



AAQEP Annual Report for 2025

| | |
|---|---|
| Provider/Program Name: | Utah State University, Teacher Education programs |
| End Date of Current AAQEP Accreditation Term: | 2026 |

PART I: Publicly Available Program Performance and Candidate Achievement Data

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. In 2019, 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>

Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

| Degree or Program offered by the institution/organization | Certificate, License, Endorsement, or Other Credential granted by the state | Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/31/25) | Number of Completers in most recently completed academic year (12 months ending 08/31/25) |
|--|---|--|---|
| <i>Programs that lead to initial teaching credentials</i> | | | |
| Elementary Education, BS/BA | Elementary (K-6) | 398 | 115 |
| Early Childhood Education, BS/BA | Early Childhood (K-3) | 24 | 2 |
| Special Education, BS/BA (birth-5, mild-moderate, severe) | Special Education (K-12) | 199 | 60 |
| Agricultural Education, BS | Agriculture Science (6-12) (CTE/General) | 48 | 12 |
| Business Education, BS | Business & Marketing (6-12) (CTE/General) | 19 | 2 |
| Family and Consumer Sciences, BS | Family & Consumer Sciences (6-12) | 45 | 12 |
| Technology and Engineering Ed, BS | Technology & Engineering (6-12) | 6 | 1 |
| Art Ed, BFA | Visual Arts (6-12 or K-12) | 14 | 2 |
| Theater Education, BFA | Theatre (6-12 or K-12) | 13 | 4 |
| Music Ed (Band/Choral/Orch/Guitar), BM | Music (6-12 or K-12) | 47 | 8 |
| English Teaching, BA, BS | English (6-12) | 104 | 20 |
| History Teaching, BA, BS | History (6-12) | 95 | 15 |

| | | | |
|--|------------------------------------|-------|-----|
| Spanish Teaching, BA | World Language-Spanish (6-12) | 21 | 6 |
| French Teaching, BA | World Language-French (6-12) | 1 | 1 |
| German Teaching, BA | World Language-German (6-12) | 1 | 0 |
| Biological Sciences Composite, BS | Biology (6-12) | 26 | 4 |
| Chemistry Teaching, BS | Chemistry (6-12) | 4 | 0 |
| Physical Sciences Composite, BS | Physical Sciences Composite (6-12) | 3 | 1 |
| Physics Teaching, BS | Physics (6-12) | 4 | 1 |
| Earth Sciences Composite, BS | Earth Science (6-12) | 0 | 0 |
| Math Ed & Math/Stats composite, BS | Secondary Math (6-12) | 98 | 24 |
| Social Studies Composite, BS/BA | Social Studies Composite (6-12) | 37 | 8 |
| Physical Education teaching, BS | Physical Education (K-12) | 52 | 9 |
| Total for programs that lead to initial credentials | | 1,259 | 307 |
| <i>Programs that lead to additional or advanced credentials for already-licensed educators</i> | | | |
| | | 0 | 0 |
| Total for programs that lead to additional/advanced credentials | | 0 | 0 |
| <i>Programs that lead to P-12 leader credentials</i> | | | |
| | | 0 | 0 |
| Total for programs that lead to P-12 leader credentials | | 0 | 0 |
| <i>Programs that lead to credentials for specialized professionals or to no specific credential</i> | | | |
| | | 0 | 0 |
| Total for programs that lead to specialized professional or no specific credentials | | 0 | 0 |
| TOTAL enrollment and productivity for all programs | | 1,259 | 307 |

| | | |
|---|-------|-----|
| Unduplicated total of all program candidates and completers | 1,259 | 307 |
|---|-------|-----|

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.)

Kinesiology: Physical Education Teaching, BS, is no longer accepting new students, but current students will be able to finish their programs.

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. |
| 1,259 |
| 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. |
| 307 |
| C. Number of recommendations for certificate, license, or endorsement included in Table 1. |
| 307 |
| 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. |
| https://cehs.usu.edu/files/accreditation/2024completionratedata.xlsx |

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%.

Utah currently only requires one license exam, and only for some candidates. The **Utah Foundations of Reading Test (UFORT)** assesses knowledge of the foundations of reading development, development of reading comprehension, reading assessment and instruction, and application of knowledge for teaching foundational reading skills and reading comprehension. It is required for all teacher candidates in early childhood, elementary, and special education (except birth to 5). Students who do not earn a passing score can apply directly to the state for an Associate Educator License, but they cannot be recommended for the Professional Educator License until they have either retake and pass the test, pass the alternate FLEX option, explained below, or successfully complete 3 microcredentials.

Testing period: September 1, 2024-August 31, 2025

Cut score is 240

Mean score: 261, SD=20 (N=186)

89% pass rate (state expectation is 75% pass rate)

Students who score between 231-239 are eligible to take the [Series FLEX option](#). For Series FLEX, candidates provide an analysis of a National Evaluation Series™ test objective to demonstrate the depth of their subject matter knowledge. Series FLEX Foundations of Reading requires candidates to provide a written submission to demonstrate their subject matter knowledge. For 2023-2024, 23 of our test takers are eligible for the Flex option. Students who score below 231 can apply for an Associate Educator License, but in order to be recommended for the Professional Educator License, they must successfully complete 3 microcredentials (\$20 each) developed by the Utah State Board of Education and housed in the MIDAS system:

[Structured Literacy Acquisition and Development](#)

[Comprehension, Vocabulary, and Writing](#)

[Informing and Assessing Literacy Instruction Based on Assessment and Monitoring](#)

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

See Alumni Survey results in Table 3. Although there was a low response (N = 25), the results are encouraging. Students are feeling slightly more prepared to work with students to support language acquisition, which has been a program improvement goal. A new survey item (Participate in meetings with parents/guardians (e.g., IEP, 504, behavior, attendance, parent-teacher conferences) had a low average response (1.88) and is an area for program improvement. Already, the student teaching seminar assignments for early childhood, elementary, and secondary education have been adjusted to include one that asks students to participate in a meeting with parents (such as parent teacher conference or an IEP meeting) and reflect on the experience.

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

See Employer Survey results in Table 3. Interestingly, employers rated the new survey item (Participate in meetings with parents/guardians (e.g., IEP, 504, behavior, attendance, parent-teacher conferences) much higher (3.28) than did alumni. For language acquisition, we also saw an improvement in ratings over last year.

| |
|--|
| H. 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 99.4% of 2024-2025 graduates who have sought employment in education are employed in education. |
| I. Explanation of how the staffing capacity for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program. |
| Staffing capacity is the same as in previous years. |

Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description) | Criteria for success | Level or extent of success in meeting the expectation | | | | | |
|--|--|---|-----|-----|-----------------------|-----|-----|
| STER , student teaching evaluation rubric, which is the summative evaluation completed at the end of the final clinical experience. It is fully aligned with our state-mandated General Teacher Preparation Competencies | All students must score at least a 2 for each item on this summative evaluation, which is scored on a 0-3 scale, with a minimum overall score of 70. | Early Childhood & Elementary Education Fall 2024 & Spring 2025 | | | | | |
| | | Mentor teacher | | | University supervisor | | |
| | | Mean | SD | N | Mean | SD | N |
| | | 83.66 | .48 | 105 | 81.67 | .43 | 122 |
| | | Secondary Education Fall 2024 & Spring 2025 | | | | | |
| | | Mentor teacher | | | University supervisor | | |
| | | Mean | SD | N | Mean | SD | N |
| | | 80.08 | .5 | 112 | 83.93 | .5 | 131 |
| | | Special Education Fall 2024 & Spring 2025 | | | | | |
| | | Mentor teacher | | | University Supervisor | | |
| | | Mean | SD | N | Mean | SD | N |
| | | 88.06 | .45 | 32 | 85.11 | .48 | 62 |

| | | <table border="1" data-bbox="1100 181 1640 350"> <thead> <tr> <th colspan="6">Special Education OPTT Fall 2024 & Spring 2025</th> </tr> <tr> <th colspan="3">Mentor teacher</th> <th colspan="3">University Supervisor</th> </tr> <tr> <th>Mean</th> <th>SD</th> <th>N</th> <th>Mean</th> <th>SD</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>89.86</td> <td>.48</td> <td>7</td> <td>88.12</td> <td>.48</td> <td>25</td> </tr> </tbody> </table> <p data-bbox="1100 386 1879 509">All students met the criteria for success in Fall 2024 and Spring 2025. Students who are not succeeding in student teaching withdraw before the summative evaluation is conducted. Only 1-2 students per semester are asked to withdraw.</p> | Special Education OPTT Fall 2024 & Spring 2025 | | | | | | Mentor teacher | | | University Supervisor | | | Mean | SD | N | Mean | SD | N | 89.86 | .48 | 7 | 88.12 | .48 | 25 |
|---|---|--|---|-----|--|------|---|------|---|------|--|-----------------------|--|------|---|------|--|------|--|------|--|------|--|-------|--|----|
| Special Education OPTT Fall 2024 & Spring 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mentor teacher | | | University Supervisor | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | SD | N | Mean | SD | N | | | | | | | | | | | | | | | | | | | | | |
| 89.86 | .48 | 7 | 88.12 | .48 | 25 | | | | | | | | | | | | | | | | | | | | | |
| <p data-bbox="205 542 695 604">Alumni survey, which is aligned fully with the General Teacher Preparation Competencies</p> | <p data-bbox="768 542 1075 734">The survey is scored on a scale of 0-4, with the following response options: 0 = not at all, 1 = poorly, 2 = adequately, 3 = well, and 4 = very well.</p> | <table border="1" data-bbox="1100 542 1860 1357"> <thead> <tr> <th colspan="2">Alumni Survey Spring 2025 (N=25)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1108 581 1730 639">Reflecting on your current teaching experience, how well did your teacher preparation program equip you for your role?</td> <td data-bbox="1730 581 1860 639">3.25</td> </tr> <tr> <td data-bbox="1108 659 1730 750">Participate in meetings with parents/guardians (e.g., IEP, 504, behavior, attendance, parent-teacher conferences) to help assess and plan needed student support.</td> <td data-bbox="1730 659 1860 750">1.88</td> </tr> <tr> <td data-bbox="1108 756 1730 815">Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.</td> <td data-bbox="1730 756 1860 815">3.13</td> </tr> <tr> <td data-bbox="1108 821 1730 880">Provide instruction that uses language acquisition strategies to meet the needs of multilingual language learners.</td> <td data-bbox="1730 821 1860 880">2.58</td> </tr> <tr> <td data-bbox="1108 886 1730 977">Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.</td> <td data-bbox="1730 886 1860 977">2.75</td> </tr> <tr> <td data-bbox="1108 984 1730 1042">Provide formative and timely feedback to guide students in self-assessment of learning.</td> <td data-bbox="1730 984 1860 1042">2.88</td> </tr> <tr> <td data-bbox="1108 1049 1730 1075">Demonstrate an understanding of Utah Core Standards.</td> <td data-bbox="1730 1049 1860 1075">3.42</td> </tr> <tr> <td data-bbox="1108 1081 1730 1140">Design learning experiences aligned to learning intentions and success criteria.</td> <td data-bbox="1730 1081 1860 1140">3.46</td> </tr> <tr> <td data-bbox="1108 1146 1730 1205">Provide students with various opportunities and methods to demonstrate their competency.</td> <td data-bbox="1730 1146 1860 1205">3.21</td> </tr> <tr> <td data-bbox="1108 1211 1730 1286">Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.</td> <td data-bbox="1730 1211 1860 1286">3.08</td> </tr> <tr> <td data-bbox="1108 1292 1730 1351">Employ a variety of assessments that allow all students to demonstrate learning.</td> <td data-bbox="1730 1292 1860 1351">3</td> </tr> </tbody> </table> | Alumni Survey Spring 2025 (N=25) | | Reflecting on your current teaching experience, how well did your teacher preparation program equip you for your role? | 3.25 | Participate in meetings with parents/guardians (e.g., IEP, 504, behavior, attendance, parent-teacher conferences) to help assess and plan needed student support. | 1.88 | Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. | 3.13 | Provide instruction that uses language acquisition strategies to meet the needs of multilingual language learners. | 2.58 | Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. | 2.75 | Provide formative and timely feedback to guide students in self-assessment of learning. | 2.88 | Demonstrate an understanding of Utah Core Standards. | 3.42 | Design learning experiences aligned to learning intentions and success criteria. | 3.46 | Provide students with various opportunities and methods to demonstrate their competency. | 3.21 | Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction. | 3.08 | Employ a variety of assessments that allow all students to demonstrate learning. | 3 |
| Alumni Survey Spring 2025 (N=25) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reflecting on your current teaching experience, how well did your teacher preparation program equip you for your role? | 3.25 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Participate in meetings with parents/guardians (e.g., IEP, 504, behavior, attendance, parent-teacher conferences) to help assess and plan needed student support. | 1.88 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. | 3.13 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Provide instruction that uses language acquisition strategies to meet the needs of multilingual language learners. | 2.58 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. | 2.75 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Provide formative and timely feedback to guide students in self-assessment of learning. | 2.88 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Demonstrate an understanding of Utah Core Standards. | 3.42 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Design learning experiences aligned to learning intentions and success criteria. | 3.46 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Provide students with various opportunities and methods to demonstrate their competency. | 3.21 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction. | 3.08 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employ a variety of assessments that allow all students to demonstrate learning. | 3 | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|--|---|------|
| | | Provide feedback to students and families that supports learning and growth. | 2.71 |
| | | Encourage students to think, engage, and access content in creative ways. | 3.21 |
| | | Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices. | 3.29 |
| | | Promote a classroom environment in which students will respect and value differences. | 3.21 |
| | | Model and maintain routines and procedures to encourage a predictable and functional classroom. | 2.88 |
| | | Engage in reflective practices that support professional, instructional, and schoolwide improvement. | 3.17 |
| | | Use effective communication with students, families, and colleagues about student learning. | 2.79 |
| | | Exhibit professional and ethical conduct in accordance with school, district, and state policy. | 3.67 |
| | | Secure student data and respect confidentiality related to student data. | 3.5 |
| | | Incorporate international and global perspectives in your teaching. | 2.75 |

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

| Provider-selected measures (name and description) | Criteria for success | Level or extent of success in meeting the expectation | |
|---|---|---|------|
| Employer survey results, which is aligned fully with the General Teacher Preparation Competencies | The survey is scored on a scale of 0-4, with the following response options: 0 = not at all, 1 = poorly, 2 = adequately, 3 = well, and 4 = very well. | Employer Survey Spring 2025 (N = 74) | |
| | | How well did their teacher preparation program equip them for their teaching assignment? | 3.35 |
| | | Participate in meetings with parents/guardians (e.g., IEP, 504, behavior, attendance, parent-teacher conferences) to help assess and plan needed student support. | 3.28 |
| | | Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. | 3.4 |
| | | Provide instruction that uses language acquisition strategies to meet the needs of multilingual language learners. | 3.18 |

| | | | |
|---|--|---|------|
| | | Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. | 3.31 |
| | | Provide formative and timely feedback to guide students in self-assessment of learning. | 3.19 |
| | | Demonstrate an understanding of Utah Core Standards. | 3.42 |
| | | Design learning experiences aligned to learning intentions and success criteria. | 3.31 |
| | | Provide students with various opportunities and methods to demonstrate their competency. | 3.42 |
| | | Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction. | 3.2 |
| | | Employ a variety of assessments that allow all students to demonstrate learning. | 3.18 |
| | | Provide feedback to students and families that supports learning and growth. | 3.27 |
| | | Encourage students to think, engage, and access content in creative ways. | 3.31 |
| | | Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices. | 3.3 |
| | | Promote a classroom environment in which students will respect and value differences. | 3.45 |
| | | Model and maintain routines and procedures to encourage a predictable and functional classroom. | 3.41 |
| | | Engage in reflective practices that support professional, instructional, and schoolwide improvement. | 3.36 |
| | | Use effective communication with students, families, and colleagues about student learning. | 3.39 |
| | | Exhibit professional and ethical conduct in accordance with school, district, and state policy. | 3.65 |
| | | Secure student data and respect confidentiality related to student data. | 3.57 |
| | | Incorporate international and global perspectives in your teaching. | 3.22 |
| Alumni survey, which is aligned fully with the General Teacher Preparation Competencies . | The survey is scored on a scale of 0-4, with the following response options: 0 = not at all, 1 = poorly, 2 | Alumni Survey Spring 2025 (N=25) | |
| | | Reflecting on your current teaching experience, how well did your teacher preparation program equip you for your role? | 3.25 |

| | | | |
|--|--|---|------|
| | = adequately, 3 = well, and 4 = very well. | Participate in meetings with parents/guardians (e.g., IEP, 504, behavior, attendance, parent-teacher conferences) to help assess and plan needed student support. | 1.88 |
| | | Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. | 3.13 |
| | | Provide instruction that uses language acquisition strategies to meet the needs of multilingual language learners. | 2.58 |
| | | Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. | 2.75 |
| | | Provide formative and timely feedback to guide students in self-assessment of learning. | 2.88 |
| | | Demonstrate an understanding of Utah Core Standards. | 3.42 |
| | | Design learning experiences aligned to learning intentions and success criteria. | 3.46 |
| | | Provide students with various opportunities and methods to demonstrate their competency. | 3.21 |
| | | Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction. | 3.08 |
| | | Employ a variety of assessments that allow all students to demonstrate learning. | 3 |
| | | Provide feedback to students and families that supports learning and growth. | 2.71 |
| | | Encourage students to think, engage, and access content in creative ways. | 3.21 |
| | | Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices. | 3.29 |
| | | Promote a classroom environment in which students will respect and value differences. | 3.21 |
| | | Model and maintain routines and procedures to encourage a predictable and functional classroom. | 2.88 |
| | | Engage in reflective practices that support professional, instructional, and schoolwide improvement. | 3.17 |
| | | Use effective communication with students, families, and colleagues about student learning. | 2.79 |
| | | Exhibit professional and ethical conduct in accordance with school, district, and state policy. | 3.67 |
| | | Secure student data and respect confidentiality related to student data. | 3.5 |

| | | | |
|--|--|---|------|
| | | Incorporate international and global perspectives in your teaching. | 2.75 |
|--|--|---|------|

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.

We have fully incorporated the Student Teaching Evaluation Rubric (STER) into all teacher education programs. The STER is fully aligned with the required General Teacher Education Competencies, as required by our state agency, USBE.

In addition, we have seen strong improvement in the Utah Foundations of Reading Assessment scores.

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.

Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus 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

| Standard 1 | |
|-----------------------------------|---|
| Goals for the 2025-26 year | <p>Early Childhood/Elementary Education: Continued focus on the content covered in the Utah Foundations of Reading Assessment with particular focus on state-required support for students who do not pass the first or second time. Focus on updating coursework to align with the recently approved Elementary Content Competencies and General Teaching Competencies from the state.</p> <p>Secondary Education: Continued focus on secondary education students' preparation to teach linguistically diverse learners; emphasize family and community engagement techniques in coursework; and increase awareness of and participate in IEPs in the practicum. Focus on updating coursework to align with the recently approved General Teaching Competencies from the state.</p> |

| | |
|--------------------------------|--|
| | <p>Special Education: Continued efforts to increase focus (e.g., coursework, activities, study abroad) on culturally responsive practices and global perspectives, specifically effectively instructing students from multilingual backgrounds.</p> |
| Actions | <p>Early Childhood/Elementary Education: Instructors of literacy courses continue revising course activities and assignments to better align them with the content of the Utah Foundations of Reading Assessment. Program continued a 1 credit review course to better prepare students for this assessment using a different provider. Program will identify students who do not pass the assessment the first time and follow-up with them providing additional support. Instructors in all content courses within these programs are updating syllabi, course objectives, and classroom instruction to align with the Elementary Content Competencies and General Teaching Competencies from the state.</p> <p>Secondary Education: Continue to increase emphasis on effective techniques to teach linguistically diverse learners in SCED 5200 and 3210 courses while focusing on family and community engagement techniques in the course work along with awareness of and participate in IEPs in the practicum. Continue to update secondary education program course syllabi, course objectives, and instruction to align with the General Teaching competencies from the state.</p> <p>Special Education: Increase the focus in courses, course activities and study abroad on culturally responsive practices and global perspectives. Will continue to update program course syllabi, course objectives, and instruction to align to new Special Education Competencies from the state.</p> |
| Expected outcomes | <p>Early Childhood/Elementary Education: Improvement in average scores on the Utah Foundations of Reading Assessment, including for those on second and third tries. Approval on curriculum alignment with the Elementary Content Competencies and General Teaching Competencies from the state.</p> <p>Secondary Education: Improvement in ratings from alumni and employer survey evaluations. Approval from the state on course alignment of the General Teaching Competencies across.</p> <p>Special Education: Improvement in ratings from alumni and employer survey evaluations as well in bi-annual program evaluations. Courses will be aligned with the of the Special Education Competencies.</p> |
| Reflections or comments | <p>Early Childhood/Elementary Education: 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</p> |

| | |
|-----------------------------------|--|
| | <p>activities. We focus on teaching in our preparation programs based on educational best practices and current research while also aligning our instruction to the requirements of the state.</p> <p>Secondary Education: We focus on teaching in our based on educational best practices and current research while also aligning our instruction to the requirements of the state.</p> <p>Special Education: We continue to focus on teaching using educational best practices and current research while also aligning our instruction to the requirements of the state. We are striving to be responsive to alumni, school district and other stakeholder’s feedback.</p> |
| Standard 2 | |
| Goals for the 2025-26 year | <p>Early Childhood/Elementary Education: Continue developing rubrics /checklists for evaluating the Elementary Content Competencies that will help in evaluation of our programs and for state accountability requirements with particular emphasis on non-literacy content (literacy content was piloted 2025-2026).</p> <p>Early Childhood, Elementary, Secondary, and Special Education: USU (specifically, Sylvia Read) led a statewide effort to revise the common student teaching instrument to align with a revised version of the General Teaching Competencies for Teaching Preparation Programs. The new rubric for teacher evaluation, called the Student Teaching Evaluation Rubric (STER) incorporates heavy use of goal setting. The new student teaching evaluation instrument will likely also include a goal setting component (2e). USU will continue use of the STER during the 2025-2026 school year.</p> <p>Special Education: The faculty will support students to engage in professional practices that foster understanding and engagement across multiple diverse community/cultural contexts. Faculty will ensure students engage in professional practices including self-assessment, goal setting, reflection, and collaboration and use strategies to develop productive learning environments.</p> |
| Actions | <p>Early Childhood/Elementary Education: Participate in a committee to continue developing rubrics/checklists for evaluating the Elementary Content Competencies for state approval to be used by universities in the state.</p> <p>Early Childhood, Elementary, Secondary, and Special Education: Continue use of the new student teaching evaluation instrument (STER) with other universities in the state that is aligned with the General Teaching Competencies and provide feedback for improvement.</p> |
| Expected outcomes | More careful alignment with USBE EPP program requirements. |

| | |
|-----------------------------------|---|
| Reflections or comments | <p>We will use the refined instrument (STER) for all of the 2025-2026 academic year and continue to participate in gathering feedback with other universities so as to make improvements for the 2026-2027 academic year. We will pilot new elementary content competencies rubrics/checklists with particular emphasis on non-literacy content (literacy content was piloted 2025-2026) for all other contents starting Spring 2026 for refinement and use for the 2026-2027 academic year.</p> |
| Standard 3 | |
| Goals for the 2025-26 year | <p>Elementary Education: Revise program to ensure that the content competencies are adequately addressed. Evaluate options for electives to ensure students can transfer and graduate with the required credits in a timely manner.</p> <p>Early Childhood: Consider adjusting the grade range for this degree as a composite degree with Elementary Education to Pk-6 to fit the current academic content and adjust electives to fit the required credit-count from the university.</p> <p>Secondary Education: Continue to ensure that General Teaching Competencies are adequately addressed across courses. Clarify the importance of the STER.</p> <p>Special Education: Emphasis areas will compare, contrast and align any differences in ELA English/language arts/reading instruction. These changes and improved expectations will be shared with field supervisors.</p> |
| Actions | <p>Early Childhood/Elementary Education: Continue the work of two committees to ensure content competencies are adequately addressed in the program course sequence (overall course sequence and content course sequence). Work with Elementary Education and Early Childhood faculty and advisors to ensure alignment with state standards and credit requirements.</p> <p>Secondary Education: Continue to work on revising course objectives and outcomes to address the General Teaching Competencies. Clarify the importance of and early exposure to the STER in clinical experiences.</p> <p>Special Education: Emphasis areas will meet to compare, contrast and align any differences in ELA English/language arts/reading instruction.</p> |
| Expected outcomes | <p>Early Childhood/Elementary Education: Updated catalog, website, and program documents to align with updated requirements and findings from the two committees on alignment with content Competencies. Students graduating in a timely manner having taken minimal extra credits with the degree appropriate to the coursework taken.</p> |

| | |
|-----------------------------------|--|
| | <p>Secondary Education: Courses will link course assignments to General Teaching Competencies across program.</p> <p>Special Education: Courses will improve in providing ELA English/language arts/reading instruction.</p> |
| Reflections or comments | <p>We have continued the process of determining how our program is aligned with the new Elementary Content Competencies and have continued to address electives options to ensure timely graduation opportunities. We are addressing electives for Early Childhood students to ensure they earn the licenses for the coursework taken. We are already aligning General Teaching Competencies across the Special Education program and Secondary Education program, including asking partner departments to include the competencies in their course syllabi and assignments.</p> |
| Standard 4 | |
| Goals for the 2025-26 year | <p>USU teacher education programs continue to focus on increasing enrollment to meet the educator workforce needs of the state while also staying within the credit restrictions required by the state system of higher education.</p> <p>ELED/ECE</p> <p>Special Education: Develop a process for gathering input from high need schools and other local stake holders to identify the areas of need that our program could support. Info to target reducing disparities in education outcomes.</p> |
| Actions | <p>We created associate’s degrees for special education and elementary education, both of which are stackable pathways to a bachelor’s degree leading to licensure. We have also developed master’s degrees with licensure for both elementary education and secondary education.</p> <p>ELED/ECE</p> <p>Special Education: Gather input from high need schools and other local stake holders.</p> |
| Expected outcomes | <p>We expect that a master’s with elementary and secondary licensure option will attract teacher candidates who already have a bachelor’s degree. We also expect that non-traditional students will be interested in the associate degrees that stack into a bachelor’s with licensure.</p> <p>ELED/ECE</p> <p>Special Education: Based on input from local districts and administrators we will work to improve any areas of need where we could offer support.</p> |

| | |
|--------------------------------|--|
| Reflections or comments | <p>We hope to make becoming a teacher a more manageable option for career changers and non-traditional students. ELED/ECE</p> <p>Special Education: We value our relationships with the districts and charters across the state and continue to work tirelessly to offer support and various pathways to licensure.</p> |
|--------------------------------|--|

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Our new student teaching evaluation instrument, the STER, has been validated using the Lawshe process.

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). If 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

Anticipated Growth and Development

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

We have two new graduate programs approved that will lead to initial licensure, which will meet the needs of potential teachers who already have an earned bachelor’s degree in something other than teaching. They are called the MET (Master of Elementary Teaching) and MST (Master of Secondary Teaching). Because of small numbers and because the content and pedagogical coursework will be perfectly parallel to, if not the same as, the BA and BS teaching degrees, the student data for these programs will be incorporated into our BA and BS data. We don’t anticipate that these programs will require any additional staffing because the numbers will be small.

We are also now participating in Utah’s Registered Apprenticeship Program for Teachers, and currently have three students who are apprentices, two in North Sanpete School District and one in Box Elder School District. The two in North Sanpete are both elementary education majors, and the one in Box Elder is a special education major.

Finally, we have 10 students who are enrolled in the Logan Teacher Academy. These students take all of the same coursework, but they are working as paid instructional assistants at one of two local schools. This allows them to have additional time in the classroom, and there is a stipend to support them to start their fall semester early so that they can participate in district back to school activities for the teachers as well as help their mentor teacher set up the classroom before students begin the school year. (Many of our non-Logan students also work as paraprofessionals in the schools while completing their programs, both in the elementary/early childhood program and the special education program.)

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).

We anticipate that there will be changes to the number of elementary content competencies as well as the framework of competencies.

Sign Off

| Provider’s Primary Contact for AAQEP (Name, Title) | Dean/Lead Administrator (Name, Title) |
|--|--|
| Sylvia Read, Associate Dean, Undergraduate Studies and Accreditation | Sylvia Read, Associate Dean, Undergraduate Studies and Accreditation |

| | |
|---------------------|----------|
| Date sent to AAQEP: | 12/10/25 |
|---------------------|----------|