
| 1. GPA requirement (2.75 or 3.0 last 30) |  |  |  |
| 1. CAAP/Praxis II requirement |  |  |  |
| 1. Interview (28 or above) |  |  |  |
| 1. Pre-requisites classes complete |  |  |  |
| 1. EDUC 1010 |  |  |  |
| 1. ENGL 2010 |  |  |  |
| 1. MATH 1050 |  |  |  |
| 1. COMM 1020 or 2110 |  |  |  |
| 1. CIL |  |  |  |
| 1. Criminal Background Check complete |  |  |  |
| 1. Level 1 |  |  |  |
| 1. Courses complete (B- or better) |  |  |  |
| 1. Student dispositions assessed |  |  |  |
| 1. Level 2 |  |  |  |
| 1. Courses complete (B- or better) |  |  |  |
| 1. EDUC 3260 or CHF 3500 |  |  |  |
| 1. Student dispositions assessed |  |  |  |
| 1. Level 3 |  |  |  |
| 1. Courses complete (B- or better) |  |  |  |
| 1. Student dispositions assessed |  |  |  |
| 1. Support Courses |  |  |  |
| 1. CHF 2610 |  |  |  |
| 1. CHF 2620 |  |  |  |
| 1. MATH 2010 |  |  |  |
| 1. MATH 2020 |  |  |  |
| 1. PEP 3630 |  |  |  |
| 1. Fine Arts class |  |  |  |
| 1. EDUC 3110 or 3370 |  |  |  |
| 1. ENGL 3300 |  |  |  |
| 1. HLTH 4300 |  |  |  |
| 1. Child and Family Courses |  |  |  |
| 1. CHF 2500 |  |  |  |
| 1. CHF 2600 |  |  |  |
| 1. CHF 3640 |  |  |  |
| 1. CHF 4710 |  |  |  |
| 1. CHF 4720 |  |  |  |
| 1. CHF 4990A (B- min.) |  |  |  |
| 1. Pass Praxis II |  |  |  |
| 12. Student Teaching completed |  |  |  |
| 13. Student Teaching Final Evaluation |  |  |  |
| 14. Student Teaching Dispositions |  |  |  |
| 15. Degree posted in Cattracks |  |  |  |
| 16. 3.0 Cumulative GPA for Graduation |  |  |  |
| 17. Licensure checklist |  |  |  |
| 18. # of semesters to grad. (post adm. to TED) |  |  |  |
| 19. Student teaching placements (grades) |  |  |  |
| 20. Student teaching cooperating teacher/s |  |  |  |
| 21. Student teaching supervisor |  |  |  |

**Table A6. *Student Audit Checklist – Elementary (K-6)***

Directions: Check the candidate folder and the database for information. Check met or not met if criterion met, leave blank if it does not apply. Provide comments for each item marked not met.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ W#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Met** | **Not met** | **Comments** |
| 1. Student folder |  |  |  |
| 1. Student in database |  |  |  |
| 1. Admission |  |  |  |
| 1. GPA requirement (2.75 or 3.0 last 30) |  |  |  |
| 1. CAAP/Praxis II requirement |  |  |  |
| 1. Interview (28 or above) |  |  |  |
| 1. Pre-requisites classes complete |  |  |  |
| 1. EDUC 1010 |  |  |  |
| 1. ENGL 2010 |  |  |  |
| 1. MATH 1050 |  |  |  |
| 1. COMM 1020 or 2110 |  |  |  |
| 1. CIL |  |  |  |
| 1. Criminal Background Check complete |  |  |  |
| 1. Level 1 |  |  |  |
| 1. Courses complete (B- or better) |  |  |  |
| 1. Student dispositions assessed |  |  |  |
| 1. Level 2 |  |  |  |
| 1. Courses complete (B- or better) |  |  |  |
| 1. Student dispositions assessed |  |  |  |
| 1. Level 3 |  |  |  |
| * Courses complete (B- or better) |  |  |  |
| * Student dispositions assessed |  |  |  |
| 1. Support Courses |  |  |  |
| 1. CHF 1500 |  |  |  |
| 1. CHF 2610 |  |  |  |
| 1. CHF 2620 |  |  |  |
| 1. MATH 2010 |  |  |  |
| 1. MATH 2020 |  |  |  |
| 1. PEP 3630 |  |  |  |
| 1. Fine Arts class |  |  |  |
| 1. EDUC 3110 or 3370 |  |  |  |
| 1. ENGL 3300 |  |  |  |
| 1. EDUC 2000 |  |  |  |
| 1. HLTH 4300 |  |  |  |
| 1. Specialization courses complete (9 credit hrs) |  |  |  |
| 1. Pass Praxis II |  |  |  |
| 12. Student Teaching completed |  |  |  |
| 13. Student Teaching Final Evaluation |  |  |  |
| 14. Student Teaching Dispositions |  |  |  |
| 15. Degree posted in CatTracks |  |  |  |
| 16. 3.0 Cumulative GPA for Graduation |  |  |  |
| 17. Licensure checklist |  |  |  |
| 18. # of semesters to grad. (post adm. to TED) |  |  |  |
| 19. Student teaching placements (grades) |  |  |  |
| 20. Student teaching cooperating teacher(s) |  |  |  |
| 21. Student teaching supervisor |  |  |  |

**Table A7. *Student Audit Checklist – Special Education (K-12)***

Directions: Check the candidate folder and the database for information. Check met or not met if criterion met, leave blank if it does not apply. Provide comments for each item marked not met.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ W#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Met** | **Not met** | **Comments** |
| 1. Student folder |  |  |  |
| 1. Student in database |  |  |  |
| 1. Admission |  |  |  |
| 1. GPA requirement (2.75 or 3.0 last 30) |  |  |  |
| 1. CAAP/Praxis II requirement |  |  |  |
| 1. Interview (28 or above) |  |  |  |
| 1. Pre-requisites classes complete |  |  |  |
| 1. EDUC 1010 |  |  |  |
| 1. ENGL 2010 |  |  |  |
| 1. MATH 1030/1040/1050 |  |  |  |
| 1. COMM 1020 or 2110 |  |  |  |
| 1. CIL |  |  |  |
| 1. Criminal Background Check complete |  |  |  |
| 1. Block 1 |  |  |  |
| 1. Courses complete (B- or better) |  |  |  |
| 1. Student dispositions assessed |  |  |  |
| 1. Block 2 |  |  |  |
| 1. Courses complete (B- or better) |  |  |  |
| 1. Student dispositions assessed |  |  |  |
| 1. Block 3 |  |  |  |
| 1. Courses complete (B- or better) |  |  |  |
| 1. Student dispositions assessed |  |  |  |
| 1. Support Courses |  |  |  |
| 1. EDUC 2010 |  |  |  |
| 1. CHF 1500 |  |  |  |
| 1. EDUC 3110 or 3370 |  |  |  |
| 1. Elective class(from support elective list) |  |  |  |
| 1. Elective class(from support elective list) |  |  |  |
| 1. EDUC 3140D |  |  |  |
| 1. EDUC 3200D |  |  |  |
| 1. Specialization courses complete (9 credit hrs) |  |  |  |
| 1. Pass Praxis II |  |  |  |
| 14. Student Teaching completed |  |  |  |
| 15. Student Teaching Final Evaluation |  |  |  |
| 16. Student Teaching Dispositions |  |  |  |
| 17. Degree posted in Cattracks |  |  |  |
| 18. 3.0 Cumulative GPA for Graduation |  |  |  |
| 19. Licensure checklist |  |  |  |
| 20. # of semesters to grad. (post adm. to TED) |  |  |  |
| 21. Student teaching placement |  |  |  |
| 22. Student teaching cooperating teacher(s) |  |  |  |
| 23. Student teaching supervisor |  |  |  |

**Table A8. *Student Audit Checklist - Secondary***

Directions: Check the candidate folder and the database for information. Check met or not met if criterion met, leave blank if it does not apply. Provide comments for each item marked not met.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ W#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Met** | **Not met** | **Comments** |
| 1. Student folder |  |  |  |
| 1. Student in database |  |  |  |
| 1. Admission |  |  |  |
| 1. GPA requirement (2.75 or 3.0 last 30) |  |  |  |
| 1. CAAP/Praxis II requirement |  |  |  |
| 1. Interview (28 or above) |  |  |  |
| 1. Pre-requisites classes complete |  |  |  |
| 1. EDUC 1010 |  |  |  |
| 1. ENGL 2010 |  |  |  |
| 1. QL Req. |  |  |  |
| 1. COMM 1020 or 2110 |  |  |  |
| 1. CIL |  |  |  |
| 1. Criminal Background Check complete |  |  |  |
| 1. Professional Ed. Core |  |  |  |
| 1. Courses complete (B- or better) |  |  |  |
| 1. Student dispositions assessed |  |  |  |
| 1. Support Course |  |  |  |
| 1. CHF 1500 or PSY 3140 |  |  |  |
| 1. Teaching major or composite major complete |  |  |  |
| 1. Teaching minor (if applicable) complete |  |  |  |
| 1. Pass Praxis II |  |  |  |
| 11. Student Teaching completed |  |  |  |
| 12. Student Teaching Final Evaluation |  |  |  |
| 13. Student Teaching Dispositions |  |  |  |
| 14. Degree posted in Cattracks |  |  |  |
| 15. Student teaching placement (courses) |  |  |  |
| 16. Student teaching cooperating teacher(s) |  |  |  |
| 17. Student teaching supervisor |  |  |  |

***Findings***

The following completers were selected for the student audit. Students marked with an asterisk were also selected for the faculty qualification audit.

**Table A9. *Fall 2012 - Spring 2013 Completers***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name Code** | **Category** | **Major** | **Status** | **Notes** | **Faculty Qualifications** |
| ECE 1 | ELEM/ECE | ECE/ELEM | All met |  | All qualified faculty |
| ELEM 1 | ELEM | Elem Ed K-6 | All met | Re-interviewed |  |
| ELEM 2 | ELEM | Elem Ed K-6 | All met |  |  |
| ELEM 3 | ELEM | Elem Ed K-6 | All met |  |  |
| ELEM 4 | ELEM | Elem Ed 1-8 | All met | ECE classes not req |  |
| ELEM 5 | ELEM | Elem Ed K-6 | All met |  |  |
| SPED 1 | SPED | Special Ed | 3 not | No block 1, 2, 3 disp |  |
| SPED 2\* | SPED | Special Ed | 5 not | TAPT – 1010, 2010 waived, no block 1, 2, 3 disp | All qualified faculty |
| SEC 1 | SEC | English Teach | All met |  |  |
| SEC 2 | SEC | English Teach | All met | Re-interviewed |  |
| SEC 3 | SEC | History Teach | All met |  |  |
| SEC 4\* | SEC | English Teach | All met |  | All qualified faculty |
| SEC 5\* | SEC | Physical Ed. Teaching | All met |  | All qualified faculty |
| SEC 6 | SEC | Business Comp. Teach | All met |  |  |
| SEC 7 | SEC | History Teach | 1 not | Praxis not passed |  |
| SEC 8\* | SEC | Math Teach | All met |  | All qualified faculty |

**Table A10. *Fall 2011 - Spring 2012 Completers***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name Code** | **Category** | **Major** | **Status** | **Notes** | **Faculty Qualifications** |
| ECE 2 | ECE/ELEM | ECE | All met |  |  |
| ELEM 6 | ELEM | ElemEd K-6 | All met |  |  |
| ELEM 7 | ELEM | Elementary Education 1-8 | 2 not met | Not CAAP, No level 3 disp,, ECE classes not req |  |
| ELEM 8 | ELEM | Elementary Education 1-8 | All met | Level 1 and 2 in database, ECE classes not req |  |
| ELEM 9 | ELEM | Elementary Education 1-8 | 1 not met | No Level 3 disp., ECE classes not req |  |
| ELEM 10\* | ELEM | Elementary Education 1-8 | All met | ECE classes not req | All qualified faculty, one qualified adjunct (Speicher) |
| ELEM 11 | ELEM | Elementary Education 1-8 | All met | ECE classes not req |  |
| ELEM 12\* | ELEM | Elementary Education 1-8 | All met | ECE classes not req | All qualified faculty, two qualified adjuncts (Speicher, Bittner) |
| SPED 3 | SPED | Special Education | 3 not met | No block 1, 2, 3 disp |  |
| SPED 4 | SPED | Special Education | 4 not met | Not CAAP, No block 1, 2, 3 disp |  |
| SEC 9 | SEC | History Teaching | All met |  |  |
| SEC 10 | SEC | Mathematics Teaching | All met |  |  |
| SEC 11 | SEC | Earth Science Teaching | All met |  |  |
| SEC 12 | SEC | English Teaching | All met |  |  |
| SEC 13 | SEC | Social Science Comp/History Teaching | 1 not met | No CAAP |  |
| SEC 14 | SEC | Physical Education Teaching | All met |  |  |

***Findings***

Of the 32 students selected for the audit, 24 had met all elements on the checklist. However, 8 students, or 25%, had anomalies in their elements. One problem was that Special Education majors have not had their dispositions consistently evaluated every semester. This missing element accounted for the missing elements of 4 of the 8 students with missing elements. Two Elementary Education majors also did not Level 3 dispositions assessed.

Three students were admitted without meeting the established score on the admission test. The first student was one point below the reading cut off. She was told to retake the Reading section but it was never enforced. Another student was one point below the writing subtest cutoff but received a 4.0 out of 5 (the cut off being 3.0) on the written essay. She was admitted. The final student was one point below on the Reading subtest. Since he was a secondary major and not teaching Reading, he was accepted.

One secondary student has not yet passed the Praxis licensing exam. However, this is not a requirement for completion of the degree but it is required for a teaching license.

In total, six students, or 75% of the students with missing elements, had missing dispositions. This may be due to the difficulty inputting disposition data into the database. The database is being reworked so that it is simpler to enter disposition data which should help with consistency of disposition data.

All students were placed in an appropriate student teaching placement with qualified mentor teachers and with a qualified university supervisor. The final evaluations were correctly placed in each student’s file.

Faculty Qualifications: All students were taught by qualified faculty who had been hired using university hiring procedures and taught courses in their areas of expertise. Adjuncts who taught courses were also hired using university hiring procedures and taught courses in their area of expertise.

***Post-Bacc Student Audit: Sample***

There were 4 Elementary licensure, 4 Special Education (SpEd) licensure, and 5 Secondary licensure students’ folders selected at random for the audit. This represents a 20% audit of the SpED licensure students, a 10% audit of the Elementary licensure students, and a 10% audit of the secondary licensure students. Table A11 is the audit checklist.

**Table A11. *WSU Post-bacc Licensure Student Audit***

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Accepted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Graduation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| BEGINNING | Completed | LICENSING | Completed |
| **Admissions:** |  | Core Courses   * Elementary-6020, 6050 * Secondary-6020, 6050, 6060 |  |
| Application on File |  | Required Licensing Courses   * Elementary-6110, 6510, 6311, 6312, 6313, 6314, 6316 (16 CR)   Content Eligibility Checklist   * Secondary-6110, 6510, 6320 (9 CR)   Content Methods   * Special Ed.-6510, 6520, 6530, 6540, 6550or6580, 6555, 6560, 6570 (27 CR) |  |
| Recommendation Forms Received (3) |  |
| Transcripts from (all) University(s) attended |  |
| GPA > 3.24 |  |
| GPA < 3.25 and  Score(s): GRE or MAT |  | Praxis II taken and passed |  |
| Writing Assessment Completed |  | Practicum |  |
| Interview |  | Student Teaching |  |
| Technology Assessment Completed:  Passed Assessment  CIL/TBE Courses taken within last 6 years |  |  |  |
| Licensing |  | How long did it take? |  |

***Findings***

We found the following:

* All students on the post-bacc licensure track were admitted appropriately. Decisions for admittance were supported by the information in the folder, i.e., grades, recommendation letters, writing samples, and interviews.
* Copies of transcripts were in all but 2 of the folders.
* Any correspondence to/from the student was available in the folders.
* Forms to record contact with students were in all folders.
* Correct signatures were located in the folders including the Program Director’s signature for completion/recommendation for licensure.

***Suggestions from Audit Committee***

1. Have different Program of Study Sheets for the different licensure or regular MED program, so that the requirements are listed and the secretary does not have to record these continually, but can just record dates and grades. The current Program Director has already had this implemented.
2. All parties who contact the student (Program Director, MED Chair, etc.) should make sure to record this interaction on the appropriate sheet in the student’s folder. Sometimes this was done but was not consistent.
3. There needs to be evidence of the passing of the Praxis II exam before recommendation for licensure. Currently, there is not a place for checking this nor did we observe the paper work which confirms the passing of this requirement.
4. Add “Content Methods” box to Secondary Licensure Program of Study.
5. Make sure the “Content Eligibility Checklist is added to the Elementary Licensure Program of Study and that this is completed by the student and the Program Director at the entry into the licensure track.

**Program Quality Audit**

*Probe 5.* Check regional accreditation approval from Northwest Council on Colleges and Universities.

***Findings***

Weber State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The last full evaluation was 2004 with an interim report in 2009. WSU will be visited for a full evaluation again in fall 2014. At present WSU is fully accredited by NWCCU.

[2004 Accreditation Letter](http://www.weber.edu/wsuimages/Accreditation/nwccu_2005.pdf)

[2009 Interim Report](http://www.weber.edu/accreditation/NWCCU_2009.html)

*Probe 6.* Check USOE documents listing approved programs for initial licensure

***Findings***

The Utah State Office of Education lists approved programs on their website [here.](http://www.schools.utah.gov/cert/Teacher-Preparation-Programs/Preparation-Programs.aspx) Weber State University is in the approved list by virtue of ongoing accreditation status.

*Probe 7.* *Check catalog and website for accurate and consistent course listings and descriptions, hours for degrees. Review curriculum approval procedure. Examine a sample of syllabi to see that they follow policy.*

Auditing Committee: David Byrd, Ann Ellis, Vincent Bates, Kristin Radulovich, Natalie Struhs, Karen Lindley, Lynda Goucher

***Catalog and website accuracy***. The online catalog and Teacher Education website was checked against published course listings provided by the advisement center. One incorrect course was found and corrected.

***Curriculum approval procedure***. To investigate the curriculum approval procedure, the committee turned first to the Weber State University Policy and Procedures Manual (PPM) which dictates under policy number 4-2a that it “reserves the right to modify, add, or remove courses and programs as part of its curriculum.” The PPM outlines a procedure for changing any curriculum in six steps as follows:

* Weber State University has one official catalog regardless of distribution format (print, online, PDF, etc.).  The content within the catalog will be identical in each format with differences only found due to formatting requirements.
* Program and course changes will be submitted and reviewed in accordance with the process defined in the Curriculum Policy and Procedure Manual.
* Program changes which pass the Curriculum Committee by the December meeting and then pass the Faculty Senate by the January meeting will become effective the next academic year.  Weber State University's academic year begins Summer Semester.
* A program change is defined as any modification to a program, which alters the program's requirements for graduation.  A program includes majors, minor, emphases, and/or concentrations, which are offered as a certificate or degree.  Examples of program changes include:
  + New courses required for a major, minor, emphasis, or concentration.
  + Modified courses required for a major, minor, emphasis, or concentration.
  + Credit hour changes required for a major, minor, emphasis, or concentration.
  + Credit hour changes for a course, which is required for a major, minor, emphasis, or concentration.
  + Attribute changes for any course.
* New programs become effective immediately upon final approval.
* Approved course changes, which do not alter a program will become effective the following semester.  This includes elective courses or those with non-substantive changes.

Findings regarding EPP Curricular Changes. Changes to the curriculum as a result of the Google Teacher Ed self study include the addition of an Associate’s degree in Pre-Education, as well the restructuring of current courses and the introduction of new courses, such as graded practicum courses, which formerly had been integrated into other courses. The data indicate that this set of proposals was submitted to and approved by the college curriculum committee at their October 18, 2012 meeting and, subsequently by the UCTE during their October 31, 2012 meeting. At each meeting, Dr. Louise Moulding described the proposals and clarified any concerns. Minutes indicate that the proposals passed unanimously. The data also indicate that the university curriculum committee approved the proposal package unanimously on November 14, 2012. Finally, the Weber State University Faculty Senate approved the proposals on December 6, 2012. These data provide evidence that the procedures outlined in PPM policy 4-2a were adhered to properly.

Implications. As shown above, the need to change curriculum may come from various sources, either within or without the Teacher Education Department. The data indicate that the Teacher Education Department has a strong grasp on following curriculum proposal guidelines as indicated by the university’s policy manual. The current data show that the change to the program was extensive, as suggested by adding of a new Associate’s degree and various course changes and additions. Each step in the process was achieved within the procedures outlined by the policy, using correct forms and meeting deadlines. These are actions that the department will continue to follow for future curriculum changes.

***Syllabus check***. The committee examined various course syllabi to discover what features were consistently contained therein. The university PPM number 4-9a includes the following:

* Faculty members shall prepare a syllabus for each course they teach, distribute it to students enrolled in the course during the first week of class but no later than the end of the second week, place it on file with the department chair, and retain it for at least a year.
* The syllabus must contain the following information.
  + The general content of the course.
  + Course requirements (exams, assignments, quizzes) and their due dates, if available.
  + Instructor office hours or other means of availability for students.
  + The procedures and criteria for academic evaluation in the course.
  + Student learning outcomes.

First, syllabi from elementary education, special education, secondary licensure, and graduate courses were randomly selected from all the required courses in the department. The total number of course syllabi collected was thirteen out of approximately 65 unique course/faculty combinations for a sample of 20% of the syllabi. When the committee met to discuss this aspect of the investigation, one member noted that he had used a protocol on another committee that looked at similar data. The committee members met, discussed and modified document to meet their needs. To determine if the information on the syllabi met the requirements of the university PPM, committee members looked at the course description (general course information), assignments (course requirements), instructor information (for contact information, as well as an indication of expertise), grading policy, ethic statements and criteria (procedure and criteria for academic evaluation), outcomes (outcomes and how they aligned with various standards). We also chose to include an examination of the swine flu and recycling statements that had been requested to be included in syllabi by the university in recent semesters.

Results. All thirteen syllabi examined included a course description. In ten cases, the description on the syllabus matched the course description found in the university catalog. However, in three cases, the basic course description was more extensive than the one found in the catalog. Of the thirteen syllabi selected, twelve included assignments, which indicated the course requirements. Only one syllabus was found not to include the course requirements for the students.

All thirteen syllabi included instructor information. Through this information, students were made aware of how to contact course instructors. This aspect of the syllabus also allowed students to know where to locate the instructor. As members of the committee, we were able to identify that the course instructors were teaching classes that aligned with their area of expertise.

Grading policy, ethics statements, and criteria were likewise found in all thirteen syllabi. All instructors made students aware of how their grade was to be determined in the course. We found that the grading criteria often took the form of points for assignments, the percentage an assignment or group of assignments made up the entire course grade, and rubrics that detailed how assignments were to be graded. In a few cases, the rubrics were linked to a website that the students would have to access.

One syllabus was missing information on student learning outcomes, but all of the syllabi connected learning in the course to some type of professional standards. Eight of the syllabi listed the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. Five of the syllabi included content standards, such as International Reading Association, National Council of Teachers of English or Council for Exceptional Children Standards. Finally, one syllabus had the Utah Effective Teaching Standards linked to student outcomes. (Please note that one syllabus included both InTASC and content area standards.)

Missing from all the syllabi was the swine flu and the recycling statements. Not one instructor included these requests from the university as part of their syllabi.

Implications. The analysis of the above data indicates that most of the instructors of the courses are following the policies set forth by the university. Almost all of the instructors used the course description in some form to let students know about the course content. In a few cases, instructors could be more explicit in this aspect of the syllabus and be sure that the course information on the syllabus corresponds to what is found in the university catalogue. Similarly, a majority of the instructors provided sufficient information about assignments. Only one syllabus was found missing this piece, but all of the syllabi included the related information about grading policy, ethic statements and criteria. Perhaps the one instructor missing the assignment information felt that this was included in the other areas. More detailed information delineating the differences may be suggested.

Although only one syllabus did not contain student learning outcomes, all listed standards in some fashion. The professional standards tend to describe what students need to know upon completion of course work. Again, the missing outcomes may just need to be more explicit in making the connection between outcomes and standards.

Finally, the instructors of the courses represented did not include any information about recent information that was requested by the university. Although the swine flu and recycling statements are not officially part of the PPM, instructors were asked to include them. There are various reasons why they do not appear in the data set. As a group, we can improve in this area.

***Syllabus Check for EPP Courses Outside TED.*** The sub-committee also examined five methods course syllabi from the secondary content areas. These syllabi were likewise randomly selected from a larger pool. Only two of the five syllabi contained a course description and both corresponded to the catalog description. Instruction information was present in all but one syllabus. Outcomes for the course were found in three of the five syllabi with the InTASC standards supporting two and content specific standards supporting the other. All five syllabi listed assignments, but only four provided a grading policy. Three of these syllabi provided either a criteria and/or rubric. Three of the five syllabi included ethics statements. None of them provided swine flu or recycling information.

One final course syllabus from several related child and family studies courses was examined by the sub-committee. This syllabus contained instruction information. The course description listed in the syllabus corresponded to the course catalog description. This syllabus also contained learning outcomes connected to both InTASC and content area standards. The instructor listed all of the assignments required for the course and a grading policy, but no rubrics delineating how the grades were to be determined. No ethics, swine flu or recycling information was included on the syllabus.

*Probe 8. Review the Program Review document for adherence to university standards*

The Program Review document was evaluated by the Program Review team (Adam Johnston, Sally Cantrell, Aaron Popham, and Tracey Wheeler) and found to be in compliance with university standards. Specific feedback was given that informed the program through a model of continuous review. Department leaders responded in accordance with university policy to the identified strengths, challenges, and concerns identified. The program review report can be found here and the department response can be found here.

*Probe 9. Review graduates’ responses concerning program and preparation to teach.*

Committee: Louise Moulding

As students complete student teaching and attend the seminar, we have surveyed them using an instrument developed by a multi-institution research team. The survey is based on one developed by Ohio State University for assessing perceptions of a teacher preparation program and levels of efficacy concerning general instructional tasks, diversity and multicultural instruction, and assessment. All students participate in the survey. Elementary data includes students who were double majors in ELED and ECE, or ELED and SPED. The secondary students represent only spring semester 2012 students. Data for both elementary and secondary education majors is presented in Table A12.

***Findings***

Table A12 describes the percentage of respondents who agreed or strongly agreed with the statements.

**Table A12. *Completer Opinions Regarding Teacher Education Program***

| **Statement** | **Elementary**  **N=90** | **Secondary**  **N=39** |
| --- | --- | --- |
| **Program Ratings** |  |  |
| Program instructors were knowledgeable about standards and expectations of the program | 100.0 | 82.1 |
| Various parts of program fit together coherently | 96.7 | 65.7 |
| Criteria by which I was evaluated was consistent with shat I was taught | 96.7 | 77.0 |
| Had opportunity to develop understandings about teaching that were consistent across course and field experiences | 96.7 | 87.2 |
| Program required strong disciplinary preparation that incorporated understanding of subject matter | 98.9 | 89.7 |
| Program was rigorous and academically challenging | 95.6 | 84.6 |
| Program was extensive enough to acquire needed knowledge and skills to succeed as a teacher | 96.6 | 87.2 |
| Content in program was supported by theoretical and empirical studies | 100 | 89.8 |
| Program adequately represented the realities and challenges of schools | 80.0 | 63.1 |
| Program gave adequate foundation in adapting and modifying instruction to meet needs of students with disabilities | 77.8 | 79.5 |
| I had opportunities to…  participate in a broad range of professional responsibilities (e.g., meetings, parent teacher conferences) | 90.0 | 89.7 |
| observe and work with several teachers | 100.0 | 92.3 |
| work with successful teachers who had inclusive classrooms | 87.8 | 84.6 |
| with school support services personnel (e.g., nurses, school psychologists) | 53.4 | 25.6 |
| work closely with others learning to teacher and reflect on practice | 100.0 | 79.5 |
| have outstanding veteran teachers explain the whys and hows of their teaching to me. | 96.7 | 82.0 |
| be fully responsible for teaching | 100.0 | 97.4 |
| build productive relationships with students | 98.9 | 92.3 |
| team teach with my cooperating teacher and/or a peer | 95.5 | 82.0 |
| Teacher Ed faculty …  made careful judgments about the quality of my work | 96.6 | 94.3 |
| assessed my progress in relation to high standards for good teaching | 100.0 | 82.0 |
| enabled me to evaluate and reflect upon my practice to improve instruction | 98.9 | 89.7 |
| used “real-life” teaching strategies such as case studies and simulations | 93.4 | 76.9 |
| taught in ways consistent with practices they advocated | 70.0 | 48.7 |
| knew about the realities of contemporary schools and youth | 88.8 | 64.1 |
| were available outside of class for conferences, meetings, and/or advising sessions | 94.4 | 82.0 |
| were knowledgeable about research in teaching | 98.9 | 86.8 |
| modeled effective instruction | 98.9 | 77.0 |
| were supportive of my growth as a teacher | 100.0 | 84.6 |
| provided helpful feedback on my progress toward becoming a teacher | 98.9 | 82.0 |
| **General Instructional Tasks** |  |  |
| I can…  set appropriate learning expectations for students | 87.7 | 86.8 |
| address special learning needs of students | 61.1 | 76.3 |
| improve academic performance of unmotivated or challenging students | 61.1 | 71.8 |
| tailor teaching and curriculum that builds on students’ needs | 77.8 | 74.4 |
| develop curriculum that builds on students’ experiences, interests, and abilities | 93.3 | 89.8 |
| relate classroom learning to the real world | 96.7 | 87.1 |
| use educational technology in instruction | 91.1 | 82.3 |
| choose different teaching strategies to meet the needs of different ability levels of students | 76.7 | 87.2 |
| maintain an orderly, purposeful learning environment | 91.1 | 94.9 |
| engage students in cooperative group work | 91.1 | 77.0 |
| integrate subject matter knowledge, knowledge of learning and student development, and curriculum to plan effective lessons | 91.1 | 89.7 |
| create learning experiences that make the central concepts of the subject matter meaningful to students | 91.1 | 84.7 |
| use the state’s core curriculum to plan instruction | 93.3 | 87.2 |
| motivate students to participate in academic tasks | 90.0 | 79.5 |
| teach basic knowledge and skills | 96.7 | 92.3 |
| refer students for additional services, when appropriate | 43.0 | 61.5 |
| **Diversity and Multicultural Perspectives** |  |  |
| I can…  help parents and families better support their child’s learning | 55.6 | 69.3 |
| implement strategies to help students from different cultures interact positively with each other | 62.2 | 61.5 |
| use community resources (e.g., library, museum) to create a multicultural curriculum | 70.0 | 61.6 |
| work with parents and families to help me understand students and support their learning | 77.7 | 77.0 |
| develop curriculum that includes perspectives, experience, and contributions of different cultural groups | 63.3 | 71.8 |
| teach in ways that support students learning English as a second language | 50.0 | 53.8 |
| address the needs of students from diverse cultural backgrounds | 52.2 | 69.3 |
| encourage students to see and interpret ideas from diverse perspectives | 71.9 | 71.8 |
| use knowledge about linguistic differences to create learning opportunities for students | 47.7 | 69.2 |
| **Assessment** |  |  |
| I can…  assess how well students are learning | 93.4 | 89.5 |
| use standardized assessments to guide decisions about what to teach | 80.0 | 89.4 |
| align assessments with expectations | 92.2 | 89.5 |
| assess higher level objectives | 78.9 | 82.0 |
| analyze student work in order to assess and modify my teaching | 94.4 | 87.2 |
| use alternative assessment practices (e.g., portfolios) | 81.1 | 77.0 |
| use student assessment to guide decisions about what to teach | 90.0 | 89.8 |
| monitor students’ progress and adjust instruction accordingly | 92.2 | 94.8 |

Since this time and in response to the data, graded practica have been instituted to provide more guided practice. In addition, more emphasis has been placed on the SIOP model for instruction that addresses the needs of English language learners.

***Implications***

Alumni have not been systematically surveyed after experience as an inservice teacher. We have no data for special education and post-bacc completers from the statements listed in the table above. Future plans are to send out a survey to all completers every October to gather the needed data. The survey will be sent to completers for three years to track change in attitudes. An instrument is being developed by a group from multiple institutions in Utah and we are part of that development group.

**Faculty Quality Audit**

*Probe 10. Examine a 30% random sample of faculty hires during the past 10 years for department and university policy adherence. Examine faculty curriculum vitae and documents to determine if they meet department expectations. Check faculty review schedule to see that faculty are reviewed at least every 5 years. Check that all courses are evaluated as required.*

Auditing Committee: Penée Stewart, Fran Butler, Forrest Crawford, Jack Mayhew

A triangulation of data regarding faculty and program quality is *Probe 4g* whichexamined course assignments to ensure faculty are qualified or have adequate expertise. Information about this probe is found in the Program Quality section.

***Method***

We met as a committee to decide what steps we would take to complete the faculty audit. We assigned tasks (review hiring procedures, review rank and tenure process and review assignment strategies for faculty). After completing the assigned tasks, the committee reconvened and created a faculty audit checklist based on the information just gathered (Checklist is Table A13). We randomly selected the faculty files by writing all of the names of the faculty on separate pieces of paper. We then put the names of the 5 full professors in a hat and drew out 2 names. We followed the same procedure for the associate professors (selecting 3 out of 9 names) and assistant professors (selecting 2 out of 5 names). We divided our committee into two teams to review the files. One team was assigned 3 names and the other was assigned 4 names to review. Each team of two reviewed randomly selected faculty files using the developed checklist. For any faculty in our sample hired after 2005 (the last time our department went through the accreditation process) we reviewed the job description posted when the individual was hired to be sure they met the minimum and preferred job criteria.

**Table A13. *Faculty Audit Checklist***

|  |  |  |
| --- | --- | --- |
| **Yes** | **No** | **Criterion** |
|  |  | Met minimum and preferred criteria for position hired |
|  |  | Course taught match degree/experience |
|  |  | Current (as of last review) professional file |
|  |  | Evaluated at appropriate career stage |
|  |  | 2 yr review by chair |
|  |  | 3 yr informal review |
|  |  | 6 yr tenure/promotion review |
|  |  | Post-tenure/promotion review |
|  |  | Letters from peer review/ chair /R & T committees/ dean present in file |
|  |  | Documentation that decision follows channels described in PPM |

***Results***

Hiring Procedures and Requirements. Weber State University’s Policy and Procedure Manual ( [www.weber.edu/ppm/Policies/8-6\_FacAppt.html](http://www.weber.edu/ppm/Policies/8-6_FacAppt.html)) details the requirements for hiring faculty. When starting a new faculty search, someone from the Human Resource department comes and meets with the search committee and explains the procedures which need to be followed. Here is the link for those procedures: <http://www.weber.edu/wsuimages/HumanResources/Faculty%20Hiring%20Checklist%202012.pdf> Upon review of the posted job descriptions since 2005, it was noted that the minimum requirements for faculty positions were: 3 years of teaching experience, a PhD in education or related field and content knowledge in the identified area. The preferred requirements varied depending on the position.

The audit team found that faculty met the minimum and preferred criteria of the job description when hired and were also teaching in areas for which they were qualified to teach. One faculty was hired the first year as a temporary position until the Ph.D was completed and then a tenure track position was offered and another had the appointment delayed a few months until the Ph.D. was completed. Prior to the last review in 2005, the audit revealed one faculty whose hiring followed alternate policy for hiring individuals in areas of unique need.

Faculty Review. The requirements for the rank and tenure review process and post tenure review are outlined in the PPM 8-12 <http://www.weber.edu/ppm/Policies/8-12_DatedGuideRankTenureReview.html> . The professional files of all selected candidates were up to date as of their last review and included the required review letters and the required review schedule was met. It was noted that for faculty hired under the old policy a 2 year review was an informal review and was not documented.

*Faculty qualifications*. Information regarding faculty qualifications was gathered (see Table A13) and it was found that all full time faculty meet department requirements. All faculty have terminal degrees. Since 2004, all new hires also have K-12 school experience. Adjunct faculty also all have a minimum of a master’s degree.

Faculty in the Department of Teacher Education are typically recruited to fill a specific program need (e.g., literacy). Some are recruited as generalists to address several program areas (e.g., EDUC 1010 Exploring Teaching). The department chair, in consultation with program coordinators and elementary level coordinators, assigns faculty to teach courses based on the faculty member’s expertise in that particular area. Factors that are considered include: (a) degrees, (b) experience teaching similar courses at other institutions, and (c) practical experience in that area (e.g., taught reading in an elementary school). The chair may also consider past course evaluations, recent professional development activities, and faculty requests. When a qualified faculty member is not available to teach a course, the chair will occasionally seek a qualified adjunct. However, the department strives to staff courses with qualified tenure-track faculty, and utilizes adjunct professors on a limited basis (excluding supervision).

Probe 4g also found that all courses were taught by qualified faculty.

***Implications***

Weber State University Teacher Education department has made a concerted effort to follow university and departmental policy in the past and intends to continue this approach in the future. The PPM and the HR Department have specific hiring procedures with checks and balances to be sure all procedures are carefully followed. The audit revealed policy is being followed.

**Table A14. *Findings of the Audit of the Quality Assurance System***

| **QAS Component** | **Probe** | **Findings** | **Judgment** |
| --- | --- | --- | --- |
| **Fiscal and Administrative Capacity** | *Probe 1.* Check with dean and Associate VP for Academic Affairs to see if administration, salaries and budgets are in line with rest of the University. (Adequate administrative support – see also Appendix B) | WSU EPP found adequate fiscal and administrative capacity. Salaries reflect education professionals’ relative earnings, which are well below other professions. | QAS is functioning properly |
| *Probe 1b.* Check to see if student demographic data retrieved from the database matches data retrieved from student files. | Discrepancies between data retrieved from the database and data from student files were found. | QAS has some malfunctioning in this area |
| **Quality of Facilities, Equipment, and Supplies** | *Probe 2a.* Check classrooms to see that they are satisfactory for teaching (technology, space, supplies, and facilities.) | All classrooms and conferences rooms have adequate technology, spaces, supplies, and facilities for their purpose. | QAS is functioning properly |
| *Probe 2b*. Check offices, staff, and meeting rooms for sufficient space and facilities. | All offices and meeting rooms have adequate space and facilities. | QAS is functioning properly |
| **Student Support Services** | *Probe 3*. Examine the services of the advisement center in regard to advising about student coursework progess, graduation, and licensure. . | The TED advisement center is meeting the needs of current and potential students through a variety of outreach activities, orientations, and individual consultations. | QAS is functioning properly |
| **Quality of Candidate Learning** | *Probe 4a.* Check to see that a randomly selected student sample (10-15%) met program admission policy | The audit found that 9% of randomly selected undergraduate students did not meet the admission testing policy. This represented 3 of the sample of 32 students. Two of the three students had acceptable reasons for extending admission. One of the students was a result of failure to follow-up on an extension.  All postbacc students were admitted according to policy. | QAS had some malfunctioning in this area |
| *Probe 4b*. Examine randomly selected student grades at Level 1, Level 2, Level 3, and Pro Core to see that they passed the level (B- or better in all courses) | All students had passing grades in the levels and courses. | QAS is functioning properly |
| *Probe 4c*. Examine database for randomly selected UG students’ disposition level and completion | The audit found that 19% of undergraduate students had missing disposition information. This is likely due to the difficulty of entering disposition information into the database and lack of clarity regarding the collection of disposition data. | QAS had some malfunctioning in this area |
| *Probe 4d.* Check randomly selected students’ records to see that he/she was placed with a qualified teacher in the correct area and with a qualified supervisor. | The audit found that all of the 32 undergraduate completers were placed correctly. All had qualified cooperating teachers and a qualified university supervisor.  All post-bacc students were placed correctly. | QAS is functioning properly. |
| *Probe 4e.* Check randomly selected students to see that final evaluations from cooperating teachers and supervisor are in file. | All students had final evaluations in their files. | QAS is functioning properly. |
| *Probe 4f*. Check to see that randomly selected students met requirements for graduation and licensure | All students met requirements for graduation. One student did not meet requirements for licensure. | QAS is functioning properly |
| **Program Quality** | *Probe 4g.* Examine faculty course assignments of randomly selected students to ensure assigned faculty are qualified or have adequate expertise. | All students were placed in courses where faculty were qualified to teach the specified content. | QAS is functioning properly |
| *Probe 5.* Check regional accreditation approval from Northwest Council on Colleges and Universities. | Regional accreditation materials were available and current. | QAS is functioning properly |
| *Probe 6.* Check USOE documents listing approved programs for initial licensure | USOE website lists Weber State as an approved teacher preparation institution | QAS is functioning properly |
| *Probe 7a*. Check catalog and website for accurate and consistent course listings and descriptions, hours for degrees. Review curriculum approval procedure | Catalog and website check found some minor errors that have been corrected. Curriculum approval procedure has been followed | QAS had some minor malfunction. |
| *Probe 7b.* Examine a 20% random sample of syllabi to see that they follow policy | Syllabi check indicated that most syllabi followed policy. Some syllabi had missing information | QAS had some malfunctioning in this area |
| *Probe 8.* Review the Program Review document for adherence to university standards | Program Review documents adhered to university standards | QAS is functioning properly |
| **Faculty Quality** | *Probe 9.* Review graduates’ questionnaires to evaluate if they felt prepared to teach. | Limited data indicated that respondents felt prepared to teach, however data was incomplete | QAS is malfunctioning |
| *Probe 10a.* Examine a 30% random sample of faculty hires during the past 10 years for department and university policy adherence | All faculty were hired according to policy | QAS is functioning properly |
| *Probe 10b.* Examine faculty curriculum vitae and documents to determine if they meet department expectations. | All faculty met department expectations | QAS is functioning properly |
| *Probe 10c.* Check faculty review schedule to see that faculty are reviewed at least every 5 years. | All faculty were reviewed according to policy | QAS is functioning properly |
| *Probe 10d.* Check that all courses are evaluated as required | All courses were evaluated as required | QAS is functioning properly |

**Conclusions**

The internal audit findings suggest the Quality Assurance System is functioning in a positive manner, 76% (16/21) of the probes were functioning properly. When difficulties arise, there are ways to address the problems. The following changes, which were sparked by findings of the audit, will be implemented:

1. Modules will be created on the TED canvas site for each oversight committee to post meeting minutes. A module will also be created for upload course syllabi so all faculty will have access to syllabi for models.
2. The department will pursue a data management system that makes data submission and retrieval simpler.
3. Structures for drop-in advisement will be established.
4. A specific feedback loop to inform faculty about student teaching evaluations, including weaknesses across students, will be established.
5. The Weber State University Mentor academy will be established in cooperation with local school districts.
6. Graduates will be systematically surveyed for three years post graduation.

# Appendix B: Evidence of Institutional Commitment and Capacity for Program Quality

Table B1. *Capacity for Quality: A Comparison of Program & Institution Statistics*

| **Capacity dimension** | | **WSU EPP** | **WSU Institution statistics**  **(Norm)** | **Analysis and explanation of differences** |
| --- | --- | --- | --- | --- |
| **Curriculum (QP 3.1.1 & 3.2.1)** | Credits for graduation (undergraduate candidates) | ECE: 126 (106-108 major)  ElEd: 129  SpEd: 134  ScEd: 120-126 (24 from EPP) | The number of credit hours required for a bachelor’s degree is 120-126 | Education programs must meet state standards; the credit hours in each program reflect the requirements of state standards. |
| Credits for licensure (post-bacc candidates) | ElEd: 33  SpEd: 35-46  ScEd: 29 | N/A | Education programs must meet state standards. The credit hours in each post-bacc area reflect the requirements of state standards. |
| State standards met (QP 3.3) | [Meets state standards](http://schools.utah.gov/cert/Teacher-Preparation-Programs/Preparation-Programs.aspx) | [Board of Regents policy, R401](http://higheredutah.org/wp-content/uploads/2013/11/SBR-Policy-2013-07-19_R401-FINAL-V03.pdf) | Credit requirements for UG include completion of a minimum of 120 and a maximum of 126 credit hours. (from R401). Post-bacc licensure does not have a specific credit minimum or maximum. |
| Graduation GPA requirements | 3.0 | Students must earn a cumulative GPA of at least 2.00 for all WSU work. No more than 20 credit hours of “D” grade may be applied toward graduation. A college or department may reject any or all “D” grade work toward major or minor requirements. (online catalog) | The EPP GPA requirement is higher than the university. This is due [to state standards for admission](http://www.rules.utah.gov/publicat/code/r277/r277-502.htm#T3) and higher standards for professional programs. |
| **Faculty (QP 3.1.2 & 3.2.2)** | Faculty approved Inquiry Brief Proposal | All faculty members participated in the development of and approved the Inquiry Brief Proposal. | In the development of the Inquiry Brief Proposal, appropriate university resources were used. | No difference |
| Proportions of terminal degrees (Full-time faculty) | TED faculty  Fall 2011: 21/21 (100%)  Fall 2012: 19/19 (100%)  Fall 2013: 22/22 (100%) | Fall 2011  Fall 2012  Fall 2013: 400/497 = 80% | All TED faculty have a terminal degree as it is required for hiring. This is a greater percentage than the university as a whole. |
| Female proportion  (Full-time faculty) | TED faculty  Fall 2011: 14/21 (67%)  Fall 2012: 12/19 (63%)  Fall 2013: 14/22 (64%) | Fall 2011: 199/438 (45%)  Fall 2012: 201/452 (45%)  Fall 2013 : 228/497 (46%) | This gender distribution is consistent with the distribution found within the community of K-12 teaching and Teacher Education. Since Department faculty are expected to have K-12 teaching experience, we expect our gender distribution to be different from that of the University. |
| Minority proportion (Full-time faculty) | TED faculty  Fall 2011: 2/21 (10%)  Fall 2012: 2/19 (11%)  Fall 2013: 3/22 (14%) | Fall 2011  Fall 2012  Fall 2013: 48/458 (10%) | One time institutional numbers are numbers are provided for 2013. Additional institutional data regarding ethnicity and rank (2013) can be found [here](http://www.weber.edu/wsuimages/IR/instprof/Section%204%20-%202013/4Section1.pdf). The EPP and institution are similar in minority proportion for 2013. |
| Balance of academic ranks | TED faculty  Fall 2011:  Asst 7 (33%)  Assoc 8 (38%)  Full 6 (29%)  Fall 2012:  Asst 5 (26%)  Assoc 9 (47%)  Full 5 (26%)  Fall 2013:  Asst 8 (36%)  Assoc 9 (41%)  Full 5 (23%) | Fall 2011:  Asst 125 (30%)  Assoc 109 (27%)  Full 178 (43%)  Fall 2012:  Asst 144 (27%)  Assoc 170 (32%)  Full 212 (40%)  Fall 2013:  Asst 168 (39%)  Assoc 109 (25%)  Full 157 (36%) | TED has a lower percentage of full professors from the university due to several retirements. Since 2009, nine full professors have retired and been replaced with assistant professors. |
| Percent of credit hours taught by adjuncts | 2010-2011: 21/449 (5%)  2011-2012: 12/449 (3%)  2012-2013: 20/393 (5%) | 2010-2011: 2928/9445 (31%)  2011-2012: 2540/9406 (27%)  2012-2013: 2221/9029 (25%) | TED uses few adjunct instructors in comparison to the institution. The great majority of our courses are taught by tenured or tenure track professors. |
| Percentage of student teachers supervised by adjuncts | 2010-2011: 165/223 (74%)  2011-2012: 186/255 (73%)  2012-2013: 183/209 (88%)  2013-2014: 180/199 (90%) | Not comparable programs | TED uses mostly adjuncts as student teaching supervisors. Adjuncts are qualified and experienced teachers and administrators (see Appendix C) |
| Promotion and tenure standards | [Moyes College of Education P&T documents](http://www.weber.edu/FacultyAndStaffResources/educ_tenure.html) are within University guidelines | P&T documents follow [University guidelines](http://weber.edu/ppm/Policies/8-Appointment.html) | Moyes College of Education P&T documents have been developed by a committee of college faculty and approved by Faculty Senate. The required areas are the same (teaching, scholarship, service) but each college defines the criteria for promotion and tenure for each area. |
| **Facilities (QP 3.1.3 & 3.2.3)** | Allocated classroom space and equipment | All courses are taught in rooms with adequate space and materials | University courses are mostly taught in rooms with adequate space and materials. Upgrades to buildings are ongoing. | The technology within the classrooms is appropriate to meet our instructional needs. The EPP classrooms’ technology is better than other buildings of the same age across campus and is comparable to the newest buildings. |
| Support facilities | The Moyes College of Education supports a Technology specialist. We also have full access to university IT support as well the instructional designer specialists. | All members of the University have full access to university IT support as well the faculty technology support staff. | The IT support at the college and university level is excellent and supports the use of technology as well as supporting technology innovations in the classroom. TED is on par or above in regard to support for technology. |
| Office Space | All full-time faculty have their own office. There is no office space allotted to adjuncts due to the few adjuncts teaching courses and adjunct supervisors being out in the schools. | All full-time faculty have offices, though some offices are shared. Adjunct office space differs by department. | TED supports faculty with adequate office space as does the university as a whole. |
| Special facilities | In addition to the University Open Labs, we have our own dedicated Instructional Computing Lab and adjacent Media Lab. | Approximately 4/5 of the Departments on campus devote resources to developing and maintaining computer labs. | We believe the dedication of resources to instructional technology is essential for the preparation of new teachers. TED has therefore committed substantial resources to providing technology support for students. This is a greater investment than is typical as evidenced by the combination of the computer lab, mobile iPad cart, and staffed Media Lab. |
| **Fiscal and Administrative (QP 3.1.4 & 3.2.4)** | Cost to the unit/student | FY10-11 $4029 per FTE  FY11-12 $3603 per FTE  FY12-13 $4091 per FTE | FY10-11 $ 3622 per FTE  FY11-12 $ 3674 per FTE  FY12-13 $3838 per FTE | The EPP cost to the unit is similar or slightly higher than the institution. Most classes in the EPP are capped at 25 but many classes have fewer than 20 students. We also teach very few lower division courses. This low teacher to student ratio is different from many units at the institution. |
| Staff compensation | TED salaries  Mean FY 10-11 Faculty Salary: $56,905  Mean FY 11-12 Faculty Salary: $56,231  Mean FY 12-13 Faculty Salary: $57,508 | Mean FY 10-11 Faculty Salary: $59,799  Mean FY 11-12 Faculty Salary: $61,576  Mean FY 12-13 Faculty Salary: $62,406 | EPP faculty salaries are below the institutional mean. At WSU, faculty salaries are typically structured to mirror salaries in the corresponding industry. As such, education salaries are below par. This reflects a systemic undervaluing of the education profession. |
| Budget allocation | TED Allocation  FY 10-11  $1,491,034  FY 11-12  $1,483,219  FY 12-13  $1,545,759 | WSU Academic Units Allocation  FY 10-11  $70,317,173  FY 11-12  $73,562,343  FY 12-13  $77,138,037 | The EPP receives approximately 2% of the budget allocated for all academic units. This would appear to be lower that would be expected. |
| Scholarships | 2011-2012  $48,326 for 34 students  2012-2113  $60,456 for 38 students  2013-2014  $81,306 for 51 students | 2011-2012 $4,638,377  2012-2013 $2,389,530  2013-2014 $6,208,174 | Scholarships awarded by our College come from non-University sources. Our students are also eligible to compete for University-sourced scholarships. Therefore, our students are eligible for more non-need based funding than other students. Additionally, non-admitted students may apply for Teachers of Tomorrow scholarships of $400-$500 per semester. In 2011-2012, 19 students were awarded; in 2012-2013, 9 students were awarded; and in 2013-2014, 6 students were awarded. |
| Proportion of administrative / support staff | Fall 2011  4.52 Instructional FTE to 1 Support FTE  Fall 2012  3.75 Instr FTE to 1 Support FTE  Fall 2013  3.91 Instr FTE to 1 Support FTE | Fall 2011  3.50 Instructional FTE to  1 Support FTE  Fall 2012  3.22 Instr FTE to 1 Support FTE  Fall 2013  3.29 Instr FTE to 1 Support FTE | WSU EPP has slightly higher levels of Instructional FTE to Support FTE. The EPP does not teach any larger General Education courses with larger number of students so more faculty are required to teach classes with smaller numbers of students but the same number of support staff are allocated. |
| **Student support services (QP 3.1.5 & 3.2.5)** | Counseling | 2011-2012 (College of Ed.)  62 students  2012-2013 (College of Ed.)  41 students | 2011-2012  681 students  2012-2013  683 students | The number of students from the College of Education seeking assistance from Counseling and Psychological Services is approximately 9% of total seeking assistance. This does not fully isolate students in licensure programs as there are a number of non-license majors within the college. It also does not include secondary students from other colleges. It is not possible to fully account for EPP students only. |
| Advisement | The Teacher Education Advisement Center has 3 full time professional staff, a student teaching secretary, and student receptionists. See Advising Report in Appendix A | Programs across the university vary as to whether there is a specific advisor outside faculty. Students who have not yet selected a major can also be advised through the Student Success Center. | We believe we have superior advising services due to our Teacher Education Advisement Center. This relates to greater need for advising regarding admission, student teaching, and licensure. |
| Media/tech support | In addition to the University Open Labs, we have our own dedicated Instructional Computing Lab and adjacent Media Lab to serve students technology needs. | Approximately 4/5 of the Departments on campus allocate resources to developing and maintain computer labs.  Additionally, there are nine open computer labs on campus available to all students. | We believe the dedication of resources to instructional technology is essential for the preparation of new teachers.  The media/tech support at the college and university is excellent and supports the use of technology as well as supporting technology innovations in the classroom. TED is on par or above in regard to support for technology. |
| Career placement | (Sought employment/employed)  2011-2012: 56%/51%  2012-2013: 66%/57%  2013-2014: 94%/72% | (Sought employment/employed)  2011-2012: 74%/82%  2012-2013: 54%/68%  2013-2014: 88%/73% | Student services surveys graduates 3 months after graduation regarding job placement. EPP graduates have lower job seeking and job placement rates than the institution as a whole. Some EPP graduates indicate that they do not plan to teach at this time, primarily due to plans to stay at home with children. Some WSU graduates already have full time job so they do not seek employment upon graduation. |
| **Student feedback (QP 3.1.6)** | Proportion of complaints about program | There were 14 informal complaints from EPP students from 2007 to 2011. No complaints have been received since 2011. | During the same time frame (2007-2011), there were 607 formal and informal complaints from all areas of the university. (Source: Barry Gomberg, Executive Director of Equal Opportunity/Affirmative Action) | Mr. Gomberg stated “It's hard to know what the ratio should be of TED to WSU, but TED is a large department, with strict licensure requirements awaiting most graduates. I don't see TED as a ‘problem area.’" |
| **Policies and Practices (QP 3.2.6)** | Academic Calendar | The University publishes an academic calendar, which is followed by all WSU EPPs with the exception of student teachers who follow the host district calendar. | The University publishes an [academic calendar](http://apps.weber.edu/calendars/calendars.aspx?calendar=academic). | No difference |
|  | Claims match published materials | Published materials are being revised to reflect claims and the new mission statement. | [Claims](http://weber.edu/universityplanning/Mission_and_core_themes.html) made in published materials (institution’s catalogs, mission statements, and other promotional literature) are accurate and supported with evidence. | The university has a well articulated mission statement to which the WSU EPP mission statement is aligned. Due to significant changes and the nature of this proposal, the EPP is working on revising published materials to match the claims and mission. |
|  | Grading Policy | The EPP has fair and equitable grading polices that match the University’s grading policy | The University has a fair, equitable, and [published grading policy](http://www.weber.edu/ppm/Policies/4-19_GradingPolicies.html) | No difference |

# Appendix C: Faculty Qualifications

**Table C1. *Full Time Faculty***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Gender** | **Term.**  **Degree** | **Institution** | **Year** | **Rank** | **Tenure** | **Areas of Expertise** | **Ethnicity** | **Years**  **K-12/**  **HighEd** | **Google Scholar Link** |
| Melina Alexander | F | PhD | Utah State University | 2006 | Assoc | Ten | Special ed, learning disabilities, math and reading instruction, distance ed and hybrid, service learning | White | 9/8 | <http://bit.ly/MelinaAlexander> |
| Vincent Bates | M | Ph.D. | University of Arizona | 2005 | Asst | TT | Arts Education | White | 12/8 | <http://bit.ly/VinceBates> |
| Frances M. Butler | F | Ed.D. | University of Nevada, Las Vegas | 1999 | Full | Ten | Special Education, Math and Written expression methods, Learning Strategies | White | 10/15 | <http://bit.ly/FranButler> |
| David R. Byrd | M | Ph.D. | University of Iowa | 2007 | Assoc | TT | second language writing, teaching culture, journal studies | White | 10/6 | <http://bit.ly/DavidByrd> |
| Michael E. Cena | M | Ph.D. | Utah State University | 1995 | Full | Ten | Reading/Language Arts, Historical Foundations | White | 18/21 |  |
| Forrest Crawford | M | Ed.D. | Brigham Young University | 1990 | Full | Ten | Human Rights and Multicultural Education, Diversity and Cultural Sensitivity, ,Community Linkages and Leadership | African American | 3/36 |  |
| Shirley Dawson | F | Ph.D. | University of Utah | 2013 | Asst | TT | Special Education, Special Education Law, Mentoring, Gifted and Talented Education | White | 23/2 | <http://bit.ly/ShirleyDawson> |
| Ann Ellis | F | Ph.D. | Purdue University | 1993 | Assoc | Ten | Gifted and Talented, Educational Psychology and Assessment, Strategies | White | 4/29 |  |
| Linda Gowans | F | Ph.D. | University of Utah | 1988 | Full | Ten | Content Area Reading and Writing, Teaching Writing, Language Arts, Teaching Reading K-6 | White | 7/23 | <http://bit.ly/LindaGowans> |
| Kristin Hadley | F | Ph.D. | Utah State University | 2005 | Assoc | Ten | Mathematics pedagogy, Instructional planning | White | 21/9 | <http://bit.ly/KristinHadley> |
| **Name** | **Gender** | **Term.**  **Degree** | **Institution** | **Year** | **Rank** | **Tenure** | **Areas of Expertise** | **Ethnicity** | **Years**  **K-12/**  **HighEd** | **Google Scholar Link** |
| Bonnie Hofland | F | PhD | University of Nebraska Lincoln | 2011 | Asst | TT | Special Education, Instructional Planning and Assessment, Teaching Strategies, Literacy | Native American | 6/13 | <http://bit.ly/BonnieHofland> |
| Patrick Leytham | M | Ph.D. | University of Nevada, Las Vegas | 2013 | Asst | TT | Autism, Intellectual Disabilities | White | 8/1 | <http://bit.ly/PatrickLeytham> |
| Jack Mayhew | M | Ph.D. | University of Utah | 2001 | Assoc | Ten | Special Education Mild/Moderate | White | 5/20 | <http://bit.ly/JackMayhew> |
| Anette Melvin | F | Ph.D. | Ohio State University | 2010 | Asst | TT | Equity and Diversity | African American | 16/3 |  |
| Louise Moulding | F | Ph.D. | Utah State University | 2001 | Assoc | Ten | Assessment, Research Methods, Instructional Planning | White | 15/10 | <http://bit.ly/LouiseMoulding> |
| Vicki Napper | F | Ph.D. | Utah State University | 1999 | Full | Ten | Instructional Design | White | 0/17 | <http://bit.ly/VickiNapper> |
| Richard Pontius | M | PhD | Ohio State University | 1993 | Assoc | Ten | Science Education | White | 15/14 | <http://bit.ly/RichardPontius> |
| Clay L. Rasmussen | M | Ph.D. | Utah State University | 2008 | Asst | TT | Curriculum and Instruction, Social Studies Education | White | 4/6 | <http://bit.ly/ClayRasmussen> |
| Peggy J. Saunders | F | Ph.D. | University of Utah | 2002 | Assoc | Ten | PLC, cooperative learning, classroom management, curriculum and strategies, secondary language arts | White | 21/12 | <http://bit.ly/PeggySaunders> |
| Penée W. Stewart | F | Ph.D. | Brigham Young University | 1985 | Full | Ten | Instructional psychology, Reading instruction | White | 1/14 | <http://bit.ly/PeneeStewart> |
| Natalie A. Williams | F | Ph.D. | Ohio State University | 2005 | Assoc | Ten | Special Education, Applied Behavior Analysis, Classroom management, Effective group instruction | White | 9/9 | <http://bit.ly/NatalieWilliams> |

Through the faculty tenure and promotion process, faculty are able to set and evaluate individual goals in the areas of teaching, scholarship, and service. This continuous cycle of improvement is documented in faculty professional files. University requirement for Tenure and Promotion are found in the Policies and Procedures manual [here](http://www.weber.edu/ppm/Policies/8-Appointment.html). Moyes College of Education Tenure information can be found [here.](http://www.weber.edu/FacultyAndStaffResources/educ_tenure.html)

**Table C2. *Early Childhood Education Instructors***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **ECE Courses** | **Degree** | **University** | **Year** | **Areas of expertise** | **Ethnicity** | **K-12 years** | **Higher Ed years** | **Hired using established protocol** | **Parity of facilities** |
| Neal Nguyen | CHF 4711, 3500 | PhD | University of Nevada- Las Vegas | 2013 | Early childhood, special education | Asian American | 5 | 5 | Yes | Yes, same classrooms |
| Wei Qiu | CHF 2610 | PhD | University of Delaware | 2008 | Child dev., early childhood | Asian | 0 | 12 | Yes | Yes, same classrooms |
| Carrie Ota | CHF 2620, 4710, 4720 | PhD | Utah State University | 2010 | Early childhood, child dev | White | 17 P-K | 5 | Yes | Yes, same classrooms |
| Teri Henke | CHF 2620 | PhD | University of Tennessee | 2012 | Early childhood | White | 6 | 5 | Yes | Yes, same classrooms |

**Table C3. *Secondary Education Content Methods Instructors***

| **Teaching Major or Minor** | **Methods course** | **Name** | **Degree** | **University** | **Year** | **Areas of expertise** | **Ethnicity** | **K-12 years** | **Higher Ed years** | **Hired using established protocol** | **Parity of facilities** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Chemistry, Physics, Biological Science, Earth Science, Physical Science, Biology | CHEM, GEO, BTNY, MICR, ZOOL 4750: Secondary School Science Teaching Methods | Adam Johnston | Ph.D. | University of Utah | 2001 | science education, physics | White | 0 | 18 | Yes. I am tenured within a physics department | Yes, we have dedicated and comparable facilities for this class |
| Math | MTHE 3010: Methods and Technology for Teaching Secondary Mathematics | Sandra Fital-Akelbek | Ph.D. |  | 2008 | Math Education and Math | white | 10 | 8 | yes | Yes. The math ed room is equipped with more and better technology than the other math classrooms including manipulatives. |
| History, Political Science, Psych, Sociology, Social Science, Geography | HIST 4500: Teaching Social Studies in Grades 5-12 | Van Hadley | M.Ed. | Weber State University | 1987 | Social Science | White | 34 | 8 | Yes, for adjunct position | Yes |
| English | ENGL 3400: Teaching of Literature, ENGL 3420: Teaching with Young Adult Literature | K. M. Herndon | Ed.D. | Vanderbilt | 1988 | YA Lit, | White | 15 | 25 | Yes | Yes. |
| English | ENGL 3410: The Teaching of Writing | Gary Dohrer | PhD | University of Texas at Austin | 1989 | English/  Language Arts methods | White | 11 | 29 | Yes | Yes |
| English | ENGL 3020 | Shannon Butler | PhD | University of Michigan | 1977 | English pedagogy, writing, reading | White | 6 | 34 | Yes | Yes, same classrooms |
| French, German, Spanish | FL 4400: Methods of Teaching a Foreign Language | John Trimble | PhD | University of Minnesota | 2013 | Second Language Acquisition & Hispanic Linguistics | White | 1 | 7 | Yes | Yes, same classrooms |
| Communication | COMM 4850: Teaching Speech and Directing Speech Activities in the Secondary School | Colleen Packer | Ph.D. | University of Utah | 2005 | Communication Education, Intercult. Comm | White | 1 | 28 | Yes | Yes, same classrooms |
| Theater Arts | THEA 3340: Teaching Theatre in Secondary School | Jennifer Kokai | PhD | The University of Texas at Austin | 2008 | Theatre Education, Theatre History, Playwriting | White | 4 | 11 | Yes | Yes, same space |
| Dance | DANC3320 Techniques/ Materials for Teaching Modern Dance, DANC3860 Field Exper. | Amanda Sowerby | MFA | University of Utah | 2001 | Modern Dance | White | 10 | 15 | Yes | Yes |
| Dance | DANC 3640 | Joanne L. Lawrence | MFA | University of North Carolina, Greensboro | 1988 | Ballet, Modern, Dance History, Pedagogy | White | 1 | 33 | Yes | Yes, dance studio and smart classroom. |
| Music Education | MUSC 4822: Junior High/Middle School Music Methods, MUSC 4842 High School Music Methods | Thomas Priest | Ed.D | University of Illinois | 1997 | Music | White | 10 | 21 | Yes | Yes |
| Visual Arts | ART 3515 & ART 3520 Art Methods and Resources 1 and 2 | Kathleen "K" Stevenson | MFA | University of Notre Dame | 1999 | Visual Arts | White | 13 | 13 | Yes , although I was also required to demonstrate proficiency in Art Education | Yes |
| Business/  Marketing | NTM 3610/ NTM 6610 | Joyce Porter | M.S. | Utah State University | 2004 | Business Education, Computer Software, Web Design | White | 27 | 11 | No, hired as an instructor to fill a specific niche. | Yes |
| Computer Science | EDUC 3370 | Patrick Leytham | Ph.D. | University of Nevada - Las Vegas | 2013 | Special Education | White | 8 | 1 | Yes | Yes |
| Health | HLTH 3200: Methods in Health Education | Michael Olpin | PhD | Southern Illinois University | 1996 | Health Promotion, Wellness, | White | 0 | 22 | Yes | Yes |
| Physical Education | PEP 3520: Curriculum and Assessment in Physical Education | Geri Conlin | PhD | University of Utah | 2010 | Pedagogy: Curriculum Development and Assessment | White | 9 | 13 | After three failed national searches, I was initially hired as an instructor and then moved to tenure track upon terminal degree completion. | Yes, we all use the exact classrooms, technology, equipment, etc. |
| Physical Education | PEP 3280/3290 | Brian McGladrey | PhD | University of Utah | 2009 | Sport pedagogy | White | 12 (coach) | 9 | Yes | Yes |

**Table C4. *Teacher Education Adjunct Faculty (not full time)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Ethnicity** | **Gender** | **Highest Degree** | **Degree Field** | **K-12 Exp.** | **Higher Ed Exp.** | **Areas of Expertise** | **WSU position** |
| Lisa Arbogast | White | F | Ed.D. | Special education | 22 | 3 | Special education; Educ and SpEd law |  |
| Nancy Bittner | White | F | M.Ed | Curriculum and instruction | 27 | 9 | Arts Social Studies, Early Literacy |  |
| Brenda Burrell | African American | F | Ed.D | Educational leadership | 30 | 6 | Culturally Responsive Teaching, Curriculum Design, Educational Policy and Leadership |  |
| Paul Dykman | White | M | M.Ed. | Instructional technology | 0 | 1 | Instructional design, Educational technology |  |
| Van Hadley | White | M | M.Ed. | Curriculum and instruction | 34 | 8 | Social Studies |  |
| Adam Johnston | White | M | Ph.D | Science education, Physics | 7 | 16 | Science education Professional learning | Tenured Full Professor, Physics |
| Marilyn Lofgreen | White | F | M.Ed.,  ASC | Curriculum and instruction | 19 | 20 | Instruction Design/Assess., Classroom Management | TAPT Director, Retired TED |
| Judith Mitchell | White | F | Ph.D. | Ed. Admin. | 10 | 30 | Reading and writing instruction | Retired TED |
| Kristin Radulovich | White | F | M.S. | Business information systems, Education | 6 | 10 | Classroom Management - Sec. Ed., Intro. to the University, Exploring Teaching | Advisement Center Coordinator |
| Boyd Whitesides | White | M | M.Ed., ASC | Business Education/ Ed. Admin. | 43 | 7 | Business Education , Accounting, Business Law |  |
| Aaron Wolthuis | White | M | M.Ed. |  | 14 | 8 | Second language acquisition |  |

**Table C5. *Student Teaching Supervision Adjunct Faculty***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Ethnicity** | **Gender** | **Highest Degree** | **Degree Field** | **K-12 Exp.** | **Higher Ed Exp.** | **Areas of Expertise** |
| Tom Brady | White | M | M.Ed. | Curriculum and instruction | 41 | 0 | Business, French, History |
| Judy Bezoski | White | F | M.S. | Special education | 15 | 23 | Special education, behavior management, reading |
| Sally Brown | White | F | M.Ed. | Special education | 11 | 5 | Special education / resource. - Specifically language arts |
| Nancy L Fleming | White | F | Ed.D | Educational administration | 43 | 1.5 | Psychology/counseling Physical Education Administration |
| Elizabeth Goff | White | F | M.Ed. | Gifted education | 21 | 5 | Gifted, elementary |
| Deborah Greenwell | White | F | M.A. | English | 31 | 3 | English, Supervision, Mentoring |
| Van Hadley | White | M | M.Ed. | Curriculum and instruction | 34 | 8 | Social Studies |
| Denice Hillstrom | White | F | B.S. | Elementary ed. | 18 |  |  |
| Barbara Johnston | White | F | M.Ed. | Education | 21 | 10 | Elem Ed. Admin. |
| Connie May | White | F | M. Ed | Curriculum and instruction | 30 | 6 | English, Physical Ed |
| Natalie Niederhauser | White | F | M.Ed. | Curriculum and instruction | 7 | 0 | Special education |
| Rick Palmer | White | M | M.Ed. | Secondary ed. | 28 | 2 | English, PE, History |
| Jerry Peterson | White | M | Ed.S. | Educational admin. | 38 | 3 | Language arts, writing |
| Kristin Radulovich | White | F | M.S. | Business info. systems, Education | 6 | 10 | Classroom management - Sec. Ed, Advising |
| Lois Richins | White | F | M.Ed. | Curriculum and instruction | 48 | 0 | Classroom, administration, curriculum |
| Kathy Ann Sedgwick | White | F | M.Ed. | Special education | 36 | 3 | Mentoring, Behavior management, Curriculum dev. |
| Vicki Young | White | F | M.Ed. | Curriculum and instruction | 32 | 1 | Social Studies |

**Appendix D: Program Requirements**

## Program Admission

Admission to teacher education programs follows admission to Weber State University and completion of required support courses. These requirements are included in the online catalog that is maintained for currency. Within the online catalog, one can link to each course requirement and see the course description. This provides a comprehensive view of the program, the requirements, and the individual courses. Please see the following link for information on admissions to undergraduate programs (see [Program Information](http://catalog.weber.edu/preview_entity.php?catoid=6&ent_oid=1857&returnto=993)).

Admission for post-baccalaureate licensure is done through the Master’s of Education program. Requirements are included in the online catalog that is maintained for currency. Please see the following link for information on admission and requirements for the post-baccalaureate licensure program (see [Post-baccalaureate Licensure Program Information](http://catalog.weber.edu/preview_program.php?catoid=6&poid=2160)).

**Table D1. *Admission Requirements of WSU EPP***

|  |  |
| --- | --- |
| Requirement | Standard |
| ***Tests*** | |
| Praxis II --Elementary Education Multiple Subjects Test #5031 | **Elementary Education, Early Childhood/Elementary Education Double, and Special Education:**  A passing score on each section (5032,33,34,35) ETS Praxis II Test #5031.  [Early Childhood Ed. (K-3) majors can take PRAXIS II Early Childhood: Content Knowledge (0022) or (5022) instead of 5031]  Student meets requirement before admission to the professional program or petitions Admissions and Retention Committee.  Please see website for cut scores: [www.ets.org/praxis](http://www.ets.org/praxis) |
| CAAP (Collegiate Assessment of Academic Proficiency) | **Secondary Education:**  Writing                                    61  Reading                                   59  Math                                         54  Writing Essay                       3.0  Critical Thinking                  No Minimum Score |
| ***GPA (Overall)*** | |
| Pre-admission GPA | All Majors  2.75 GPA (OR)  3.0 In the Last 30 Semester Credit Hours Student meets requirement before admission into the professional program or petitions the Admissions and Retention Committee. |
| ***General Education and Pre-program Courses and Grades*** | |
| Minimum Credit Hours to Apply | Early Childhood, Elementary, and Special Education:  Student completes a minimum of 40 semester credit hours.  Secondary Education:  Student can apply with a minimum of 40 semester credit hours, but is recommended to apply when  approximately 1 year of coursework is  left in teaching major/teaching minor. |
| General Education Courses | Student completes each General Education course with an overall GPA of 2.75 cum. or better for all programs.  If the student does not meet the requirement, they can petition the Admissions and Retention Committee. |
| Pre-program – Math  (ElEd, ECE, SpEd) | Student completes Math 1050 with grade of C or better before acceptance into Teacher Education; student completes Math 2010 and Math 2020 with grade of C or better before Level III professional program coursework. |
| Pre-Program Requirements (ScEd) | Required Courses for All Majors:  ENGL 2010, Computer Information Literacy Requirement (C or above in each), COMM 1020 or 2110 (B- or above), and EDUC 1010 course completion.  Student contacts their content area advisor to see which QL course is required for their teaching major/teaching minor and successfully completes it with a C or above. Student meets requirements before beginning professional education coursework.  Students may have the EDUC 1010 requirement waived at the discretion of the Teacher Education Department Chair if they demonstrate previous teaching experience in an academic setting. |
| ***Interview*** | |
| Interview | Student must obtain a rating of 28 or above on a scale of 0-40.  A score of 32 or below can be required to be re-interviewed by the Admissions and Retention Committee.   Student who does not pass the initial or second interview is allowed to interview a third and final time, but needs to wait one year before doing so. |
| ***Criminal Background Check*** | |
| Criminal Background Check | Student passes criminal background check which is valid for three years and is cleared by the Utah State Board of Education Professional Practice Committee.  A clear background check is required before a student can begin their professional education courses. |
| ***Post-Baccalaureate Acceptance*** | |
| Existing Academic Degree | Students holding a bachelor, master, or doctorate from a regionally accredited institution may apply in the same manner as others seeking an undergraduate degree with the exception of the  COMM 1020/2110 requirement being waived.  Admission exam(s) may be substituted depending on advanced degree(s). |

**Table D2. *Early Childhood Education Requirements***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TEAC QP** | **Utah Effective Teaching Standards** | **InTASC** | **NAEYC** | **Required Courses** | **Fieldwork Requirements** | **Tests** |
| **1.1**  **Subject Matter Knowledge** | 4. Content knowledge | 4. Content knowledge  5. Application of content | 1. Promoting child development and learning  5. Using content knowledge to build meaningful curriculum | [Required Support Courses](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2685) | CHF 2610, 2620, 4720  EDUC 3210, 4210, 4840 | Praxis II |
| **1.2**  **Pedagogical Knowledge** | 5. Assessment  6. Instructional Planning  7. Instructional strategies | 6. Assessment  7. Planning for instruction  8. Instructional strategies | 3. Observing, documenting, and assessing to support young children and families  5. Using content knowledge to build meaningful curriculum | CHF 2600, 2610, 2620, 4710, 4990A  EDUC 3120, 3100, 3240, 4345, 3280, 4300, 4320, 4330  PEP 3620 |
| **1.3**  **Caring and Effective Teaching Skill** | 1. Learner development  2. Learning differences  3. Learning environments  9. Leadership and collaboration  10. Professional and ethical behavior | 1. Learner development  2. Learning differences  3. Learning environments  10. Leadership and collaboration | 4. Using developmentally effective approaches to connect with children and families  3. Observing, documenting, and assessing to support young children and families | CHF 2610, 2620, 4710, 4720  EDUC 3140, 3270, 4850 |
| **1.4.1**  **Learning how to Learn** | 8. Reflection and continuous growth | 9. Professional learning and ethical practice | 6. Becoming a professional | CHF 2610, 2620, 4710, 4720  EDUC 4850 |
| **1.4.2**  **Multicultural Perspectives** | 2. Learning differences | 2. Learning differences | 2. Building family and community relationships | CHF 3640  EDUC 3205 |
| **1.4.3**  **Technology** | 7. Instructional strategies | 8. Instructional strategies | 3. Observing, documenting, and assessing to support young children and families | EDUC 3115 |

**Table D3. *Elementary Education Requirements***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TEAC QP** | **Utah Effective Teaching Standards** | **InTASC** | **Required Courses** | **Fieldwork Requirements** | **Tests** |
| **1.1**  **Subject Matter Knowledge** | 4. Content knowledge | 4. Content knowledge  5. Application of content | [Required support courses](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2746)  Post-bacc: Bachelors | EDUC 3210  EDUC 4210  EDUC 4840  Post-bacc  MEDUC 6860, 6870 | Praxis II |
| **1.2**  **Pedagogical Knowledge** | 5. Assessment  6. Instructional Planning  7. Instructional strategies | 6. Assessment  7. Planning for instruction  8. Instructional strategies | EDUC 3120, 3100, 3240, 4345, 3280, 4300, 4320, 4330,  CHF 4711 (K-6)  PEP 3620  Post-bacc: MEDUC 6050, 6110, 6311, 6312, 6313, 6314, 6316, 6317 |
| **1.3**  **Caring and Effective Teaching Skill** | 1. Learner development  2. Learning differences  3. Learning environments  9. Leadership and collaboration  10. Professional and ethical behavior | 1. Learner development  2. Learning differences  3. Learning environments  10. Leadership and collaboration | EDUC 3140  EDUC 3270  EDUC 4850  Post-bacc: MEDUC 6510, 6020 |
| **1.4.1**  **Learning how to Learn** | 8. Reflection and continuous growth | 9. Professional learning and ethical practice | EDUC 4850 |
| **1.4.2**  **Multicultural Perspectives** | 2. Learning differences | 2. Learning differences | EDUC 3205  Post-bacc: MEDUC 6020 |
| **1.4.3**  **Technology** | 7. Instructional strategies | 8. Instructional strategies | EDUC 3115  Post-bacc  MEDUC 6229 |

**Table D4. *Special Education Requirements***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TEAC QP** | **Utah Effective Teaching Standards** | **InTASC** | **CEC** | **Required Courses** | **Fieldwork Requirements** | **Tests** |
| **1.1**  **Subject Matter Knowledge** | 4. Content knowledge | 4. Content knowledge  5. Application of content | 3. Curricular Content Knowledge | [Required Support Courses](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2749&returnto=1241) | EDUC 4521, 4581, 4680  Post-bacc: MEDUC 4581, 4686 | Praxis II |
| **1.2**  **Pedagogical Knowledge** | 5. Assessment  6. Instructional Planning  7. Instructional strategies | 6. Assessment  7. Planning for instruction  8. Instructional strategies | 4. Assessment  5. Instructional Planning and Strategies | EDUC 3120, 4530, 4550, 4555, 4560, 4570, 4580  Post-bacc: MEDUC 6530, 6540, 6550, 6555, 6560, 6570, 6580 |
| **1.3**  **Caring and Effective Teaching Skill** | 1. Learner development  2. Learning differences  3. Learning environments  9. Leadership and collaboration  10. Professional and ethical behavior | 1. Learner development  2. Learning differences  3. Learning environments  10. Leadership and collaboration | 1. Learner Development and Individual Learning Differences  2. Learning Environments  7. Collaboration | EDUC 3140, 4540, 4580 4686  Pot-bacc: MEDUC 6520, 6540 |
| **1.4.1**  **Learning how to Learn** | 8. Reflection and continuous growth | 9. Professional learning and ethical practice | 6. Professional Learning and Ethical Practice | EDUC 4515, 4686  Post-bacc: MEDUC 6510 |
| **1.4.2**  **Multicultural Perspectives** | 2. Learning differences | 2. Learning differences | 1. Learner Development and Individual Learning Differences | EDUC 3270,  Post-bacc: MEDUC 6510 |
| **1.4.3**  **Technology** | 7. Instructional strategies | 8. Instructional strategies | 5. Instructional Planning and Strategies | EDUC 3370  Post-bacc: MEDUC 6229 |

**Table D5. *Secondary Education Major Requirements***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TEAC QP** | **Utah Effective Teaching Standards** | **InTASC** | **National Org.** | **Required Courses** | **Field-work** | **Tests** |
| **1.1**  **Subject Matter Knowledge** | 4. Content knowledge | 4. Content knowledge  5. Application of content | NCTM | [Mathematics Teaching](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2752) | EDUC 3910, 4950  Post-bacc: MEDUC 6860, 6880 | Praxis II |
| NSTA | [Science Teaching](http://weber.edu/scienceteaching) |
| ACTFL | [French Teaching](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2688&returnto=1240)  [German Teaching](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2709&returnto=1240)  [Spanish Teaching](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2727&returnto=1240) |
| NAEA, NASAD | [Visual Art Composite](http://weber-edu-dova.org/dova/?page_id=331)1 |
| AATE | [Theater Arts Teaching](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2761&returnto=1240) |
| NDEO, NASD | [Dance Education](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2736&returnto=1240) |
| NAfME | [Music Education](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2743&returnto=1240)2 |
| NCTE | [English Teaching](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2663&returnto=1240)  [Masters of English, License](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2608&returnto=1240) |
| NCA | [Communication Teaching](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2892&returnto=1240) |
| NBEA | [Business Ed Composite](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2605&returnto=1233) |
| NCSS, NCHE | [Social Science Composite](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2534&returnto=1237) |
| NASPE | [Physical Education](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2700&returnto=1241) |
| **1.2**  **Pedagogical Knowledge** | 5. Assessment  6. Instructional Planning  7. Instructional strategies | 6. Assessment  7. Planning for instruction  8. Instructional strategies |  | Method courses in content colleges, see links above.  EDUC 3900, 3935  Post-bacc: MEDUC 6050, 6320, 6060 |
| **1.3**  **Caring & Effective Teaching Skill** | 1. Learner development  2. Learning differences  3. Learning environments  9. Leadership & collaboration  10. Professional & ethical behavior | 1. Learner development  2. Learning differences  3. Learning environments  10. Leadership & collaboration | EDUC 3265, 4940  Post-bacc: MEDUC 6110, 6510 |
| **1.4.1**  **Learn to Learn** | 8. Reflection & continuous growth | 9. Professional learning & ethical practice | EDUC 4940 |
| **1.4.2**  **Multicultural Perspectives** | 2. Learning differences | 2. Learning differences | EDUC 3220  Post-bacc: MEDUC 6020 |
| **1.4.3**  **Technology** | 7. Instructional strategies | 8. Instructional strategies | EDUC 3315  Post-bacc: MEDUC 6229 |

1. WSU Department of Visual Arts (DOVA) Arts Education programs (BA & BFA in Art Teaching) is accredited by NASAD. Accreditation was granted in 2010 and will be up for renewal in 2015. The accreditation process involves a self-study and a visit by an accreditation team.

2. WSU School of Music is accredited by the National Association of Schools of Music (NASM). Accreditation was granted in 2011 and will be up for renewal in 2021. The accreditation process involves a self-study and a visit by an accreditation team. The team writes a report and the unit (School of Music) responds to the report.

**Professional Standards and Program Continuance**

All WSU EPP candidates agree upon application to abide by the professional standards as follows:

Weber State University Teacher Education students shall adhere to the Utah Educator Standards as found in the Utah Administrative Code, Rule R277-515 and the Weber State University Student Code (PPM 6-22). Additionally, students’ conduct in the classroom and field should adhere to the following Teacher Education Professional Standards.

**Standard I: Professional Behavior and Ethical Conduct**

* Respect personal, academic, and professional rights and responsibilities of others.
* Maintain dignity of the teaching profession by respecting/obeying laws, exemplifying honesty and integrity.
* Accord just and equitable treatment to all members of the profession, including all individuals associated with the teacher preparation program.
* Demonstrate respect for the dignity, individuality, culture, and values of each person.
* Cooperate with teacher education established policies and procedures.
* Work compatibly with other students, staff, and faculty.
* Demonstrate commitment and dedication in preparing to teach.
* Assume personal responsibility for actions and consequences.
* Be responsible for timely attendance.
* Maintain professional dress while in the field setting.
* Demonstrate professional behavior in class or field assignments.
* Do own work on assignments and exams (unless specifically directed to collaborate) including accurately citing work and avoiding plagiarism
* Exhibit a positive attitude toward the education profession and course content area.
* Develop and adhere to appropriate professional boundaries in all relationships with field experience students.
* Safeguard others from conditions detrimental to learning, emotional or physical health, or safety.
* Comply with all rules and regulations of the local school(s) for any field assignment or class assignment.
* Use technology appropriately (at WSU and field) including
  + using email and other web-based communication tools (e.g. social networks) in a responsible and professional manner at all times.
  + using computing resources in a responsible, ethical and professional manner and refraining from using computers in ways such as
* Displaying sexually explicit or other inappropriate materials
* Sending, forwarding or condoning harassing, fraudulent, threatening, or discriminatory communications of any kind,
* Breaking into, hacking or obtaining unauthorized access to any computer, or sharing other person’s password or user account
* Any other illegal actions, including copyright violations.
  + Adhering to technology-use policies during class time.

**Standard II: Academic Skills** such as (but not limited to):

1. Maintain teacher education academic standards including full participation in all course activities, compliance with attendance policies, and completion of assignments.
2. Demonstrate commitment to learning, openness to new ideas, tolerance for ambiguity.
3. Demonstrate competence in written and oral English language.
4. Maintain pattern of exceeding minimum requirements in course and field work.
5. Demonstrate ability to apply knowledge and skills in classroom settings with school-aged students.

Based on

Utah Educator Standards (<http://www.rules.utah.gov/publicat/code/r277/r277-515.htm#E3>)

Weber State University Student Code (PPM 6-22)

Teacher Education Student Dispositions

Northern Kentucky University Code of Ethics

([www.nku.edu/~education/docs/COEHS\_code\_ethics\_20.doc](http://www.nku.edu/~education/docs/COEHS_code_ethics_20.doc))

**Program Continuance**

If a student’s program continuance is in jeopardy due to a failure to maintain the aforementioned Professional Standards, the Retention arm of the Admission and Retention Committee becomes involved. The committee consists of six faculty members from the Department of Teacher Education, two of whom serve as an elementary advisor and a secondary advisor. Two Moyes College of Education faculty members, one each from Child and Family Studies, and Health Promotion and Human Performance Departments also serve. Two additional representatives from other WSU academic departments which prepare Secondary level teaching majors and minors are appointed by the Chairperson of the departments which they represent. The Teacher Education Department Chair and Advisement Center Coordinator serve as ex officio (non-voting) members of the Committee. Continuity of experience is assured on the Committee by members serving staggered three-year terms.

**Student Referrals** - Any student who fails to adhere to Teacher Education Professional Standards may be formally referred by any faculty or staff member. Teacher education students and candidates referred for cause may have their admission status revoked by the Teacher Education Retention Committee.

1. Initial Referral - Student Referrals are submitted directly to the A & R Committee Chair who sends a letter to the student informing him or her of the referral and giving direction to meet with the Elementary or Secondary Advisor, who meets with the referred student to discuss plans for resolving concerns addressed in the referral. In the event that a student’s advisor is the referring faculty member, an alternate advisor will be assigned.

2. Serious or Practicum Referral or Multiple Course Referrals - Student Referrals of a serious nature (i.e. student’s admitted status could be in jeopardy), a practicum performance referral, or referrals from multiple course faculty/staff members (during the entire period of teacher education admission) are automatically forwarded to the Retention Committee for Preliminary Review.  The Retention Committee will conduct a Preliminary Review of the issues in its next meeting. The purpose for a Preliminary Review is to determine whether or not formal involvement of the Retention Committee is warranted. Thus, the referred student is not invited to participate. Referrals of a serious nature will result in the student being immediately suspended from the teacher licensure program pending Retention Committee review.

1. Referrals during Student Teaching – Referrals during or following the student teaching practicum may be made by a University Supervisor, Collaborating Teacher, and/or the Coordinator of Clinical Practice/Field Experience. A referral will be made to the Retention Committee in the following cases:
2. The Student Teacher Candidate is removed from the assigned placement when it is determined that the situation is damaging to the pupils and/or the reputation of Weber State University, and/or the Student Teacher Candidate is incompetent in fulfilling assigned teaching responsibilities.
3. The Student Teacher Candidate receives a grade of no credit (NC), or retrain (RT).

When a single referral is made, the Coordinator of Clinical Practice/Field Experience will (a) meet with the referred student teacher candidate to discuss plans for resolving concerns addressed in the referral, or (b) request that the Retention Committee conduct a Preliminary Review of the issues in its next meeting to determine whether or not formal involvement of the Retention Committee is warranted. Student Referrals of a serious nature or from multiple faculty/staff members are automatically forwarded to the Retention Committee for Preliminary Review, and will be treated as Item 2 above.

**Retention Committee Action** - The A/R Committee is responsible to monitor student performance and assure thatTeacher Education Standards are maintained.

1. Preliminary Review . Major issues addressed in the referral(s) will be summarized for the Committee to determine if there is sufficient cause for Committee involvement.

2. Retention Hearing. When the Committee determines that concerns reported in the referral have sufficient merit to potentially jeopardize the student’s continuation in the Teacher Education Program, a Retention Hearing will be conducted in general compliance with WSU established procedures. A Retention Hearing is a WSU Teacher Education Department action, not a legal proceeding.

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

If a referred student has no desire to continue in the Teacher Education program, a written request for withdrawal of admission may be submitted to the Admission and Retention committee. A retention hearing would then not be conducted.

3. Notification of Findings and Decision. The student shall be notified in writing of the decision of the Committee within ten (10) working days of the hearing. As a minimum, the notification shall include a statement of findings as pertain to the allegations, the decision of the committee, and indication of the student’s right of appeal.

**Appeal Process** - A Student who wishes to appeal a ruling of the Retention Committee shall communicate such appeal in writing to the Dean of the College of Education, with copies forwarded simultaneously to the Chairs of the Department of Teacher Education and the Retention Committee. To be valid, an appeal must be received by the Dean of the College within 10 working days from when the student received notification from the Retention Committee and must include a thorough explanation of issues the student wishes to be considered, along with documentation to support any and all assertions.

# Appendix E: Inventory of Available Measures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Inventory: status of evidence from measures and indicators for TEAC *Quality Principle I* | | | | |
| Type of Evidence | Available | | Not Available | |
| Note: items under each category are examples. Program may have more or different evidence | Relied on  Reasons for including the results in the *Brief &* location in *Brief* | Not relied on  Reasons for not relying on this evidence | For future use  Reasons for including in future *Briefs* | Not for future use  Reasons for not including in future *Briefs* |
| **Grades** | | | | |
| Grade point averages (GPA) at admission | Candidate grade point averages at admission represent subject matter courses and support Claim 2, Quality Principle 1.1 for Elementary Education and Special Education majors |  |  |  |
| GPA Major |  |  | Candidate grade point averages at admission represent subject matter courses and support Claim 2, Quality Principle 1.1 for Secondary Education licensure |  |
| GPA Minor |  |  | Candidate grade point averages at admission represent subject matter courses and support Claim 2, Quality Principle 1.1 for Secondary Education licensure |  |
| GPA in professional education courses |  |  | Candidate grades in professional education courses represent pedagogical knowledge and support Claim 2, Quality Principle 1.2 Pedagogical knowledge for all programs |  |
| Cumulative GPA at graduation |  | Does not provide direct evidence of either content knowledge nor pedagogical knowledge |  |  |
| **Scores on Standardized Tests** | | | | |
| Scores on standardized license examinations | Praxis II scores support Claim 2, Quality Principle 1.1 for all programs |  |  |  |
| Student scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude |  | CAAP does not provide evidence for Quality Principle I. |  |  |
| Standardize scores and gains of the program graduates’ own pupils |  |  |  | These data are part of the state teacher evaluation system, but are not available as separate scores to EPPs. We will use the overall rating by administrators (stored in CACTUS) of teachers. |
| **Ratings** | | | | |
| Admission interview ratings |  | Does not give evidence for Quality Principle I, but is used to screen candidates prior to admission. The measure allows a glimpse into dispositions, communication skills, and interpersonal skills. |  |  |
| Student Teaching Final Evaluation |  |  | Student Teaching Final Evaluation Forms provide evidence of all Claims and Quality Principle I. Work is needed to provide specific component evidence in order to support each Claim and specific aspects of Quality Principle I, including QP 1.1, 1.2, 1.3, and 1.4.1-3. |  |
| Ratings of portfolio reflections |  |  | We are moving to an electronic portfolio, which will provide information for Quality Principle 1.4.1 through reflections and 1.4.3 for technology skill. We have been collecting information about portfolio, but it has not been focused on the reflections or the functionality of an electronic version. |  |
| Ratings, by college / university supervisors, of candidates’ teaching support documents (TSD). |  |  | The teaching support documents provide evidence for Claim 1, 2, and 3 showing candidates’ ability to support student learning by creating lessons that consider all learners and plan appropriate lessons based on content knowledge and effective pedagogy. Work is needed to provide specific component evidence in order to support each Claim and specific aspects of Quality Principle I. |  |
| TSD Rationale |  |  | Claim 1, QP 1.3 & 1.4.2 |  |
| TSD Lesson Plans |  |  | Claim 2, QP 1.1, 1.2, 1.4.3 |  |
| TSD Assessments |  |  | Claim 2, QP 1.2 |  |
| TSD Adaptations/Accommodations |  |  | Claim 1, QP 1.3 & 1.4.2 |  |
| TSD Lesson Reflections |  |  | Claim 3, QP 1.4.1 |  |
| Rating of Candidate Disposition |  |  | The form is being developed and will be used for referrals, but will not provide direct evidence for Quality Principle I. |  |
| **Rates** | | | | |
| Rates of student teaching pass/fail |  | Pass/Fail is included, but alone provides little evidence to support individual claims. | Work is needed to provide specific component evidence from Student Teaching Final Evaluation in order to support each Claim and specific aspects of Quality Principle I. |  |
| Rate of students referred for academic, disposition concerns. |  |  |  | This information is helpful to understand the validity and reliability of processes for admission, the functioning of the QCS, but does not provide direct evidence for the Claims. |
| Graduates’ job placement and retention rates |  |  | We will use CACTUS data to determine hiring and retention in an education career. This will provide validity and reliability evidence for our measures. We will compare our ratings during student teaching (summative assessments) with the hiring/retention rates. |  |
| Rates of completion of courses and program |  |  |  | This information is helpful to understand the validity and reliability of processes for admission, the functioning of the QCS, but does not provide direct evidence for the Claims. |
| Rates of graduates’ professional advanced study |  |  |  | Does not provide direct evidence for the Claims |
| Rates of graduates’ leadership roles |  |  |  | Does not provide direct evidence for the Claims |
| Rates of graduates’ professional service activities |  |  |  | Does not provide direct evidence for the Claims |
| **Case Studies And Alumni Competence** | | | | |
| Employers’ evaluations of the program’s graduates |  |  | CACTUS data of graduates’ first, second, and third year evaluation ratings. This will provide validity and reliability evidence for our measures. We will compare our ratings during student teaching (summative assessments) with the hiring/retention rates. |  |
| Case studies of graduates |  |  | We will conduct a case study of a small sample (2-3 graduates) and use the results of the case study to collect evidence of reliability and validity of measures. |  |
| **Other** |  |  |  |  |
| Student perception survey |  |  |  | We will systematically collect perceptions of preparedness from candidates during the student teaching seminar. We have data from some programs, but not in all programs. The responses will be used to help us identify potential areas of weakness in curriculum. |
| Graduate survey |  |  |  | We will systematically collect perceptions of preparedness from candidates during the student teaching seminar. The responses will be used to help us identify potential areas of weakness in curriculum. |
| Evaluation of graduates by their own pupils |  |  |  | These data are part of the state teacher evaluation system, but are not available as separate scores to EPPs. We will use the overall rating by administrators (stored in CACTUS) of teachers. |
| Alumni self-assessment of their accomplishments |  |  |  | Does not provide direct evidence for the Claims |
| Third-party professional recognition of graduates (e.g., NBPTS) |  |  |  | Does not provide direct evidence for the Claims |
| Graduates’ authoring of textbooks, curriculum materials, etc. |  |  |  | Does not provide direct evidence for the Claims |
| Case studies of graduates’ own pupils’ learning and accomplishment |  |  |  | Does not provide direct evidence for the Claims |

# Appendix F: Draft Assessments

**Utah Teaching Observation Tool**

**Version 2.0** (Draft) **–September, 2013**

**Introduction**

The **Utah Teaching Observation Tool** is to be used as part of the **Public Educator Evaluation Requirements (PEER)** model educator evaluation program. The tool is aligned with the standards and indicators of the **Utah Effective Teaching Standards** and **Continuum of Practice** and focuses on the measurement of high-leverage instructional activities necessary for effectively teaching the **Utah Core Standards**. Performance Expectations align with the **Utah Effective Teaching Standards** and indicators (R277-530). All standards and indicators are represented in the observation tool. Standards and indicators are identified by notations at the end of each observation Performance Expectation. The results of the observation should be used in conjunction with self-evaluation, goal-setting, and formative evaluation and support.

**Purposes**

The Utah Teaching Observation Tool:

* Serves as a measurement of performance for individual teachers;
* Serves as a source of information for each teacher’s annual rating;
* Serves as a guide for teachers as they reflect upon and improve their effectiveness;
* Serves as a basis for instructional improvement;
* Provides information for professional development planning;
* Guides formative assessment and support of teachers; and
* Enhances implementation of the Utah Core.

**Observations**

Excellent instructional practice includes many activities performed by a teacher as part of his/her professional work. The **Utah Teaching Observation Tool** includes Performance Expectations that may be observed both formally and informally. Teaching practice may be observed iteratively in the classroom, at professional meetings, at grade or department team meetings, etc. Effective practice may be observed when teachers are interacting with students inside and outside of the classroom and during formal and informal interactions with parents, colleagues, and community members. Each Performance Expectation may be observed and recorded on more than one occasion during the rating period.

**Ratings**

The rating rubric includes four levels. The levels are cumulative across the rows of the rubric. An **Emerging Effective** teacher exemplifies the skills expected of a teacher who is new to the profession (Level 1) or an experienced teacher who is working in a new content area or grade level. An **Effective** teacher must exhibit the skills and knowledge described under the **Emerging** heading as well as those under the **Effective** heading. Likewise, a **Highly Effective** teacher exhibits all of the skills and knowledge described in that that element across the row. Ratings are intended to support professionalism. Instruction becomes qualitatively better across the scale.

An experienced (Level 2) teacher who scores at the **Minimally Effective** level must have access to formative support to correct deficiencies and achieve the **Effective** level within a reasonable period of time. The **Not Effective** rating should be used when a teacher is performing below expectations and not making adequate growth toward becoming **Effective** on the Performance Expectation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Not Effective** | **Emerging/Minimally Effective** | **Effective** | **Highly Effective** |
| A teacher at the **Not Effective** level of practice may have minimal knowledge of content and limited instructional skills. He/she may not create an effective learning environment and may respond in a limited way to the differences in students’ personal, cultural, and linguistic development. The teacher may have limited skills in monitoring student progress and may not collaborate effectively with students, colleagues, parents, and/or the community. | A teacher at the **Emerging Effective** level is a Level 1 teacher who demonstrates beginning knowledge about the individual needs of students. He/she recognizes a variety of learning needs and demonstrates appropriate classroom management strategies. He/she demonstrates a basic understanding of content and uses data to evaluate the outcomes of teaching. The **Emerging Effective** teacher aligns instruction with the Utah Core Standards and plans and implements appropriate instructional experiences for students. He/she communicates with students, parents, and colleagues, and applies new skills from professional development experiences. A teacher at the **Emerging Effective** level is receiving mentoring and other formative support through their participation in the Entry Years Enhancements (EYE) program and is receiving two evaluations per year. He/she is making appropriate progress toward the **Effective** level.  A teacher at the **Minimally Effective** level is an experienced teacher (Level 2) who may have had the opportunity to attain the **Effective** level, but may have limitations in knowledge and skills that require formative support and a prescribed amount of time to improve. | A teacher at the **Effective** Level identifies the developmental needs of individual students and responds effectively to areas of diversity. He/she establishes a learning community that supports individual learners and develops their skills as active, engaged learners. He/she has a strong understanding of the tools and structures of the discipline and targets instruction and learning interventions based on data and individual student needs. A teacher at the **Effective** level communicates and collaborates with students, families, colleagues, and the community, and advocates for students and the profession. | A teacher at the **Highly Effective** level consistently exemplifies the highest level of instructional skills, professional responsibility, and collaboration. He/she uses a high level of content knowledge and formal and informal data to implement relevant learning experiences for all learners. He/she assumes a leadership role in the school and educational community. |

**Evidence**

Evidence provides confirmation that a Performance Expectation has been achieved at a particular level of effectiveness. Evidence may be introduced by the teacher or the evaluator and must be reviewed during the conference. Evidence may supply information and verification to Performance Expectations already observed and to Performance Expectations not yet observed. Evidence should be specific to the standard and the Performance Expectation, and must provide clear information supportive of the rating. General or unrelated data or examples will not be accepted as part of the assessment record and will not be added to the body of supportive evidence.

**Utah Teaching Observation Tool**

**Teacher Information:**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **# of Students:** \_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_

**School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Subject:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluator Information:**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Position:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 1: The Learner and Learning**

*Teaching begins with the learning. To ensure that each student learns, new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Standard 1: Learner Development**  The teacher understands cognitive, linguistic, social, emotional and physical areas of student development. | | | | |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | **Effective** | **Highly Effective** |
| **1.1** | Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs (1a, 2e). | * Not effective   *Evidence of ineffective performance may include:*   * *No differentiation* * *Instruction is not developmentally appropriate* * *Lack of hands-on instruction* * *Lack of real world application* * *Emotionally unsafe environment* * *Teacher dependent problem-solving/scaffolding* * *Only one answer* * *Lack of modeling* * *Unaware of developmental needs* | * Creates whole-class learning experiences that demonstrate an understanding of learners’ develop-mental levels. | …and   * Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction. * Incorporates tools of language development into planning and instruction. | …and   * Supports learners in setting and meeting their own learning goals aligned to their diverse learning needs. |
| **1.2** | Collaborates with families, colleagues, and other professionals to promote student growth and development (1b). | * Not effective   *Evidence of ineffective performance may include:*   * *Not proactive in communication.* * *Not learner focused.* * *Defensive or hostile.* * *Continual excuses for not collaborating.* * *Not taking responsibility for learner growth.* * *Unaware of learner needs.* * *Doesn’t communicate effectively.* | * Interacts with families and colleagues related to learner growth and development. | …and   * Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners. | …and   * Anticipates the unique needs of each learner and collaborates within and outside the school to address those needs. |

|  |  |
| --- | --- |
| **Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Expectation for which the comment applies if not for the standard as a whole.) | |
| **Evidence that may be used to provide clarification and support or substantiation of performance not observed:** | **Confirmation of performance provided by evidence:** |
| 🔾 Specific documentation of communication with parents regarding cognitive, linguistic, social, emotional, and physical development of learners |  |
| 🔾 Lesson or unit plans showing considerations of individual learner growth and development |  |
| 🔾 Participation in professional learning community focused on individual learner growth and development |  |
| 🔾 Screening, diagnostic, formative, and summative data used to differentiate instruction and monitor progress |  |
| 🔾 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Standard 2: Learning Differences**  The teacher understands individual learner differences and cultural and linguistic diversity. | | | | | | | | | | | |
|  | **Performance Expectation** | | | **Not Effective** | | **Emerging Effective**  **Minimally Effective** | | | **Effective** | | **Highly Effective** | |
| **2.1** | Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (2a, 2b, 2c, 2d). | | | * Not effective   *Evidence of ineffective performance may include:*   * *Unaware of personal biases.* * *Not accepting of differences.* * *Resists change and adaptation.* * *Doesn’t hold high expectations.* * *Evaluated on completion only.* | | * Applies understanding of learner diversity to encourage all learners to reach their full potential. | | | …and   * Uses learner differences as an asset in designing, adapting, and delivering instruction for all learners. * Applies knowledge of language acquisition in instruction. * Provides learners multiple ways to demonstrate learning. | | …and   * Contributes to a school-wide culture that encourages learner perseverance and advancement. * Connects multiple perspectives to encourage learners to learn from each other. | |
| **Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Expectation for which the comment applies if not for the standard as a whole.) | | | | | | | | | | | | |
| **Evidence that may be used to provide clarification and support or substantiation of performance not observed:** | | | | | | | | **Confirmation of performance provided by evidence:** | | | | |
| 🔾 Attendance and implementation of professional development related to diverse student needs and/or language acquisition | | | | | | | |  | | | | |
| 🔾 Collection, analysis and use of individual learner growth and development to positively adapt and deliver instruction | | | | | | | |  | | | | |
| 🔾 Specific documentation of bringing in parents/community members to strengthen diversity appreciation | | | | | | | |  | | | | |
| 🔾 Materials used that reflect a broad range of cultures, interests, and perspectives | | | | | | | |  | | | | |
| 🔾 | | | | | | | |  | | | | |
|  | | | **Standard 3: Learning Environments**  The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation. | | | | | | | | | |
|  | | | **Performance Expectation** | | **Not Effective** | | **Emerging Effective**  **Minimally Effective** | | | **Effective** | | **Highly Effective** |
| **3.1** | | | Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a). | | * Not effective   *Evidence of ineffective performance may include:*   * *No schedule planned.* * *Majority of learners not on task.* * *Learners don’t know what to do.* * *Instructional time is lost.* * *Lengthy transitions.* * *Unorganized.* * *Learners not engaged.* | | * Implements a daily schedule. * Establishes classroom routines, expectations, and procedures. * Establishes behavioral expectations focused on planned learning outcomes. | | | …and   * Provides explicit direction so that learners know what to do and when to do it * Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior. | | …and   * Collaborates with learners in establishing, reflecting, and promoting learning outcomes, resulting in self-directed learning experiences. |
| **3.2** | | | Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b). | | * Not effective   *Evidence of not effective performance may include:*   * *Negative demeanor.* * *Frequent reprimands.* * *Lack of learner collaboration.* * *Inappropriate boundaries.* * *Inconsistent response and feedback.* * *Lack of monitoring or engagement with learners.* * *Leaves learners unattended.* * *Teacher-focused strategies only (lecture, worksheet, video, etc.).* * *Emotionally unsafe environment.* | | * Promotes a positive and respectful learning climate. * Provides opportunities for student interactions. | | | …and   * Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. * Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. * Promotes learner inquiry and exploration. | | …and   * Supports learners as they reflect on and modify their personal interactions. * Supports learners to create and manage learning teams to meet learning goals. |
| **3.3** | | Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d). | | | * Not effective   *Evidence of ineffective performance may include:*   * *Limited classroom management strategies.* * *Negative or ineffective strategies.* * *Ineffective use of time, space, and attention.* * *Disorganized learning environment.* * *Frequent digressions.* * *Negative, ineffective, inconsistent use of strategies.* | | * Implements classroom management strategies. * Encourages learners to be engaged with the content. * Distributes time, space, and attention to engage learners. | | | …and   * Uses differentiated management strategies focusing on individual learner needs. * Gains and maintains student attention through active engagement. * Adjusts instructional pacing and transitions to maintain learner engagement and support learning. | | …and   * Fosters each learner’s ability to manage and reflect upon his/her own learning. * Fosters each learner’s ability to manage and reflect upon his/her own learning time. |

|  |  |
| --- | --- |
| **Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Expectation for which the comment applies if not for the standard as a whole.) | |
| **Evidence that may be used to provide clarification and support or substantiation of performance not observed:** | **Confirmation of performance provided by evidence:** |
| 🔾 Collection, analysis and use of data to make modifications in classroom instruction |  |
| 🔾 Implementation of student learning teams to purposefully ensure support of individual learner needs and engagement |  |
| 🔾 Participation in and implementation of professional development related to the learning environment and/or collaborative learning |  |
| 🔾 Student work or journals showing self-reflection of his or her personal learning and growth |  |
| 🔾 |  |

**Section 2: Instructional Practice**

*Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of content.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Standard 4: Content Knowledge**  The teacher understands the central concepts, tools of inquiry, and structures of the discipline. | | | | |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | **Effective** | **Highly Effective** |
| **4.1** | Bases instruction on accurate content knowledge using multiple representations of concepts (4a, 4c, 4d, 7c). | * Not effective   *Evidence of ineffective performance may include:*   * *Conveys inaccurate content, information, and/or concepts.* * *Only one way to teach a concept.* * *Strategies are not subject specific.* * *Information is not connected to real-world application.* * *Has difficulty conveying concepts.* | * Demonstrates content knowledge in the teaching assignment. * Teaches basic concepts of the discipline. | …and   * Uses multiple representations and explanations of concepts to deepen each learner’s understanding. * Designs learning experiences to explicitly teach methods of inquiry and problem-solving. * Models and expects learners to evaluate, create, and think critically about the content. * Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning. | …and   * Pursues opportunities to learn new developments in the discipline and continually deepens content knowledge. * Applies knowledge of subject beyond the content. * Motivates learners to extend and share their own knowledge beyond core content. * Anticipates possible learner misunderstandings and proactively mitigates concerns. |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | **Effective** | **Highly Effective** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **4.2** | Supports students in learning and using academic language accurately and meaningfully (4e). | * Not effective   *Evidence of ineffective performance may include:*   * *Inaccurate vocabulary.* * *Minimal use of vocabulary of the discipline.* | * Uses the vocabulary of the discipline accurately. | | …and   * Models and teaches the language of the discipline. * Designs learning experiences that require learners to correctly use and meaningfully apply the language of the discipline. | …and   * Stays current on emerging research and vocabulary specific to the discipline, and incorporates it into instruction. * Collaborates with colleagues to update academic language. |
| **Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Expectation for which the comment applies if not for the standard as a whole.) | | | | | | |
| **Evidence that may be used to provide clarification and support or substantiation of performance not observed:** | | | | **Confirmation of performance provided by evidence:** | | |
| 🔾 Attendance and implementation of professional development related to grade level or specific content | | | |  | | |
| 🔾 Specific documentation of projected learner misunderstandings and the method used to mitigate misconceptions | | | |  | | |
| 🔾 Materials used to promote critical thinking and problem solving that extend the learners’ knowledge of content | | | |  | | |
| 🔾 Resources, tools, and trainings developed for colleagues that broaden knowledge of academic language | | | |  | | |
| 🔾 | | | |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Standard 5: Assessment**  The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met. | | | | |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | **Effective** | **Highly Effective** |
| **5.1** | Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a). | * Not effective   *Evidence of ineffective performance may include:*   * *Makes teaching decisions in isolation.* * *No adjustments to instruction based on data.* * *Sticks to pre-determined plan.* * *Provides only one learning opportunity.* * *No preassessment or enrichment for advanced learners.* * *Same assessments for all learners.* | * Uses data to evaluate the outcomes of teaching. * Monitors learner performance and responds to individual learning needs. | …and   * Designs and targets strategies for instruction based on data. * Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs. * Targets intervention and enrichment strategies based on data. | …and   * Provides multiple assessment options for the learner to demonstrate knowledge and skills. * Collaborates with colleagues to use a variety of data to reflect and adapt planning and instruction. |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | **Effective** | **Highly Effective** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **5.2** | Engages students in understanding and identifying the elements of quality work (5b). | * Not effective   *Evidence of ineffective performance may include:*   * *Non-specific or limited feedback.* * *Ineffective feedback.* * *Untimely feedback.* * *Rarely moves about the classroom to provide on-going feedback.* | * Provides feedback on learner work. * Identifies elements of quality work. | | …and   * Provides timely, descriptive, and specific feedback to individuals and groups. * Provides ways for learners to monitor and reflect upon their own progress. | …and   * Provides opportunities for learners to self- assess work and receive peer feedback. |
| **5.3** | Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways (5e). | * Not effective   *Evidence of ineffective performance may include:*   * *Documentation is not accurate, current or thorough.* * *Feedback is inconsistent, incomplete, or inaccessible.* | * Documents and shares assessment feedback with learners and parents/guardians as required. | | …and   * Uses a variety of effective formats to document and provide feedback on learner progress. * Initiates ongoing, open communication between home and school about learner progress. | …and   * Engages learners in using feedback to improve future performance. |
| **Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Expectation for which the comment applies if not for the standard as a whole.) | | | | | | |
| **Evidence that may be used to provide clarification and support or substantiation of performance not observed:** | | | | **Confirmation of performance provided by evidence:** | | |
| 🔾 Documentation of a variety of timely and descriptive feedback provided to learners | | | |  | | |
| 🔾 Specific documentation of implementation of individual learner’s IEPs, 504 Plans, or other necessary accommodations | | | |  | | |
| 🔾 Lesson or unit plans showing considerations of individual learner growth and development | | | |  | | |
| 🔾 Resources and materials demonstrating multiple assessment opportunities for learners to show and self-reflect upon growth | | | |  | | |
| 🔾 | | | |  | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Standard 6: Instructional Planning**  The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context. | | | | | |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | | **Effective** | **Highly Effective** |
| **6.1** | Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (4b, 6a). | * Not effective   *Evidence of ineffective performance may include:*   * *Materials are not aligned with standards.* * *Unfamiliar with Utah Core.* * *No evidence of long-term planning.* | * Aligns daily instruction with the Utah Core Standards. * Selects instructional materials that support standards. | | …and   * Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content. * Organizes and adapts learning experiences and materials to align with the Utah Core Standards. * Adapts pre-determined plans, materials, and timeframes to meet individual learner needs. | …and   * Plans authentic learning experiences. * Evaluates the effectiveness of planning in response to student learning data and makes needed adjustments. |
| **6.2** | Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e). | * Not effective   *Evidence of ineffective performance may include:*   * *Always focuses on one discipline at a time.* * *Learners not engaged in content.* * *Plans solely in isolation.* | * Provides opportunities for students to use knowledge in various ways. | | …and   * Plans lessons that demonstrate how knowledge and skills transfer to other content areas. * Designs learning experiences that promote the application of knowledge in multiple content areas. | …and   * Collaborates with colleagues to establish links between disciplines and influence school-wide teaching practices. |
| **Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Expectation for which the comment applies if not for the standard as a whole.) | | | | | | |
| **Evidence that may be used to provide clarification and support or substantiation of performance not observed:** | | | | **Confirmation of performance provided by evidence:** | | |
|   Assessment of individual learner needs, analysis of learner progress data results, and application of student learning outcomes in planning | | | |  | | |
|   Attendance and implementation of professional development related to diverse student needs and/or language acquisition | | | |  | | |
|   Specific documentation of cross-curricular collaboration with other departments, grade levels, or colleagues | | | |  | | |
|   Lesson or unit plans or curriculum map showing long- and short-term learning experiences that align with the Utah Core Standards | | | |  | | |
| 🔾 | | | |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Standard 7: Instructional Strategies**  The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways. | | | | |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | **Effective** | **Highly Effective** |
| **7.1** | Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (2b, 2e, 6c, 7a, 7b). | * Not effective   *Evidence of ineffective performance may include:*   * *Inappropriate strategies.* * *Minimal variety.* * *Lacks real-world connections.* * *No evidence of differentiation for individuals or groups.* * *Insensitivity to individual differences.* * *No adjustments to plans.* | * Identifies each learner’s diverse learning strengths and needs. * Uses a limited number of instructional strategies. | …and   * Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners. * Differentiates instruction by using a variety of appropriate strategies. | …and   * Uses instructional strategies relevant to each learner’s developmental, cultural, and linguist background. * Uses learner differences as an asset in implementing effective instruction for all students. |
| **7.2** | Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (3f, 6d, 7e). | * Not effective   *Evidence of ineffective performance may include:*   * *Uses mostly memorization, recall, and rote knowledge.* * *Uses one mode of communication.* | * Uses instructional strategies that incorporate higher-order thinking. | …and   * Provides learners with explicit instruction to analyze, synthesize, and make decisions. * Provides opportunities for learners to reflect on their own learning. * Provides opportunities for students to generate and evaluate new ideas. | …and   * Creates complex, open-ended learning opportunities where learners develop inventive solutions to problems. |
| **7.3** | Supports and expands each learner’s communication skills through reading, writing, listening, and speaking (3f, 7d). | * Not effective   *Evidence of ineffective performance may include:*   * *Communication is teacher centered.* * *Only one communication skill typically used.* * *Skills not taught or developed specifically.* | * Provides opportunities for learners to practice communication skills. | …and   * Teaches content-specific reading, writing, listening, and speaking skills for effective communication. * Provides opportunities for learners to expand communication skills to articulate thoughts and ideas. | …and   * Engages each student to transfer communication skills to real-world contexts. * Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | **Effective** | **Highly Effective** |
| **7.4** | Uses a variety of effective technology and resources to support learning (3e, 7f, 7g). | * Not effective   *Evidence of ineffective performance may include:*   * *Technology does not support effective learning.* * *Repetitive use of single technology.* * *Avoids using available technology.* | * Uses technology to support instruction. | …and   * Evaluates and uses various technologies to support content and skill development. * Incorporates technology to extend learner content knowledge and skill development. | …and   * Provides opportunities for learners to critically analyze information from multiple and diverse sources and perspectives. * Investigates and uses new technologies to enhance student engagement in learning. |
| **7.5** | Develops learners’ abilities to find and use information to solve real-world problems (7f, 7g). | * Not effective   *Evidence of ineffective performance may include:*   * *Uses limited sources of information.* * *Information sources not appropriate for complexity of concepts.* * *Uses unreliable sources of information.* * *Problems addressed are hypothetical and unrealistic.* | * Exposes learners to various media and other sources. | * Develops each learner’s ability to find, understand, and analyze diverse sources of information. * Provides opportunities for learners to use multiple sources of information to solve real-world problems. | * Fosters a learning environment where learners offer opinions, support claims, and share perspectives to solve problems. |
| **7.6** | Uses a variety of questioning strategies to promote engagement and learning (7h). | * Not effective   *Evidence of ineffective performance may include:*   * *Opportunity for few learner responses.* * *Questioning focused on recall.* * *Answers own questions.* * *No wait time.* * *One right answer.* | * Asks questions to assess student learning. | …and   * Selects questioning strategies aligned with learning goals. * Incorporates higher-level thinking questions to promote learner engagement. | …and   * Adapts levels of questions to engage each learner in appropriately differentiated high-level learning. |

|  |  |
| --- | --- |
| **Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Expectation for which the comment applies if not for the standard as a whole.) | |
| **Evidence that may be used to provide clarification and support or substantiation of performance not observed:** | **Confirmation of performance provided by evidence:** |
|  Specific documentation of implementation of instructional strategies for a range of learners’ developmental, cultural, and linguistic needs |  |
|  Examples of learner work showing opportunities to solve complex, open-ended problems and development of innovative solutions |  |
|  Learner reflection journals showing self-reflection of individual learning and subsequently setting learning goals |  |
|  Resources demonstrating differentiation of accommodations, materials, teaching strategies, sequencing, etc. |  |
|  |  |

**Section 3: Professional Responsibility**

*Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Standard 8: Reflection and Continuous Growth**  The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner. | | | | | |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | | **Effective** | **Highly Effective** |
| **8.1** | Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e). | * Not effective   *Evidence of ineffective performance may include:*   * *Limited participation in professional learning.* * *Does not implement professional development.* * *Unaware of policies.* * *Unaware of Utah Effective Teaching Standards.* | * Applies current professional learning to classroom practice, consistent with its intent. * Acknowledges the impact of bias on teaching. | | **…**and   * Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards. * Measures the effectiveness of new learning strategies by collecting and reflecting upon data and feedback (student exit surveys, student assignments, action research, etc.). * Identifies own background and experiences that have an impact on teaching and learning relationships. | …and   * Seeks professional learning within and outside the school setting to refine professional practices. * Identifies and accesses resources that support the development of a broader understanding of differences. * Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the implications for classroom teaching and learning. |
| **Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Expectation for which the comment applies if not for the standard as a whole.) | | | | | | |
| **Evidence that may be used to provide clarification and support or substantiation of performance not observed:** | | | | **Confirmation of performance provided by evidence:** | | |
| 🔾 Attendance and implementation of professional development related to student or other personal growth needs | | | |  | | |
| 🔾 Lesson or unit plans that explicitly describe instructional strategies selected for student needs | | | |  | | |
| 🔾 Self-reflection journals, mentoring logs, or evidence of collaborating with colleagues to apply and evaluate new knowledge | | | |  | | |
| 🔾 Videos, photos, Podcasts, and other media that reflect learner engagement resulting from new instructional strategies | | | |  | | |
| 🔾 | | | |  | | |
| 🔾 | | | |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Standard 9: Leadership and Collaboration**  The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success. | | | | |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | **Effective** | **Highly Effective** |
| **9.1** | Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (9a, 9b, 9d, 9e). | * Not effective   *Evidence of ineffective performance may include:*   * *Teaches in solitude.* * *Does not participate in decision-making.* * *Does not fulfill required duties.* * *Displays lack of respect for colleagues.* * *Blames others for lack of learner success.* | * Maintains cordial professional relationships with colleagues to fulfill required duties. | …and   * Participates with colleagues and collaborates in decision-making. * Accepts responsibility for the success of all learners. | …and   * Aligns own Professional Growth Plan and student achievement goals with the School Improvement Plan and other school initiatives. * Takes initiative to participate in developing and implementing policies and practices that improve instruction. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Performance Expectation** | **Not Effective** | **Emerging Effective**  **Minimally Effective** | **Effective** | **Highly Effective** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **9.2** | Advocates for the learners, the school, the community, and the profession (9c). | * Not effective   *Evidence of ineffective performance may include:*   * *Limited communication with learners, families, or community.* * *Lacks respect for learners and families.* * *Communicates negatively about students, families, or the profession.* | * Contributes to student success by responding to learner, family, and community concerns. | | …and   * Advocates for all students to be prepared for high school graduation and future school work success. * Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement. | …and   * Communicates the vision of college and career readiness to students and families. * Participates, promotes, and provides support for initiatives in the school and community to have an impact on student success. |
| **Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Expectation for which the comment applies if not for the standard as a whole.) | | | | | | |
| **Evidence that may be used to provide clarification and support or substantiation of performance not observed:** | | | | **Confirmation of performance provided by evidence:** | | |
| 🔾 Documentation of discussion, results, and implementation of collaboration with colleagues | | | |  | | |
| 🔾 Specific documentation of educational advocacy activities in professional and community groups | | | |  | | |
| 🔾 Contributions to the school improvement plan through activities, such as participation on committees or community council | | | |  | | |
| 🔾 Specific documentation of leadership in local and state professional and educational organizations | | | |  | | |
| 🔾 | | | |  | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Standard 10: Professional and Ethical Behavior**  The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515. | | | |
|  | **Performance Expectation** | Yes | No |  |
| **10.1** | Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (5f, 10af). |  |  | Understands, adheres to and upholds federal and state laws, State Board of Education rules, state and local policies, supervisory directives, and professional moral and ethical conduct, and holds others accountable to do the same. |
| **10.2** | Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development (10b). |  |  | Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities. |
|  |  | Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals and additional requirements in a timely way. |
|  |  | Maintains accurate instructional and non-instructional records. |
|  |  | Maintains integrity and confidentiality in matters concerning student records and collegial consultation. |
|  |  | Develops appropriate student-teacher relationships as defined in rule, law, and policy. |
|  |  | Maintains professional demeanor and appearance as defined by the local education agency (LEA). |
| **Evaluator Comments:** (Required for ratings of “No.” Recommended for “Yes” where appropriate. Please specify the Performance Expectation for which the comment applies if not for the standard as a whole.) | | | | |

**Section 4: Conference and Rating**

*The follow-up conference should be held at least once during each review period. It should include a discussion of Performance Expectation ratings using the* ***Evaluation Summary Sheet*** *as a guide. It includes an opportunity for the teacher being evaluated to submit additional information in the form of meaningful evidence to further inform the ratings. Performance Expectations that may not have been observed may be determined by considering appropriate evidence. The summary rating should be calculated and discussed. Performance Expectations that have been rated as* ***minimally effective*** *should be followed by a plan for professional development and improvement. Any ratings of* ***not effective*** *must be followed by required improvement goals, including appropriate timeframes and additional follow-up formative and summative evaluations. Notes should be included for each part of the conference.*

|  |  |
| --- | --- |
| 1. The observer discusses ratings using the Evaluation Summary Sheet as a guide. | |
| Comments: | |
| 1. The teacher and observer may provide additional evidence for clarification and support of Performance Expectation ratings. | |
| Additional Evidence Accepted: | |
| Comments: | |
| 1. The teacher submits evidence to inform the rating of Performance Expectations not observed during the review period. | |
| Additional Evidence Accepted: | |
| Comments: | |
| 1. Calculate summary rating using the scoring guide supplied below. | |
| Summary Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: | |
| 1. Set improvement goals. (Performance Expectations that have been rated as **minimally effective** should be followed by a plan for professional development and improvement. Any ratings of **not effective** must be followed by required improvement goals, including appropriate timeframes and additional follow-up formative and summative evaluations.) | |
| Goal 1: | Timeframe: |
| Goal 2: | Timeframe: |
| Goal 3: | Timeframe: |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **Level 1** | **Level2/3** |  | | |
| **Utah Teaching Observation Tool**  **Performance Expectation Ratings** | **Not Effective** | **Emerging Effective** | **Minimally Effective** | **Effective** | **Highly Effective** | |
| **Standard 1: Learner Development** | | | | | | |
| * 1. Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs. (1a, 2e) |  |  |  |  |  | |
| * 1. Collaborates with families, colleagues, and other professionals to promote student growth and development. (1b) |  |  |  |  |  | |
| **Standard 2: Learning Differences** | | | | | | |
| * 1. Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all. (2a, 2b, 2c, 2d) |  |  |  |  |  | |
| **Standard 3: Learning Environments** | | | | | | |
| * 1. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. (3a) |  |  |  |  |  | |
| * 1. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. (3b) |  |  |  |  |  | |
| * 1. Utilizes positive classroom management strategies including the resources of time, space, and attention effectively. (3c, 3d) |  |  |  |  |  | |
| **Standard 4: Content Knowledge** | | | | | | |
| * 1. Bases instruction on accurate content knowledge using multiple representations of concepts. (4a, 4c, 4d, 7c) |  |  |  |  |  | |
| * 1. Supports students in learning and using academic language accurately and meaningfully. (4e) |  |  |  |  |  | |
| **Standard 5: Learning Environments** | | | | | | |
| * 1. Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction. (5a, 5c, 5d, 8a) |  |  |  |  |  | |
| * 1. Engages students in understanding and identifying the elements of quality work. (5b) |  |  |  |  |  | |
| * 1. Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways. (5e) |  |  |  |  |  | |
| **Standard 6: Instructional Planning** | | | | | | |
| * 1. Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning. (4b, 6a) |  |  |  |  |  | |
| * 1. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. (6b, 6e) |  |  |  |  |  | |
| **Standard 7: Instructional Strategies** | | | | | | |
| * 1. Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners. (2b, 2e, 6c, 7a, 7b) |  |  |  |  |  | |
| * 1. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. (3f, 6d, 7e) |  |  |  |  |  | |
| * 1. Supports and expands each learner’s communication skills through reading, writing, listening, and speaking. (3f, 7d) |  |  |  |  |  | |
| * 1. Uses a variety of effective technology and resources to support learning. (3e, 7f, 7g) |  |  |  |  |  | |
| * 1. Develops learners’ abilities to find and use information to solve real-world problems. (7g, 7f) |  |  |  |  |  | |
| * 1. Uses a variety of questioning strategies to promote engagement and learning. (7h) |  |  |  |  |  | |
| **Standard 8: Reflection and Continuous Growth** | | | | | | |
| * 1. Adapts and improves practice based on reflection and new learning. (8b, 8c, 8d, 8e) |  |  |  |  |  | |
| **Standard 9: Leadership and Collaboration** | | | | | | |
| * 1. Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community. (9a, 9b, 9d, 9e) |  |  |  |  |  | |
| * 1. Advocates for the learners, the school, the community, and the profession. (9c) |  |  |  |  |  | |
| Summary Rating: | | | | | | |
| **Comments:** | | | | | | |
| **Recommended actions for Improvement:** | | | | | | |
| **Evidence or documentation that supports rating:** | | | | | | |
|  | | | | **Not Effective** | | **Effective** |
| **Standard 10: Professional and Ethical Behavior** | | | | | | |
| * 1. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. (5f, 10a) | | | |  | |  |
| * 1. Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development. (10b) | | | |  | |  |
| **Comments:** | | | | | | |
| **Recommended actions for improvement:** | | | | | | |
| **Evidence or documentation that supports rating:** | | | | | | |