



AAQEP Annual Report for 2023

Provider/Program Name:	Weber State University - Teacher Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Weber State University (WSU)

Mission: Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.

Vision: Weber State University will be a leader in transforming lives by meeting all students where they are, challenging and guiding them to achieve their goals academically and in life.

Weber State University (WSU) is a comprehensive public institution serving the educational needs of people in Northern Utah as well as other areas in Utah, other states, and over 50 countries. In Fall 2022 a total of 29,744 students were enrolled in over 225 degree programs including 20 graduate degree programs and the Doctor of Nursing Practice on two campuses and six outreach centers. During the fall 2022 semester, two years ahead of its original goal, WSU reached a 60% retention rate for first-time students from one fall to the next. The accomplishment improves on the fall 2019 rate of 56%. This year it is also reported that enrollment in WSU's Graduate Studies in Education program has increased 45% over the past five years. See more institutional data in the [WSU Annual Report](#).

Moyes College of Education

Mission: The Moyes College of Education prepares professionals for excellence in serving individuals and communities through meaningful relationships, inclusive culture, immersive learning opportunities, and creative advancement of knowledge.

Vision: We aspire to prepare transformative professionals who positively impact society.

The mission and vision statements came out of college strategic planning. Four strategic goals were identified. See Moyes College of Education [About Us](#).

1. *Justice & Equity Foundation* - We commit to policies and practices that provide a foundation of justice and equity for all students, faculty, and staff.
2. *Personal Connections & Academic Excellence Ecosystem* - We engage in intentional practices that promote personal connections for students, faculty, and staff and support an environment for academic excellence and collaboration.
3. *Community -University- Workforce Innovation Ecosystem* - We leverage the Moyes College of Education as a site for innovation, a regional resource, and a facilitator for a more just society.
4. *Recruitment, Retention, & Completion Outcome* - We strategically optimize recruitment opportunities and promote retention and completion initiatives.

Teacher Education

From the beginning of Weber State University over 125 years ago, teacher preparation has been a focus of the institution. Students today are prepared to pursue Utah educator licenses in Elementary Education, Special Education, Early Childhood Education, and Secondary Education through multiple degree, certification, and endorsement programs.

The Mission of the [Weber State University Educator Preparation Program](#) is to 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.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://weber.edu/teachered/Teacher_Education_Assessments.html

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/23)	Number of Completers in most recently completed academic year (12 months ending 05/23)

<i>Programs that lead to initial teaching credentials</i>			
Early Childhood Education	License	125	11
Elementary Education	License, Graduate Certificate	426	72
Secondary Education	License, Graduate Certificate	454	86
Special Education	License, Graduate Certificate	106	23
Total for programs that lead to initial credentials		1,111	192
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
ESL endorsement	Endorsement	28	9
Educational Leadership	License	32	11
Total for programs that lead to additional/advanced credentials		60	20
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs			
TOTAL enrollment and productivity for all programs		1,171	2
Unduplicated total of all program candidates and completers		1,143	198

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
1,111 initial licenses, 32 advanced ed leadership licenses
<i>**Note: To be more consistent with institutional data, we made changes to where we collect data from. In prior years, these data were collected from the academic departments and course enrollments. For this report and future annual reports, we will instead use institutional research data dashboards (i.e., 10-year enrollment and graduation trends) for higher quality and more consistent data reporting.</i>
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
192 initial, 6 advanced ed leadership licenses = 198 unique completers
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
192 licenses, 9 endorsements, 6 ed leadership licenses = 207
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.
We have updated the data collection and analysis for this metric this year for more accurate tracking of cohort completion. As of this year we create cohorts once students in teacher preparation programs reach a 90-credit hour threshold towards degree. From

the 90-credit hour threshold we consider 3 years as within 1.5 times of the expected time to degree for our program, assuming that students have had a total of 6 years to complete a 4-year degree. For the 2019-2020 cohort, 64 out of 65 (98.4%) program completers completed within 3 years after being assigned to a cohort based on reaching the 90-credits completed threshold. Among those, 31 (48%) completed within 1 year, 28 (43%) completed within 2 years, and 5 (8%) completed within 3 years. Of those who began in the 2019-2020 cohort but have not completed one of the teacher preparation programs (n = 18), 5 (28%) graduated from the institution in another non-teacher preparation program, 1 (6%) has not graduated but is still actively enrolled our teacher preparation programs, and 12 (66%) have stopped-out.

We have noted a major limitation of the way these data are collected as the above analysis does not currently include secondary education program students. We are in conversations with institutional data team members to resolve this for next year.

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Initial License: 98% (n=188) of the completers took the PPAT license exam. As the exam cutoff score was not enforced by the state, that means 98% of the completers passed this exam.

75% of those students met or exceeded the suggested cutoff score of 36 by the state of Utah.

Those seeking an advanced license for school leadership must pass the Praxis exam (5412 Ed Leadership: Administration and Supervision). All 11 candidates who took the exam during the 2022-2023 reporting period passed.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Initial License: Of the students who responded to the Utah Teacher Education Student Survey (UTESS) survey (n=104), we found some areas worthy of note. Based on the courses they took, 96% of the students marked themselves as effective or exceptional in their ability to facilitate students' use of technology for learning and to use technology to support and enhance instruction, 94% felt comfortable using the Utah Core Standards to plan their instruction and engage in professional learning to strengthen their instructional practice. One area for improvement would be helping candidates provide instruction that uses language acquisition strategies to meet the needs of English Language Learners, where only 67% of the students marked themselves as effective or exceptional. Sixty-eight percent of the completers reported being somewhat or extremely satisfied with the teacher preparation program.

In May of 2023, five alumni (two from secondary education, one from elementary, one from special education, and one from early childhood) were invited to a **focus group** on Zoom where they provided feedback on their experience in Teacher Education programs. They all felt prepared to differentiate but did not feel that they always had the time or support to meet the needs of all students (especially in secondary education). In secondary education, they felt that they needed more training on social-emotional learning and how to integrate it into the curriculum. In elementary education, they did not feel prepared for the Science of Reading

as it was presented in the first semester. We knew that this was a potential problem and have since hired a faculty with emphasis in this area. Moving that training to later semesters when they got some experience in teaching would have been preferable. Apart from those topics, alumni felt comfortable with personalization of learning and classroom management. They used many innovative strategies to achieve these two goals, such as choice boards, setting personal goals for students, reward systems, building a community of learners, building a safe space, etc. Upon accepting the job, elementary teachers felt supported by instructional coaches, mentors, and admins who observed them on a regular basis. Secondary education teachers did not feel supported as much after they graduated.

The program outcomes for the MEd Educational Leadership emphasis and graduate certificate are different outcomes from the other emphases because it results in a license issued by the Utah State Board of Education. The outcomes are defined in the Utah Effective Leadership Standards. Evidence of learning is determined by internship ratings using a range of scores from 0-5, with a minimum score of 4 (i.e., strong competency) being the criteria for determining if the student has met the outcome. These ratings are completed by mentor administrators with whom the candidates were assigned. Candidates' internship experiences occur at both the elementary and secondary levels. Although they were rated in both settings, they are not expected to meet each standard in both settings but rather meet all standards across settings. All 11 graduates received a rating of 4 (i.e., strong competency) or higher in either elementary or secondary settings. Four (36%) of the graduates received a rating of 5 for all standards in both settings.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Of the employers who responded to the Utah Teacher Education Employer Survey (UTEES) survey (n=24), we found that based on the interactions and observations of the second-year teachers who graduated from Weber State University, 74% of the employers reported being somewhat or extremely satisfied with the teacher preparation program based on their interactions and observations of the second year teachers from Weber State University. However, across all 25 Utah Effective Teaching Standards (UETS) and Interstate Teacher Assessment and Support Consortium (InTASC) standards, employers rated our alumni as exceptional or higher. Some areas for improvement would be classroom management, differentiation, and usage of data for assessment where only 87% of the candidates were marked as exceptional or effective.

In two separate meetings with area superintendents, they reported that graduates of the Educational Leadership program were regarded as well-prepared. In the largest partner district, both secondary leader internship positions awarded for this school year went to graduates of our program. This district had over 50 qualified applicants.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The CACTUS database held at the Utah State Board of Education provided the employment status of the completers. 147 (76.6%) of our 192 completers were employed inside the Utah public educational system before Aug 1, 2023. We do not have the resources to track employment records in private schools or schools outside of the state of Utah.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
GPA	Candidates must maintain a 3.0 GPA after admission.	The mean GPA of 3.60 for undergraduate students and mean GPA of 3.97 for graduate certificate in teaching students both exceed the required GPA of 3.0.
Performance Assessment & Evaluation System (PAES)	<p>The PAES is an Observation tool assessing the Utah Effective Teaching Standards (UETS) completed by university supervisors during student teaching. Ratings on PAES are the final summative evaluation in the student teaching semester and are rated on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. The final two elements of PAES are Yes/No and scored as 0=No and 1=Yes.</p> <p>The State of Utah has approved a new set of UETS standards. The districts,</p>	<p>On average, 83.7% of the students were rated as developing or pre-service effective on the UETS standards (Above the Benchmark) by their university supervisors. On 14/22 items, students were performing above the benchmark, while on 8/22 items students performed above 71%. These eight have been identified for growth and will be addressed in future level and faculty meetings.</p> <p><i>Early Childhood:</i> The ECE & ELED Double Majors performed “excellent” on all 22 items, with 21/22 items mounting up to 100% of students being graded as either developing or pre-service efficient.</p>

	<p>schools, and universities have until 2025 to change to the new standards. The new PAES rubric is not yet provided by the state.</p> <p>Our goal is that based on the courses they took, 80% of the respondents self-rate as being able to effectively or exceptionally perform on the 25 UETS and InTASC standards and 80% of the completers report being somewhat or extremely satisfied with the teacher preparation program.</p>	<p>Upon examining each item in detail, we found that they performed most successfully in areas where collaboration with others was required indicating openness and respect in interactions. They demonstrated effectiveness in knowledge of standards as used in planning and the ability to adapt and improve through intentional reflective practice.</p> <p>The areas for improvement seem to reflect less ability to plan and implement learning experiences with strategies that inclusively engaged all learners in a way that developed higher-level intellectual skills.</p> <p><i>Elementary:</i> Elementary education majors performed excellent on all 22 items, with the lowest combined score (developing and preservice effective) at 94%. This category measures competency in providing feedback and is not readily available for preservice teachers to show competency during single observation visits from a university supervisor.</p> <p><i>Secondary:</i> TED had 120 student teachers conducting their PAES evaluation in secondary teacher education. The data indicates a strong performance on all items (ranging from 93-99% performing at developing or pre-service effective level). Some areas were identified for moving more students towards pre-service ready.</p> <p>Action time:</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Integrate a lesson into a literacy course that examines practices in writing good discussion questions to engage students in higher-order thinking.</p> <p>Reiterate the importance of rigor in 3900 so students think about higher-order skills across classes.</p> <p>Use more data sources in the Media class to provide students with practice on how to make adjustments in planning and instruction based on the data.</p> <p><i>Special Education:</i> A review of the data indicates that a large majority of special education students teachers are preservice effective in the majority of PAES with more than 85% of the student teachers scoring in the preservice ranking, with a range from 60% to 91%. However, the area where most students are ranking the lowest is in using a variety of appropriate and available technology and/or resources to support learning (11.4.%).</p>																				
<p>Praxis Performance Assessment for Teachers (PPAT)</p>	<p>The PPAT consists of 4 tasks. Task 1 is graded by program faculty and not reported to PPAT. Task 2 (max=12), Task 3 (max=16), and Task 4 (max=32) are graded by PPAT, with a total of up to 60 points. The state determined a passing score of 36 for the total of PPAT Tasks 2, 3, and 4. It was the first time for the State of Utah to enforce the passing score of 36 in the academic year 2022-2023.</p>	<table border="1"> <thead> <tr> <th>Program</th> <th>N</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>38</td> <td>40</td> <td>7.1</td> </tr> <tr> <td>Secondary</td> <td>100</td> <td>38</td> <td>9.7</td> </tr> <tr> <td>Special Education</td> <td>7</td> <td>35</td> <td>11</td> </tr> <tr> <td>All Teacher Education Programs</td> <td>145</td> <td>37.7</td> <td>9.4</td> </tr> </tbody> </table>	Program	N	Mean	SD	Elementary	38	40	7.1	Secondary	100	38	9.7	Special Education	7	35	11	All Teacher Education Programs	145	37.7	9.4
Program	N	Mean	SD																			
Elementary	38	40	7.1																			
Secondary	100	38	9.7																			
Special Education	7	35	11																			
All Teacher Education Programs	145	37.7	9.4																			

		<p>Overall: On average WSU Teacher Education students taking the PPAT did better than the passing score, with a mean score of 37.7 (SD=9.4). The exam is taken during student teaching. ECE and GCT data were missing because some students did not identify their majors for PPAT.</p> <p><i>Elementary:</i> The overall mean score of 40 was well above the state required passing score of 36. It appears that the significant adjustments made by the program to prepare prospective educators for this exam are working. The result is encouraging as the PPAT is still a fairly new requirement of the program.</p> <p><i>Secondary:</i> Secondary education program had 100 students who took PPAT in Fall 2022 and Spring 2023, including those at Snow College. The mean was 38, above the state passing score.</p> <p>In 2022-23, changes were integrated into program course instruction: <i>video editing, a final exam that focuses on one lesson plan in PPAT format, a greater emphasis on instructional strategies, PPAT verbiage, etc.</i> Other changes to be implemented include: <i>model and perform think-aloud during instruction explaining rationales for making instructional decisions, and integrate instruction and practice writing descriptive, analytical and evaluative writing into a literacy course.</i> How those changes will affect PPAT scores will continue to be monitored.</p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p><i>Special Education:</i> The Special Education program is smaller and PPAT was only completed in Spring 2023. The special education candidates scored lower than candidates in other programs. The mean score of 35 is slightly the state cutoff. Further analysis of the data indicates a large standard deviation (SD=11) suggesting an outlier that may have resulted in a drop in the mean scores. The small number (N=7) may screw the mean score, too.</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Measures for Educational Leadership

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Praxis for Educational Leadership	Educational Leadership Praxis: The Praxis test for Educational Leadership is required as part of the licensing process in Utah. Candidates may take the exam before or after completion of degree requirements.	Educational Leadership Praxis results: 11 candidates took the Praxis and all passed.

<p>Internship Evaluation</p>	<p>Candidates complete an internship toward the end of the program. They are required to meet the competencies as defined in R277-305. The interns are rated by mentor administrators at both an elementary and secondary placement. Evidence of learning is determined by internship ratings using score 0-5, with 4=strong competency being the criteria for determining if the student has met the outcome.</p>	<p>Although they were rated in both settings, they are not expected to meet each standard in both settings, but rather meet all standards across settings. The data shown below represents 11 graduates. The percent is included for those scoring 4 out of 5 for each standard in either setting.</p> <p>The data show that all candidates completing the internship met the criteria of a rating of 4 or higher on all standards.</p>
------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

<p>Provider-Selected Measures</p>	<p>Explanation of Performance Expectation</p>	<p>Level or Extent of Success in Meeting the Expectation</p>
<p>Performance Assessment & Evaluation System (PAES)</p>	<p>The PAES is an Observation tool assessing the Utah Effective Teaching Standards (UETS). Ratings on PAES are the final summative evaluation in the student teaching semester and are rated on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. The final two elements of PAES are Yes/No and scored as 0=No and 1=Yes.</p> <p>Our goal is that based on the courses they took, 80% of the respondents self-rate as being able to effectively or exceptionally perform on the 25 UETS and InTASC standards and 80% of the completers report being</p>	<p>On average, 83.7% of the students were rated as developing or pre-service effective on the 25 UETS and InTASC standards (Above the Benchmark) by their university supervisors. On 14/22 items, students were performing above the benchmark, while on 8/22 items students performed above 71%. These eight have been identified for growth and will be addressed in future level and faculty meetings.</p>

	somewhat or extremely satisfied with the teacher preparation program.	
Praxis Performance Assessment for Teachers (PPAT)	The PPAT consists of 4 tasks. Task 1 is graded by program faculty and not reported to PPAT. Task 2 (max=12), Task 3 (max=16), and Task 4 (max=32) are graded by PPAT, with a total of up to 60 points. The state prescribed a passing score of 36 for the total of PPAT Tasks 2, 3, and 4. It was the first time for the State of Utah to enforce the passing score of 36 in the academic year 2022-2023.	The descriptive analysis of the scores indicate that out of a total score of 60, all Teacher Education candidates have a mean of 37.7 and a standard deviation of 9.4. This suggests that WSU candidates are meeting the specific criteria outlined for the PPAT.
Utah Teacher Education Student Survey (UTESS)	Weber State’s teacher candidates complete the UTESS survey during their student teaching semester. UTESS data provides us with information about how our students rate their own teaching skills, practices, and professional growth, as aligned with Utah Effective Teaching Standards (UETS) and Interstate Teacher Assessment and Support Consortium (InTASC). Ratings on UTESS are the final summative evaluation in the student teaching semester and are rated on a 0-4 scale with 0 = not at all, 1 = minimally, 2 = minimally, 3 = effectively, and 4=exceptionally. The final two elements of UTESS are Yes/No and scored as 0=No and 1=Yes.	On average, 89% of the completers self-rate as being able to effectively or exceptionally perform (Above Benchmark) on the 25 UETS and InTASC standards. All items were met with the exception of the item that stated, “Provide instruction that uses language to meet the needs of English language learners”. While only 68.2% of our completers reported being somewhat or extremely satisfied with the teacher preparation program, this is an increase from the previous year. However, it is below the targeted benchmark of satisfaction.

	<p>Our goal is that based on the courses they took, 80% of the respondents self-rate as being able to effectively or exceptionally perform on the 25 UETS and InTASC standards and 80% of the completers report being somewhat or extremely satisfied with the teacher preparation program.</p>	
<p>Utah Teacher Education Employer Survey (UTEES)</p>	<p>The UTEES asks principals to rate teachers from WSU, during their second year of teaching, on their ability to demonstrate teaching skills, practices, and professional growth, as aligned with UTESS. Ratings on UTEES are the final summative evaluation in the student teaching semester and are rated on a 0-4 scale with 0 = not at all, 1 = minimally, 2 = minimally, 3 = effectively, and 4=exceptionally. The first two elements of UTEES are Yes/No and scored as 0=No and 1=Yes.</p> <p>Our goal is that based on their interactions and observations of the second year completers from Weber State University, 80% of the respondents rate their Weber State University completers as being able to effectively or exceptionally perform on the 25 UETS and InTASC standards and 80% of the respondents report being somewhat</p>	<p>On average, 94% of the employers rated their Weber State University completers as being able to effectively or exceptionally perform on the 25 UETS and InTASC standards (Above the Benchmark). All indicators were met. This rating of the completers by the employers far surpasses the targeted benchmark percent.</p> <p>The employers reported 73.9% as somewhat or extremely satisfied with the teacher preparation program. This was a decline in satisfaction rates from previous years and below the targeted benchmark of satisfaction.</p>

	or extremely satisfied with the teacher preparation program	
--	-------------------------------------------------------------	--

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Weber State University is offering The Paraeducator Certification Program (PCP) which is a program designed for those seeking to become or increase their skills as a paraeducator. Students are able to earn the PCP as a standalone achievement or part of a continuous career plan leading to an associate degree and eventually a teaching license and bachelor's degree. PCP combines evidence-based instructional practices with work-based learning opportunities to leverage theory and practice in a targeted training program that increases knowledge, skills, and application in classroom settings. PCP adheres to WSU and USBE Paraeducator Standards and Competencies. Courses may be available in online, blended, and traditional formats during the day and evening. website: <https://weber.edu/teachered/paraeducatorcertificateprogram.html>
The PCP had 25 completers in 2023 (2nd cohort).

The Teacher Education department at Weber State University is in the process of developing an online pathway for the elementary and secondary teaching degrees. Students will be able to take traditional courses in which they would meet in face-to-face and/or hybrid classes or choose to take fully online courses. The students have the choice to mix and match the modality for the courses. Several courses were offered as fully online in the Fall 2023 semester. All of the courses will be offered fully online in the Spring 2024 semester.