



Utah Educator Preparation Program

2019 Annual Report

Prepared by Sylvia Read, Ph.D., Associate Dean, Teacher Education

Item 1: Enrollment Counts

See Appendix. Note that some counts are for licenses granted rather than enrollment.

Item 2: USBE-identified Areas of Focus

In our teacher preparation programs, four courses focus specifically on teaching literacy in early childhood/elementary and special education settings. Below are descriptions of each course. Attached are syllabi, course tasks, rubrics and assessments for each course.

ELED 3100

This is an introductory course to classroom reading instruction. The course focuses on core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by the National Reading Panel (2000) and the National Early Literacy Panel (2008). This course addresses the International Reading Association Standards for Reading Professionals and the Utah Effective Teaching Standards.

Core questions addressed in the course include:

1. What are the CCSS for classroom reading instruction?
2. What is MTSS, RTI, and the Three-Tiered Model for instruction?
3. What is a core reading program and how do teachers use it for classroom reading instruction?
4. What are the essential components of reading instruction?
5. What are effective practices, instructional plans, and resources for whole-class instruction of the major components of reading?

Key course assignments include explicit instruction lesson plans for phonological awareness, phonics, fluency, vocabulary, and comprehension.

ELED 4030

This course is the study of language development in children and the implications and applications in a practicum setting. In this course, we will focus ourselves as writers and writing teachers. Throughout the course, we will use theories and research about writing as well as our own experiences as writers in order to construct our knowledge about writing and writing instruction. This will include using the writing process to not only draft and revise writing

but also to look at curriculum development, instructional methods, and assessments of writing and spelling through focused readings, activities, and demonstrations related to teaching children writing. In this course, students will

- gain declarative and procedural knowledge about and learn to teach the essential elements of literacy instruction including teaching writing of various text genres, grammar, and spelling.
- learn how to organize a classroom for effective literacy instruction and about effective research-based instructional practices designed to meet the needs of young writers.
- be provided curriculum and instructional materials intended to help them understand the nuances and complexities of designing literacy instruction for elementary school children with a focus on writing instruction. Students will learn to apply course materials so that they scaffold writing instruction in such a way that students have optimal opportunities to enjoy, develop, and use written language.
- learn to apply course materials so that they are able to teach three major text types: opinion pieces, informative/explanatory texts, and narratives, and be introduced to other genres as well. Students will develop skills in differentiated instruction.
- learn about the use and types of language convention, writing, and spelling including assessments designed to inform language arts instruction (i.e. screening, diagnostic, and performance assessment).
- demonstrate a personal commitment to ongoing professional development and reflection related to literacy instruction by reading and responding to assigned readings, participating in a variety of personal and collaborative writing projects, and completing all assignments on time.
- adhere to standards of professionalism: be prepared, be punctual, communicate effectively, develop collegial/collaborative relationships, and respect issues of privacy/confidentiality.

ELED 4040 and 4042—Assessment and Instruction for Struggling Readers and Practicum

This course prepares undergraduate students to use data from a variety of reading assessments to identify elementary students' reading strengths and weaknesses and plan instruction. Special attention given to providing explicit differentiated reading instruction to meet the needs of students who struggle with learning to read. In this course, teacher candidates tutor elementary children to improve the children's literacy skills. They administer and interpret literacy assessments, communicate information to parents, and plan and deliver targeted reading instruction. The course focuses on core components of evidence-based instruction. This course addresses the International Reading Association Standards for Reading Professionals. In this course, students will

- gain declarative and procedural knowledge about and learn to teach the essential elements of reading instruction including concepts about print, phonemic awareness, the alphabetic principle, phonics, fluency, vocabulary, and comprehension.
- learn how to organize a classroom for effective literacy instruction and about effective research-based instructional practices (such as explicit instruction) designed to meet the needs of young readers.
- be provided curriculum and instructional materials intended to help them understand the nuances and complexities of designing reading instruction for elementary school children
- learn about the use and types of reading assessments designed to inform reading instruction (i.e. screening, diagnostic, and performance assessment).
- demonstrate a personal commitment to ongoing professional development and reflection related to reading instruction by reading and responding to assigned readings and completing all assignments on time.
- adhere to standards of professionalism: be prepared, be punctual, communicate effectively, develop collegial/collaborative relationships, and respect issues of privacy/confidentiality.

SPED 5310—Teaching Reading and Language to Students with Disabilities

The overall purpose of this course is to teach evidence-based practice for teaching reading and language to students with disabilities. Evidence-based practice of reading and language instruction is based on empirically supported instruction and curriculum combined with data-based decision making. This purpose is addressed throughout three main evaluation components:

1) Instructional Skills. Students will learn to use direct instruction techniques for teaching basic language and literacy skills to students with diverse learning needs, including those with disabilities. Direct Instruction techniques are versatile and can be used in a variety of instructional situations with or without scripted programs. These techniques are empirically supported interventions in education; however, they must be adjusted to particular skills and characteristics of individual children. Students will be expected to demonstrate proficiency in the use of these skills in their clinical experiences.

- Objective 1.1. Students will demonstrate basic Direct Instruction signals and define terms commonly used in Direct Instruction.
- Objective 1.2. Students will describe a positive behavior support system for a classroom including explicit teaching of rules and routines, reinforcement of appropriate behavior, and correction of inappropriate behavior.
- Objective 1.3. Students will describe and give rationale for Direct Instruction procedures for grouping, teacher presentation, pupil responses, corrections, pacing, and praise.

2) Reading and Language Curriculum. Students will understand reading and language curricula (i.e., what needs to be taught) and instructional methods (i.e., how to teach it) needed to effectively provide instruction to classroom students with disabilities. Students will use their understanding to design lessons in reading and language arts that meet the needs of diverse learners, including those with disabilities. The reading curriculum is based on the five key components identified as empirically supported by the National Reading Panel (2000): (a) phonological skills and alphabetic knowledge, (b) phonics, (c) fluency, (d) vocabulary, and (e) comprehension.

- Objective 2.1. Students will describe each of the following components of reading instruction, its importance, and its relation with other components:
 - a) Phonological skills and alphabetic knowledge
 - b) Phonics reading strategies, sight word instruction
 - c) Reading fluency
 - d) Vocabulary instruction
 - e) Narrative & expository comprehension instruction
- Objective 2.2. Students will make correct recommendations for placement of students into language and reading programs based on scores on placement tests.
- Objective 2.3. Students will write instructional formats and identify appropriate instructional items for instruction in:
 - a) Phonemic segmenting
 - b) Phonemic blending
 - c) Letter-sound correspondence
 - d) Sounding out words
 - e) Irregular words
 - f) Transition from sounding out to sight word reading
 - g) Reading words with letter combinations.
 - h) Reading words that can be decoded by applying rules.
- Objective 2.4. Students will design effective reading lessons. Given a passage and description of a group of pupils, students will:
 - a) Identify words for specific decoding instruction
 - b) Group words according to applicable decoding strategies
 - c) Write formats for instruction on each group of words
 - d) Identify words for specific vocabulary instruction
 - e) Write formats for vocabulary instruction
 - f) Construct a strategy for story reading

- g) Write literal and inferential comprehension questions
- h) Apply strategies for building comprehension of narrative or expository texts
- i) Construct a strategy for building oral reading rate

3) Data-Based Decision Making. Students will develop skills needed to identify, analyze, and solve classroom problems related to student learning and behavior. Data-based decision making will include collection of relevant behavioral and academic data (e.g., assessment and progress monitoring with curriculum-based assessment) and use of data in making decisions to improve classroom students' skills and behavior. The specific problem-solving skills students acquire through this process are versatile and enable them to adapt their teaching to meet the needs of highly diverse learners.

- Objective 3.1. Students will:
 - a) identify appropriate data collection targets
 - b) collect and record data
 - c) graph data
 - d) critically analyze these data and qualitative observations of their own teaching
 - e) make data-based decisions regarding adjustments in instructional and management procedures to maximize student progress
 - f) evaluate the effectiveness of changes and make subsequent changes as needed

Item 3: Program Changes

Program changes include the following:

Elementary/Early Childhood Education

We have revised our admissions policy to allow full admission with the passage of two of the subtests of the Praxis Multiple Subjects Exam. We have also begun the process of removing program admission as a requirement for ELED 3100, Classroom Reading Instruction, because the reading/language arts subtest of the Praxis Multiple Subjects Exam has pedagogical content that is covered in ELED 3100.

ACT scores no longer required for admission.

Secondary Education

We have removed program admissions as a requirement for taking SCED 3210, Education and Multicultural Foundations. This will allow students who are curious about a teaching career to take this course before they decide whether or not to pursue admission to our secondary teacher education program (STEP).

ACT scores no longer required for admission.

A STEP admission requirement revision was approved by faculty and voted on by the Council on Teacher Education. Previously, the requirements for admission into the STEP program were: earned an overall GPA of 3.0 or above; earning a grade of C or above in all classes required for their major, minor, and any STEP classes, prior to admission to the program; and successfully passing a criminal background check. In addition, students are required to complete some (but not all) specific general education breadth courses PRIOR to applying to STEP with a minimum grade. Specifically, ENGL 1010; one QL (MATH 1050, STAT 1040, or STAT 1045); one BSS (social science); and two BPS, BLS, or DSC (life and physical sciences). Students are NOT required to complete other breadth courses (BHU, BCA, BAI).

The new policy retains the requirement that students successfully complete ENGL 1010 prior admission and altering the required related general breadth courses as follows:

- Eliminate completion of QL, BSS, BPS, BLS, and/or DSC

- Add in addition to completing ENGL 1010, at least three breadth courses with a minimum grade of C prior to entry into the STEP program.

This eliminates the perception that math and science courses are more important than courses in other areas. It ensures that students are able to be successfully complete various courses before admitted into STEP. It provides flexibility for students to complete breadth classes related to their field before applying to STEP. This change will also remove unjustified requirements that delay students from pursuing careers in Utah where there is a teacher shortage. This change will go into effect Fall 2019.

Special Education

The Department of Special Education and Rehabilitation has developed a new program, OPTT, Online Practical Teacher Training. OPTT is an innovative, online special education preparation program specifically designed for special education teachers working on Letters of Authorization (LOAs) and special education paraprofessionals. Applicants may choose to specialize in either severe or mild/moderate disabilities, and will be fully-qualified for special education certification upon completion of this 5-semester program (fall-spring-summer-fall-spring). The OPTT program accepts applicants who (a) have bachelor's degrees and are teaching on a LOA, or (b) are paraprofessionals with or without a bachelor's degree. In addition, the applicant must be working in a district or charter school that agrees to collaborate with USU's Department of Special Education and Rehabilitation (SPER) to provide classroom support throughout the program. The OPTT program provides course work leading to licensure to work with K-12 students with severe disabilities or K-12 students with mild/moderate disabilities. Preparation includes academic coursework taken concurrently with supervised field-based experiences. The OPTT replaces the current Alternative Teacher Prep program.

Item 4: Program-identified Areas of Focus

Our focus this past year has been on gathering and analyzing data for our AAQEP accreditation process. We have received notification from AAQEP that our teacher education programs have full accreditation for 7 years.

Another focus this past year has been on the pedagogical performance assessment requirement that is now required by board rule. We have researched the existing commercial alternatives and have voted to adopt the ETS product, PPAT. We will begin implementation using a pilot group of students in Fall 2019.

Item 5: Enrollment Requirement Waivers

Now that the admissions guidelines from USBE have changed, we need not report waiver data for elementary, secondary, and special education.

[Appendix: Enrollment Counts](#)