



AAQEP Annual Report for 2023

Provider/Program Name:	Utah Valley University – School of Education – Teacher Preparation Programs
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The [School of Education](#) (SOE) is the teacher preparation provider within Utah Valley University (UVU). UVU is an open admission institution accredited by the Northwest Commission on Colleges and Universities (NWCCU) with over 43,000 students. The School of Education was established in 1996 and offers undergraduate teacher preparation programs in [elementary](#), [secondary](#),^[1] and [special education](#). The school also offers [graduate certificates and degrees](#) in several education related fields. The school’s mission statement was recently revised to reflect the variety of programs: “The School of Education prepares educators and leaders to enhance the quality of life for individuals and communities. Through engaged pedagogy, transformative collaborations, and meaningful innovations, we cultivate equity and inspire lifelong learning.” In support of this mission, the teacher preparation undergraduate and graduate programs are founded on professionally recognized national and state standards. These standards are operationalized at the school level and the program level. School-level standards are based on the Association for Advancing

Quality in Educator Preparation standards (AAQEP). At both the Program level and within courses developed by faculty members, standards from the [Utah Effective Teaching Standards](#) (UETS) and [Utah's Portrait of a Graduate](#) are used to support education students as they work to become professional educators.

ⓘ While our secondary students complete their requirements for licensure (including coursework and clinical experiences) within the School of Education, the actual degree is awarded by the school /college where their content major is housed.

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://www.uvu.edu/education/accreditation.html>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science in Art Education	Professional Educator License Secondary Education Visual Art Endorsement (Grades 6-12)	18	2
Bachelor of Arts in ASL and Deaf Studies Education	Professional Educator License Secondary Education American Sign Language Endorsement	5	2

Bachelor of Science in Biology Education	Professional Educator License Secondary Education Biology Endorsement	13	6
Bachelor of Science in Business/Marketing Education	Professional Educator License Secondary Education Business & Marketing Endorsement (CTE/General)	6	3
Bachelor of Science in Chemistry Education	Professional Educator License Secondary Education Chemistry Endorsement	2	1
Bachelor of Science in Dance Education	Professional Educator License Secondary Education Dance Endorsement (Grades K-12)	4	0
Bachelor of Science in Earth Science Education	Professional Educator License Secondary Education Earth Science Endorsement	5	1
Bachelor of Science in Elementary Education	Professional Educator License Elementary Education	343	123
Bachelor of Arts in French Education	Professional Educator License Secondary Education French Endorsement	0	0
Bachelor of Science or Art in English Education	Professional Educator License Secondary Education English Endorsement	55	26
Bachelor of Science in History and Social Studies Education	Professional Educator License Secondary Education History Endorsement	57	28
Bachelor of Science in Mathematics Education	Professional Educator License Secondary Education	28	11

	Mathematics Endorsement		
Bachelor of Science in Music Education	Professional Educator License Secondary Education Music Endorsement (Grades 6-12)	12	9
Bachelor of Science in Physical Education Teacher Education	Professional Educator License Secondary Education Physical Education Endorsement	22	3
Bachelor of Science in Physics Education	Professional Educator License Secondary Education Physics Endorsement	0	0
Bachelor of Science in School Health Education	Professional Educator License Secondary Education Health Education Endorsement	37	17
Bachelor of Science in Spanish Education	Professional Educator License Secondary Education Spanish Endorsement	9	5
Bachelor of Science in Special Education	Professional Educator License Special Education Mild/Moderate Disabilities Endorsement Severe Disabilities Endorsement	45	22
Bachelor of Science in Theatre Arts Education	Professional Educator License Secondary Education Theatre Endorsement (Grades K-12)	11	3
Secondary Teaching Graduate Certificate	Professional Educator License Secondary Education 8 Content Area Endorsements ¹	17	13

¹ This year we had students in the following content areas: Visual Art (1), Music (1), French (1), Spanish (1), Health Education (2), English Education (2), History (6), Business & Marketing (3).

Total for programs that lead to initial credentials		689	275
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education – Educational Leadership	Professional Educator License School Leadership	17	8
Educational Leadership Graduate Certificate	Professional Educator License School Leadership	11	11
Master of Education – School Counseling	Professional Educator License School Counseling	43	21
Total for programs that lead to additional/advanced credentials		71	40
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		760	315
Unduplicated total of all program candidates and completers		760	315

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>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.</p>							
689							
<p>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.</p>							
275							
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>							
271 ²							
<p>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.</p>							
Cohort/Program (semester enrolled)	# of candidates who originally enrolled in the program	# of candidates who dropped out or discontinued	# of candidates who complete program as of Oct. 1, 2023	% Completion rate within the expected time frame	# of candidates still enrolled	# of candidates expected to complete within 150% of expected time frame	% of candidates expected to complete within 150% of expected time frame
Spring 2021 EDEL	91	5	79	87%	7	2	29%
Fall 2021 EDEL	115	10	92	80%	11	2	18%
Spring 2021 EDSC	105	5	91	87%	9	1	11%
Fall 2021 EDSC	91	12	65	71%	14	6	43%
Fall 2021 EDSP (Fall Start Only)	37	4	29	78%	4	2	50%

² This number does not include licensure recommendations for School Counseling or Educational Leadership.

Summer 2021 ED Leadership: Masters	9	0	9	100%	0	0	0%
Summer 2021 ED Leadership: Licensure Only	8	1	7	87.5%	0	0	0%
Summer 2021 School Counseling	25	4	21	84%	0	0	0%
TOTAL	481	41	393	84.3%	45	13	19%

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%.

As of 2022, taking a Pedagogical Performance Assessment is a requirement for elementary, secondary, and special education licensure (though a passing score was not required until the summer of 2023). No Pedagogical Performance Assessment fell below an 80% pass rate. As of fall 2022, taking the Foundations of Reading Assessment is required for elementary education and special education licensure (though a passing score is not required until spring of 2024). The most recent data available for both the edTPA and Foundations of Reading assessment, through Pearson’s EdReports, are the results for the 2022-2023 school year. As mentioned in the 2022 annual report, the Praxis is no longer a licensing requirement.

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

The Utah Teacher Education Student Survey (UTESS) is given annually in May to UVU graduates from the previous year (alumni 1-year after graduation). Survey questions ask graduates to assess their ability to perform teaching functions in line with the Utah Effective Teaching Standards (UETS). Graduates select from *very well*, *well*, *adequately*, *poorly*, or *not at all*. **The benchmark for the UVU teacher preparation programs is set at 80%**, meaning that at least 80% of respondents rate their ability to perform teaching functions at the *adequately*, *well*, or *very well* levels.

Across all areas, 94 % of responses rate their ability to perform the teaching function at the *adequately* (2), *well* (3), or *very well* (4) levels. The table below highlights areas with the highest and lowest ratings from program completers. None of the items fell below the 80% benchmark.

Question/Topic	Average Score	% Adequate, Well, or Very Well
Plan instruction based on the Utah Core Standards.	3.3	95%
Advocate for all students.	3.2	98%
Stay informed regarding current education policy and research.	2.5	85%
Provide instruction that uses language acquisition strategies to meet the needs of English language learners.	2.6	81%

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

The Utah Teacher Education Employer Survey (UTEES) is given annually in May to principals/employers of UVU graduates from the previous year. Survey questions ask principals/employers to assess their UVU graduates' ability to perform teaching functions in line with the Utah Effective Teaching Standards (UETS). Principals/employers select from *very well*, *well*, *adequately*, *poorly*, or *not at all*. **The benchmark for the UVU teacher preparation programs is set at 80%**, meaning that at least 80% of respondents rate their ability to perform the teaching function at the *adequately*, *well*, or *very well* levels.

Across all areas, 94% of responses rate their UVU Graduate's ability to perform the teaching function at the *adequately* (2), *well* (3), or *very well* (4) levels. The table below highlights the areas with the highest and lowest ratings from program completers. None of the items fell below the 80% benchmark; all items had over 90% of employers rating UVU graduate's skills at the *adequately*, *well*, or *very well* levels.

	Average Score	% Adequate, Well, or Very Well
Federal and state laws, State Board of Education rules and policies pertaining to teaching (R277-530).	3.97	95%
Collaborate with families, colleagues, and other professionals to support students' growth and development.	3.4	96%
Stay informed regarding current education policy and research.	2.8	94%
Provide opportunities for students to connect classroom learning to the real world.	2.9	94%

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Below is a table showing the employment rate of completers from the 2022-2023 academic year. These data points are derived from the Utah Schools Information Management System. This database only reports teachers employed by Utah public schools and does not account for graduates not seeking employment or in continuing education programs, nor does it account for graduates teaching in early learning centers, private schools, some charter schools, or any school outside of the state of Utah. Based on our close contact with graduates, most if not all graduates who seek employment are able to secure a teaching position.

	Number of Completers	Number of Completers Teaching in Utah Schools	Employment Rate in Utah Public Schools (%)
Elementary	123	116	94.3%
Secondary	130	101	77.6%
Special Education	22	15	68.2%

The university also tracks employment rates 1 year after graduation for each school across campus. These are based on alumni surveys and only represent a sample of graduates. It should be noted that the data considers those not seeking employment to be “not employed” and those in full time graduate studies to also be “not employed”. It should also be noted that because most secondary students received a degree in their content area major outside of the School of Education (with a specialization in secondary education), they are not accounted for in this data set.

Employment Status	Graduation Year	% Employed
Full Time	2020-2021 ³	71.2%
Part Time	2020-2021	18.6%
Not Employed	2020-2021	10.2%

The university also tracks employment related to the degree that graduates received from UVU. Below is the table for the School of Education showing that a larger percentage of graduates are employed in a field related to their degree.

Relation to Degree	Graduation Year	% Employed
Moderately to Very related	2020-2021	83.3%
Slightly related	2020-2021	7.7%
Not related	2020-2021	10%

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

³ University data is not available at this time for the 2021-22 academic year.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																										
<p>Teacher Performance Assessment – edTPA</p>	<p>The state of Utah has adopted the same passing scores for edTPA that were previously used by all our UVU programs. Below are the passing scores for both the state starting in Summer 2023 and UVU:</p> <table border="1" data-bbox="474 578 1020 854"> <thead> <tr> <th>Program/Exam</th> <th>Passing Score</th> </tr> </thead> <tbody> <tr> <td>Elementary Education</td> <td>42</td> </tr> <tr> <td>Secondary Education (except World Languages)</td> <td>35</td> </tr> <tr> <td>World Languages</td> <td>30</td> </tr> <tr> <td>Special Education</td> <td>35</td> </tr> </tbody> </table>	Program/Exam	Passing Score	Elementary Education	42	Secondary Education (except World Languages)	35	World Languages	30	Special Education	35	<p>Below is a table with the summary of the edTPA results for each program in the School of Education. The table displays the results of exams completed between September 2022 and August 2023.</p> <table border="1" data-bbox="1115 529 1902 691"> <thead> <tr> <th></th> <th>Elementary</th> <th>Secondary (Ex. World Lang.)</th> <th>Spec. Ed.</th> </tr> </thead> <tbody> <tr> <td>Avg. Score</td> <td>55.3</td> <td>44.2</td> <td>41.9</td> </tr> <tr> <td>(National Avg.)</td> <td>52.6</td> <td>42.96</td> <td>43.3</td> </tr> <tr> <td>% Passing</td> <td>98%</td> <td>92%</td> <td>87%</td> </tr> </tbody> </table> <p>Elementary</p> <p>Each semester, the Elementary edTPA faculty team meets to reflect on our teaching and feedback practices as well as examine the data from our teacher candidate score reports. As a result of that reflective practice, we continue to refine our teaching, feedback, and the resources we provide to support our teacher candidates through edTPA. Based on our teacher candidates’ needs, we made a few changes during the 2022-2023 school year. First, we revised some of the content in our face-to-face workshops. We have placed a stronger emphasis on effective ways to individualize instruction for students based on their needs by adding a session on differentiation. We have also started having teacher candidates examine sample task commentaries and scoring them using the rubrics as part of our workshops to 1) give the teacher candidates a vision of what an exemplar commentary looks like, and 2) to give them an experience with using the rubrics in hopes that they will feel more comfortable in using</p>		Elementary	Secondary (Ex. World Lang.)	Spec. Ed.	Avg. Score	55.3	44.2	41.9	(National Avg.)	52.6	42.96	43.3	% Passing	98%	92%	87%
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		<p>them to self-evaluate their own work as they develop their portfolio. Second, we continued to make minor refinements to the guidance documents and resources for each of the tasks to provide clarification about artifact development and prompts, and to share suggestions for organizing commentary responses so that the teacher candidates can more effectively communicate and justify their instructional decisions. We have seen increased quality in our teacher candidates' portfolios because of these changes.</p> <p>Secondary Education and Special Education</p> <p>The secondary education and special education faculty continue to work with teacher-candidates as they organize and prepare for the edTPA. We continue to collect and provide study materials, checklists, and examples to students. These reference materials have been helpful to students as they take part in the assessment process. We identify areas that need more support based on student feedback and assessment scores. Once these areas and concepts are identified, they are addressed within our programs through coursework changes. One example of this is the concept of Academic Language. We modified coursework within two courses to provide additional opportunities for Academic Language practice across secondary education content areas and special education. We continue to include protected time during the student teaching day for students to work on the edTPA portfolio, through an extra preparation period. This extra period for edTPA appears in the student teaching handbook and students are directed to discuss this with their cooperating teacher prior to the student teaching semester. We also began a summer edTPA meeting series to support students as they prepare for student teaching or an internship. This five-part meeting series orients students to the edTPA process and requirements before the semester starts. Students often begin planning for the assessment before they begin student-teaching.</p>
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<p>Annual Employer (Principal) Survey - Utah Teacher Education Employer Survey (UTEES)</p>	<p>The Utah Teacher Education Employer Survey (UTEES) is given annually in May to principals/employers of UVU graduates from the previous year. Survey questions ask principals/employers to assess their UVU graduates' ability to perform teaching functions in line with the Utah Effective Teaching Standards (UETS). Principals/employers select from <i>very well</i>, <i>well</i>, <i>adequately</i>, <i>poorly</i>, or <i>not at all</i>. The benchmark for the UVU teacher preparation programs is set at 80%, meaning that at least 80% of respondents rate their UVU graduate's ability to perform the teaching function at the <i>adequately</i>, <i>well</i>, or <i>very well</i> levels.</p>	<p>In our AAQEP Quality Review Report from 2022, we identified specific survey questions from our UTEES surveys that directly related to AAQEP Standard 1. Below is a table summarizing the results of the survey administered in late spring of 2023. We continue to see high ratings meeting the benchmark across all aspects of Standard 1.</p> <table border="1" data-bbox="1117 505 1896 1383"> <thead> <tr> <th data-bbox="1125 511 1556 639">Question/Topic (AAQEP Aspect)</th> <th data-bbox="1556 511 1713 639">Average Score</th> <th data-bbox="1713 511 1890 639">% Adequate, Well, or Very Well</th> </tr> </thead> <tbody> <tr> <td data-bbox="1125 639 1556 812">Uses academic language to convey information and concepts based on accurate content knowledge. (AAQEP 1a)</td> <td data-bbox="1556 639 1713 812">3.17</td> <td data-bbox="1713 639 1890 812">95%</td> </tr> <tr> <td data-bbox="1125 812 1556 946">Create challenging learning experiences based on students' individual developmental levels. (AAQEP 1b)</td> <td data-bbox="1556 812 1713 946">3.12</td> <td data-bbox="1713 812 1890 946">93%</td> </tr> <tr> <td data-bbox="1125 946 1556 1047">Provide instruction that addresses students' cultural differences. (AAQEP 1c)</td> <td data-bbox="1556 946 1713 1047">3.04</td> <td data-bbox="1713 946 1890 1047">93%</td> </tr> <tr> <td data-bbox="1125 1047 1556 1182">Select assessments (e.g., pre, formative, summative) that align with lesson learning objectives. (AAQEP 1d)</td> <td data-bbox="1556 1047 1713 1182">2.97</td> <td data-bbox="1713 1047 1890 1182">95%</td> </tr> <tr> <td data-bbox="1125 1182 1556 1383">Use classroom routines, expectations, and procedures to create a respectful learning environment that allows all students to be self-directed learners. (AAQEP 1e)</td> <td data-bbox="1556 1182 1713 1383">3.13</td> <td data-bbox="1713 1182 1890 1383">93%</td> </tr> </tbody> </table>	Question/Topic (AAQEP Aspect)	Average Score	% Adequate, Well, or Very Well	Uses academic language to convey information and concepts based on accurate content knowledge. (AAQEP 1a)	3.17	95%	Create challenging learning experiences based on students' individual developmental levels. (AAQEP 1b)	3.12	93%	Provide instruction that addresses students' cultural differences. (AAQEP 1c)	3.04	93%	Select assessments (e.g., pre, formative, summative) that align with lesson learning objectives. (AAQEP 1d)	2.97	95%	Use classroom routines, expectations, and procedures to create a respectful learning environment that allows all students to be self-directed learners. (AAQEP 1e)	3.13	93%
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Use classroom routines, expectations, and procedures to create a respectful learning environment that allows all students to be self-directed learners. (AAQEP 1e)	3.13	93%																		

		Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 1f)	3.12	94%																													
Teacher Evaluation Tool - Performance Assessment and Evaluation System (PAES)	<p>The UVU SOE used the Performance Assessment and Evaluation System (PAES) to assess students in their final semester during student teaching. PAES is divided into three broad areas: The Learner and Learning, Instructional Practice, and Professional Responsibility. The PAES is scored through observation/evaluations conducted by university supervisors and by the cooperating teacher or intern coach. For each indicator on the rubric (22 indicators in all), candidates are scored on a scale of (0) not effective, (1) beginning, (2) developing, or (3) preservice effective.</p> <p>The UVU School of Education’s requirement to pass student teaching is that teacher candidates must achieve at least 80% overall on each summative evaluation to show that they are “preservice effective.” Candidates must also receive a “yes” designation on indicators 10.1 and 10.2 on each summative evaluation. The SOE has also established a program average of at least 2.4 per PAES indicator as a program benchmark which is in line with the 80% student expectation.</p>	The table shows the overall average rating by both university supervisors and cooperating teachers or intern coaches across all SOE programs.	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Elementary</th> <th colspan="2">Secondary</th> <th colspan="2">Special Ed.</th> </tr> <tr> <th>Fall 2022</th> <th>Spring 2023</th> <th>Fall 2022</th> <th>Spring 2023</th> <th>Fall 2022</th> <th>Spring 2023</th> </tr> </thead> <tbody> <tr> <td>Cooperating Teacher</td> <td>2.92</td> <td>2.89</td> <td>2.93</td> <td>2.92</td> <td>N/A</td> <td>2.95</td> </tr> <tr> <td>Univ. Supervisor</td> <td>2.94</td> <td>2.93</td> <td>2.97</td> <td>2.97</td> <td>N/A</td> <td>2.96</td> </tr> </tbody> </table>				Elementary		Secondary		Special Ed.		Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Cooperating Teacher	2.92	2.89	2.93	2.92	N/A	2.95	Univ. Supervisor	2.94	2.93	2.97	2.97	N/A	2.96	For all SOE programs, the average scores for the PAES indicators which assess a teacher’s performance range from 2.89 to 2.97 out of a total of 3.0, which is considered “preservice effective” on the instrument. This range of average scores exceeds the program benchmark of 2.40. This is one measure that demonstrates, according to the evaluations of the cooperating teachers and university supervisors, that UVU SOE teacher candidates have acquired the skills and knowledge necessary to be effective teachers
	Elementary		Secondary		Special Ed.																												
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Univ. Supervisor	2.94	2.93	2.97	2.97	N/A	2.96																											

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation		
Annual Employer (Principal) Survey - Utah Teacher Education Employer Survey (UTEES)	The Utah Teacher Education Employer Survey (UTEES) is given annually in May to principals/employers of UVU graduates from the previous year. Survey questions ask principals/employers to assess their UVU graduates' ability to perform teaching functions in line with the Utah Effective Teaching Standards (UETS). Principals/employers select from <i>very well</i> , <i>well</i> , <i>adequately</i> , <i>poorly</i> , or <i>not at all</i> . The benchmark for the UVU teacher preparation programs is set at 80% , meaning that at least 80% of respondents rate their ability to perform the teaching function at the <i>adequately</i> , <i>well</i> , or <i>very well</i> levels.	In our AAQEP Quality Review Report from 2022, we identified specific survey questions from our UTEES surveys that directly related to AAQEP Standard 2 regarding our UVU graduate's professional competence and growth. Below is a table summarizing the results of the survey administered in late spring of 2023. We continue to see high ratings meeting the benchmark across all aspects of Standard 2.		
		Question/Topic (AAQEP Aspect)	Average Score	% Adequate, Well, or Very Well
		Collaborate with families, colleagues, and other professionals to support students' growth and development. (AAQEP 2a)	3.3	95.2%
		Provide instruction that addresses students' cultural differences. (AAQEP 2b and 2d)	3.04	92.8%
		Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)	3.06	94.04%
		Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)	3.12	94.04%

		Collaborate with colleagues to plan and evaluate instruction. (AAQEP 2e)	3.3	96.4%																		
Annual Alumni Survey - Utah Teacher Education Student Survey (UTESS)	The Utah Teacher Education Student Survey (UTESS) is given annually in May to UVU graduates from the previous year (alumni 1-year after graduation). Survey questions ask graduates to assess their ability to perform teaching functions in line with the Utah Effective Teaching Standards (UETS). Graduates select from <i>very well</i> , <i>well</i> , <i>adequately</i> , <i>poorly</i> , or <i>not at all</i> . The benchmark for the UVU teacher preparation programs is set at 80% , meaning that at least 80% of respondents rate their ability to perform the teaching function at the <i>adequately</i> , <i>well</i> , or <i>very well</i> levels.	In our AAQEP Quality Review Report from 2022, we identified specific survey questions from our UTESS surveys that directly related to AAQEP Standard 2 regarding our UVU graduate’s self-assessment of their professional competence and growth. Below is a table summarizing the results of the survey administered in late spring of 2023. We continue to see high ratings meeting this benchmark across all aspects of Standard 2.																				
		<table border="1"> <thead> <tr> <th data-bbox="1171 669 1610 792">Question/Topic (AAQEP Aspect)</th> <th data-bbox="1610 669 1772 792">Average Score</th> <th data-bbox="1772 669 1969 792">% Adequate, Well, or Very Well</th> </tr> </thead> <tbody> <tr> <td data-bbox="1171 792 1610 943">Collaborate with families, colleagues, and other professionals to support students' growth and development. (AAQEP 2a)</td> <td data-bbox="1610 792 1772 943">2.7</td> <td data-bbox="1772 792 1969 943">87%</td> </tr> <tr> <td data-bbox="1171 943 1610 1036">Provide instruction that addresses students' cultural differences. (AAQEP 2b and 2d)</td> <td data-bbox="1610 943 1772 1036">2.9</td> <td data-bbox="1772 943 1969 1036">92%</td> </tr> <tr> <td data-bbox="1171 1036 1610 1128">Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)</td> <td data-bbox="1610 1036 1772 1128">3.1</td> <td data-bbox="1772 1036 1969 1128">95%</td> </tr> <tr> <td data-bbox="1171 1128 1610 1221">Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)</td> <td data-bbox="1610 1128 1772 1221">3.0</td> <td data-bbox="1772 1128 1969 1221">95%</td> </tr> <tr> <td data-bbox="1171 1221 1610 1313">Collaborate with colleagues to plan and evaluate instruction. (AAQEP 2e)</td> <td data-bbox="1610 1221 1772 1313">2.8</td> <td data-bbox="1772 1221 1969 1313">92%</td> </tr> </tbody> </table>	Question/Topic (AAQEP Aspect)	Average Score	% Adequate, Well, or Very Well	Collaborate with families, colleagues, and other professionals to support students' growth and development. (AAQEP 2a)	2.7	87%	Provide instruction that addresses students' cultural differences. (AAQEP 2b and 2d)	2.9	92%	Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)	3.1	95%	Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)	3.0	95%	Collaborate with colleagues to plan and evaluate instruction. (AAQEP 2e)	2.8	92%		
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<p>Dispositions</p>	<p>Candidates accepted into School of Education programs are expected to exhibit and practice a set of professional dispositions selected by the UVU School of Education which are appropriate for candidates in teacher education programs and practicing educators working in schools. The School of Education dispositions are introduced to students during the Elementary, Secondary, and Special Education New Student Orientations. They are reviewed at various points throughout the program including the intern/student teaching orientation and referred to in several program courses. The students are rated 1-4 in each of these areas, with a “3” being the assumed acceptable or satisfactory rating for preservice teachers. A change in the rating for a student, from the expected “3”, is informed by evidence that the student still needs to develop a disposition or has developed one or more dispositions to level beyond what we have designated for the pre-service completers. Our goal is that our students will receive a “3” (satisfactory) or “4” (exceptional) for each disposition.</p>	<p>The table below shows the percentage of students (rounded to the nearest whole number) who received a “3” or a “4” on each disposition. For all dispositions measured, more than 97% of students across the programs score “3”s or “4”s on each disposition. Our teacher candidates were particularly strong in the area of Ethical Behavior and Role Model. While by far the majority of students performed well, we continue to challenge students to strive for “4”s across all dispositions.</p> <table border="1" data-bbox="1176 509 1963 1373"> <thead> <tr> <th></th> <th>Elem.</th> <th>Sec.</th> <th>Sp. Ed.</th> </tr> <tr> <th>Disposition</th> <th>% scoring 3-4</th> <th>% scoring 3-4</th> <th>% scoring 3-4</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>98%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>Class Preparation</td> <td>99%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>In-class Performance</td> <td>99%</td> <td>99%</td> <td>100%</td> </tr> <tr> <td>Self-reflection</td> <td>100%</td> <td>99%</td> <td>100%</td> </tr> <tr> <td>Relationships with Others</td> <td>99%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Group Work</td> <td>99%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Professional Development and Involvement</td> <td>100%</td> <td>99%</td> <td>100%</td> </tr> <tr> <td>Resourcefulness</td> <td>100%</td> <td>99%</td> <td>100%</td> </tr> <tr> <td>Respect for School Rules, Policies, and Norms</td> <td>99%</td> <td>99%</td> <td>100%</td> </tr> <tr> <td>Communication</td> <td>100%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>Emotional Control and Responsibility</td> <td>99%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Ethical Behavior and Role Model</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>		Elem.	Sec.	Sp. Ed.	Disposition	% scoring 3-4	% scoring 3-4	% scoring 3-4	Attendance	98%	98%	100%	Class Preparation	99%	98%	100%	In-class Performance	99%	99%	100%	Self-reflection	100%	99%	100%	Relationships with Others	99%	100%	100%	Group Work	99%	100%	100%	Professional Development and Involvement	100%	99%	100%	Resourcefulness	100%	99%	100%	Respect for School Rules, Policies, and Norms	99%	99%	100%	Communication	100%	98%	100%	Emotional Control and Responsibility	99%	100%	100%	Ethical Behavior and Role Model	100%	100%	100%
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5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Inclusion and Diversity Efforts: Utah Valley University’s School of Education (SOE) received the Champions of Inclusion Award in the spring of 2023. This award recognizes the advancement of “... the core themes of Equity, Inclusion, and Diversity within the university”. The School of Education (SOE) continues to lead out in these areas through the establishment of an “Inclusion fund” that supports projects within the department that impact P-12 education, including:

- Guest speakers for classes
- Hosting the Utah Black History Museum
- Collaboration and support of local clubs with an Equity, Inclusion, and Diversity component
- Faculty, P-12 teachers, and SOE student book study groups with an Equity, Inclusion, and Diversity focus

Recruitment and Retention: Nationwide, teacher preparation programs have decreased in number of students. The UVU School of Education has also experienced a moderate decrease in the number of candidates interested in becoming teachers. Therefore, we have undertaken a new and more aggressive approach to recruitment. We are in the process of building a pathway from high school into our elementary, secondary, and special education programs. We are working with high school “Teaching as a Profession” (TAP) classes to bring students on campus for tours and workshops on teaching as a career. We are also working with UVU freshmen students to interest them in teaching with several activities. We have hired a new professor to oversee our pre-program Intro to Education 1010 courses and we are involving these pre-program students in many activities before they enter our program. We have established an on-campus student club for pre-service teachers and student officers are creating many activities for student members. This initiative continues to grow and is very promising.

Creative Learning Studio (CLS): As a result of ongoing survey data collection and analysis, the School of Education (SOE) continues to expand the Creative Learning Studio (CLS), which serves as an innovation hub for the school. The CLS facilitates ongoing STEM engagement with students, faculty, K-12 schools, and the broader community. After signing the ISTE EPP Digital Equity and Transformation Pledge last year, the SOE is committed to supporting this effort through engagement in STEM education with students enrolled in programs and professional learning for in-service teachers. The SOE has also expanded the lending library as a resource for K-12 educators who can borrow technology, equipment, tools, and kits to engage students in STEM learning.

Part II: Self-Assessment and Continuous Growth

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

6. Self-Assessment and Continuous Growth and Improvement

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

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2023-24 year	Align the School of Education (SOE) “Teacher Disposition” standards to Utah’s Portrait of a First-Year Teacher to better prepare program participants for the classroom and a professional education career.
Actions	<p>Develop “Teacher Disposition” standards and an assessment tool based on Utah’s Portrait of a First-Year Teacher.</p> <p>Include the new “Teacher Disposition” standards within the SOE’s program application and align entrance requirements to the assessment tool.</p> <p>Align “Teacher Disposition” standards and the assessment tool with Course Learning Outcomes (CLOs) and course content in a course mapping meeting with the SOE faculty.</p>
Expected outcomes	Improvement to the SOE program admission requirements by 1) ensuring those admitted recognize and see in themselves specific professional educator dispositions and 2) establishing a shared understanding of expected dispositional competencies to be further developed throughout the program.

	<p>Increase student preparation for the classroom by developing skills in each of the six dispositional areas throughout the program through course work and evaluation.</p> <p>Increase student confidence as they enter the teaching profession and apply dispositions within their professional practice.</p>
Reflections or comments	<p>This goal is a result of the SOE faculty and administration’s desire to align Utah’s Portrait of a First-Year Teacher with teacher dispositions to better prepare students for a career as a professional educator.</p>
	Standard 2
Goals for the 2023-24 year	<p>Better prepare students to expand global perspectives by providing more international education experiences and domestic multicultural education experiences.</p>
Actions	<p>Strategically organize the SOE’s Global Engagement committee, resources, and goals to be inclusive of more faculty members and additional opportunities for students.</p> <p>Provide more low-cost opportunities to increase student involvement in domestic multicultural experiences including rural school districts and local schools with diverse student populations.</p> <p>Provide more opportunities for students to participate in international study abroad programs with a P-12 education focus through grants and by keeping travel costs low for students.</p> <p>Include more opportunities for additional faculty members to lead study abroad and domestic travel and/or multicultural experiences.</p>
Expected outcomes	<p>Increase faculty and student involvement and participation in both domestic and international education experiences.</p>

	Establish and continue partnerships with local, rural, and global P-12 schools and organizations with diverse student populations to improve educator preparation and further develop global perspectives.
Reflections or comments	The positive impacts from our partnerships with rural schools and study abroad programs continue to grow. Due to student interest, we have expanded opportunities for field experiences in rural school districts, including the San Juan School District in southeast Utah where the Navajo Nation is located.
	Standard 3
Goals for the 2023-24 year	Enhance diverse field and service-learning experiences for students in our program.
Actions	<p>Develop ongoing partnerships with schools that have unique or diverse student populations.</p> <p>Coordinate a week-long service-learning experience each semester for Secondary Education students within schools that serve unique or diverse communities.</p> <p>Embed assignments across Secondary Education classes in connection to a week-long service-learning experience related to English learners, ESL initiatives, multicultural topics, school and classroom communities, and learning models.</p>
Expected outcomes	<p>Increase student knowledge and skills using strategies for language acquisition and/or meeting the needs of English learners.</p> <p>Increase student involvement in local schools with unique or diverse student populations.</p> <p>Increase student confidence levels to teach in schools and classrooms with unique or diverse student populations, including schools and classrooms where students are learning English.</p>

Reflections or comments	We are currently developing partnerships and planning field experiences for secondary education students in schools that have unique or diverse student populations. We will be partnering with an alternative high school as well as a middle school where a 100% of students receive free and reduced lunch, there is a diversity rate over 60%, and a large population of students are learning English.
	Standard 4
Goals for the 2023-24 year	Enhance and support students' professional growth related to Utah's EPP Standards, including self-assessment, goal setting, and reflection.
Actions	<p>During program orientation meetings and student teaching orientations the SOE faculty and staff will explain and provide examples of self-assessment, goal setting, and reflection for professional growth.</p> <p>SOE faculty will add or modify Course Learning Outcomes (CLOs) and add or redesign assignments that include opportunities for students to practice self-assessment, goal setting, and reflection for professional growth.</p>
Expected outcomes	<p>Increase student confidence in self-assessment, goal setting, and reflection for their own professional growth.</p> <p>Increase teacher-candidates skill in self-assessment, goal setting, and reflection for professional growth.</p>
Reflections or comments	This area was recently identified by the SOEs faculty and administration as an area for growth. This goal reflects ongoing program evaluation and improvement efforts.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

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

N/A

8. Anticipated Growth and Development

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

Over the last year, the School of Education’s school counseling program was expanded to support more rural districts in Utah. Travel to the university is often not possible for those living and working in rural districts, and the need for counselors in these areas continues to grow. A fully online school counseling program was added to meet the needs of our rural P-20 partners.

9. Regulatory Changes

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

As of 2023, the Utah State Board of Education (USBE) requires a benchmark score for the pedagogical performance assessment as a licensing requirement. Additionally, the Foundations of Reading assessment is now required for elementary and special education students, although students are only required to attempt the assessment. Scores will be consequential for licensing in 2024. Last, the USBE is moving to a [competency-based learning system](#) aimed to connect [Utah's Portrait of a Graduate](#) to the “work of Utah’s educators, students, and families” through the achievement of specific learning outcomes detailed in Utah’s Core Standards and Utah’s [P-20 Competencies](#).

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Carrie Ashcraft, Assistant Professor/Accreditation Coordinator – School of Education	Vessela Ilieva, Dean – School of Education

Date sent to AAQEP:	12/15/2023
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