



## AAQEP Annual Report for 2023

Provider/Program Name:	Utah State University—Teacher Education
End Date of Current AAQEP Accreditation Term	2026

### 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.

Utah State University is a land-grant, research institution with a main campus in Logan, Utah and several regional campuses. USU began as an agricultural college, but in the 1920s began offering courses related to teaching. In 1927, Utah State University started a school of education. The university now plays an important research role with particular emphasis in space, agriculture, and teaching. The Emma Eccles Jones College of Education and Human Services is the largest college on campus.

In 2019, Utah State University was granted accreditation for the Teacher Education Program, which provides initial licensure in the areas of elementary, secondary, and special education at the undergraduate level. These programs are housed within two separate departments, the Department of Special Education and Rehabilitation Counseling (SPERC) and the School of Teacher Education and Leadership (TEAL). Majors within these departments include early childhood, elementary, and special education (mild/moderate disabilities, severe disabilities, early childhood disabilities). Those seeking license for secondary teaching are majors in other departments (22 other departments) housed in other colleges (except for social studies composite teaching) and complete pedagogy courses within TEAL. The program received accreditation for all undergraduate, initial licensure majors.

## 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://cehs.usu.edu/about/annual-report-teacher-education>

## 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**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending 8/23)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 8/23)
<i>Programs that lead to initial teaching credentials</i>			
Elementary Education, BS/BA	Elementary (K-6)	345	161
Early Childhood Education, BS/BA	Early Childhood (K-3)	20	22
Special Education, BS/BA (birth-5, mild-moderate, severe), including all OPTT	Special Education (K-12)	158	81
Elementary Education & Special Education (Composite), BA, BS	Elementary (K-6) & Special Education (K-12)	3	1
Deaf Education, M.Ed. Listening and Spoken Language	Deaf Education with LSL endorsement (K-12)	11	7
Early Childhood Education & Special Education, BS/BA	Early Childhood (K-3) & Special Education (K-12)	38	6
Agricultural Education, BS	Agriculture Science (6-12) (CTE/General)	95	10
Business Education, BS	Business & Marketing (6-12)(CTE/General)	5	6

Family and Consumer Sciences, BS	Family & Consumer Sciences (6-12)	97	21
Technology and Engineering Ed, BS	Technology & Engineering (6-12)	16	8
Art Ed, BFA	Visual Arts (6-12 or K-12)	13	1
Theater Education, BFA	Theatre (6-12 or K-12)	12	4
Music Ed (Band/Choral/Orch/Guitar), BM	Music (6-12 or K-12)	54	6
English Teaching, BA, BS	English (6-12)	204	28
History Teaching, BA, BS	History (6-12)	89	15
Chinese Teaching minor	World Language-Chinese (6-12)	0	0
Spanish Teaching, BA	World Language-Spanish (6-12)	23	6
French Teaching, BA	World Language-French (6-12)	4	0
German Teaching, BA	World Language-German (6-12)	2	0
Biological Sciences Composite, BS	Biology (6-12)	39	6
Chemistry Teaching, BS	Chemistry (6-12)	10	7
Physical Sciences Composite, BS	Physical Sciences Composite (6-12)	9	2
Physics Teaching, BS	Physics (6-12)	17	3
Earth Sciences Composite, BS	Earth Science (6-12)	6	2
Geography Teaching minor	Geography (6-12)	3	1
Math Ed & Math/Stats composite, BS	Secondary Math (6-12)	158	24
Political Science teaching minor	Political Science (6-12)	10	1
Social Studies Composite, BS	Social Studies Composite (6-12)	31	7
Sociology teaching minor	Sociology (6-12)	5	0
Psychology teaching minor	Psychology (6-12)	7	7
Kinesiology-Physical Education teaching, BS	Physical Education (K-12)	87	13

School Library Media Minor	School Library Media Administration (K-12)	1	1
Total for programs that lead to initial credentials		1558	449

### 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.)

n/a
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### 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. <b>Total enrollment</b> 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.
1537
B. <b>Total number of unique completers</b> (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.
439
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
449
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.
<a href="https://cehs.usu.edu/about/8-yearCompletionData_2022.xlsx">https://cehs.usu.edu/about/8-yearCompletionData_2022.xlsx</a>

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%.

**PPAT, Praxis Performance Assessment for Teachers**

Fall 2022, mean score 38.78, N = 175, 72% passing with 36 or better.

Spring 2023, mean score 40.85, N = 207, 83% passing with 36 or better.

Fall 2023, mean score 41.9, N= 153, 92% passing with 36 or better (this was the first semester when the cut score was consequential for licensure).

The **Utah Foundations of Reading Test (UFORT)** assesses proficiency in and depth of understanding of the subject of reading and writing development. It is required for all teacher candidates in early childhood, elementary, and special education (except birth to 5).

Testing period: September 1, 2022-November 6, 2023

Mean score for Utah State test takers: 235.45, SD = 27.4, N = 240, range 118-286.

No cut score has been established.

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

Alumni survey results from 2023 provide evidence that completers rated themselves as adequately, well, or very well prepared on every item measured. One of the lower rated items was “Provide instruction that uses language acquisition strategies to meet the needs of English learners” (2.43), but this is an increase from 2022, when it was rated 2.33.

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

Employer survey results from 2023 provide evidence that employers of completers rated them as adequately, well, or very well prepared on every item measured. One of the lower rated items was “Provide instruction that uses language acquisition strategies to meet the needs of English learners” (3.05), but this is an increase from 2022, when it was rated 2.77.

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.

We are able to use the licensing database (CACTUS) managed by the Utah State Board of Education to determine who among our graduates is employed in the state. We also survey students who are not in that database. Survey responses along with the data from CACTUS indicates that 100% of graduates who have sought employment are employed in education.

#### 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																																										
<p><b>PPAT, Praxis Performance Assessment for Teachers</b></p> <p>Fall 2022, mean score 38.78, N = 175, 72% scored 36 or better.</p> <p>Spring 2023, mean score 40.85, N = 207, 83% scored 36 or better.</p> <p>Fall 2023, mean score 41.9, N = 153, 92% pass rate. The cut score of 36 went into effect September 1, 2023.</p> <p>Specific alignment with AAQEP standards and aspects can be seen here: <a href="https://www.ets.org/content/dam/ets-org/pdfs/ppat/ppat-aaqep-alignment.pdf">https://www.ets.org/content/dam/ets-org/pdfs/ppat/ppat-aaqep-alignment.pdf</a></p>	<p>The expectation is that students will score at least a 36 on the overall PPAT; however, the cut score of 36 did not become consequential for licensure until September 1, 2023. Faculty continue to modify course activities and assignments to align them with the vocabulary and expectations of the PPAT tasks. We are very encouraged by this semester’s pass rate of 93% (first attempt only).</p>	<p>We saw a higher pass rate in Fall 2023 now that the cut score of 36 is in effect and consequential for licensing. The students who did not score at least a 36 have been advised to resubmit one or two tasks for re-scoring.</p>																																										
<p>Student teaching evaluations for Fall 2022 and Spring 2023</p> <table border="1" data-bbox="191 1024 1094 1385"> <thead> <tr> <th></th> <th colspan="2">Fall 2022 ELED</th> <th colspan="2">Fall 2022 SCED</th> <th colspan="2">Fall 2022 SPED</th> </tr> <tr> <th></th> <th>Mentor Teacher N=62</th> <th>University Supervisor N=81</th> <th>Mentor Teacher N=58</th> <th>University Supervisor N=66</th> <th>Mentor Teacher N=17</th> <th>University Supervisor N=29</th> </tr> </thead> <tbody> <tr> <td>0-3 scale</td> <td>2.82</td> <td>2.93</td> <td>2.76</td> <td>2.91</td> <td>2.93</td> <td>2.93</td> </tr> <tr> <th></th> <th colspan="2">Spring 2023 ELED</th> <th colspan="2">Spring 2023 SCED</th> <th colspan="2">Spring 2023 SPED</th> </tr> <tr> <th></th> <th>Mentor Teacher N=77</th> <th>University Supervisor N=80</th> <th>Mentor Teacher N=76</th> <th>University Supervisor N=75</th> <th>Mentor Teacher N=8</th> <th>University Supervisor N=57</th> </tr> <tr> <td>0-3 scale</td> <td>2.86</td> <td>2.94</td> <td>2.81</td> <td>2.93</td> <td>2.72</td> <td>2.89</td> </tr> </tbody> </table>		Fall 2022 ELED		Fall 2022 SCED		Fall 2022 SPED			Mentor Teacher N=62	University Supervisor N=81	Mentor Teacher N=58	University Supervisor N=66	Mentor Teacher N=17	University Supervisor N=29	0-3 scale	2.82	2.93	2.76	2.91	2.93	2.93		Spring 2023 ELED		Spring 2023 SCED		Spring 2023 SPED			Mentor Teacher N=77	University Supervisor N=80	Mentor Teacher N=76	University Supervisor N=75	Mentor Teacher N=8	University Supervisor N=57	0-3 scale	2.86	2.94	2.81	2.93	2.72	2.89	<p>An average score of 2.4 (80%) is the expectation. In the aggregate, students are meeting the expectation. Students who are not performing according to program expectations are counseled out at various points in the program.</p>	<p>Our students exceed the expectation in the aggregate and individually.</p>
	Fall 2022 ELED		Fall 2022 SCED		Fall 2022 SPED																																							
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Dispositions at the end of student teaching						
	Fall 2022 ELED		Fall 2022 SCED		Fall 2022 SPED	
	Mentor Teacher N=	University Supervisor N=	Mentor Teacher N=	University Supervisor N=	Mentor Teacher N=17	University Supervisor N=29
1-5 scale	4.72	4.68	4.58	4.59	4.79	4.51
	Spring 2023 ELED		Spring 2023 SCED		Spring 2023 SPED	
	Mentor Teacher N=77	University Supervisor N=80	Mentor Teacher N=76	University Supervisor N=75	Mentor Teacher N=8	University Supervisor N=57
1-5 scale	4.69	4.63	4.67	4.68	4.48	4.49

  

Employer survey results from Spring 2023, specific to Standard 1:			
Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?	Mean	SD	N
Convey accurate information and concepts based on the content knowledge of your discipline(s).	3.34	.74	108
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.10	.83	108
Collaborate with your students to establish a respectful learning environment.	3.40	.75	108

An average score of 4 is the expectation. In the aggregate, students are meeting the expectation. Students who are not exhibiting appropriate dispositions are counseled out at various points in the program. Note, the mentor teacher and university supervisor N for special education do not match because some of the student teachers have an instructional coach (not a mentor teacher) who also serves as their supervisor. These student teachers are working as paraprofessionals employed by the school.

Our students exceed the expectation in the aggregate and individually.

Because the scale is 0-4, a 3 is the minimum expectation.

In the aggregate, completers are meeting the expectation. Of note, completers' ability to design assessments had an average rating of 3.0 in 2022. Perhaps because of the programs' emphasis on the PPAT, that improved to 3.10. Similarly, in 2022, the rating for "Provide instruction that uses language acquisition strategies" was 2.77 and in 2023 increased to 3.05.

Use your students' assessment/performance results to guide your instruction.	3.19	.86	108		
Use a variety of classroom management strategies to create and maintain a positive learning environment.	3.28	.88	108		
Provide instruction that uses language acquisition strategies to meet the needs of language learners.	3.05	.82	108		
<p>The Foundations of Reading test for Utah assesses proficiency in and depth of understanding of the subject of reading and writing development. The test reflects scientifically based reading research.</p> <p>Testing period: September 1, 2022-November 6, 2023 Mean score for Utah State test takers: 235.45, SD = 27.4, N = 240, range 118-286.</p> <p>In accordance with Utah Code Annotated § 53F-5-215, teacher candidates earning their teaching license in the areas of early childhood, elementary education, and special education will need to complete a teacher literacy preparation assessment before they are awarded their professional license. The Foundations of Reading assessment measures teacher candidate's foundational knowledge in the science of reading related to literacy instruction as described in Utah Code.</p> <p>This is a multiple choice and constructed response test that must be taken at a testing center. The Foundations of Reading test is administered by the Evaluation Systems group of Pearson. It was originally developed for the Massachusetts Tests for Educator Licensure (MTEL) program. Information regarding the initial development and validation of the Foundations of Reading test is available in the MTEL Technical Manual <a href="#">[link]</a>.</p>				Beginning Fall 2024, we expect that at least 70% of students will pass the UFORT with a score of 240 or higher.	Officially, all students passed because the cut score has not yet been determined. However, 132 scores were below 240, the unofficial and probable cut score, which would be a 45% passing rate. Because students during this time period were required to take the exam but were <u>not</u> required to score above a certain level, the data is not trustworthy. Nevertheless, the literacy faculty are adjusting course activities and assignments to align them with the vocabulary and expectations of the Utah Foundations of Reading Test (UFORT).

<p>Additional development activities were conducted with panels of educators in other states where the Foundations of Reading test is used. Early childhood, elementary, special education teacher candidates must pass this test in order to be licensed on or after September 1, 2024. Technical report statistics for September 1, 2021 – August 31, 2022 are available here:  <a href="https://www.mtel.nesinc.com/Content/TechReport/PDFs/Test_Form_Statistics_Report_2122.pdf">https://www.mtel.nesinc.com/Content/TechReport/PDFs/Test_Form_Statistics_Report_2122.pdf</a></p>		
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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																	
<p>Items from employer survey of Spring 2023, specific to standard 2</p> <table border="1" data-bbox="168 690 976 1328"> <thead> <tr> <th data-bbox="168 690 504 868">Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?</th> <th data-bbox="504 690 646 868">Mean</th> <th data-bbox="646 690 787 868">SD</th> <th data-bbox="787 690 976 868">N</th> </tr> </thead> <tbody> <tr> <td data-bbox="168 868 504 971">Collaborate with colleagues to plan and evaluate instruction.</td> <td data-bbox="504 868 646 971">3.33</td> <td data-bbox="646 868 787 971">.81</td> <td data-bbox="787 868 976 971">108</td> </tr> <tr> <td data-bbox="168 971 504 1112">Collaborate with families, colleagues, and other professionals to support student growth.</td> <td data-bbox="504 971 646 1112">3.31</td> <td data-bbox="646 971 787 1112">.84</td> <td data-bbox="787 971 976 1112">108</td> </tr> <tr> <td data-bbox="168 1112 504 1214">Provide instruction that addresses students' cultural differences.</td> <td data-bbox="504 1112 646 1214">3.12</td> <td data-bbox="646 1112 787 1214">.79</td> <td data-bbox="787 1112 976 1214">108</td> </tr> <tr> <td data-bbox="168 1214 504 1328">Support students' growth in international and global perspectives.</td> <td data-bbox="504 1214 646 1328">2.88</td> <td data-bbox="646 1214 787 1328">1.01</td> <td data-bbox="787 1214 976 1328">108</td> </tr> </tbody> </table>	Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?	Mean	SD	N	Collaborate with colleagues to plan and evaluate instruction.	3.33	.81	108	Collaborate with families, colleagues, and other professionals to support student growth.	3.31	.84	108	Provide instruction that addresses students' cultural differences.	3.12	.79	108	Support students' growth in international and global perspectives.	2.88	1.01	108	<p>Because the scale is 0-4, a 3 is the minimum expectation.</p>	<p>Completers' ability to support students' growth in international and global perspectives is still a challenging outcome to address. We are uncertain if the respondents to the survey understand what they are being asked to evaluate. Nevertheless, this is an increase from a 2.74 average on this item for the 2022 survey of employers.</p>
Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?	Mean	SD	N																			
Collaborate with colleagues to plan and evaluate instruction.	3.33	.81	108																			
Collaborate with families, colleagues, and other professionals to support student growth.	3.31	.84	108																			
Provide instruction that addresses students' cultural differences.	3.12	.79	108																			
Support students' growth in international and global perspectives.	2.88	1.01	108																			

Engage in professional learning to strengthen instructional practice.	3.43	.70	108		
Actively reflect on the effectiveness of instruction to identify areas of strength and challenges.	3.30	.75	108		

## 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.

The faculty who teach in the initial licensure programs have put considerable emphasis upon the PPAT, which, combined with the advent of a consequential cut score of 36, has resulted in improved scores.

Attention has also been paid to preparing students for the UFORT. Students have not, in the aggregate, taken the test very seriously, but faculty and administration are more deliberately conveying to them the importance of doing their best. Faculty are revising course activities and assignments to better align with this licensure exam. Study sessions are being held, and a faculty member is creating a Canvas course that will provide additional support for students.

The early childhood, elementary, and secondary teacher prep programs are currently considering adopting the Model Code of Ethics as our core professional guidelines. This is in response to an increasing number of students who are struggling with professional behavior while in practicum, clinical, and student teaching placements.

## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

	<b>Standard 1</b>
<b>Goals for the 2023-24 year</b>	<p><b>Early Childhood/Elementary Education:</b> Increased focus on the content covered in the Utah Foundations of Reading test.</p> <p><b>Secondary Education:</b> Increased focus on secondary education students' preparation to teach linguistically diverse learners.</p> <p><b>Special Education:</b> Increased focus on the content covered in the Utah Foundations Reading test for all emphasis areas.</p>
<b>Actions</b>	<p><b>Early Childhood/Elementary Education:</b> Instructors of literacy courses are revising course activities and assignments to better align them with the content of the Utah Foundations of Reading test.</p> <p><b>Secondary Education:</b> Increase emphasis on effective techniques to teach linguistically diverse learners in SCED 5200 course.</p> <p><b>Special Education:</b> Early Childhood Special Education (birth to age 5) students are now required to take a reading course. Mild/Moderate students are planning daily lessons for pupils using the Science of Reading principles.</p>
<b>Expected outcomes</b>	<p><b>Early Childhood/Elementary Education:</b> Improvement in average scores on the Utah Foundations of Reading test.</p> <p><b>Secondary Education:</b> Improve ratings from alumni and employer survey evaluations.</p> <p><b>Special Education:</b> Improvement in average scores on the Utah Foundations of Reading test.</p>

<b>Reflections or comments</b>	We have been teaching Science of Reading content since at least 2000 (the year of the National Reading Panel report), if not earlier because the elementary and special education faculty have always focused on evidence-based literacy. Nevertheless, the depth of knowledge and application of knowledge required in this test’s format necessitates additional “test prep” course activities.
	<b>Standard 2</b>
<b>Goals for the 2023-24 year</b>	<b>Early Childhood, Elementary, Secondary, and Special Education:</b> This project was postponed from last year while we waited for the Utah State Board of Education to develop and get approval for <a href="#">General Teaching Competencies</a> . Assuming they are approved by the board, USU (specifically, Sylvia Read) will lead a statewide effort to revise the common student teaching instrument to align with a revised version of the Utah Effective Teaching Standards and the Utah model for teacher evaluation. The new model for teacher evaluation will incorporate heavy use of goal setting. The new student teaching evaluation instrument will likely also include a goal setting component (2e).
<b>Actions</b>	Develop a new student teaching evaluation instrument that is aligned with the General Teaching Competencies, as well as the new Utah Effective Teaching Standards.
<b>Expected outcomes</b>	More careful alignment with USBE EPP program requirements.
<b>Reflections or comments</b>	We will continue to use our current instrument in Spring 2024 and most likely for all of the 2024-2025 academic year, depending on the timeline of development for the new instrument.
	<b>Standard 3</b>
<b>Goals for the 2023-24 year</b>	<b>Elementary Education:</b> Revise program to account for changes in admissions requirements and to ensure that the content competencies are adequately addressed. <b>Secondary Education:</b> All majors and minors have been approved by the USBE. Increase in number of hours (from 30 to 45 for 1 credit) for clinical courses goes into effect fall semester of 2024. <b>Special Education:</b> Evaluate program revisions that are being implemented in 2023-2024.
<b>Actions</b>	<b>Elementary Education:</b> Change admission requirements and create two committees to ensure content competencies are adequately addressed in the program course sequence (overall course sequence and literacy course sequence). <b>Secondary Education:</b> Clarify expectations/goals for additional clinical hours across content major and minors fall 2023 and spring 2024.

	<b>Special Education:</b> Emphasis area committees will evaluate data from field experiences data, district feedback, and student performance data. Create self-efficacy measures for students to complete each semester.
<b>Expected outcomes</b>	<b>Elementary Education:</b> Updated catalog, website, and program documents to align with updated admission requirements and findings from the two committees on alignment with content competencies. <b>Secondary Education:</b> Content major and minor programs will implement expectations/goals in clinical courses effective fall 2024. <b>Special Education:</b> Increased outcomes in employer ratings. Implementation of self-efficacy measures.
<b>Reflections or comments</b>	We have already begun the process of determining how our program is aligned with the new Elementary Content Competencies.
	<b>Standard 4</b>
<b>Goals for the 2023-24 year</b>	USU continues to focus on increasing enrollment to meet the educator workforce needs of the state.
<b>Actions</b>	We are attempting to push the paraprofessional certificate program out into the districts statewide. We are creating two associate degrees as stackable pathways to a bachelor's degree leading to licensure. We are also developing master's degrees with licensure in elementary education and secondary education.
<b>Expected outcomes</b>	We expect that a master's with licensure option will attract teacher candidates.
<b>Reflections or comments</b>	We hope to make becoming a teacher a more manageable option for career changers and non-traditional students.

## 7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

## 8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The master's with licensure options for elementary and secondary education are complicated to build in a way that ensures the programs meet the state's required competencies, both general pedagogical competencies and content competencies. So, although we want to build master's degrees with licensure, there are challenges associate with this that we are still trying to understand.

## 9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The PPAT cut score went into effect September 1, 2023. This affects all teacher education majors. We were the first to adopt and get started with PPAT in 2019 so we would be ready for the time when the score would be consequential. All programs have made course adjustments and clarified expectations to prepare students for specific expectations and nomenclature of the PPAT.

The Foundations of Reading test has no cut score, and yet, if a student applies for licensure after September 1, 2024, the cut score will be consequential for licensure. This affects early childhood, elementary, and special education majors (except SPED birth-5). We have been requiring students to take this test for the last 3 semesters and revising coursework to prepare students for 3 semesters. Our programs have always taught the Science of Reading, ever since the National Reading Panel report in 2000 (and before that), but the depth of knowledge and ability to apply that knowledge has required thoughtful revision of courses, assignments, and clinical experiences.

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Sylvia Read, Associate Dean	Al Smith, Dean

Date sent to AAQEP:	12/12/23
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