



## AAQEP Annual Report for 2022

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](#),<sup>1</sup> 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

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<sup>1</sup> While our secondary students complete their requirements for licensure (including coursework and clinical experiences) within the School of Education, student’s actual degree is awarded by the school where their content major is housed.

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 filing this report must post at least Part I):

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

## 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 2021-2022**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending 08/22)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 08/22)
<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)	22	9
Bachelor of Arts in ASL and Deaf Studies Education	Professional Educator License Secondary Education American Sign Language Endorsement	3	1
Bachelor of Science in Biology Education	Professional Educator License Secondary Education Biology Endorsement	13	4

Bachelor of Science in Business/Marketing Education	Professional Educator License Secondary Education Business & Marketing Endorsement (CTE/General)	9	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)	8	6
Bachelor of Science in Earth Science Education	Professional Educator License Secondary Education Earth Science Endorsement	3	2
Bachelor of Science in Elementary Education	Professional Educator License Elementary Education	291	155
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	61	12
Bachelor of Science in History and Social Studies Education	Professional Educator License Secondary Education History Endorsement	61	24
Bachelor of Science in Mathematics Education	Professional Educator License Secondary Education Mathematics Endorsement	27	8
Bachelor of Science in Music Education	Professional Educator License Secondary Education Music Endorsement (Grades 6-12)	17	5
Bachelor of Science in Physical Education Teacher Education	Professional Educator License Secondary Education Physical Education Endorsement	14	9

Bachelor of Science in Physics Education	Professional Educator License Secondary Education Physics Endorsement	1	0
Bachelor of Science in School Health Education	Professional Educator License Secondary Education Health Education Endorsement	48	27
Bachelor of Science in Spanish Education	Professional Educator License Secondary Education Spanish Endorsement	7	4
Bachelor of Science in Special Education	Professional Educator License Special Education Mild/Moderate Disabilities Endorsement Severe Disabilities Endorsement	43	17
Bachelor of Science in Theatre Arts Education	Professional Educator License Secondary Education Theatre Endorsement (Grades K-12)	14	4
Secondary Teaching Graduate Certificate	Professional Educator License Secondary Education 11 Content Area Endorsements <sup>2</sup>	38	17
Total for programs that lead to initial credentials		682	308
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Master of Education – Educational Leadership	Professional Educator License School Leadership	10	5
Educational Leadership Graduate Certificate	Professional Educator License School Leadership	7	6
Master of Education – School Counseling	Professional Educator License School Counseling	44	0 <sup>3</sup>
Total for programs that lead to additional/advanced credentials		61	11

<sup>2</sup> This year we had students in the following content areas: Visual Art (2), Dance (1), Music (2), French (1), Spanish (2), Health Education (5), English Education (6), Biology (4), Chemistry (2), History (10), Business & Marketing (3).

<sup>3</sup> The first cohort of School Counseling students will graduate in 2023.

<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	743 <sup>4</sup>	319
	Unduplicated total of all program candidates and completers	743	319

### 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
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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

A. <b>Total enrollment</b> 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.
743
B. <b>Total number of unique completers</b> (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.
319

<sup>4</sup> Please note that we have aligned the “enrolled” count with that of Title II and our state board of education’s definition which is that completers are also considered enrolled since they were enrolled during the 2021-2022 academic year. This is a shift from how this was previously reported on our AAQEP Annual reviews where the reported number of students enrolled *did not* include completers.

**C. Number of recommendations** for certificate, license, or endorsement included in Table 1.

306

**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.

<b>Cohort/Program (semester enrolled)</b>	<b># of candidates who originally enrolled in the program</b>	<b># of candidates who dropped out or discontinued</b>	<b># of candidates who complete program as of Oct. 1, 2022</b>	<b>% Completion rate within the expected time frame</b>	<b># of candidates still enrolled</b>	<b># of candidates expected to complete within 150% of expected time frame</b>	<b>% of candidates expected to complete within 150% of expected time frame</b>
Spring 2020 EDEL	64	7	56	87.5%	1	0	87.5%
Fall 2020 EDEL	112	7	96	85.7%	9	3	88.4%
Spring 2020 EDSC	53	5	38	71.7%	10	2	75.5%
Fall 2020 EDSC	69	8	55	79.7%	6	4	85.5%
Fall 2020 EDSP (Fall Start Only)	19	4	14	73.7%	1	1	78.9%
Summer 2020 ED Leadership: Masters	6	1	5	83.3%	0	0	83.3%
Summer 2020 ED Leadership: Licensure Only	10	1	9	90.0%	0	0	90.0%
<b>TOTAL</b>	<b>333</b>	<b>33</b>	<b>273</b>	<b>82.0%</b>	<b>27</b>	<b>10</b>	<b>85.0%</b>

**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%.

The 2021-2022 academic year was the last year that the state of Utah’s required the Praxis exam for elementary education and special education licenses. As of 2022, taking a Pedagogical Performance Assessment is required for licensure (though no pass score is yet required). 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 the 2019-2020 academic year (reported to Title II in 2021). The most recent edTPA (Pedagogical Performance Assessment) data is from the results of exams completed between September 2021 and August 2022. No exam had a pass rate below 80%.

**Praxis Exam Results**

<b>Praxis Exam</b>	<b>Group</b>	<b># Taking Assessment</b>	<b># Passing Assessment</b>	<b>Institutional Pass Rate</b>	<b>Institutional Average Scaled Score</b>
Elem Ed <sup>5</sup> 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
SE <sup>6</sup> Core Knowledge & Applications (5354)	Enrolled	6			
	Completers	9			

**edTPA Exam Results** (Note: edTPA is only taken at the end of the candidate’s program so there are no separate enrolled or complete groups.)

<b>Exam</b>	<b>Institutional Initial Pass Rate<sup>7</sup></b>	<b>Institutional Average Scaled Score</b>	<b>2023 Utah State Passing Score</b>	<b>National Average Score</b>

<sup>5</sup> Elementary Education

<sup>6</sup> Special Education

<sup>7</sup> Current Utah State Board of Education rules do not require a passing score for initial licensure but do require the exam to be taken. Within our programs, students who do not achieve the state’s 2023 passing score resubmit edTPA internally to be reviewed by department chairs and approved prior to recommendation for licensure. 100% of students who attempted edTPA in each program completed this process to be recommended for licensure.

Elem Ed: Lit/Math Task 4	91.1%	54.17	42	43.93
Secondary Content Areas <sup>8</sup>	94.0%	45.60	35	43.56
Special Education	100%	45.20	35	44.55

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

The Utah Teacher Education Student Survey (UTESSE) 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, 91% 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.	3.3	98%
Advocate for all students.	3.3	97%
Provide instruction that uses language acquisition strategies to meet the needs of English language learners.	2.4	85%
Cross-disciplinary understanding	2.4	87%

Only one item (Federal and state laws, State Board of Education rules and policies pertaining to teaching) fell slightly below the 80% benchmark. This is an area we will continue to work on with students to increase their knowledge and competencies with these rules and policies.

<sup>8</sup> This data does not include World Languages as this test has a uniquely lower pass score of 30.



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, 95% 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
Student advocacy	3.4	99%
Collaborative decision-making culture	3.2	98%
Provide instruction that uses language acquisition strategies to meet the needs of English language learners.	2.7	93%
Cross-disciplinary understanding	2.8	93%

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.

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 2021-2022 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.**

	<b>Number of Completers</b>	<b>Number of Completers Teaching in Utah Schools</b>	<b>Employment Rate in Utah Public Schools (%)</b>
<b>Elementary</b>	157	123	78.3%
<b>Secondary</b>	138	118	85.5%
<b>Special Education</b>	14	10	71.4%

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.

<b>Employment Status</b>	<b>Graduation Year</b>	<b>% Employed</b>
<b>Full Time</b>	2020-2021	71.2%
<b>Part Time</b>	2020-2021	18.6%
<b>Not Employed</b>	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.

<b>Relation to Degree</b>	<b>Graduation Year</b>	<b>% Employed</b>
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.

**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	<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 (expectations) set by both the state (starting in Fall 2023) and UVU:</p> <table border="1" data-bbox="512 594 1058 893"> <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 2021 and August 2022.</p> <table border="1" data-bbox="1106 521 1894 695"> <thead> <tr> <th></th> <th>Elementary</th> <th>Secondary (Ex. World Lang.)</th> <th>Spec. Ed.</th> </tr> </thead> <tbody> <tr> <td><b>Avg. Score</b></td> <td>54.17</td> <td>45.60</td> <td>45.20</td> </tr> <tr> <td>(National Avg.)</td> <td>43.93</td> <td>43.56</td> <td>44.55</td> </tr> <tr> <td><b>% Passing</b></td> <td>91.1%</td> <td>94.0%</td> <td>93.8%</td> </tr> </tbody> </table> <p><b>Elementary</b></p>					Elementary	Secondary (Ex. World Lang.)	Spec. Ed.	<b>Avg. Score</b>	54.17	45.60	45.20	(National Avg.)	43.93	43.56	44.55	<b>% Passing</b>	91.1%	94.0%	93.8%
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		<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 several changes during 2022. First, we revised some of the content in our face-to-face workshops. We've noticed that our teacher candidates' video clips still tended to reflect teacher-centered instruction, so we added sessions about strategies to increase student engagement, like using Total Physical Response (TPR), and strategies for facilitating more student-to-student talk to support a greater use of student-centered literacy instruction. Secondly, we developed submission checklists for the teacher candidates to use as both a resource to guide the creation of their portfolio artifacts as well as a means for self-evaluation prior to requesting instructor feedback. Finally, we continued to refine the guidance documents for each of the task commentaries that provide clarification about prompts and share suggestions for organizing the response 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 revisions.</p> <p><b>Secondary</b></p> <p>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 the content areas and provided these as examples to students. Students have reported the examples are very</p>
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		<p>helpful and they refer to them often throughout the assessment process. Second, we have continued to identify 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 continued to improve 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><b>Special Education</b></p> <p>Over the last two years we have made changes in the way we facilitate the edTPA for students within the Special Education content area. 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 continued to support our Special Education student teachers and interns with additional preparation time within their student teaching placements for edTPA. Students 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 to complete the assessment. Additionally, we have collected work samples from previous UVU students who have scored well within the 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</p>
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		organize their portfolio. The result of these additional supports has improved scores and relieved some of the stress students experience.															
Annual Employer (Principal) Survey - Utah Teacher Education Employer Survey (UTEES)	<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>. <b>The benchmark for the UVU teacher preparation programs is set at 80%</b>, 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 2021, 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 2022. We continue to see high ratings meeting the benchmark across all aspects of Standard 1.</p> <table border="1" data-bbox="1108 654 1896 1395"> <thead> <tr> <th data-bbox="1108 654 1549 802">Question/Topic (AAQEP Aspect)</th> <th data-bbox="1549 654 1709 802">Average Score</th> <th data-bbox="1709 654 1896 802">% Adequate, Well, or Very Well</th> </tr> </thead> <tbody> <tr> <td data-bbox="1108 802 1549 987">Uses academic language to convey information and concepts based on accurate content knowledge. (AAQEP 1a)</td> <td data-bbox="1549 802 1709 987">3.1</td> <td data-bbox="1709 802 1896 987">96%</td> </tr> <tr> <td data-bbox="1108 987 1549 1135">Create challenging learning experiences based on students' individual developmental levels. (AAQEP 1b)</td> <td data-bbox="1549 987 1709 1135">3.0</td> <td data-bbox="1709 987 1896 1135">94%</td> </tr> <tr> <td data-bbox="1108 1135 1549 1247">Provide instruction that addresses students' cultural differences. (AAQEP 1c)</td> <td data-bbox="1549 1135 1709 1247">3.0</td> <td data-bbox="1709 1135 1896 1247">95%</td> </tr> <tr> <td data-bbox="1108 1247 1549 1395">Select assessments (e.g., pre, formative, summative) that align with lesson learning objectives. (AAQEP 1d)</td> <td data-bbox="1549 1247 1709 1395">3.0</td> <td data-bbox="1709 1247 1896 1395">95%</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)	3.1	96%	Create challenging learning experiences based on students' individual developmental levels. (AAQEP 1b)	3.0	94%	Provide instruction that addresses students' cultural differences. (AAQEP 1c)	3.0	95%	Select assessments (e.g., pre, formative, summative) that align with lesson learning objectives. (AAQEP 1d)	3.0	95%
Question/Topic (AAQEP Aspect)	Average Score	% Adequate, Well, or Very Well															
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Provide instruction that addresses students' cultural differences. (AAQEP 1c)	3.0	95%															
Select assessments (e.g., pre, formative, summative) that align with lesson learning objectives. (AAQEP 1d)	3.0	95%															

		Use classroom routines, expectations, and procedures to create a respectful learning environment that allows all students to be self-directed learners. (AAQEP 1e)	3.1	95%
		Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 1f)	3.1	96%

<p>Teacher Evaluation Tool - Performance Assessment and Evaluation System (PAES)</p>	<p>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. <b>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.</b></p>	<p>The table shows the overall average rating by both university supervisors and cooperating teachers or intern coaches across all SOE programs.</p> <table border="1" data-bbox="1100 321 1896 526"> <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 2021</th> <th>Spring 2022</th> <th>Fall 2021</th> <th>Spring 2022</th> <th>Fall 2021</th> <th>Spring 2022</th> </tr> </thead> <tbody> <tr> <td>Cooperating Teacher</td> <td>2.92</td> <td>2.87</td> <td>2.92</td> <td>2.84</td> <td>3</td> <td>2.93</td> </tr> <tr> <td>Univ. Supervisor</td> <td>2.89</td> <td>2.92</td> <td>2.95</td> <td>2.92</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>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. 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.</p>		Elementary		Secondary		Special Ed.		Fall 2021	Spring 2022	Fall 2021	Spring 2022	Fall 2021	Spring 2022	Cooperating Teacher	2.92	2.87	2.92	2.84	3	2.93	Univ. Supervisor	2.89	2.92	2.95	2.92	3	3
	Elementary			Secondary		Special Ed.																							
	Fall 2021	Spring 2022	Fall 2021	Spring 2022	Fall 2021	Spring 2022																							
Cooperating Teacher	2.92	2.87	2.92	2.84	3	2.93																							
Univ. Supervisor	2.89	2.92	2.95	2.92	3	3																							



**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																	
<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>. <b>The benchmark for the UVU teacher preparation programs is set at 80%</b>, 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.</p>	<p>In our AAQEP Quality Review Report from 2021, 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 2022. We continue to see high ratings meeting the benchmark across all aspects of Standard 2.</p> <table border="1" data-bbox="1083 646 1864 1382"> <thead> <tr> <th data-bbox="1083 646 1528 792">Question/Topic (AAQEP Aspect)</th> <th data-bbox="1528 646 1682 792">Average Score</th> <th data-bbox="1682 646 1864 792">% Adequate, Well, or Very Well</th> </tr> </thead> <tbody> <tr> <td data-bbox="1083 792 1528 976">Collaborate with families, colleagues, and other professionals to support students' growth and development. (AAQEP 2a)</td> <td data-bbox="1528 792 1682 976">3.2</td> <td data-bbox="1682 792 1864 976">95%</td> </tr> <tr> <td data-bbox="1083 976 1528 1122">Provide instruction that addresses students’ cultural differences. (AAQEP 2b and 2d)</td> <td data-bbox="1528 976 1682 1122">3.0</td> <td data-bbox="1682 976 1864 1122">95%</td> </tr> <tr> <td data-bbox="1083 1122 1528 1235">Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)</td> <td data-bbox="1528 1122 1682 1235">3.0</td> <td data-bbox="1682 1122 1864 1235">93%</td> </tr> <tr> <td data-bbox="1083 1235 1528 1382">Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)</td> <td data-bbox="1528 1235 1682 1382">3.1</td> <td data-bbox="1682 1235 1864 1382">96%</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)	3.2	95%	Provide instruction that addresses students’ cultural differences. (AAQEP 2b and 2d)	3.0	95%	Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)	3.0	93%	Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)	3.1	96%
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Annual Alumni Survey - Utah Teacher Education Student Survey (UTESS)	<p>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>. <b>The benchmark for the UVU teacher preparation programs is set at 80%</b>, 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.</p>	<p>In our AAQEP Quality Review Report from 2021, 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 2022. We continue to see high ratings meeting the benchmark across all aspects of Standard 2.</p> <table border="1" data-bbox="1087 669 1864 1409"> <thead> <tr> <th data-bbox="1087 669 1528 820">Question/Topic (AAQEP Aspect)</th> <th data-bbox="1528 669 1684 820">Average Score</th> <th data-bbox="1684 669 1864 820">% Adequate, Well, or Very Well</th> </tr> </thead> <tbody> <tr> <td data-bbox="1087 820 1528 1003">Collaborate with families, colleagues, and other professionals to support students' growth and development. (AAQEP 2a)</td> <td data-bbox="1528 820 1684 1003">2.7</td> <td data-bbox="1684 820 1864 1003">87%</td> </tr> <tr> <td data-bbox="1087 1003 1528 1149">Provide instruction that addresses students’ cultural differences. (AAQEP 2b and 2d)</td> <td data-bbox="1528 1003 1684 1149">2.9</td> <td data-bbox="1684 1003 1864 1149">92%</td> </tr> <tr> <td data-bbox="1087 1149 1528 1263">Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)</td> <td data-bbox="1528 1149 1684 1263">3.1</td> <td data-bbox="1684 1149 1864 1263">95%</td> </tr> <tr> <td data-bbox="1087 1263 1528 1409">Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)</td> <td data-bbox="1528 1263 1684 1409">3.0</td> <td data-bbox="1684 1263 1864 1409">95%</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%
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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 or satisfactory rating for pre-service 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.</p> <table border="1" data-bbox="1115 472 1864 1369"> <thead> <tr> <th></th> <th><b>Elem.</b></th> <th><b>Sec.</b></th> <th><b>Sp. Ed.</b></th> </tr> <tr> <th><b>Disposition</b></th> <th><b>% scoring 3-4</b></th> <th><b>% scoring 3-4</b></th> <th><b>% scoring 3-4</b></th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>98%</td> <td>99%</td> <td>100%</td> </tr> <tr> <td>Class Preparation</td> <td>98%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>In-class Performance</td> <td>98%</td> <td>99%</td> <td>100%</td> </tr> <tr> <td>Self-reflection</td> <td>99%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>Relationships with Others</td> <td>98%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>Group Work</td> <td>99%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>Professional Development and Involvement</td> <td>99%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>Resourcefulness</td> <td>99%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>Respect for School Rules, Policies, and Norms</td> <td>99%</td> <td>97%</td> <td>100%</td> </tr> <tr> <td>Communication</td> <td>99%</td> <td>97%</td> <td>100%</td> </tr> <tr> <td>Emotional Control and Responsibility</td> <td>99%</td> <td>97%</td> <td>100%</td> </tr> <tr> <td>Ethical Behavior and Role Model</td> <td>99%</td> <td>97%</td> <td>100%</td> </tr> </tbody> </table>		<b>Elem.</b>	<b>Sec.</b>	<b>Sp. Ed.</b>	<b>Disposition</b>	<b>% scoring 3-4</b>	<b>% scoring 3-4</b>	<b>% scoring 3-4</b>	Attendance	98%	99%	100%	Class Preparation	98%	98%	100%	In-class Performance	98%	99%	100%	Self-reflection	99%	98%	100%	Relationships with Others	98%	98%	100%	Group Work	99%	98%	100%	Professional Development and Involvement	99%	98%	100%	Resourcefulness	99%	98%	100%	Respect for School Rules, Policies, and Norms	99%	97%	100%	Communication	99%	97%	100%	Emotional Control and Responsibility	99%	97%	100%	Ethical Behavior and Role Model	99%	97%	100%
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		<p>For all dispositions measured, more than 95% of students across the programs score “3”s or “4”s 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, we continue to challenge students to strive for “4”s across all dispositions.</p>
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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.

### **Global Intercultural Experiences**

Though the pandemic brought unique challenges for our global intercultural programing, we were able to return to and even expand our global intercultural offerings this past academic year. In May 2022, the SOE was part of the first group of study abroad programs since the beginning of the pandemic leading a trip of 14 students and 3 faculty/staff to Finland, Estonia, and Sweden. Our trip to the Baltics exposed our students to unique cultures, dynamic and successful educational systems, and exceptional students and teachers from a variety of backgrounds. We are thrilled that our students returned to Utah equipped with new, unique perspectives, including innovative methods of teaching and learning. Students have also had the opportunity for field experiences and student teaching on Navajo Nation in southeast Utah. These experiences allow our students the opportunity to teach in a unique, rural setting in the state of Utah with a rich cultural context distinctive from other experiences at schools near UVU.

### **Flexible Delivery of Courses for Our Students**

While our programs are still predominantly face-to-face, one of our goals has been to continue to consider more flexible delivery options and the quality of these 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 21 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 (SOE) continues to expand the Creative Learning Studio (CLS), which serves as an innovation hub for the school, to increase engagement with students, faculty, K-12 schools, and the broader community. This summer the SOE signed the ISTE EPP Digital Equity and Transformation Pledge and the CLS has been supporting the implementation of this commitment. The focus of the CLS continues to support 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. The successful launch of the Micro STEM Fest Kit (MSFK) project, that was developed by a UVU elementary education undergraduate, has been the highlight of the year. The MSFK contains ten engineering and technology challenges that can be used in schools for a version of a STEM Fair. The kits were designed for upper elementary to facilitate the challenges with younger students during the school day. This provides an equitable opportunity for all students to participate.

