



AAQEP Annual Report for 2021

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 encompassed in its AAQEP review.

The [School of Education](#) (SOE) is a teacher preparation program within Utah Valley University (UVU). UVU is an open admission institution accredited by NWCCU with just over 40,000 students. The School of Education was established in 1996 and offers undergraduate teacher preparation programs in [elementary](#), [secondary](#), and [special education](#). The school also offers [graduate certificates and degrees](#) in several education related fields. The mission of the School of Education is to prepare educators and clinicians to have a positive impact on children, families, and communities through meaningful innovation, engaged pedagogy, rigorous preparation, inclusion and diversity, and transformative collaborations. In support of this mission, the teacher preparation undergraduate and graduate programs are founded on professionally recognized national and state teaching 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). Program-level standards are based on the ten [Utah Effective Teaching Standards](#) (UETS). At the course level, intended learning outcomes (ILOs) selected by the faculty have been designed to help candidates meet the Utah Effective Teaching Standards.

Public Posting URL

Part I of this report is posted at the following web address (accredited members of AAQEP must post at least Part I):

<https://www.uvu.edu/education/accreditation.html#AnnualReport>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21
Bachelor of Science in Art Education	Visual Art License (Grades 6-12)	14	2
Bachelor of Arts in ASL and Deaf Studies Education	American Sign Language License	2	3
Bachelor of Science in Biology Education	Biological Science License	5	5
Bachelor of Science in Business/Marketing Education	Business & Marketing (CTE/General) License	4	2
Bachelor of Science in Chemistry Education	Chemistry License	1	1
Bachelor of Science in Dance Education	Dance License (Grades K-12)	7	1
Bachelor of Science in Earth Science Education	Earth Science License	3	1
Bachelor of Science in Elementary Education	Elementary Education License	221	141
Bachelor of Science or Art in English Education	English License	26	21

Bachelor of Arts in French Education	French License	1	0
Bachelor of Arts in German Education	German License	1	0
Bachelor of Science in History and Social Studies Education	History License	33	20
Bachelor of Science in Mathematics Education	Mathematics Endorsement 4	22	9
Bachelor of Science in Music Education	Music License (Grades 6-12)	10	5
Bachelor of Science in Physical Education Teacher Education	Physical Education License	13	9
Bachelor of Science in Physics Education	Physics License	1	3
Bachelor of Science in School Health Education	Health Education License	35	9
Bachelor of Science in Spanish Education	Spanish License	7	2
Bachelor of Science in Special Education – Mild/Moderate/Severe and Autism Studies	Special Education License	17	23
Bachelor of Science in Theatre Arts Education	Theatre License (Grades K-12)	6	4
Master of Education – Educational Leadership	School Leadership License	10	11
Educational Leadership Graduate Certificate	School Leadership License	7	10
Secondary Teaching Graduate Certificate	Secondary Education Content Area Teaching License	21	6
	TOTALS:	467¹	288

¹ This is the number of students enrolled during the 2020-2021 academic year who **were not** completers. While completers were enrolled at some point during the academic year, they are not included in the count above but rather reported separately.

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.)

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3. Program Performance Indicators

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

Table 2. Program Performance Indicators

1. 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.
755
This is the number of students enrolled during the 2020-2021 academic year including those who completed during that academic year. Since completers were enrolled at some point during the academic year, we have included them in this overall count.
2. 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.
288
3. Number of recommendations for certificate, license, or endorsement included in Table 1.
277
Several students who completed the requirements for the program either voluntarily chose not to apply for licensure or were no longer eligible to apply for licensure.

4. **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.

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, 2021	% 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 2019 EDEL	59	3	54	92%	2	2	95%
Fall 2019 EDEL	91	2	78	87%	11	10	97%
Spring 2019 EDSC	56	6	48	86%	2	1	88%
Fall 2019 EDSC	74	3	46	62%	25	15	82%
Spring 2019 EDSP	8	3	5	63%	0	0	63%
Fall 2019 EDSP	22	3	17	77%	2	2	86%
Summer 2019 ED Leadership: Masters	10	0	10	100%	N/A	N/A	100%
Summer 2020 ED Leadership: Licensure Only	12	0	12	100%	N/A	N/A	100%
TOTAL	332	20²	270	81%	42	30	90%

² A large percentage of UVU's student body self-identify as members of the Church of Jesus Christ of Latter-Day Saints. Many members serve 18 months to 2-year missions which may cause them pause or discontinue studies to serve their mission to the church. This can, at times, impact completion numbers.

5. 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%.

At present, the state of Utah's only required licensing exam is the Praxis exams. Teacher Performance Assessments will be added as a requirement from 2022 forward. The state no longer requires Praxis exams for secondary students who major in their content area. Due to privacy regulations, we are only including pass rates and average scores for exams with over 10 students taking the exam. The most recent data available via ETS and Title II are the results for 2019-2020. No exam had a pass rate below 80%.

Practice Exam	Group	# Taking Assessment	# Passing Assessment	Institutional Pass rate	Institutional Average Scaled Score
Art Content Knowledge (5134)	Enrolled	2			
	Completers	4			
Biology Content Knowledge (0235)	Enrolled	4			
	Completers	8			
Business Ed Content Knowledge (5101)	Enrolled	2			
	Completers				
Earth and Space Sciences - CK (5571)	Enrolled	2			
	Completers	5			
Elem Ed Multi Subj Mathematics (5003)	Enrolled	323	317	98%	181
	Completers	137	136	99%	178
Elem Ed Multi Subj Reading Lang Arts (5002)	Enrolled	323	310	96%	169
	Completers	137	136	99%	169
Elem Ed Multi Subj Sciences (5005)	Enrolled	323	306	95%	173
	Completers	137	136	99%	173
Elem Ed Multi Subj Social Studies (5004)	Enrolled	323	278	86%	165
	Completers	137	128	93%	166
English Language Arts: Content and Analysis (5039)	Enrolled	14	14	100%	178
	Completers	29	28	97%	177
Health Education (5551)	Enrolled	3			

	Completers	15	14	93%	171
Mathematics Content Knowledge (5161)	Enrolled	6			
	Completers	11	11	100%	178
Music Content Knowledge (0113)	Enrolled	5			
	Completers	7			
Physical Ed Content Knowledge (5091)	Enrolled	3			
	Completers	6			
Physics Content Knowledge (5265)	Enrolled	1			
	Completers	3			
SE Core Knowledge & Applications (5354)	Enrolled	6			
	Completers	9			
Social Studies Content Knowledge (0081)	Enrolled	10	8	80%	170
	Completers	18	18	100%	175
Spanish World Language (5195)	Enrolled	3			
	Completers	4			
Theatre (5641)	Enrolled	3			
	Completers	3			
World and US History CK (5941)	Enrolled				
	Completers	2			
OPI Spanish (ACT1018)	Enrolled	4			
	Completers	2			

6. 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 the teaching function at the *adequately*, *well*, or *very well* levels.

Across all areas, 94.6% 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 the areas with the highest and lowest ratings from program completers.

Question/Topic	Average Score	% Adequate, Well, or Very Well
Plan instruction based on the Utah Core Standards.	3.36	98.4%
Advocate for all students.	3.27	98.4%
Provide instruction that uses language acquisition strategies to meet the needs of English language learners.	2.48	77.0%
Stay informed regarding current education policy and research.	2.49	85.2%

Only one item fell slightly below the 80% benchmark (meeting the needs of English language learners). This is an area we have identified as an area for growth, and we have addressed it in our needs and goals in section 2 of this report.

7. 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, 97.7% 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.

Question/Topic	Average Score	% Adequate, Well, or Very Well
The need for maintenance, integrity, and confidentiality regarding student records.	3.29	100%
Plan instruction based on the Utah Core Standards.	3.29	100%
Provide opportunities for students to apply cross-disciplinary understandings.	2.70	98.3%
Stay informed regarding current education policy and research.	2.80	96.6%

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.

8. 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 2020-2021 academic year. These data points are derived from the Comprehensive Administration of Credentials for Teachers in Utah Schools. 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	141	92	65%
Secondary	100	82	82%
Special Education	23	18	78%

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	2018-19	67.6%
Part Time	2018-19	16.2%
Not Employed	2018-19	16.2%

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	2018-19	84.2%
Slightly related	2018-19	1.8%
Not related	2018-19	14.0%

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Teacher Performance Assessment – edTPA	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 (expectations) set by both the state (starting in 2022) and UVU:	Below is a table with the summary of the edTPA result for each program in the School of Education.

Program/Exam	Passing Score
Elementary Education	42
Secondary Education (except World Languages)	35
World Languages	30
Special Education	35

	Elementary	Secondary (Ex. World Lang.)	Spec. Ed.
Avg. Score	54.1	43.1	42.4
(National Avg.)	(52.5)	(43.8)	(44.6)
% Passing	91.7%	89.5%	91.3%
% Passing after resubmission	96.6%	99%	100%

Elementary

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 several changes during 2021. First, we expanded the resources in the task modules that candidates can access anytime and as often as needed through our LMS, Canvas. As an example, to support increased performance on Tasks 1 and 2, we created videos about how to proactively plan for the video recording of the literacy learning segment to provide higher quality literacy teaching using think alouds and facilitating student-to-student discourse. We also located a resource to help the teacher candidates use the Task 2 Commentary to analyze their videos and aid in the selection of their video clips. Additionally, we developed guidance documents for each of the task commentaries that provide clarification about the prompts and share suggestions for organizing the response so that the teacher candidates can more effectively communicate and justify their instructional decisions. These documents help faculty mentors provide more focused feedback as well. We have seen increased quality in our teacher candidates' portfolios because of these refinements.

		<p>Secondary We have made changes to the edTPA program for secondary students over the last few years to improve their performance and help them meet the unique challenges of this performance assessment. First, we have collected materials in almost every content area and provided these as examples to students. Students have reported the examples are very helpful and they refer to them often throughout the assessment process. Second, we have identified areas within each of the content areas that haven't been as strong in the past. We have also highlighted these areas in our instruction throughout our program. For example, within the science content area students have dramatically improved their scores and attitude due to focused instruction in the area of inquiry lesson models. Finally, we have added a protected time during the student teaching day to work on the edTPA portfolio. This helps to support students with the additional time it takes to complete the assessment. Due to this change, student morale has improved; this may also be a contributing factor to the improvement in overall scores.</p> <p>Special Education Over the last two years we have made changes in the way we facilitate the edTPA for students within the Special Education content area. First, we added a mentor to the course who is an expert in special education. Since adding a specific mentor for our Special Education students we have seen an increase in student morale and scores have improved. We have also started supporting our Special Education student teachers and interns with additional preparation time within their student teaching placements for edTPA. Students now have a dedicated preparation period to work on the edTPA portfolio during their student teaching placement. This protected time is intended to relieve some of the extra time it takes complete the assessment. Additionally, we have collected work samples from previous UVU students who have scored well within the</p>
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		<p>Special Education content area. These samples are meant to be a mentor text for our current Special Education student teachers and interns. Students have expressed how helpful these materials are as they consider the types of evidence they may use and how to approach and organize their portfolio. The result of these additional supports has improved scores and relieved some of the stress students experience.</p>															
<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, well, adequately, poorly, or 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, well, or very well</i> levels.</p>	<p>In our AAQEP Quality Review Report from 2020, we identified several survey questions from our UTEES surveys that directly related to AAQEP Standard 1. Below is a table summarizing an update on those results. We continue to see high ratings meeting the benchmark across all aspects of Standard 1.</p> <table border="1" data-bbox="1121 771 1900 1382"> <thead> <tr> <th data-bbox="1121 771 1564 906">Question/Topic (AAQEP Aspect)</th> <th data-bbox="1564 771 1719 906">Average Score</th> <th data-bbox="1719 771 1900 906">% Adequate, Well, or Very Well</th> </tr> </thead> <tbody> <tr> <td data-bbox="1121 906 1564 1076">Uses academic language to convey information and concepts based on accurate content knowledge. (AAQEP 1a)</td> <td data-bbox="1564 906 1719 1076">3.05</td> <td data-bbox="1719 906 1900 1076">100%</td> </tr> <tr> <td data-bbox="1121 1076 1564 1211">Create challenging learning experiences based on students' individual developmental levels. (AAQEP 1b)</td> <td data-bbox="1564 1076 1719 1211">3.21</td> <td data-bbox="1719 1076 1900 1211">100%</td> </tr> <tr> <td data-bbox="1121 1211 1564 1313">Provide instruction that addresses students' cultural differences. (AAQEP 1c)</td> <td data-bbox="1564 1211 1719 1313">2.91</td> <td data-bbox="1719 1211 1900 1313">93.1%</td> </tr> <tr> <td data-bbox="1121 1313 1564 1382">Select assessments (e.g., pre, formative, summative) that</td> <td data-bbox="1564 1313 1719 1382">3.00</td> <td data-bbox="1719 1313 1900 1382">98.3%</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)	3.05	100%	Create challenging learning experiences based on students' individual developmental levels. (AAQEP 1b)	3.21	100%	Provide instruction that addresses students' cultural differences. (AAQEP 1c)	2.91	93.1%	Select assessments (e.g., pre, formative, summative) that	3.00	98.3%
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)	3.05	100%															
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Provide instruction that addresses students' cultural differences. (AAQEP 1c)	2.91	93.1%															
Select assessments (e.g., pre, formative, summative) that	3.00	98.3%															

		align with lesson learning objectives. (AAQEP 1d)		
		Use classroom routines, expectations, and procedures to create a respectful learning environment that allows all students to be self-directed learners. (AAQEP 1e)	3.14	96.6%
		Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 1f)	3.02	94.8%

Teacher Evaluation Tool - Performance Assessment and Evaluation System (PAES)

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. 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. **The UVU School of Education has determined that in order to pass student teaching, 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 2.4 per PAES indicator as a program benchmark which is in line with the 80% student expectation.**

The table shows the overall average rating by both cooperating teachers and university supervisors across all SOE programs.

	Elementary		Secondary		Special Ed.	
	Fall 2020	Spring 2021	Fall 2020	Spring 2021	Fall 2020	Spring 2021
Cooperating Teacher	2.91	2.88	2.88	2.90	2.84	2.94
Univ. Supervisor	2.93	2.97	2.94	2.94	2.94	3.00

For all SOE programs, the average scores for the PAES indicators which assess a teacher’s performance range from 2.84 to 3.00 out of a total of 3.0, which is considered “preservice effective” on the instrument. Additionally, the range of scores per PAES rubric was from 2.67 to 3.00 on average. 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.

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, well, adequately, poorly, or 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, well, or very well</i> levels.	In our AAQEP Quality Review Report from 2020, we identified several 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 an update on those results. 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)	3.06	94.8%
		Provide instruction that addresses students' cultural differences. (AAQEP 2b and 2d)	2.91	93.1%
		Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)	3.03	96.6%
		Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)	3.02	94.8%

		Collaborate with colleagues to plan and evaluate instruction. (AAQEP 2e)	3.19	94.8%
Annual Alumni Survey - Utah Teacher Education Student Survey (UTES)	The Utah Teacher Education Student Survey (UTES) 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, well, adequately, poorly, or 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, well, or very well</i> levels.	In our AAQEP Quality Review Report from 2020, we identified several survey questions from our UTES 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 an update on those results. 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)	2.93	96.7%
		Provide instruction that addresses students' cultural differences. (AAQEP 2b and 2d)	2.78	96.7%
		Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)	3.07	100%
		Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)	3.07	100%

		Collaborate with colleagues to plan and evaluate instruction. (AAQEP 2e)	3.07	91.8%																																																								
Dispositions	<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 rating in each area most students will receive unless there is compelling reason to rate them lower or higher. Our goal is that our students will receive a “3” or “4” 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.</p> <table border="1"> <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>99</td> <td>98</td> <td>95</td> </tr> <tr> <td>Class Preparation</td> <td>96</td> <td>98</td> <td>93</td> </tr> <tr> <td>In-class Performance</td> <td>96</td> <td>97</td> <td>95</td> </tr> <tr> <td>Self-reflection</td> <td>98</td> <td>100</td> <td>100</td> </tr> <tr> <td>Relationships with Others</td> <td>98</td> <td>100</td> <td>98</td> </tr> <tr> <td>Group Work</td> <td>99</td> <td>99</td> <td>95</td> </tr> <tr> <td>Professional Development and Involvement</td> <td>99</td> <td>99</td> <td>90</td> </tr> <tr> <td>Resourcefulness</td> <td>99</td> <td>100</td> <td>98</td> </tr> <tr> <td>Respect for School Rules, Policies, and Norms</td> <td>100</td> <td>99</td> <td>95</td> </tr> <tr> <td>Communication</td> <td>98</td> <td>100</td> <td>95</td> </tr> <tr> <td>Emotional Control and Responsibility</td> <td>99</td> <td>99</td> <td>93</td> </tr> <tr> <td>Ethical Behavior and Role Model</td> <td>98</td> <td>100</td> <td>95</td> </tr> </tbody> </table>		Elem.	Sec.	Sp. Ed.	Disposition	% scoring 3-4	% scoring 3-4	% scoring 3-4	Attendance	99	98	95	Class Preparation	96	98	93	In-class Performance	96	97	95	Self-reflection	98	100	100	Relationships with Others	98	100	98	Group Work	99	99	95	Professional Development and Involvement	99	99	90	Resourcefulness	99	100	98	Respect for School Rules, Policies, and Norms	100	99	95	Communication	98	100	95	Emotional Control and Responsibility	99	99	93	Ethical Behavior and Role Model	98	100	95		
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		<p>In all cases, 90% of students across the programs score 3s or 4s on each disposition. Our teacher candidates were particularly strong in the areas of self-reflection, relationships with others, resourcefulness, and respect for school rules, policies, and norms. While by far the majority of students were performing well, the main areas for potential improvement were professional development and involvement as well as classroom preparation.</p>
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5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

COVID-19

During this challenging time of COVID-19, our faculty and clinical personnel have worked vigorously to maintain the quality of their instruction and quality clinical experiences for students. Faculty have participated in a wide variety of professional development opportunities offered by the university. They have gained knowledge and techniques to make sure students did not fall behind in their engagement and learning.

Flexible Delivery of Courses for Our Students

While our programs are still predominately face-to-face, one of our goals has been to create more flexible delivery options for our students in the way of online and hybrid courses. We established a College Flexible Learning Committee (CFLC) group who has been working with the support of the UVU Office of Teaching and Learning. To date, we have created an online or hybrid version of 17 undergraduate courses so students can build a more flexible schedule. These courses must pass a rigorous set of criteria before they are certified. Maintaining high quality is a top priority in our teacher prep program.

Creative Learning Studio

The School of Education has created and expanded a Creative Learning Studio (CLS) which serves as an innovation hub for the school. It is focused on promoting equity and engagement in STEM education through pre-service teacher education, professional learning for in-service teachers, curriculum development, and a lending library of STEM resources. CLS provides pre-service teacher training, teacher professional development, K-12 classroom outreach, development and compilation of integrative K-12 curriculum, product testing and recommendations, presenting at local and regional conferences and research on the impact of the

Creative Learning Studio's work. The lending library serves as a resource for educators who can borrow technology, equipment, tools, and kits to engage students in STEM learning.