



EMMA ECCLES JONES
COLLEGE *of* **EDUCATION**
and **HUMAN SERVICES**

UtahStateUniversity

Utah Educator Preparation Program 2017 Annual Report

Prepared by
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ITEM 1: ENROLLMENT COUNTS

Fall Semester 2016 or September 1, 2016

Emma Eccles Jones College of Education and Human Services	Popu- lation	Gender						Race/Ethnicity													
	Indiv. Count	Female		Male		Unknow- n		America- n Indian		Asian		Black		Caucasia- n		Hispanic		Pacific Islander		Two or More Races	
		Co- unt	%	Co- unt	%	Co- unt	%	Co- unt	%	Co- unt	%	Co- unt	%	Co- unt	%	Co- unt	%	Co- unt	%	Co- unt	%
Total Program Enrollment:	1658	1348	81.3%	310	18.7%	0	0.0%	6	0.4%	11	0.7%	4	0.2%	1499	90.4%	36	2.2%	6	0.4%	98	5.9%
License Areas of Concentration																					
Standard Initial Licensure																					
Early Childhood Education (K-3)	82	81	98.8%	1	1.2%	0	0.0%	0	0.0%	1	1.2%	0	0.0%	80	97.6%	0	0.0%	0	0.0%	1	1.2%
Elementary Education (K-6)	30	30	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	29	96.7%	0	0.0%	0	0.0%	1	3.3%
Elementary Education (1-8)	371	346	93.3%	25	6.7%	0	0.0%	1	0.3%	3	0.8%	0	0.0%	356	96.0%	5	1.3%	0	0.0%	6	1.6%
Secondary Education (6-12)	653	426	65.2%	227	34.8%	0	0.0%	0	0.0%	2	0.3%	4	0.6%	591	90.5%	20	3.1%	5	0.8%	31	4.7%
Special Education (K-12+)	106	101	95.3%	5	4.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	102	96.2%	2	1.9%	0	0.0%	2	1.9%
Preschool Special Education (Birth - age 5)	35	35	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	32	91.4%	1	2.9%	0	0.0%	2	5.7%
Other Licensure																					
School Counselor (K-12)	57	48	84.2%	9	15.8%	0	0.0%	1	1.8%	1	1.8%	0	0.0%	43	75.4%	2	3.5%	1	1.8%	9	15.8%
School Social Worker (K-12)	NA																				
School Psychologist (K-12)	2	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Communication Disorders (K-12+)	NA																				
Speech-Language Pathologist	13	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	84.6%	0	0.0%	0	0.0%	2	15.4%
Administrative/Supervisory	57	40	70.2%	17	29.8%	0	0.0%	3	5.3%	1	1.8%	0	0.0%	48	84.2%	1	1.8%	0	0.0%	4	7.0%

Endorsements																					
Fine Arts																					
Visual Art (K-12)	13	10	76.9 %	3	23.1 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	13	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Visual Art (6-12)	NA																				
Dance (6-12)	NA																				
Dance (K-12)	NA																				
Theatre (6-12)	NA																				
Theatre (K-12)	10	7	70.0 %	3	30.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	8	80.0 %	2	20.0 %	0	0.0 %	0	0.0 %
Music (K-12)	30	14	46.7 %	16	53.3 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	27	90.0 %	3	10.0 %	0	0.0 %	0	0.0 %
Music (K-6) level II	NA																				
Music (6-12)	NA																				
World Languages																					
American Sign Language	5	5	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	4	80.0 %	0	0.0 %	0	0.0 %	1	20.0 %
Chinese	1	0	0.0 %	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	1	100.0 %
French	0	0		0		0		0		0		0		0		0		0		0	
German	1	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Japanese	NA																				
Russian	NA																				
Spanish	23	11	47.8 %	12	52.2 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	18	78.3 %	3	13.0 %	1	4.3 %	1	4.3 %
Latin	1	0	0.0 %	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Italian	NA																				
Arabic	NA																				
Farsi/Persian	NA																				
Hindi	NA																				
Korean	NA																				
Portuguese	1	0	0.0 %	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %

Health, Movement, Fitness																						
K-12)	Health Education	14	12	85.7 %	2	14.3 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	10	71.4 %	1	7.1 %	1	7.1 %	2	14.3 %
	Physical Education	NA																				
	Physical Education (Grades	12	8	66.7 %	4	33.3 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	12	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	Coaching	5	4	80.0 %	1	20.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	3	60.0 %	1	20.0 %	1	20.0 %	0	0.0 %
Information Technology																						
Computer Science		NA																				
Language Arts																						
	English	90	64	71.1 %	26	28.9 %	0	0.0 %	0	0.0 %	0	0.0 %	1	1.1 %	85	94.4 %	0	0.0 %	0	0.0 %	4	4.4 %
	Journalism Speech	NA 9	5	55.6 %	4	44.4 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	9	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Mathematics																						
	Mathematics Endorsement 2	35	33	94.3 %	2	5.7 %	0	0.0 %	0	0.0 %	1	2.9 %	0	0.0 %	29	82.9 %	1	2.9 %	0	0.0 %	4	11.4 %
	Mathematics Endorsement 3 Mathematics Endorsement 4	NA 61	40	65.6 %	21	34.4 %	0	0.0 %	0	0.0 %	1	1.6 %	0	0.0 %	53	86.9 %	5	8.2 %	0	0.0 %	2	3.3 %
Science																						
	Science, Biological	33	18	54.5 %	15	45.5 %	0	0.0 %	0	0.0 %	0	0.0 %	1	3.0 %	31	93.9 %	0	0.0 %	0	0.0 %	1	3.0 %
	Chemistry	33	22	66.7 %	11	33.3 %	0	0.0 %	0	0.0 %	0	0.0 %	1	3.0 %	31	93.9 %	1	3.0 %	0	0.0 %	0	0.0 %
	Science, Environmental Geology	0 0	0 0																			
	Science, Earth	7	6	85.7 %	1	14.3 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	7	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	Middle Level Science Physics	0 9	0 6																			

[illegible]

English as a Second Language	93	79	84.9 %	14	15.1 %	0	0.0 %	1	1.1 %	1	1.1 %	0	0.0 %	85	91.4 %	2	2.2 %	0	0.0 %	4	4.3 %
Gifted / Talented	47	46	97.9 %	1	2.1 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	16	34.0 %	1	2.1 %	0	0.0 %	30	63.8 %
Dual Immersion	1	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Distance Learning	0	0		0		0		0		0		0		0		0		0		0	
CTE																					
Agriculture (CTE/General)	31	21	67.7 %	10	32.3 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	30	96.8 %	1	3.2 %	0	0.0 %	0	0.0 %
Business (CTE/General)	1	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Family Consumer Sciences (CTE/General)	35	34	97.1 %	1	2.9 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	35	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Marketing (CTE/General)	0	0		0		0		0		0		0		0		0		0		0	
Technology and Engineering Education (CTE/General)	17	2	11.8 %	15	88.2 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	15	88.2 %	0	0.0 %	0	0.0 %	2	11.8 %

ITEM 2: USOE IDENTIFIED AREA OF FOCUS – CLINICAL EXPERIENCES

Utah State University's (USU) Educator Preparation Programs include three separate and distinct teacher education programs. These include: Early Childhood/Elementary Education, Secondary Education, and Special Education. All three programs do include a series of supervised field experiences (including student teaching) with PreK-12 students in a public or accredited private school that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record.

Early Childhood and Elementary Education

USU's early childhood and elementary teacher preparation program consists of four levels of course work and clinical experiences where teacher education candidates work in cohort groups. Level 1 involves students in an introductory course (ELED 1010 – Orientation to Elementary Education) that requires students to complete five hours each of classroom observation, service, and personal development, totaling 15 hours of field experience.

Level 2 courses (ELED 3000 – Historical, Social, & Cultural Foundations of Education & Practicum; FCHD 2630 – Practicum in Early Childhood) involve students in opportunities to gain an understanding of the various foundations of education. Students are assigned to work with a mentor teacher for 15 full days in an elementary school. They are involved with class observations, one-on-one tutoring, and small group instruction, totaling 112.5 hours during their Level 2 clinical experience. If students are early childhood education majors, they will also spend 84 hours in USU's child development lab or preschool observing, helping individual students, and providing small group instruction, under the supervision of their mentor teacher.

During Level 3, elementary education students will gain a deeper understanding of the content and instructional strategies they will be responsible for. Level 3 courses include: ELED 4000, Teaching Science & Practicum; ELED 4030, Teaching Language Arts & Practicum; ELED 4040, Teaching Struggling Readers & Practicum; ELED 4050, Teaching Social Studies & Practicum; and ELED 4060/4062, Teaching Mathematics & Practicum. Students will spend their last five weeks of their Level 3 semester working with an elementary teacher for the full day for a total of 217.5 hours.

The final Level 4 capstone clinical experience is their student teaching experience. The elementary student teaching experience is divided into two half-semester blocks. Student teachers are given the opportunity to work with both a primary grade and intermediate grade teacher. Each block consists of 35 full days of teaching, totaling 262.5 hours. At the completion of their student teaching semester and their two student teaching blocks, elementary student teachers will have completed a total of 525 hours of clinical field work.

Clinical placements are made in cooperation with each district's department of human resources, building principals, and USU's Office of Field Experience. All clinical experiences are recorded in USU's teacher education database, FileMaker, for each student. The elementary teacher training placements are reviewed at each level to ensure that each student is placed in a variety of schools and grade levels. The Office of Field Experience reviews the prior clinical placements for each student and strives to place the student in a different district, a different school, and a different grade level for each level's clinical placement. USU's early childhood and elementary education enrolls approximately 100 Level 1 students, 80 Level 2 students, 70 Level 3 students, and 90 Level 4 students each semester. Given the

number of Level 1, 2, 3, and 4 clinical placements that must be made each semester, making specific requests for classrooms with children with disabilities, from low-income, are high performing or low performing, or are English language learners creates an impossible situation. Thus USU's clinical placements focus on providing students with a variety in districts, schools, and grade levels. With the variety in placements provided, our teacher education candidates do experience a wide range of district, school, and teacher philosophies, as well as variance in student population.

The following table provides a brief summary of each of the early childhood and elementary education field experiences. It details the duration of each clinical experience course, the objectives for the clinical experience, and the assessments used to measure the teacher candidate's success in the clinical experience.

EARLY/ELEMENTARY EDUCATION CLINICAL EXPERIENCES				
Course	Type	Objectives	Assessments	Duration
ELED 1010 – Orientation to Elementary Education	*Class Observation *Service *Personal Development	*Provide an introduction of three intertwining elements needed to prepare for successful entry into the elementary teaching profession: 1) USU teacher training program, 2) teaching profession, 3) self.	*Portfolio - Classroom observation & verification forms - Teacher Interview planning & report forms - Service project fieldwork contract, service log, reflection forms - Personal development activity form and artifacts	Classroom observation – 5 hours, Service – 5 hours, Personal development – 5 hours; TOTAL – 15 hours
ELED 3000 – Historical, Social, & Cultural Foundations of Education & School Practicum	*Class Observation *One-on-one tutoring *Small group instruction	*Introduce students to the many constituents in public schools *Work with mentor teachers and their students, investigating and reflecting on the complex relationships between schooling and society	*Artifact collection – Native American and Gender *Four generation family education tree *Reflection Papers (Influential educator, 25 things I learned, cultural events, Interview) *Classroom observation activity sheet *Level II Mid-Block Conference *Level II Final Evaluation	15 full days- teacher contract time (7.5 hours/ day) TOTAL – 112.5 hours
FCHD 2630 – Practicum in Early Childhood	*Class Observation *One-on-one tutoring *Small group instruction	*Assist students to make connections between theory and practice in early childhood settings *Understand the impact of teacher/ child interactions and the environment on a child's development	*Level II Mid-Block Conference *Evaluation of classroom participation *Level II Final Evaluation *Journaling *Preschool observation *Anecdotes	4 hours/day, 3 days/ week for 7 weeks TOTAL – 84 hours
ELED 4000 – Teaching Science & Practicum	*Class Observation *One-on-one tutoring *Small group instruction *Whole class instruction	*Understand the Utah Effective Teaching Standards in the context of the elementary science content *Gain an awareness of the Utah Core Curriculum	*Integrated science lesson plans *Science unit *Interactive bulletin board *Inquiry project presentation *Science notebook *Outdoor education reflection *Cooperating teacher and university supervisor final evaluation	25 full days (last 5 weeks of the semester) – teacher contract tie (7.5 hours/day) plus 4 Fridays prior to last 5 weeks; TOTAL – 217.5 hours
ELED 4030 – Teaching Language Arts & Practicum	*Class Observation *One-on-one tutoring *Small group instruction *Whole class instruction	*Understand the Utah Effective Teaching Standards in the context of the elementary language arts content *Gain an awareness of the Utah Core Curriculum	*Lesson plans *Cooperating teacher and university supervisor final evaluation	25 full days (last 5 weeks of the semester) – teacher contract tie (7.5 hours/day) plus 4 Fridays prior to last 5 weeks; TOTAL – 217.5 hours
ELED 4040 – Teaching Struggling Reader & Practicum	*Class Observation *One-on-one tutoring *Small group instruction *Whole class instruction	*Understand the Utah Effective Teaching Standards in the context of the elementary literacy *Effectively administer reading assessments *Gain an understanding of how to interpret the assessment data	*Tier 1 lesson plans *Explicit lesson plans *Group project *Reading Expert for a day *Case study *Cooperating teacher and university supervisor final evaluation	25 full days (last 5 weeks of the semester) – teacher contract tie (7.5 hours/day) plus 4 Fridays prior to last 5 weeks; TOTAL – 217.5 hours

		*Understand how to meet differentiated needs of high and low performing students		
ELED 4050 – Teaching Social Studies & Practicum	*Class Observation *One-on-one tutoring *Small group instruction *Whole class instruction	*Understand the Utah Effective Teaching Standards in the context of the elementary social studies content *Gain an awareness of the Utah Core Curriculum *Gain an awareness of the National Council for Social Studies (NCSS) Thematic Strands	*Response/Reflections - Teaching controversial issues - Multiple interpretations of history - Global perspective - Practicum reflection *Social studies inquiry lesson plans and presentation *Cooperating teacher and university supervisor final evaluation	25 full days (last 5 weeks of the semester) – teacher contract tie (7.5 hours/day) plus 4 Fridays prior to last 5 weeks; TOTAL – 217.5 hours
ELED 4060/4062 – Teaching Mathematics & Practicum	*Class Observation *One-on-one tutoring *Small group instruction *Whole class instruction	*Understand the Utah Effective Teaching Standards in the context of the elementary mathematics content *Gain an awareness of the Utah Core Curriculum *Gain an awareness of the National Council of Teachers of Mathematics (NCTM) Principles of Actions Standards	*Mathematics teaching and learning reflection project *Diagnostic interview	25 full days (last 5 weeks of the semester) – teacher contract tie (7.5 hours/day) plus 4 Fridays prior to last 5 weeks; TOTAL – 217.5 hours
FCHD 4960 – Practice Teaching in Child Development Lab	*Classroom observation *Full teaching responsibility	*Students develop a working knowledge of current issues facing young children and their families	*Evaluations based on laboratory participation *Home visits *Parent meetings *Parent conferences *Observation assignment	4 hours/day, 5 days/week for 15 weeks TOTAL – 300 hours
ELED 5050 – Student teaching Kindergarten ELED 5100 – Student teaching Grades 1-3 ELED 5150 – Student teaching Grades 4-6	*Classroom observation *Full teaching responsibility	*Effectively implement the Utah Effective Teaching Standards	*Daily lesson plans; unit plans *First block final student teaching evaluation – cooperating teacher and university supervisor *Second block final student teaching evaluation – cooperating teacher and university supervisor *Teacher work sample	35 full days – teacher contract time (7.5 hours/day) Block Total – 262.5 hours TOTAL – 525 hours

Secondary Education

USU's secondary teacher preparation program (STEP) consists of three levels of courses and clinical experiences. Each level must be completed before advancing to the next level. Level 1 courses focus on the educational and multicultural foundation as well classroom management and motivation. In addition, students are required to complete their major or minor's methods course accompanied with a clinical field experience (SCED 3300 – Clinical I or department clinical). Level I clinicals require a minimum of 30 contact areas in their major or minor content area.

Level 2 emphasizes assessment and curriculum design, literacy across the curriculum, and meeting the needs of exceptional learners. In addition, students are required to complete a methods course in their major or minor paired with a second clinical field experience (SCED 4300 – Clinical II or department clinical). Level II clinicals require a minimum of 30 contact areas in their major or minor content area.

The final level in the STEP program is their student teaching experience. Student teachers are placed in both their major and minor content areas. The Level 3 student teaching experience requires students to complete a minimum of 400 clock hours over a 13-week period.

Clinical placements are made in cooperation with each district's department of human resources, building principals, and USU's Office of Field Experience. All clinical experiences are recorded in USU's teacher education database, FileMaker, for each student. The STEP placements are reviewed at each level to ensure that each student is placed in a variety of schools and grade levels. The Office of Field Experience reviews the prior clinical placements for each student and strives to place the student in a

different district, a different school, and a different grade level for each level's clinical placement. USU's secondary teacher preparation program enrolls approximately 170 Level 1 and 2 students and 90 Level 3 students each semester. Given the number of Level 1, 2, and 3 clinical placements that must be made each semester, making specific requests for classrooms with children with disabilities, from low-income, are high performing or low performing, or are English language learners creates an impossible situation. Thus USU's clinical placements focus on providing variety in districts, schools, grade levels (middle, junior, or high school), as well as ensuring experience in both their major and minor. With the variety in placements provided, our teacher education candidates do experience a wide range of district, school, and teacher philosophies, as well as variance in student population.

USU's STEP program also involves 22 departments that offer either content teaching majors and/or minors. However, each teaching major and/or minor integrates their required course work to fit within the STEP sequence of courses. The following table provides a brief summary of each of the secondary teacher education field experiences. It details the duration of each clinical experience course, the objectives for the clinical experience, and the assessments used to measure the teacher candidate's success in the clinical experience.

SECONDARY EDUCATION CLINICAL EXPERIENCES				
Course	Type	Objectives	Assessments	Duration
SCED 3300 – Clinical Experience I (Other sections are offered by the following departments: Art, Agriculture, Business, Communication, Family Consumer Science, Mathematics, Technical Engineering Education, and Theater)	*Class Observation - Planning - Teaching - Evaluation *One-on-one tutoring *Small group instruction *Prepare materials *Classroom teaching *Classroom management tasks	*Develop a clearer understanding of personal values in teaching specific content *Gain knowledge about methods of developing and teaching lessons *Learn fundamental principles of teaching specific content in the middle and secondary schools *Develop skills to create curriculum that meet needs of diverse learners	*Attendance *Classroom map and reflection *Clinical experience checklist *Mentor teacher clinical evaluation form *Final presentation (Other department Clinical Experience I assessments may vary to better meet their specific content area)	30 hours
SCED 4300 – Clinical Experience II (Other sections are offered by the following departments: Art, Agriculture, Business, Communication, Family Consumer Science, Mathematics, Technical Engineering Education, and Theater)	*Class Observation - Planning - Teaching - Evaluation *One-on-one tutoring *Small group instruction *Prepare materials *Classroom teaching *Classroom management tasks	*Develop a clearer understanding of personal values in teaching specific content *Gain knowledge about methods of developing and teaching lessons *Learn fundamental principles of teaching specific content in the middle and secondary schools *Develop skills to create curriculum that meet needs of diverse learners	*Attendance *Classroom map and reflection *Clinical experience checklist *Mentor teacher clinical evaluation form *Final presentation (Other department Clinical Experience I assessments may vary to better meet their specific content area)	30 hours
SCED 5630 – Student Teaching in Secondary Education (Other sections are offered by the following departments: Art, Agriculture, Business, Communication, Family Consumer Science, Mathematics, Technical Engineering Education, and Theater)	*Class Observation *Full teaching responsibility	*Assume full teaching responsibility *Effectively implement the Utah Effective Teaching Standards *Demonstrate effective teaching of students in respective content area	*Lesson plans *Documentation of student teacher activities checklist *Final report, evaluation (cooperating teachers and university supervisor), exit interview	Minimum of 400 clock hours over a 13-week period (teacher contract time – 7.5 hours/day)

Special Education

USU's special education program consists of three different endorsement area – mild/moderate disabilities, severe disabilities, and early childhood (birth to five). Specific clinical field experiences are provided for students fulfilling each of the endorsement areas. Early Childhood (birth to 5) students

begin with FCHD 2630, Practicum in Early Childhood Education for 84 hours. All special education majors end their teacher preparation with student teaching (SPED 5200) with a 525-hours capstone clinical experience.

Special education mild/moderate majors complete three additional clinical courses. Their first clinical focuses on literacy and language arts. They complete SPED 5410 – Practicum: Direct Instruction Reading & Language Arts for Students with Mild/Moderate Disabilities. They are placed in a school setting for 13 weeks totaling 65 hours. The second clinical focus on mathematic instruction – SPED 5420 – Practicum: Direct Instruction Mathematics for Students with Mild/Moderate Disabilities. Students are assigned to work for nine weeks for five hours each week, totaling 45 hours. Their final clinical experience is student teaching (SPED 5200).

Special education majors focusing on the severe endorsement complete three additional clinical experiences providing specific opportunities working with students with severe disabilities. The first clinical experience focuses on assisting students learn academics. They enroll in SPED 5600 – Practicum: Instruction in Academic Skills. Students spend 13 weeks in a classroom for six hours per week, totaling 78 hours. The second field experience focuses on providing students with severe disabilities daily living skills. Student enroll in SPED 5610 – Practicum: Instruction in Daily Living Skills and work in schools for 13 weeks for six hours/week, totaling 78 hours. The final clinical experience is student teaching (SPED 5200).

Students majoring in early childhood special education (Birth to 5 endorsement) complete four field experiences. Their first experience is FCHD 2630 – Practicum in Early Childhood Education. Students work in a preschool setting for a total of 84 hours. Their second clinical is SPED 5820 – Preschool Practicum with Young Children with Disabilities in Community Environment. This practicum requires six hours per week for 15 weeks, totaling 90 hours. The third clinical is SPED 5830 – Seminar & Field Experience with Infants & Families. This clinical provides an opportunity for students to work in home two hours per week for 15 weeks, totaling 30 hours. Their final clinical experience is their student teaching (SPED 5200).

Clinical placements are made in cooperation with each district's special education director, building principals, and USU's Department of Special Education. All clinical experiences are recorded in USU's teacher education database, FileMaker, for each student. The Director of Special Education Student Teaching and the Special Education Undergraduate Program Coordinator work collaboratively to ensure proper placements of all their students. USU's special education programs enroll approximately 14 students completing the mild/moderate endorsement, 26 completing the severe endorsement, and 9 completing the birth to five endorsements. Special education clinical placements are limited, thus making specific requests for classrooms with children from low-income or English language learners create an extremely difficult situation. Thus USU's clinical placements focus on providing variety in districts, schools, and grade levels. With the variety in placements provided, our teacher education candidates do experience a wide range of district, school, and teacher philosophies, as well as variance in student population.

The following table provides a brief summary of each of the special teacher education field experiences for each endorsement area – birth to 5, mild/moderate disabilities, and severe disabilities. It details the duration of each clinical experience course, the objectives for the clinical experience, and the assessments used to measure the teacher candidate's success in the clinical experience.

SPECIAL EDUCATION CLINICAL EXPERIENCES				
Course	Type	Objectives	Assessments	Duration
SPED 5200 – Student Teaching in Special Education	*Class observation *Field Work *Full teaching responsibility	Effectively implement CEC Standard: *9 – Professionalism *2,3,4,5,7,8,10 – Teaching and Management	*Cooperating Teacher final evaluation *University supervisor final evaluation *Portfolio	If students are completing two endorsement areas (e.g., elementary education, mild/moderate and severe, etc., they will work in schools in two block experiences. One block consists of 35 full days – teacher contract time (7.5 hours/day) for 262.5 hours. TOTAL is 525 hours (2 blocks)
Mild/Moderate Disabilities				
SPED 5410 – Practicum: Direct Instruction Reading & Language Arts for Students with Mild/Moderate Disabilities	*Class Observation *Field work	*Effectively use the behavior management system specified by cooperating teacher *Present instruction using an effective presentation sequences which includes a cue, a pause, and a signal *Correctly use group and individual response formats *Effectively correct signal and response errors *Present lessons in which students are actively engaged *Use instructional time efficiently and manage daily transitions	*University supervisor observations *Cooperating teacher checklist *Observation assignment *Self-critiques	Students work in schools for 13 weeks @ 5 hours/week TOTAL - 65 hours
SPED 5420 – Practicum: Direct Instruction Mathematics for Students with Mild/Moderate Disabilities	*Class Observation *Field Work	*Develop and awareness of evidence-based practices validated for specific characteristics of learners and settings *Select, adapt, and use instructional strategies and materials according to characteristics of the individual child with exceptional learning needs *Use appropriate adaptations and technology for all individuals with exceptional learning needs *Implement effective management or teaching and learning *Design and manage daily routines	*University supervisor observations *Cooperating teacher checklist *Observation assignment *Self-critiques	Students work in schools for 9 weeks @ 5 hours/week TOTAL – 45 hours
Severe Disabilities				
SPED 5600 – Practicum: Instruction of Academic Skills	*Class Observation *Field Work	*Use sources of specialized materials, curricula, and resources for individuals with exceptionalities *Provide instruction in community-based settings *Create an environment that encourages self-advocacy and increased independence *Use the least intensive behavior management strategy *Use instructional time effectively	*University supervisor formal observations *Cooperating teacher checklist	Students work in schools for 13 weeks @ 6 hours/week for a TOTAL of 78 hours
SPED 5610 – Practicum: Instruction in Daily Living Skills	*Class Observation *Field Work	*Use sources of specialized materials, curricula, and resources for individuals with exceptionalities *Provide instruction in community-based settings *Create an environment that encourages self-advocacy and increased independence *Use the least intensive behavior management strategy *Use instructional time effectively	*University supervisor formal observations *Cooperating teacher checklist	Students work in schools for 13 weeks @ 6 hours/week for a TOTAL of 78 hours
Birth to 5 Years				

FCHD 2600 – Practicum in Early Childhood Education	*Class observation *Field Work	*Assist students to make connections between theory and practice in early childhood settings *Understand the impact of teacher/ child interactions and the environment on a child's development	*Level II Mid-Block Conference *Evaluation of classroom participation *Level II Final Evaluation *Journaling *Preschool observation *Anecdotes	4 hours/day, 3 days/ week for 7 weeks TOTAL – 84 hours
SPED 5810 – Seminar & Field Experience with Infants & Families	*Observation *Field Work	*Develop awareness of many roles of early interventionists and how they interact with families in a family-centered manner *Identify and implement family information-gathering techniques *Develop an awareness of key issues and ways to support parent-infant interactions *Identify service environments and intervention strategies for infants and toddlers *Develop awareness of motor and sensory impairments and their impacts on development of young children	*Case study *Complete 11 family contact hours – one center-based and 10 home or community-based visits *Pass unit exams *Complete unit essays *Complete parent report *Complete lesson plans *Complete lesson evaluations	Students are working in homes 2 hours/ week for 15 weeks TOTAL – 30 hours
SPED 5820 – Preschool Practicum with Young Children with Disabilities in Community Environment	*Class Observation *Field Work	*Implement an intensive instructional program and chart progress *Implement routines-based instructional program *Administer individual progress monitoring, standardized assessment, curriculum-based assessment	*Summarize and reflect on administration of assessments, program implementation	Students are in practicum 6 hours per week for 15 weeks; TOTAL – 90 hours

ITEM 3: PROGRAM CHANGES

Utah State University's Council on Teacher Education approved the following program changes that became effective Fall, 2016.

- English Composite Teaching major was approved. USU was currently offering an English teaching major and minor. English teaching majors are required to completed a teaching minor. Students who opt to complete an English composite teaching major will not need to complete a teaching minor. The English composite teaching major will offer a robust menu of courses, all within English, which recognizes the complexity and depth of English Studies. Students may choose among American Studies, Literature, and Writing for an emphasis. Student who complete an English composite teaching major will complete 61 credits, while English teaching majors will complete 42 credits.
 - ENGL 4530 – English Clinical Experience. This is a new course that will be taken in conjunction with one of the ENGL 4520 – Teaching Literacy in Diverse Classrooms.
- School Health was eliminated as teaching major/minor. This action was a result of the Department of Kinesiology and Health Science's faculty transition towards more health related research. Students who are currently matriculated into school health teaching as a major or minor will continue to be accommodated so that they will be able to graduate in their current major/minor.
- Theater Education major and minor curricular revisions were made to align with updated requirements from the National Association of Theatre (NAST), as well as the Utah State Board of Education. One new class was created to meet NAST requirement of 60+ theatre credits for majors and 42 credits for minors.

- THEA 4360 – Play Production in Secondary Schools (2 credits). This is a new course will be taken concurrently with THEA 4340 – Methods of Teaching Theatre, Grades 7-12. THEA 4360 will focus on the production or extracurricular activities and THEA 4360 will focus primarily on in-class teaching methods.
- USU's Teacher Education Programs were approved for the following two new program changes.
 - TEAL/ITLS 5500 – Innovative Integration of Technology in Education (3 credits). This new course will be required of all teacher education majors (early, elementary, secondary, and special education). The purpose of this course will enable teacher education candidates to research and learn means to creatively and effectively integrate technology into their teaching and learning, based on ISTE national standards, Utah standards, and CAEP standards. Partner departments' teaching methods instructors will be provided opportunities to work with Nathan Smith, the instructor, to incorporate the technology integration strategies into their content teaching method courses.
 - All USU teacher education programs (early, elementary, secondary, and special education) will be using a common student teaching evaluation form that is based on the Utah Effective Teaching Standards, effective Fall 2016. Cooperating teachers and university supervisors will complete the form on Qualtrics (See Appendix A).

ITEM 4: PROGRAM-IDENTIFIED AREAS OF FOCUS

USU's Council on Teacher Education has identified four areas of improvement that began Fall 2016 and is still continuing with on-going discussions. The development of three common assessments and the updating of math education content are current areas that are being focused on.

Common assessments across all three teacher education programs, using the Council for the Accreditation for Educator Preparation's (CAEP) Assessment Evaluation Rubric, are being developed in the following three key teacher candidate assessment areas:

- Integration of technology in classroom teaching strategies
- Incorporate classroom teaching instruction for English language learners
- Teacher Work Sample. This will replace each program's professional teaching portfolio and will provide documentation of our teacher candidates' pedagogical skill set.

The Council hopes to have these common assessments refined and approved to be able to officially implement Spring 2018 throughout all three teacher education programs.

In addition to the creation of a common assessment for the technology course, Nathan Smith, the instructor of TEAL 5500 – Innovative Integration of Technology in Education, will provide our teacher education faculty with a wealth of technology integration resources as well as real world examples of technology integration in a variety of classroom settings. Because of the emphasis in accreditation and licensure in documenting classroom technology in the classroom, all teacher education method instructors are critical players in ensuring the integration into classroom instruction.

Nathan and Dr. Ben Lignugaris-Krafat have designed a professional development opportunity to involve methods instructors to see how to best implement the concepts of this course into their methods courses. The technology course is designed to be an introductory level course. Once students get the introductory level material, they will then work toward applications within their methods classes. Funds have been secured from USU's Academic and Instructional Services (AIS) and the College of Education & Human Services' dean, to provide a \$500 stipend for methods instructors to help facilitate implementing acceptable assignments within their methods classes. This plan hopes to train methods

instructors from ten departments a year for the next three years. This plan will allow partner departments to phase-in technology integration over several years.

Math education is also a current focus for our elementary and secondary teacher preparation programs. This focus has been directed by Dr. Brynja Kohler, associate professor from the Department of Mathematics and Statistics, and Dr. Joleigh Honey, USOE math specialist. The redesign of the math endorsements have resulted in the development of several new mathematic courses.

- MATH 1051 – College Algebra for Elementary Education and Special Education Students
- MATH 2010 – Algebraic Thinking and Number Sense for Elementary Education School Teachers
- MATH 2020 – Euclidean Geometry and Statistics for Elementary Education Teachers (Title change and Description change)
- MATH 3010 – Pedagogical Foundations of Algebra
- STAT 4010 – Probability and Statistics for Teachers
- ELED 4062 – Teaching ELED School Math: Rational Numbers, Operations, and Proportional Reasoning

ITEM 5: ENROLLMENT REQUIREMENT WAIVERS

During the 2016-2017 academic year, USU's teacher education programs approved 24 waivers (Elementary – 6 waivers; Secondary – 13 – waivers; Special Education – 5 waivers). Both the Elementary and Secondary Education programs have fall and spring semester admission deadlines. Special Education has only one admission period during fall semester. The combined student admissions for Elementary, Secondary, and Special Education for the 2016-2017 academic year was 380.

Students' entrance requirements who were approved for waivers are detailed below. The criteria that did not meet USOE entrance requirements are in red.

Elementary Education – 6 waivers

- K: ACT: **Composite – 20**; English – 20; Math – 20; Reading – 22; Science – 18. GPA – 3.36
- T: ACT: **Composite – 20**; **English – 16**; Math – 22; Reading – 18; Science – 23. GPA – 3.54
- A: ACT: Composite – 21; English – 20; Math – 22; Reading – 23; Science – 18. **GPA – 2.87.**
- M: ACT: **Composite – 20.75**; **English – 19**; Math – 21; Reading – 23; Science – 20. GPA – 3.23.
- C: ACT: Composite – 30.5; English – 34; Math – 26; Reading – 27; Science – 25. **GPA – 2.86.**
- A: ACT: Composite – 22; English – 21; Math – 24; Reading – 21; Science – 22. **GPA – 2.88.**

Secondary Education – 13 waivers

- C: - Physical Education/Spanish Education: ACT: **Composite – 20**; English – 21; Math – 19. GPA – 3.54
- M: – Theatre Education (Documented Disability): ACT: **Composite – 18**; **English – 16**; **Math – 16.** GPA 3.39
- J: – Social Studies Composite: ACT: Composite – 21; English - 22; **Math – 16.** GPA – 3.39
- B: – Social Studies Composite (Native American): ACT: Composite – 21; English – 20; Math 19; Reading – 26; Science 21. **GPA – 2.78**
- M: – Health Education/Psychology: ACT: Composite – 22; English – 22; **Math – 17.** GPA – 3.08
- N: – Human Movement/Psychology: ACT: Composite – 23; English – 24; **Math – 24.** GPA – 3.05
- E: – Human Movement/American Sign Language: ACT: Composite – 20; **English – 17**; Math – 24. GPA – 3.11
- J: - English/Psychology: ACT: Composite – 23; English – 22; Math – 21. **GPA – 2.92.**

- H: - Health/Physical Education: ACT: **Composite – 20; English – 18; Math – 23. GPA – 2.92.**
- G: - Technical Engineering Education: Content Praxis 191 – Pass. **GPA – 2.92.**
- N: - Music Education: ACT: **Composite – 21; English – 19; Math – 21. GPA – 3.37.**
- T: - Arts Education: ACT: **Composite – 20.25; English – 17; Math – 21. GPA – 3.36.**
- M: - Spanish/Sociology: ACT: **Composite – 21; English – 18; Math – 17; GPA – 2.96.**

Special Education – 5 waivers

- H: Has a disability: ACT: **Composite – 24; English – 21; Math – 18; Reading – 26; Science – 21. GPA – 3.21.**
- J: Has a disability: ACT: **Composite – 19; English – 18; Math – 16; Reading – 20; Science – 19. GPA – 3.28.**
- S: Has a disability: ACT: **Composite – 21; English – 20; Math – 18; Reading – 25; Science – 21. GPA – 3.71.**
- G: (Regional Campus): **ACT scores did not meet criteria. GPA – 3.44.**
- P: (Regional Campus): **ACT scores did not meet criteria. GPA – 3.77.**

Appendix A

Level 4 Preservice Teacher (Student Teaching)

Evaluation Form

Evaluation Rubric

Utah State University

Preservice Teacher Evaluation Form

This is a summative evaluation of the teacher candidate's performance at the conclusion of the student teaching experience. The evaluation is based on the Utah Effective Teaching Standards and the Utah Teaching Observation Tool (version 3.0). A score of Preservice Proficient for any criteria indicates proficient performance for a teacher candidate. To pass student teaching, teacher candidates must higher than Developing on all items. Some items cannot be judged without conferring individually with the teacher candidate. Some items may be judged based on observation. Each item is marked accordingly.

Teacher Candidate _____		Not Effective	Developing	Approaching	Preservice Proficient	Judgment based on observation or conference
Grade or Subject _____						
Evaluator Name _____						
The Learner and Learning						
1.1	Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs.	0	1	2	3	o/c
1.2	Collaborates with families, colleagues, and other professionals to promote student growth and development.	0	1	2	3	o/c
2.1	Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all.	0	1	2	3	o/c
3.1	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.	0	1	2	3	o/c
3.2	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	0	1	2	3	o/c
3.3	Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively.	0	1	2	3	o/c
Teacher candidate must be rated at Preservice Proficient in at least 5 out of the 6 criteria in The Learner and Learning with no ratings of Not Effective or Developing.						
Instructional Practice						
4.1	Bases instruction on accurate content knowledge using multiple representations of concepts.	0	1	2	3	o/c
5.1	Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction.	0	1	2	3	o/c
5.2	Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways.	0	1	2	3	o/c
5.3	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills.	0	1	2	3	o/c
6.1	Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning.	0	1	2	3	o/c
6.2	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	0	1	2	3	o/c

7.1	Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners.	0	1	2	3	o/c
7.2	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.	0	1	2	3	o/c
7.3	Supports and expands each learner's communication skills through reading, writing, listening, and speaking.	0	1	2	3	o/c
7.4	Uses a variety of effective technology and resources to support learning.	0	1	2	3	o/c
7.5	Develops learners' abilities to find and use information to solve real-world problems.	0	1	2	3	o/c
Teacher candidate must be rated at Preservice Proficient in at least 9 out of the 11 criteria in Instructional Practice with no ratings of Not Effective or Developing.						
Professional Responsibility						
8.1	Adapts and improves practice based on reflection and new learning.	0	1	2	3	o/c
9.1	Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community.	0	1	2	3	o/c
9.2	Advocates for the learners, the school, the community, and the profession.	0	1	2	3	o/c
10.1	Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.	no			yes	
10.2	Is responsible for compliance with all requirements of State Board of Education Rule R277-515 at all levels of teacher development.	no			yes	
Teacher candidate must be rated at Preservice Proficient in at least 2 out of the 3 criteria in Professional Responsibility with no ratings of Not Effective or Developing. In addition, 10.1 and 10.2 must be met the "yes" criteria for successful performance.						

Summary of performance

Preservice Teacher

Date

Cooperating teacher

Date

Preservice Teacher Evaluation Rubric

<i>Performance Indicator</i>		<i>Not effective</i>	<i>Developing</i>	<i>Approaching</i>	<i>Preservice Proficient (Inservice Emerging)</i>	<i>Inservice Effective</i>	<i>Inservice Highly Effective</i>
The Learner and Learning							
Standard 1. Learner Development: The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.							
1.1 O	Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs (1a, 2e). InTASC 1 CAEP 1.1, 3.5	- No differentiation - Instruction is not developmentally appropriate - Emotionally unsafe environment - Unaware of developmental needs	Creates whole group instruction (e.g., instruction is far below or above students' developmental levels, lack of modeling, only one answer or way)	...and Incorporates superficial strategies for meeting students' developmental needs. (e.g., makes reference to student interest but does not use authentic problem solving, teacher dependent problemsolving)	...and Demonstrates an understanding of learners' developmental levels (e.g., instruction to meet learners' strengths, interests, and needs—hands-on, real world, appropriately scaffolded)	...and - Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction - Incorporates tools of language development into planning and instruction	...and Supports learners in setting and meeting their own learning goals, aligned to their diverse learning needs
1.2 C	Collaborates with families, colleagues, and other professionals to promote student growth and development (1b). InTASC 1 CAEP 1.1, 3.5	- Not proactive in communication - Not learner focused - Defensive or hostile - Doesn't communicate effectively - Does not consult the mentor teacher when interacting with families and colleagues	- Communicates on a need to know basis (when required) - Communication is focused on procedural issues, schedules, and requirements.	...and - Responds to mentor inquiries/concerns about learner development and progress. - Communicates about curriculum and instruction.	...and Initiates communication with mentor and school personnel to support learning development and progress.	...and Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners	...and Anticipates the unique needs of each learner and collaborates within and outside the school to address those needs
Standard 2. Learning Differences: The teacher understands individual learner differences and cultural and linguistic diversity.							
2.1 O	Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (2a, 2b, 2c, 2d). InTASC 2 CAEP 1.1, 3.5 Cross-cutting Diversity	- Not accepting of differences - Does not hold high expectations	- Aware of learning diversity - Respectful of individual differences	...and Attempts to apply strategies to support diverse learners	...and Applies understanding of learner diversity to support learners to achieve academically (e.g., holds high expectations)	...and - Uses learner differences as an asset to adapt and deliver instruction for all learners - Provides students multiple ways to demonstrate learning	...and - Contributes to a school-wide culture that encourages learner perseverance and advancement - Connects multiple perspectives to encourage learners to learn from each other

Standard 3. Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

3.1 O	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a). InTASC 3 CAEP 1.1, 3.5	Classroom procedures and behavioral expectations are not established (e.g., no schedule planned, majority of learner not on task, learners don't know what to do, instructional time is lost, lengthy transitions, unorganized)	- Schedule is planned - Few procedures are articulated to students - Expectations for student behavior lack clarity	...and - Schedule is planned and followed by the teacher - Procedures are implemented - Expectations are established but applied inconsistently	...and - Implements a daily schedule, which is communicated to students - Establishes classroom procedures and expectations which students routinely follow - Establishes behavioral expectations focused on planned learning outcomes that students routinely follow	...and - Provides explicit direction so that learners know what to do and when to do it - Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior	...and Collaborates with learners in establishing, reflecting, and promoting learning outcomes, resulting in self-directed learning experiences
3.2 O	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b). InTASC 3 CAEP 1.1, 3.5	- Negative demeanor - Frequent reprimands - Inappropriate boundaries - Leaves learners unattended - Emotionally unsafe environment	- Lack of learner collaboration - Focus on delivering content without regard to interaction with students - Teacher addresses student appropriately	...and - Students interact appropriately with one another - Establishes a safe, positive, and respectful learning environment. - Student-teacher dialog is focused on learning outcomes.	...and Maintains a safe, positive, and respectful learning environment Provides opportunities for student interactions	...and - Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry - Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership - Promotes learner inquiry and exploration	...and - Supports learners as they reflect on and modify their personal interactions - Supports learners to create and manage learning teams to meet learning goals
3.3 O	Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d). InTASC 3 CAEP 1.1, 3.5	- No classroom management strategies - Negative classroom management strategies - Ineffective and disorganized use of time, space, and attention - Frequent digressions	- Inconsistent use of classroom management strategies (e.g., inappropriate student behavior acknowledged) - Transitions lack structure, disrupting instruction	- Pacing of instruction is appropriate for student learning - Students are mostly on task - Inappropriate student behavior is addressed with some success	...and - Implements classroom management strategies - Encourages learners to be engaged with the content - Manages time, space, and attention to engage learners	...and - Uses differentiated management strategies focusing on individual learner need - Gains and maintains student attention through active engagement - Adjusts instructional pacing and transitions to maintain learner engagement and support learning	...and Fosters each learner's ability to manage and reflect upon his/her own learning

Instructional Practice

Standard 4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

4.1 O	Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (4a, 4c, 4d, 4e, 7c). InTASC 4 and 5 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	- Conveys inaccurate content, information, and/or concepts - Has difficulty conveying concepts	- Uses only one way to teach a concept or uses only one explanation - Content is technically correct but is conveyed in a way that may perpetuate misconceptions (e.g., oversimplified language, use of everyday language, poorly connected metaphors or analogies, uses inaccurate information)	Teacher uses academic vocabulary with limited opportunities for student practice	- Demonstrates content knowledge in the teaching assignment - Teaches the language and basic concepts of the discipline (e.g., information is conveyed using real-world context)	- Uses multiple representations and explanations of concepts to deepen each learner's understanding - Designs learning experiences to explicitly teach methods of inquiry and problem-solving - Models and expects learners to evaluate, create, and think critically about the content - Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning	- Pursues opportunities to learn new developments in the discipline and continually deepens content knowledge - Applies knowledge of subject beyond the content - Motivates learners to extend and share their own knowledge beyond core content - Anticipates possible learner misunderstandings and proactively mitigates concerns
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Standard 5. Assessment: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

5.1 C	Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a). InTASC 6 CAEP 1.1, 1.2, 3.5	- Does not collect or use data to evaluate the outcomes of teaching - Makes teaching decisions in isolation - Sticks to pre-determined plan, rather than using data to make instruction decisions	- Collects data but does not use it to make instructional decisions - Assessments lack direct alignment to instruction	- Collects and analyzes data to document student learning - Assessments align with state and content standards as well as evidence of student learning	- Uses data to evaluate student learning and to make instructional decisions - Monitors learner performance and responds to individual learning needs	- Targets instructional strategies based on data - Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs - Targets intervention and enrichment strategies base on data	- Provides multiple assessment options for the learner to demonstrate knowledge and skills - Collaborates with colleagues to use a variety of data to reflect and adapt planning and instruction
5.2 C	Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (5b, 5e). InTASC 6 CAEP 1.1, 3.5	- Does not use data to provide feedback on learner performance - Does not provide feedback, feedback is non-specific or is limited - Does not provide timely feedback - Rarely moves about the classroom to provide on-going feedback	- Provides feedback to the class as a whole or to groups of students - Scores are provided without descriptive feedback - Rubrics are not used to provide descriptors of quality work - Student learning is monitored through grades	- Monitors learner performance and provides individual, descriptive feedback with scores - Rubrics are designed with vague descriptors	- Documents and shares assessment feedback with learners and parents/guardians as required - Identifies elements of quality work through aligned rubrics	- Uses a variety of effective formats to document and provide feedback on learner progress. - Initiates ongoing, open communication between home and school about learner progress. - Provides timely, descriptive, and specific feedback to individuals and groups. - Provides ways for learners to monitor and reflect upon their own progress	- Provides opportunities for learners to self-assess work and receive peer feedback - Engages learners in using feedback to improve future performance

5.3 C	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills (5a). InTASC 6 CAEP 1.1, 1.2, 1.3, 3.5	- Assessment(s) is not aligned - Assessment is biased and does not account for different learning styles and multicultural differences of students - Does not make accommodations for different learner needs, particularly learners with disabilities and language learning needs (not developmentally appropriate)	- Relies on a single item type (e.g., multiple choice) for all assessments - Assessment(s) is not aligned - Only selects assessment(s) provided with curriculum and/or textbook	...and Selects assessment(s) that align with lesson plan(s) and instructional topics	...and - Selects or adapts assessment(s) that match student learning outcomes - Selects assessments that are developmentally appropriate - Uses multiple strategies to evaluate student learning	...and - Designs assessments in a variety of formats that match learning objectives and Utah Common Core standards - Selected assessment(s) differentiate levels of student learning allowing the teacher to reteach missed concepts - Selected assessments(s) accounts for individual learning styles and multicultural differences of learners minimizing bias	...and - Designs, selects, and integrates varied assessment types and involves learners in demonstrating knowledge and skills - Selected assessments(s) account for and differentiate student learning levels and promotes higher levels of thinking in students - Uses assessments to engage learner in their own growth
Standard 6. Instructional Planning: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.							
6.1 C	Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (4b, 6a). InTASC 7 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	- Unfamiliar with Utah Core Standards - Materials are not aligned with standards - No evidence of planning - No evidence of learning objectives	- Utah Core Standards are included in lesson plans but are not explicitly addressed in the lesson - Instructional plans, materials, or strategies are activity-based rather than focused on the Utah Core Standards - Learning objectives are included but not appropriate/valid	...and Learning objectives are included and appropriate/valid	...and - Aligns daily instruction with Utah Core Standards - Materials and strategies support student learning of the standards	...and - Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content - Organizes and adapts learning experiences and materials to align with the Utah Core Standards - Adapts pre-determined plans, materials, and timeframes to meet individual learner needs	...and - Plans authentic learning experiences - Evaluates the effectiveness of planning in response to student learning data and makes needed adjustments
6.2 C	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e). InTASC 7 CAEP 1.1, 1.4, 3.4, 3.5	No attempt to integrate	Cross-disciplinary integration is ineffective or inhibits student understanding	Cross-disciplinary integration is attempted without student interaction	...and Provides opportunities for students to use knowledge from other topics and content to understand target content	...and - Plans lessons that demonstrate how knowledge and skills transfer to other content areas - Designs learning experiences that promote the application of knowledge in multiple content areas	...and Collaborates with colleagues to establish links between disciplines and influence school-wide teaching practices

Standard 7. Instructional Strategies: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

7.1 O	Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (2b, 2e, 6c, 7a, 7b). InTASC 8 CAEP 1.1, 1.2, 1.4, 3.5 Cross-cutting diversity	- Inappropriate strategies - No variety of strategies - Insensitivity to individual differences - No adjustments to plans	- Mismatch between instructional strategies and lesson objectives or student needs - No evidence of differentiation	- Instructional strategies match lesson - Uses a limited number of instructional strategies (e.g., instructional strategies do not necessarily meet student needs)	...and - During teaching, makes adjustments based on the responses of a variety of students, thus increasing engagement - Identifies each learner's diverse learning strengths and needs	...and - Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners - Differentiates instruction by using a variety of appropriate strategies	...and - Uses instructional strategies relevant to each learner's developmental, cultural, and linguistic background - Uses learner differences as an asset in implementing effective instruction for all students
7.2 O	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (3f, 6d, 7e). InTASC 8 CAEP 1.1, 1.2, 1.4, 3.4, 3.5	Expects students to use memorization, recall, and rote knowledge for most assessments/tasks.	Uses instructional strategies that limit students' opportunities to ask questions and engage in problem solving.	Uses instructional strategies that incorporate student questioning, though engagement is limited.	...and - Uses instructional strategies that incorporate high-order thinking - Uses a variety of questioning strategies to promote engagement and learning	...and - Provides learners with explicit instruction to analyze, synthesize, and make decisions - Provides opportunities for learners to reflect on their own learning - Provides opportunities for students to generate and evaluate new ideas	...and - Creates complex, open-ended learning opportunities where learners develop inventive solutions to real-world problems - Adapts levels of questions to engage each learner in appropriately differentiated high-level learning
7.3 O	Supports and expands each learner's communication skills through reading, writing, listening, and speaking (3f, 7d). InTASC 8 CAEP 1.1, 1.4, 3.4, 3.5	- Communication skills are not taught or developed specifically - Communication is teacher centered	- Only one communication skill (reading, writing, speaking, or listening) typically required of the students - Most communication is teacher-centered; however, some attempts are made to use learners' communication skills	Teacher incorporates reading, writing, listening, and speaking skills across the curriculum and within lessons as appropriate	...and - Provides opportunities for learners to practice communication skills and initiate dialogue with each other	...and - Teaches content-specific reading, reading, writing, listening, and speaking skills for effective communication - Provides opportunities for learners to expand communication skills to articulate thoughts and ideas	...and - Engages each student to transfer communication skills to real-world contexts - Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking
7.4 O	Uses a variety of available and appropriate technology and resources to support learning (3e, 7f, 7g). InTASC 8 CAEP 1.1, 1.3, 1.5, 3.4, 3.5 Cross-cutting technology	Avoids using available technology	The technology used neither enhances student learning nor engagement (e.g., technology for technology sake)	- Technology is teacher-centered - Limited student engagement results from technology use	Uses technology in ways that promotes student engagement and learning (e.g., students' active engagement with content is facilitated by the technology)	...and - Evaluates and uses various technologies to support content and skill development - Incorporates technology to extend learner content knowledge and skill development	...and - Provides opportunities for learners to critically analyze information from multiple and diverse sources and perspectives - Investigates and uses new technologies to enhance learner engagement in learning

7.5 O	- Develops learners' abilities to find and use information to solve real-world problems (7g, 7f). - InTASC 8 - CAEP 1.1, 1.3, 1.4, 3.4, 3.5	- Information sources not appropriate for complexity of concepts and/or lesson objectives - Uses unreliable sources of information - Problems addressed are insignificant, contrived, or unrealistic	- Problems addressed have limited meaning or relevance to students - Uses limited number of sources of information - Teacher provides sources with limited perspectives	- Problems are relevant to lesson objectives and the students - Develops learners' abilities to find information related to the topic	Supports learners in using various media and other sources for gathering information to solve real world problems	...and - Develops each learner's ability to find, understand, and analyze diverse sources of information - Provides opportunities for learners to use multiple sources of information to solve real-world problems	...and - Fosters a learning environment where learners offer opinions, support claims, and share perspectives to solve problems
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Professional Responsibility

Standard 8. Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

8.1 C	- Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e). - InTASC 9 - CAEP 1.1, 1.2, 3.3, 3.4, 3.5	- Unaware of Utah Effective Teaching Standards - Does not accept feedback, is defensive, or does not make adjustments in behavior/practice based on feedback - Unaware of personal biases	- Accepts feedback and improves practice - Aware of personal biases pertaining to students and stake holders	...and - Teacher self-assesses to improve practice - Reflects on lesson after teaching and identifies adjustments to plans for future teaching - Attends at least one professional learning experience (e.g., teacher professional development days sponsored by the school or district, UEA meetings, district board meeting)	...and - Applies feedback from mentor teachers and university supervisors to improve teaching and learning in the classroom - Acknowledges the impact of own bias on teaching	...and - Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards - Measures the effectiveness of new learning strategies by collecting and reflecting upon data and feedback (e.g., student exit surveys, student assignments, action research, etc.) - Identifies own background and experiences that have an impact on teaching and learning relationships	...and - Seeks professional learning within and outside the school setting to refine professional practices - Identifies and accesses resources that support the development of a broader understanding of differences - Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the implications for classroom teaching and learning - Applies current professional learning to classroom practice, consistent with its intent
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Standard 9. Leadership and Collaboration: The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

9.1 C	Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (9a, 9b, 9d, 9e). InTASC 10 CAEP 1.1, 3.3, 3.5	- Does not fulfill required duties (e.g., contracted school day, etc.) - Displays lack of respect for colleagues/ classmates - Blames others, including students, for lack of learner success	- Participates in required school activities - Communicates with colleagues/ classmates when required - May not take responsibility for actions when students struggle to learn	...and - Attends team meetings and participates in other collaborative opportunities, when invited - Aware of his/her possible actions that could lead to success for all learners but not fully implement the action	...and - Maintains cordial professional relationships with colleagues/ classmates to fulfill required duties - Acknowledges own actions that lead to success of all learners and attempts to follow through	...and - Participates with colleagues and collaborates in decision making - Accepts responsibility for the success of all learners	...and - Aligns own Professional Growth Plan and student achievement goals with the School Improvement Plan and other school initiatives - Takes initiative to participate in developing and implementing policies and practices that improve instruction
9.2 C	Advocates for the learners, the school, the community, and the profession (9c). InTASC 9 CAEP 1.1, 3.3, 3.5	- Lacks respect for learners and families - Communicates negatively about learners, families, or the profession - Interacts inappropriately with learners, families, or colleagues/ classmates	- Respectful to learners, families, and the profession - Communicates positively about learners, families, and the profession - Interacts appropriately with learners, families, or colleagues/ classmates	...and - Is a positive representative of the profession, school, and university	...and - Contributes to student success by responding to learner concerns	...and - Advocates for all students to be prepared for high school graduation and future school work success - Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement	...and - Communicates the vision of college and career readiness to students and families - Participates, promotes, and provides support for initiatives in the school and community to have an impact on student success

Standard 10. Professional and Ethical Behavior: The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515.

10.1 C	Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (10a, 5f). InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6	Does not understand nor adheres to university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and does not hold others accountable to do the same.			Understands, adheres to, and upholds university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and holds others accountable to do the same
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10.2 C	Is responsible for compliance with all requirements of <u>State Board of Education Rule R277-515</u> at all levels of teacher development (10b). InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6	- Does not avoid actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities - Does not know or understand professional requirements - Does not complete all requirements for student teaching - Does not maintain instructional and non-instructional records - Does not maintain integrity and confidentiality in matters concerning student records and collegial consultation - Develops inappropriate student-teacher relationships as defined in rules, law, and policy - Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA)			Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities	
					Takes responsibility to understand professional requirements and to complete all requirements for student teaching	Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way
					- Maintains accurate instructional and non-instructional records - Maintains integrity and confidentiality in matters concerning student records and collegial consultation - Develops appropriate student-teacher relationships as defined in rules, law, and policy - Maintains professional demeanor and appearance as defined by university and the local education agency (LEA)	