



AAQEP Annual Report for 2022

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 2021 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. In the 2021-22 academic year, 35.1% of WSU students were enrolled in face-to-face courses and 44.3% in online classes. See more institutional data in the [WSU Annual Report](#). In January 2022, WSU received re-accreditation by the Northwest Commission on Colleges and Universities (NWCCU).

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 that was completed in 2021. 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 2021-2022

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 05/22)	Number of Completers in most recently completed academic year (12 months ending 05/22)
<i>Programs that lead to initial teaching credentials</i>			
Elementary education	License, Graduate Certificate	323	92
Secondary education	License, Graduate Certificate	260	67
Special education	License, Graduate Certificate	67	16
Total for programs that lead to initial credentials		650	175
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
ESL endorsement	Endorsement	31	10
Educational Leadership	License	27	11
Total for programs that lead to additional/advanced credentials		58	21
<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			
Unduplicated total of all program candidates and completers			

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.)

Due to licensure changes introduced by the state, the elementary program is now a K-8 license. As a result, Early Childhood Education went through a change in its curriculum to include K-3 and will be reported separately as its own category along with Elementary, Secondary, and Special education in the future.

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.
650 initial license, 27 advanced ed leadership license
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.
175 initial, 11 advanced ed leadership license = 186 unique completers
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
175 licenses, 10 endorsements, 11 ed leadership licenses = 196
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.
100%
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: 84% of students who took the PPAT met or exceeded the suggested score of 36 by the state of Utah. While a final cut off score has not been enforced by the state, our data indicates that we are meeting the state licensure requirements.

Those seeking an advanced license for school leadership must pass the Praxis exam (5412 Ed Leadership: Administration and Supervision). Of the seven candidates who took the exam and completed all other requirements, six (85.7%) passed on the first attempt.

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, we found that based on the courses they took, 85% of the completers self-rated as being able to effectively or exceptionally perform on the 25 Utah Effective Teaching Standards (UETS) and Interstate Teacher Assessment and Support Consortium (InTASC) standards. Of most interest to us, 100% of the students marked themselves as effective or exceptional on the standard of using a variety of instructional strategies to promote engagement. One area for improvement would be the usage of student assessment to plan and modify instruction, where only 72% of the students marked themselves as effective or exceptional.

Sixty-four percent of the completers reported being somewhat or extremely satisfied with the teacher preparation program.

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 score 0-5, with 4=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. The data gathered represents 11 graduates. The percent is included for those scoring 4 out of 5 for each standard in either setting.

The data show that all candidates completing the internship met the criteria of a rating of 4 or higher on all standards.

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, we found that based on the interactions and observations of the second year teachers in their employ who graduated from Weber State University, 91% of the employers rated their Weber State University completers as being able to effectively or exceptionally perform on the 25 Utah Effective Teaching Standards (UETS) and Interstate Teacher Assessment and Support Consortium (InTASC) standards. Of most interest to us, 100% of the employers marked the completers as effective or exceptional on the standard of using a variety of classroom management strategies to create a positive learning environment. One area for improvement would be the usage of

data from assessments to provide feedback to learners, where only 82% of the employers marked the completers as effective or exceptional.

Ninety-five percent 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.

The Educational Leadership program has not obtained information from employers, as the recent completers had not been employed as of spring 2022. Some began positions this fall and we will follow up with employer surveys in the spring.

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. 141 (80.6%) of our 175 completers were employed inside the Utah public educational system before Aug 1, 2022.

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
Praxis for teacher prep	The Praxis tests were required by individuals entering the teaching profession as part of the certification process in Utah and taken prior to graduation and recommendation for licensure. Teacher candidates were required to pass the test at the state required cut score.	Teaching Praxis results: 131 students took the Praxis with 99 passing. Since the Teaching Praxis is no longer required the results of the passing students is skewed and not reflective of the actual number of students recommended for licensure.

	As of April 2022 the Praxis for the teaching profession was no longer required by the state. The Teacher Education Department is considering other options to replace the Praxis requirement.																					
GPA	Candidates must maintain a 3.0 GPA after admission.	The mean GPA of 3.82 exceeds 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). Ratings on PAES are the final summative evaluation in the student teaching semester and are rated on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. The final two elements of PAES are Yes/No and scored as 0=No and 1=Yes. Data are reported as means by program. 80% is the expected performance level, which translates to a total of 50/62 points.</p> <p>The State of Utah has approved a new set of UETS standards. The districts, schools, and universities have until 2025 to change to the new standards.</p>	<table border="1" data-bbox="1346 548 1881 704"> <thead> <tr> <th>Program</th> <th>N</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>85</td> <td>57.6</td> <td>5.92</td> </tr> <tr> <td>Secondary</td> <td>87</td> <td>56.7</td> <td>7.44</td> </tr> <tr> <td>Special Ed</td> <td>16</td> <td>60.0</td> <td>4.38</td> </tr> <tr> <td>All Teacher Education Programs</td> <td>188</td> <td>57.4</td> <td>6.58</td> </tr> </tbody> </table> <p>Overall: The PAES evaluation is completed jointly by the cooperating and collaborating teachers and allows teacher candidates to demonstrate the knowledge, skills and dispositions gained during all coursework as well as the ability implement evidence-based culturally responsive practices and respond to the language needs of their students specifically as they relate to planning and teaching. Based on a 3 point Likert scale with 3 being the highest rating, this instrument is completed by cooperating/mentor teachers during student teaching.</p> <p><i>Elementary:</i> The data indicates a strong performance by elementary education candidates with scores ranging from 2.80 to 2.90. This is</p>	Program	N	Mean	SD	Elementary	85	57.6	5.92	Secondary	87	56.7	7.44	Special Ed	16	60.0	4.38	All Teacher Education Programs	188	57.4	6.58
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		<p>further reinforced by data which indicates that Weber State teachers have the highest retention rate, according to the legislative audit report.</p> <p><i>Secondary:</i> TED had 64 student teachers conducting their PAES evaluation in secondary teacher education. The data indicates a strong performance by elementary education candidates with scores ranging from 2.80 to 2.90 per item. Interestingly, the Fall 2021 cohort was either at the department average for each category or above it, while the Spring 2022 cohort was either at the department average or below it.</p> <p><i>Special Education:</i> The data indicates a strong performance by special education candidates with scores ranging from 2.90 to 3.00. This is further reinforced by data which indicates that Weber State teachers have the highest retention rate, according to the legislative audit report.</p>
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Praxis Performance Assessment for Teachers (PPAT)

The PPAT consists of 4 tasks. Each task being from 12 to 32 possible points with a total of 60 points. The state prescribed cut-off score for the PPAT will be 36. Due to the on-going pandemic, the State of Utah did not enforce their cut-off total score of 36 for the academic year 2021-2022.

Program	N	Mean	SD
Elementary	23	42.4	6.22
Secondary	39	41.1	5.38
Special Ed	7	38.4	9.93
GCT	30	41.03	7.02
All Teacher Education Programs	99	41.21	6.44

Overall: All students taking the PPAT did better than the cutoff score of 36. The exam is taken by our students during student teaching.

Elementary:
On average our students are scoring (42.4) above the expected state cut score of 36. The lowest percentage score on PPAT was task 3 (11.16/16 69%), where students have to identify student data and then how to implement changes to instruction based on the data.

Secondary:
23 secondary teacher education teacher candidates completed the PPAT exam administered through ETS. Even though the cut-off score was non-consequential for this cohort of teacher candidates, we considered it an accomplishment that 22 of our secondary teacher education students still passed this prescribed threshold (a score of 36 and above). Secondary teacher education students performed better than the department average on Tasks 1, 2 and 3, with on-campus secondary teacher education

		<p>candidates performing the best of all groups. On Task 4, which carried the biggest weight, secondary teacher education candidates performed lower than the Department of Teacher Education (TED) average.</p> <p><i>Special Education:</i> A review of the PPAT data indicates that while our seven candidates in special education passed the PPAT they scored lower than other programs. A further analysis of the data indicates that we had a large standard deviation suggesting an outlier which may have resulted in a drop in the average score. The small N is due to the fact that the program is smaller and PPAT is completed only in the spring. Overall we are performing lower than expected on Tasks 2 and 4.</p>
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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.	<p>Educational Leadership Praxis results: 7 candidates took the Praxis with 6 passing on the first attempt.</p> <p>The 7 scores do not represent all completers since the exam can be taken outside of the graduation semester.</p>

Internship Evaluation	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.	<table border="1" data-bbox="1346 321 1879 492"> <thead> <tr> <th>Utah Effective Leadership Standards</th> <th>Ratings (out of possible 22)</th> <th>Mean Rating (SD)</th> <th>Met Standard n (%)</th> </tr> </thead> <tbody> <tr> <td>1. Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student's academic success and well-being.</td> <td>20</td> <td>4.7 (0.5)</td> <td>20 (100)</td> </tr> <tr> <td>2. Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</td> <td>18</td> <td>4.7 (0.7)</td> <td>17 (84)</td> </tr> <tr> <td>3. Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students.</td> <td>20</td> <td>4.7 (0.5)</td> <td>20 (100)</td> </tr> <tr> <td>4. Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student's academic success and well-being.</td> <td>19</td> <td>4.8 (0.4)</td> <td>19 (100)</td> </tr> <tr> <td>5. Effective educational leaders act ethically and professionally to promote each student's academic success and well-being.</td> <td>15</td> <td>4.6 (0.6)</td> <td>12 (80)</td> </tr> <tr> <td>6. Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.</td> <td>21</td> <td>4.6 (0.6)</td> <td>20 (95)</td> </tr> <tr> <td>7. Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student's academic success and well-being.</td> <td>20</td> <td>4.8 (0.5)</td> <td>19 (95)</td> </tr> </tbody> </table> <p data-bbox="1335 532 1879 800">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 data-bbox="1335 837 1879 935">The data show that all candidates completing the internship met the criteria of a rating of 4 or higher on all standards.</p>	Utah Effective Leadership Standards	Ratings (out of possible 22)	Mean Rating (SD)	Met Standard n (%)	1. Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student's academic success and well-being.	20	4.7 (0.5)	20 (100)	2. Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	18	4.7 (0.7)	17 (84)	3. Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students.	20	4.7 (0.5)	20 (100)	4. Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student's academic success and well-being.	19	4.8 (0.4)	19 (100)	5. Effective educational leaders act ethically and professionally to promote each student's academic success and well-being.	15	4.6 (0.6)	12 (80)	6. Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.	21	4.6 (0.6)	20 (95)	7. Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student's academic success and well-being.	20	4.8 (0.5)	19 (95)
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																				
Performance Assessment & Evaluation System (PAES)	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 =	<table border="1" data-bbox="1346 1187 1879 1344"> <thead> <tr> <th>Program</th> <th>N</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>85</td> <td>57.6</td> <td>5.92</td> </tr> <tr> <td>Secondary</td> <td>87</td> <td>56.7</td> <td>7.44</td> </tr> <tr> <td>Special Ed</td> <td>16</td> <td>60.0</td> <td>4.38</td> </tr> <tr> <td>All Teacher Education Programs</td> <td>188</td> <td>57.4</td> <td>6.58</td> </tr> </tbody> </table>	Program	N	Mean	SD	Elementary	85	57.6	5.92	Secondary	87	56.7	7.44	Special Ed	16	60.0	4.38	All Teacher Education Programs	188	57.4	6.58
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	<p>beginning, 2 = developing, and 3 = preservice effective. The final two elements of PAES are Yes/No and scored as 0=No and 1=Yes. Data are reported as means by program. 80% is the expected performance level, which translates to a total of 50/62 points.</p> <p>The State of Utah has approved a new set of UETS standards. The districts, schools, and universities have until 2025 to change to the new standards.</p>	<p>The descriptive analysis of the scores indicate that points range from 20 to 62 with 50 being the expected performance level. Candidates have a mean of 57.4, and a standard deviation of 6.58. This suggests that our candidates are meeting the 80% expected performance.</p>																								
<p>Praxis Performance Assessment for Teachers (PPAT)</p>	<p>The PPAT consists of 4 tasks. Task 1 is graded by the faculty and is not reported to PPAT. Each of the other 3 tasks are from 12 to 32 possible points with a total of 60 points. The State prescribed cut-off score for the PPAT will be 36. Due to the on-going pandemic, the State of Utah did not enforce their cut-off total score of 36 for the academic year 2021-2022.</p>	<table border="1" data-bbox="1339 618 1885 824"> <thead> <tr> <th>Program</th> <th>N</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>23</td> <td>42.4</td> <td>6.22</td> </tr> <tr> <td>Secondary</td> <td>39</td> <td>41.1</td> <td>5.38</td> </tr> <tr> <td>Special Ed</td> <td>7</td> <td>38.4</td> <td>9.93</td> </tr> <tr> <td>GCT</td> <td>30</td> <td>41.03</td> <td>7.02</td> </tr> <tr> <td>All Teacher Education Programs</td> <td>99</td> <td>41.21</td> <td>6.44</td> </tr> </tbody> </table> <p>The descriptive analysis of the scores indicate that out of a total score of 60, the candidates have a mean of 41.21 and a standard deviation of 6.44. This suggests that our candidates are meeting the specific criteria outlined for the PPAT.</p>	Program	N	Mean	SD	Elementary	23	42.4	6.22	Secondary	39	41.1	5.38	Special Ed	7	38.4	9.93	GCT	30	41.03	7.02	All Teacher Education Programs	99	41.21	6.44
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Utah Teacher Education Student Survey (UTESS)

Weber State’s teacher candidates complete the UTESSE survey during their student teaching semester. UTESSE 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). 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.

Weber State University completers self-reported UETS effectiveness

Utah Effective Teaching Standard (UETS)	Effectively	Exceptionally
Create learning experiences based on learners' individual developmental needs.	50%	36%
Collaborate with families, colleagues, and other professionals to support learners' growth and development.	50%	36%
Plan and use lessons/strategies that are culturally relevant to students.	50%	36%
Provide instruction that uses language acquisition strategies to develop language proficiency in students (including but not limited to English learners).	43%	36%
Provide opportunities for learners to demonstrate learning in different ways.	43%	43%
Use a variety of classroom management strategies to create a positive learning environment.	29%	50%
Work with learners to create environments that support individual and collaborative learning.	43%	36%
Incorporate a variety of tools (e.g., digital media, technology, and other resources) to extend student learning to the real world.	36%	57%
Convey accurate information and concepts based on the content knowledge of your discipline(s).	57%	36%
Engage learners in 21st century skills (e.g., critical thinking, problem solving, creativity, and communication).	50%	36%
Select/design assessments (e.g., pre, formative, summative) that match learning objectives.	57%	29%
Use data from assessments to provide feedback to your learners.	50%	29%
Use students' assessment/performance results to plan and modify instruction.	43%	29%
Plan instruction based on the Utah Core Standards.	43%	50%
Differentiate instruction to meet the needs of learners.	50%	36%
Integrate literacy, numeracy, and/or other content areas into instruction.	50%	36%
Facilitate students' use of technology for learning.	36%	57%
Use technology effectively to support and enhance instruction.	43%	50%
Use a variety of instructional strategies to promote engagement.	57%	43%
Collaborate with colleagues to plan and evaluate instruction.	43%	43%
Reflect on personal and professional biases and adapt practices accordingly.	43%	43%
Reflect on the effectiveness of instruction to identify areas of strength and challenges.	43%	43%
Stay informed of current educational policy.	36%	29%
Advocate to meet the needs of all learners.	50%	36%
Engage in professional learning to strengthen instructional practice.	43%	36%
Average for All Standards	45.5%	39.6%

Completers' satisfaction with EPP

Response	Percentage
Extremely satisfied	14.3%
Somewhat satisfied	50.0%
Neither satisfied nor dissatisfied	14.3%
Somewhat dissatisfied	21.4%
Extremely dissatisfied	0%
Extremely Satisfied and Somewhat Satisfied	64.3%

Overall, 85% of the completers self-rate as being able to effectively or exceptionally perform on the 25 UETS and INTASC standards (first chart). While only 64% reported being somewhat or extremely satisfied with the teacher preparation program (second chart). This suggests that our completers feel confident using the UETS but that we need to gather qualitative data on the reasons the completers are rating the

		satisfaction of the program low in order to develop a plan to mitigate the disapproval rates.																																																																																															
Utah Teacher Education Employer Survey (UTEES)	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. 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 or extremely satisfied with the teacher preparation program	<p>Based on interactions and observations of the 2nd year Weber State University completers</p> <table border="1"> <thead> <tr> <th>Utah Effective Teaching Standard (UETS)</th> <th>Effectively</th> <th>Exceptionally</th> </tr> </thead> <tbody> <tr> <td>Create learning experiences based on learners' individual developmental needs.</td> <td>71%</td> <td>21%</td> </tr> <tr> <td>Collaborate with families, colleagues, and other professionals to support learners' growth and development.</td> <td>61%</td> <td>30%</td> </tr> <tr> <td>Plan and use lessons/strategies that are culturally relevant to students.</td> 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students (including but not limited to English learners).	68%	18%	Provide opportunities for learners to demonstrate learning in different ways.	57%	39%	Use a variety of classroom management strategies to create a positive learning environment.	65%	35%	Work with learners to create environments that support individual and collaborative learning.	67%	29%	Incorporate a variety of tools (e.g., digital media, technology, and other resources) to extend student learning to the real world.	57%	39%	Convey accurate information and concepts based on the content knowledge of your discipline(s).	78%	17%	Engage learners in 21st century skills (e.g., critical thinking, problem solving, creativity, and communication).	65%	22%	Select/design assessments (e.g., pre, formative, summative) that match learning objectives.	61%	22%	Use data from assessments to provide feedback to your learners.	65%	17%	Use students' assessment/performance results to plan and modify instruction.	57%	26%	Plan instruction based 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		<p>They reported somewhat or extremely satisfied with the teacher preparation program was 95.2% (second chart). Both of these reported numbers surpassed the targeted percentage.</p>
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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.

A review of our licensure programs indicates that our students are performing well on all indicators. This is substantiated by a [legislative audit report](#) that states that our candidates have the highest employment retention rate in the state of Utah. All programs have indicated that they need to make adjustments to their programs to better meet the requirements of our state licensure exam (PPAT).