Brigham Young University
Educator Preparation Program

In conjunction with the
David O. McKay School of Education

TEAC Inquiry Brief

Undergraduate Teacher Education Licensure Programs in
Early Childhood Education
Elementary Education
Secondary Education
Special Education

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Both Brigham Young University (BYU) and the David O. McKay School of Education (MSE) have traditionally placed a blend of academic excellence and moral/ethical character development at the center of what we do in educating students at the university in general and the teacher preparation program in specific. Our teacher candidates are encouraged to continue this blend of academics and character development with their public school students.

Brigham Young University seeks to develop students of faith, intellect, and character who have the skills and desire to continue learning and to serve others throughout their lives. A BYU education is designed to develop (1) spiritual strength, (2) intellectual capacity, (3) noble character, and (4) lifelong learning and service. As BYU is a church-sponsored institution, its mission reaches beyond academics to prepare individuals who will be capable of meeting personal challenges and will bring strengths to home and family life, social relationships, civic duty, and international service.

The BYU Education Preparation Program (EPP) considers education to be "fundamentally a moral endeavor" (Goodlad, 1990, 1994; Goodlad, Soder, & Sirotnik, 1990). "What makes teaching a moral endeavor is that it is, quite centrally, human action undertaken in regard to other human beings. Thus, matters of what is fair, right, just, and virtuous are always present" (Fenstermacher, 1990, p.133). Its mission is to prepare educators who improve teaching and learning in the schools and in other educational entities in local, national, and international settings. Its program seeks to prepare education professionals who understand and apply the Moral Dimensions of Teaching (Goodlad, 1990, 1994): (a) enculturation for democracy, (b) access to knowledge, (c) nurturing pedagogy, and (d) stewardship of schools. A detailed description of the Moral Dimensions of Teaching is found on the McKay School of Education website at http://education.byu.edu/epp/moral_dimensions/index.html. Faculty members apply the dimensions as they develop course objectives and learning activities. The faculty then strive to incorporate the Moral Dimensions of Teaching in their course instruction.

Enculturation for Democracy

The EPP believes that education professionals have a moral obligation to *prepare young people for participation in our social and political democracy* (Goodlad, 1990, 1994; Goodlad, Soder, & Sirotnik, 1990). The skills and knowledge gained through public education should serve one primary purpose: the development of democratic character. Those who have democratic character understand and embrace the responsibilities of citizenship, deploy their learning and knowledge in the service of others, possess critical thinking skills, model civility, and know how to problem solve and communicate respectfully with others. They thoroughly understand their roles in living and growing together, serving families, communities, and nations throughout the world. BYU believes that all who work personally and professionally with young people must provide the conditions and contexts for developing skills which are necessary for functional citizenship (Goodlad, 1990, 1994; Goodlad & McMannon, 1997; Goodlad, Soder, & Sirotnik, 1990; Hochschild & Scovronick, 2003) and should live as examples worthy of emulation.

Access to Knowledge

The EPP believes that education professionals have a moral obligation to *provide all students (multi-cultural, ESL, special needs) with access to high quality learning* by providing conditions and environments that enable young people to learn and progress to their highest potential. If there are methodologies or practices that interfere with access to learning, educators are responsible to replace them with more equitable and appropriate arrangements (Goodlad & Keating, 1994).

Nurturing Pedagogy

The EPP believes that education professionals have a moral obligation to *practice nurturing pedagogy* (Goodlad, 1990, 1994; Goodlad, Soder, & Sirotnik, 1990). This is evident in their service as they commit themselves to the intellectual, social, and emotional growth of all students, a commitment which includes understanding and sensitively responding to their needs, as well as implementing pedagogies and creating learning environments that genuinely support and cultivate their growth and development. Nurturing pedagogies are designed to assist all students in fully realizing their potential.

Stewardship for Schools

 The EPP believes that education professionals have a moral obligation to *be responsible stewards for the well-being of students, their families, and communities* (Goodlad, 1990, 1994; Goodlad, Soder, & Sirotnik, 1990). During their preparatory coursework, future education professionals share this stewardship with peers, mentors, and other education personnel. As they interact with children and adults in diverse school settings, they become increasingly aware of the impact of their behaviors on students and colleagues. As they come to realize that they are stewards for the well-being of their students and others, they learn to assume responsibility for the organization and instructional climate of the settings in which they serve and teach. As these realizations deepen, they become renewal agents in their schools, continually striving to improve service within their stewardships to students, families, and communities. As they progress, they act with greater integrity and care in responding to school and community challenges, developing and communicating high expectations, and acting in ways that fundamentally and consistently benefit those in their care.

These EPP claims, together with the compatible BYU aims, represent a vision shared by administrators, faculty, and staff throughout the university who participate in preparing teachers; by our school-based partners; and by our candidates. These combined missions/aims provide direction for the preparation process, including admissions, courses, candidates' performance and assessment, and program accountability.

Initial licensure programs incorporate the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, which align with the missions and claims that have been expressed. Though these standards are not discipline specific, they are consistent with the philosophy and values expressed in this document.

The BYU Educator Preparation Program

Brief History of the Program

Brigham Young University (BYU) is a private institution, sponsored by The Church of Jesus Christ of Latter-day Saints. BYU is located 45 miles south of Salt Lake City, on a 600-acre campus in Provo, Utah. The surrounding area of Utah County is suburban, with a population of 400,000. Founded under the direction of Brigham Young in 1875 as a small parochial normal school, BYU has since grown into the largest privately owned church-related university in the United States, with approximately 35,000 students. BYU was initially accredited by NCATE in 1954 as the "College of Education." In 1996 the name and many administrative aspects of the college were changed by action of the Board of Trustees; it was designated as the David O. McKay School of Education (MSE).

For the past 25 years a commitment to collaboration has been at the heart of BYU's program in educator preparation and the simultaneous renewal of schools. BYU believes that the preparation of education professionals is enhanced through the unified efforts of the public schools, the arts and sciences departments of the university, and the School of Education. Each entity plays a unique role in providing necessary aspects of a successful program, and collaboration has been facilitated by a contracted partnership between BYU and five school districts. The mission and aims of the unit now express clearly the importance we place on collaboration for the candidates as well as their teachers and administrators. In 2003 the accreditation unit was redefined from the School of Education to a university-wide Educator Preparation Program (EPP) in order to more accurately represent the shared responsibility for educator preparation across colleges and departments.

The primary purpose of the reorganization of the educator preparation program at BYU was to strengthen long-standing collaboration of the MSE, cross-campus colleges and departments, and public school colleagues to ensure that candidates are highly qualified and meet the program standards. One major accomplishment of the reorganization has been the collaborative work to align core courses and assessments. The University Council on Teacher Education (UCOTE) was formed as the governing council for undergraduate areas of EPP. The University Associate Academic Vice President for Undergraduate Studies is the chair of UCOTE and the Dean of the David O. McKay School of Education (MSE) is the Associate Chair. The Council consists of the deans or associate deans of the McKay School of Education, seven arts and science colleges (Engineering and Technology; Family, Home, and Social Sciences; Fine Arts and Communications; Health and Human Performance; Humanities; Life Sciences; Physical and Mathematical Sciences), and the Undergraduate Education and Honors for a total of nine colleges. The Executive Director of the BYU/Public School Partnership, who is a former school district superintendent, represents both the public school partners and the Center for the Improvement of Teacher Education and Schooling (CITES), an organization with a major role in supporting campus/public school activities for educator preparation. The Chair of the Department of Teacher Education participates on UCOTE representing the Elementary and Secondary Partnership Advisory Committees and the Secondary Education Design Team. While UCOTE and the Associate Academic Vice President have general responsibility for overall

planning, delivering, operating, and evaluating the educator preparation program, the various departments carry out the day-to-day activities. (See Appendix A for more detail.)

The BYU-Public School Partnership is an integral and significant part of teacher preparation. The School of Education and five surrounding school districts--Jordan, Alpine, Provo, Nebo, and Wasatch--participate as six equal partners, sharing governance, resources, and responsibilities. The districts represent one-third of the K-12 school population of Utah, approximately 160,000 students and 7000 teachers. The Partnership directs more than 40 collaborative projects and provides a diverse learning lab for preparing future educators. The Partnership is a charter member of the National Network for Educational Renewal.

EPP Governance

BYU operates one of the largest teacher preparation programs in the nation, as noted in the AACTE Annual Reports 2002-2004. The Educator Preparation Program (EPP) at Brigham Young University consists of eight colleges and 21 departments, only three of which are under the umbrella of the School of Education (undergraduate and graduate licensure programs in Early Childhood Education, Elementary Education, and Special Education). An additional 18 departments housed in the remaining seven arts and science colleges are represented.

The **EPP Executive Committee**, a university committee, is chaired by the Associate Dean of the McKay School of Education. The EPP Executive Committee is committed in philosophy and practice to purposeful, systematic, and ongoing evaluation, not only of candidate performance but also of the effectiveness of the EPP itself. Program effectiveness, faculty performance, alignment of curriculum, instruction, and the assessment system are the responsibilities of the EPP Executive Committee. It has adopted a methodical and deliberate approach to planning, implementing, and evaluating an assessment system which ensures that all candidates who exit the EPP possess the content knowledge, pedagogical skills and dispositions of caring teachers necessary to facilitate learning for all students in K-12 classrooms. The EPP Executive Committee meets twice each month to discuss accreditation issues, common assessment instruments, EPP learning outcomes (https://learningoutcomes.byu.edu/wiki/index.php/Education) and data reports, and program improvements. Each summer the EPP Executive Committee prepares an annual unit review that provides an organized view of candidate and program performance. The report is reviewed by faculty and by committees at the program, department and college level. The final review is submitted to the University Council on Teacher Education (UCOTE) for possible action and approval.

EPP Executive Committee is supported by several committees and teams that assist in the development and review of assessment instruments, data collection and technology support, and assessment analysis. These include the Assessment Development and Advisory Committee, Data Management Team, and Assessment and Analysis Team. Additional committees are involved with student recruitment, admissions, and retention. They review resources and activities to recruit students to the program. The EPP may make recommendations to the University Admissions Office and the recruitment staff concerning education majors. The committee also

establishes interventions, tests and/or standards to determine if applicants who have been admitted to professional education program will continue in the program.

Program faculty continually assess program content and practices. Changes are made based on best practices and new information garnered at appropriate professional development opportunities, including outside conferences and internal faculty activities. The University Curriculum Committee evaluates new curricula. The quality of the entire EPP is assessed on an annual basis, by TEAC in accordance with TEAC's reaccreditation policy; as well as by the Utah State Office of Education at each reaccreditation audit. Candidates also evaluate the program each semester. The University online evaluations contain a number of questions requesting specific information regarding each course, as well as the instructor. Facilities, equipment, and supplies are evaluated on an ongoing basis by faculty and staff.

The **University Council on Teacher Education** (UCOTE) was formed as the governing council for undergraduate areas of the Educator Preparation Program (EPP). The University Associate Academic Vice President for Undergraduate Studies is the chair of the council and the Dean of the David O. McKay School of Education (MSE) is the Associate Chair. Associate Deans for the nine colleges of UCOTE are members: the McKay School of Education, seven arts and science colleges, and the Undergraduate Education and Honors, which administers the general education program required by the university. Additional a university/public school partnership director represents the Center for the Improvement of Teaching and Schooling (CITES) and two partnership committees: Elementary Education Partnership Advisory Council (EEPAC) and Secondary Education Partnership Advisory Council (SEPAC). (See Figure 1).

UCOTE is responsible for planning and evaluating all undergraduate areas that prepare teachers at BYU. While UCOTE and the Associate Academic Vice President have general responsibility for overall planning, delivering, operating, and evaluating the educator preparation areas, the various departments carry out the day-to-day activities. UCOTE does not dictate unit outcomes, transition points, assessment instruments, data management systems, and reporting formats, but it helps facilitate the process of collaborative development. The individual licensure areas discuss issues, and then final decisions are ratified at the UCOTE level. Any unit changes must be approved by UCOTE.
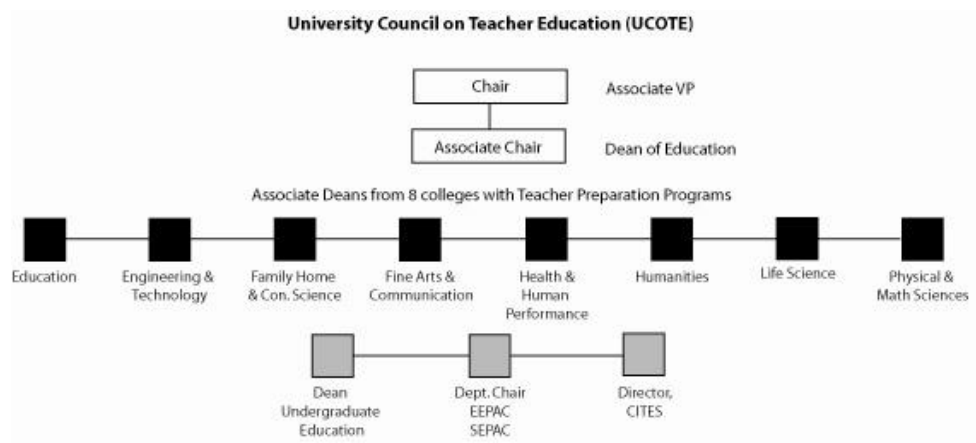
Figure 1: University Council on Teacher Education

The **Secondary Education Committee** (SEC), a university committee, consists of a faculty representative from each content area department that offers a secondary education licensure program and faculty in MSE that represent licensure courses. SEC is co-chaired by a Department of Teacher Education faculty member and a content area faculty member recommended by SEC members, cleared by the content area department chair, and then reviewed and appointed by UCOTE and the University Vice Presidents Council. The MSE Associate Dean responsible for accreditation is an ex officio member of SEC. SEC holds monthly meetings to coordinate common course goals and objectives, and to review common assessments and program data. Discussion items include issues related to teacher education pedagogy, candidate development, and field experiences. SEC makes recommendations to EPP Executive Committee and implements UCOTE policies.

EPP Licensure Options

Table 1 lists the undergraduate licensure options within the EPP including graduation hours and accrediting agencies.

Table 1: Current Educator Preparation Program at Brigham Young University

Code	Major Minor	Department / Program	Degree Label	Number of Hours	Number of Students In Major and Minor	Agency or Association Reviewing Program	Year last approved by SPA
TEACHER EDUCATION							
356025	Major	Early Childhood Education	BS	61-68	107	NAEYC	2002
356020	Major	Elementary Education	BS	68.5	507	ACEI	2002
SECONDARY EDUCATION							
488022	Major	Art Education K-12	BA	85	62	USOE	2002
488004	Minor	Art Education		21	4	USOE	2002
282024	Major	Biological Science Education	BS	82	13	USOE	2002
692828	Major	Chemistry Education	BS	80.5	13	USOE	2002
692802	Minor	Chemistry Education		15-18	5	USOE	2002
552003	Minor	Chinese Teaching		26-42	0	USOE	2002
693201	Minor	Computer Science Teaching		17-18	4	USOE	2002
663922	Major	Dance Education	BA	75-78	50	USOE	2002
662523	Minor	Driver Safety Education		16	14	USOE	2002
694020	Major	Earth and Space Science Education	BS	83-86	11	USOE	2002
553221	Major	English Teaching	BA	74-91	171	USOE	2002

553204	Minor	English Teaching		27	28	USOE	2002
734721	Major	Family and Consumer Sciences Education	BS	73-74	79	USOE	2002
553522	Major	French Teaching	BA	69-92	16	USOE	2002
553504	Minor	French Teaching		23-38	6	USOE	2002
733722	Major	Geography Teaching	BS	---	2	USOE	2002
733706	Minor	Geography Teaching		18	11	USOE	2002
694026	Minor	Geology Teaching		16	3	USOE	2002
554023	Major	German Teaching	BA	76-100	13	USOE	2002
554003	Minor	German Teaching		17-36	6	USOE	2002
662531	Minor	Health Education		23	12	USOE	2002
734122	Major	History Teaching	BA	67-84	203	USOE	2002
734107	Minor	History Teaching		21	28	USOE	2002
552005	Minor	Japanese Teaching		25-41	8	USOE	2002
554231	Major	Latin Teaching	BA	78-91	2	USOE	2002
554207	Minor	Latin Teaching		23-31	2	USOE	2002
694620	Major	Mathematics Education	BS	74	189	USOE	2002
694601	Minor	Mathematics Education		33	11	USOE	2002
484631	Major	Music Education: K-12 Choral Emphasis	BM	87	32	USOE	2002
484624	Major	Music Education: K-12 Instrumental Emphasis	BM	92	41	USOE	2002
484625	Major	Music Education: Elementary Music Specialist Emphasis	BM	117.5	25	USOE	2002
663423	Major	Physical Education Teaching/Coaching	BS	78	43	AAHPERD/ AAHE	2002
663433	Minor	Coaching and Teaching Physical Education		23.5	87	AAHPERD/ AAHE	2002
694828	Major	Physics Teaching	BS	74.5-77.5	18	USOE	2002
694803	Minor	Physics Teaching		26	4	USOE	2002
735104	Minor	Political Science Teaching		21	11	USOE	2002
735402	Minor	Psychology Teaching		21	6	USOE	2002
554005	Minor	Russian Teaching		17-32	5	USOE	2002
662520	Major	School Health Education	BS	75-80	45	AAHPERD/ AAHE	2002
555422	Major	Spanish Teaching	BA	75-108	31	USOE	2002
555409	Minor	Spanish Teaching		21-37	34	USOE	2002
690128	Major	Teaching Exercise Science	BS	77.5-78.5	17	USOE	2002

356022	Major	Teaching Social Science	BS	76	58	USOE	2002
396547	Major	Technology and Engineering Education	BS	73-74	28	USOE	2002
396546	Major	Technology Teacher Education	BS	---	14	USOE	2002
350101	Minor	TESOL K-12		19	40	USOE	2002
485936	Major	Theatre Arts Education	BA	76	37	USOE	2002
485904	Minor	Theatre Arts Education		33	1	USOE	
COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION							
354211	Major	Special Education: Mild/Moderate Disabilities Emphasis	BS	55	55	USOE	2002
354222	Major	Special Education: Severe Disabilities Emphasis	BS	55-56	30	USOE	2002

All licensure majors and minors are aligned with the Utah State Board of Education Standards (see Appendix D), the Brigham Young University Aims, and the professional entry-level teacher standards developed by the INTASC. Faculty members and candidates are aware of these standards from orientation sessions that are regularly conducted and from coursework that is tied explicitly to the standards. (See course syllabi summary in Appendix A.)

Unique features of the program include the Brigham Young University-Public School Partnership (Partnership), a collaboration between Brigham Young University and five surrounding school districts since 1984. The districts serve approximately 160,000 school children, or approximately one-third of the school children in the state. The Partnership has the goal of improving both schools and teacher education in the areas of preservice and inservice teacher education, curriculum, and research (Osguthorpe, Harris, Harris, & Black, 1995). It provides connections with local school districts and the variety of field placements available to candidates as they progress through the Early Childhood, Elementary, Secondary, and Special Education Programs. For the final clinical or field experience, the majority of candidates select to student teach in local public schools. Some candidates apply for a national (Washington DC, or Houston) placement. In the past we have used international sites including China, Mexico, Fiji, Samoa, Tonga, or Kiribati, but only Mexico is available currently. Selected students may also apply for a full-year internship in place of their semester of student teaching.

Program Demographics

Faculty Demographics

The EPP employs full time faculty in professorial and professional tracks, field-based staff, and adjunct instructors. All full-time professorial faculty hold Ph.D. or Ed.D. degrees. In addition to their academic degrees, the majority of full-time faculty have had experience as K-12 teachers,

curriculum specialists, and resource specialists. They continue to engage in educational activities in the schools and participate actively in the BYU-Public School Partnership.

In addition to faculty on the Continuing Faculty Status (tenure) track, the EPP draws on the expertise of field-based instructors: district liaisons (DLs) and clinical faculty associates (CFAs). The full-time CFAs are experienced teachers on a two- or three-year leave of absence from their districts and are paid by the university during this time. CFAs co-teach university courses, supervise candidates in practicum experiences, and work with other K-12 teachers. District liaisons are permanent clinical faculty hired specifically as supervisors for student teachers and interns. Currently two of the five DLs have a PhD and three have a master's degree or equivalent academic hours, extensive successful K-12 teaching experience, and a pattern of working well with candidates and with university and school personnel. The CFAs are selected through a rigorous application process set by each district and are among the most experienced master teachers in the partnership districts. CFA and DL faculty have taught in K-12 classrooms an average of 23 years. Table 2 shows the faculty demographic data for 2006-2007 and 2007-2009.

Table 2: Faculty Demographic Data

2006-2007	Total	Female	Male	Caucasian	Minority
Continuing Faculty Status (tenure) Track	82 100.00%	39 47.56%	43 52.44%	76 92.68%	6 7.32%
Clinical (field-based District Liaisons and Clinical Faculty Associates	21	19 90.48%	2 9.52%	21 100.00%	0 0.00%
Instructors/Adjuncts	24	19 79.17%	5 20.83%	24 100%	0 0.00%
Total	**127 100.00%**	**77 60.63%**	**50 39.37%**	**121 95.28%**	**6 4.72%**
2007-2008	Total	Female	Male	Caucasian	Minority
Continuing Faculty Status (tenure) Track	85 100.00%	41 48.24%	44 51.76%	79 92.94%	6 7.06%
Clinical (field-based District Liaisons and Clinical Faculty Associates	21 100.00%	19 90.48%	2 9.52%	21 100.00%	0 0.00%
Instructors/Adjuncts	24 100.00%	19 79.17%	5 20.83%	24 100%	0 0.00%
Total	**130 100.00%**	**79 60.77%**	**51 39.23%**	**124 96.92%**	**6 4.62%**

Detailed faculty information is in Appendix C.

Student Body Demographics

The BYU student body is unique in a number of ways. Approximately 98% of the students are members of The Church of Jesus Christ of Latter-day Saints. In a large part due to LDS church missions, nearly half of the students have experienced a foreign culture by living outside the

United States for 18 to 24 months, with the majority gaining fluency in a second language. Close to 75% of the students on campus are fluent in a language besides English. The university offers regular classes in 43 languages, and 23 more languages are taught occasionally according to student interest—a total matched by few institutions in the country. At any given time approximately 25% of the students are taking a language course; only 8% nationally are doing this. Approximately 52% of the students are men and 48% are women, 75% are single, 25% married, 92.3% are from the United States, 6.3% are international students with 1.5% unidentified. (http://yfacts.byu.edu/viewarticle.aspx?id=135)

Demographics on candidates in the Educator Preparation Program are provided in Table 3. These are proportionately similar to the demographics of the local area, Utah County, which has 92% Caucasian, 7.7% Hispanic, .5% Native American, .8% Asian/Pacific Islander, and .7% African American. However, the university's "service area" may be considered more extensive, as its religious affiliation attracts students over a much broader area. Students come from all 50 states, the District of Columbia, and more than 120 foreign countries. Multicultural students comprise 12% of the student body.

Table 3: Student Demographic Data 2006-2008

Academic Year	Total # Students Graduated	Female Graduated	Male Graduated	Caucasian Graduated	Minority Graduated
2006-07					
Early Childhood Education	40	39	1	34	6
Elementary Education	274	262	12	246	28
Secondary Education	707	467	240	631	76
Special Education	63	52	11	49	14
Total **Percent**	**1084** **100%**	**820** **75.6%**	**264** **24.4%**	**960** **88.6%**	**124** **11.4%**
2007-08					
Early Childhood Education	42	41	1	33	9
Elementary Education	262	249	13	237	25
Secondary Education	751	514	237	656	95
Special Education	55	48	7	47	8
Total **Percent**	**1110** **100%**	**852** **76.8%**	**258** **23.2%**	**973** **87.7%**	**137** **12.3%**

Section 2 – Claims

Statement of the claims

The Educator Preparation Program (EPP) at Brigham Young University prepares education professionals who understand and apply the Moral Dimensions of Teaching (Goodlad, 1990, 1994): (a) enculturation for democracy, (b) access to knowledge, (c) nurturing pedagogy, and (d) stewardship of schools. A detailed description of the Moral Dimensions of Teaching is found on the McKay School of Education website at http://education.byu.edu/epp/moral_dimensions.html and as the Agenda for Education in a Democracy at http://www.ieiseattle.org/AED.htm.

Enculturation for Democracy

Candidates who meet the Enculturation for Democracy claim focus on creating learning environments that foster respect and civil discourse among their students, and design instruction that engages students in critical thinking and problem solving. The candidates

- use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

- use knowledge of affective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

Access to Knowledge

Candidates who meet the claim of access to knowledge believe that all students can learn. They design instruction based on the cultural backgrounds of all students and modify instructions based on the needs of students. The candidates

- understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students

- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners

- use information about the learning-teaching context and student individual differences in setting learning goal(s) and objectives, planning instruction and assessment including knowledge of community, school, and classroom factors, knowledge of characteristics of students, and implications for instructional planning and assessment

- use ongoing analysis of student learning to make instructional decisions

- use assessment data to profile student learning and communicate information about student progress and achievement

Nurturing Pedagogy

Candidates who meet the nurturing pedagogy claim design and implement lessons and assess students with a sense of caring and nurturing of their students. They believe when the pedagogy used to teach content is nurturing students not only learn content but learn to love the content and become life-long learners. The candidates

- understand how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development

- understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills

- plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals

- understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner

- set significant, challenging, varied and appropriate learning goal(s) and objectives based on state/district content standards

- use multiple assessment modes aligned with learning goal(s) and objectives to assess student learning before, during and after instruction

- design instruction for specific learning goal(s) and objectives that address characteristics and needs of students, and the learning context

Stewardship for Schools

Candidates who meet the Stewardship claim understand that they are part of a learning community and share a responsibility to collaborate with all members of the community to improve teaching and learning. The candidates

- continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and actively seek out opportunities to grow professionally

- foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being

- reflect with the learning community about the relationship between instruction and student learning in order to improve teaching practices

Links between the claims and components of TEAC Quality Principle I and Cross cutting themes

The Moral Dimensions of Teaching support the Quality Principles of subject matter knowledge, pedagogy, and caring teacher skills. The crosscutting themes of life-long learning (learning how to learn), diversity, and technology are essential in meeting the goal of preparing candidates who meet the Moral Dimensions of Teaching. Table 4 shows the links between The Moral Dimensions of Teaching and the components of *Quality Principle I* and the crosscutting themes.

Table 4: Link between Moral Dimensions of Teaching and *Quality Principle I*

	Enculturation for Democracy	Access to Knowledge	Nurturing Pedagogy	Stewardship
Subject Matter	√	√		
Pedagogy	√	√	√	
Caring Teaching Skills		√	√	√
Life-long Learning	√	√	√	√
Multicultural Perspectives	√	√	√	√
Technology		√	√	

1.1 Subject matter

Enculturation for Democracy supports the Subject Matter Principle because it encourages critical thinking skills, modeling civility, communicating respectfully, and incorporating problem-solving skills. When our EPP candidates meet the Enculturation for Democracy claim, they demonstrate that they understand subject matter well enough to use it to engage their students to become citizens in a democracy. Access to Knowledge supports this quality principle because it requires teacher candidates to provide their students with access to high quality learning by providing conditions and environments that enable the public school students to learn and progress.

1.2 Pedagogy

Pedagogy is the art of converting subject matter knowledge into compelling lessons that meet the needs of a wide range of pupils. Our program encourages classroom pedagogy where students work together and engage in civil discourse which creates an atmosphere of social democracy. Access to Knowledge supports the Pedagogy Principle by stating that if there are methodologies or practices that interfere with access for some of the students, educators are responsible to replace them with more equitable and appropriate arrangements. There is a moral obligation to provide all students with access to high quality learning by providing conditions and environments that enable them to learn and progress to their highest potential. Nurturing Pedagogy is at the heart of the Pedagogy Principle. Nurturing pedagogies are designed to assist all students in fully realizing their potential. Our candidates commit themselves to the intellectual, social, and emotional growth of all students, a commitment which includes understanding and sensitively responding to their needs, as well as implementing pedagogies and creating learning environments that genuinely support and cultivate their growth and

development. Stewardship supports the Pedagogy Principle as our candidates provide the conditions and contexts for developing skills which are necessary for functional citizenship.

1.3 Caring Teaching Skill

The Caring Teaching Skill Principle includes language of teachers acting on their knowledge in a caring and professional manner that leads to achievement for all their pupils. Access to Knowledge supports this principle by encouraging our candidates to care about the learning of their pupils. Nurturing Pedagogy requires our candidates to teach their pupils in a caring manner. Stewardship at BYU supports the Teaching Skill Principle by instructing education professionals that they have a moral obligation to be responsible stewards for the well being of students, their families, and communities (Goodlad, 1990). Our candidates learn to be caring and professional as they assume responsibility for the organization and instructional climate of the settings in which they serve and teach, continually striving to improve their practice.

Lifelong Learning

The Moral Dimensions of Teaching are a commitment to lifelong learning. We understand that teaching is a profession that requires lifelong learning and service; indeed, every teacher is continually in the service of children, schools, and communities. Furthermore, any teacher is capable of becoming a better teacher. Therefore, we seek to foster in candidates habits of reflective practitioners and to help them understand their responsibility to support, improve, and defend the principles of public education and to advocate for children. As our candidates embrace the notions of lifelong learning and service, they will be in a better position to serve as stewards of public education. Our candidates are encouraged to become renewal agents in their schools, continually striving to improve service within their stewardships to students, families, and communities (Stewardship). As they progress, they act with greater integrity and care in responding to school and community challenges, developing and communicating high expectations, and acting in ways that fundamentally and consistently benefit those in their care. The candidates do this as they strive to know their subject matter, provide Access of this Knowledge to all pupils through Nurturing Pedagogy in a climate of democratic principles. Faculty members at BYU model lifelong learning as researchers and as partners in public school and teacher education renewal.

Multicultural Perspectives

The Moral Dimensions of Teaching support multicultural perspectives and diversity. Enculturation of Youth in Democracy supports an understanding and respect of all students, families, and community members in decision making in public issues. The focus of Access to Knowledge is that teachers provide high quality instruction accompanied by high expectations for learners/clients; understanding differences between individuals and groups and adapting interventions and assessment methods. Pedagogy that is nurturing supports instruction that is built on the cultural perspectives of the students in the classroom. Stewardship focuses on an obligation of teachers to be certain that their classrooms, schools, and school systems are benefiting all students and their families. BYU has developed a website, **http://education.byu.edu/diversity/**, which provides our candidates with access to the latest

information and validated practices for teaching and providing service to diverse students, their families and communities. Faculty members stress nurturing pedagogy, providing all candidates with access to high quality learning.

Technology

BYU's commitment to technology is evident throughout its licensure areas. Nurturing Pedagogy supports the technology theme because it supports multiple ways students learn and demonstrate their understanding. Access to Knowledge suggests that our candidates understand how to engage their students with technology at the school even when technology might not be available in the students' homes. All undergraduate candidates who apply for licensure must demonstrate basic technology competencies prior to being admitted: word processing, spreadsheets, presentations, and Internet/communications skills. As candidates move through their professional preparation, they complete a technology course centered on integrating technology into teaching and learning (IP&T 286 or 287). Skills developed in this course are deepened and extended in the methods courses which follow. Candidates apply their technology skills in their student teaching or internships and provide evidence of their emerging technology skills through a capstone experience during student teaching (Teacher Work Sample) and an observational tool during field experiences (Clinical Practice Assessment System). (These evaluations are described in the next section of the TEAC brief.) The primary focus of technology use in our program is that the technology enhances instruction, that the subject matter content is the focus of learning – not the technology and that the public school students – not just the teacher - use the technology as they learn.

Rational for Assessments

Five major instruments are used to assess EPP candidates' understanding and implementation of the Moral Dimensions of Teaching, the Clinical Practice Assessment System (CPAS), Teacher Work Samples (TWS), and Candidate Disposition Scales (CDS), the Praxis II tests, and Major GPA. With the exception of the PRAXIS II, produced by ETS and Major GPA, these instruments were developed by faculty and staff within the David O. McKay School of Education. Each instrument has components that assess one or more of the Moral Dimensions of Teaching claims. The instruments and their components are described here. Following the description of each instrument and the claims it assesses, the Methods section will describe each claim and how the various components of each instrument are a valid measure of our candidates' success.

Clinical Practice Assessment System

The CPAS instrument is an observational tool and is completed by university supervisors and public school teachers who have our candidates in their classrooms (mentor teachers) during field experiences. It was originally developed out of the need to provide data on candidate field performance directly tied to program goals and claims, and to "ensure [our] students are skilled in applying the latest proven techniques for instruction in their subject matter area" (U.S. Department of Education, 2005, p. 11). It consists of 10 items that are the Interstate New Teacher Assessment Support Consortium (INTASC) principles and a narrative section that is a written

evaluation of the student teaching. The 10 INTASC principles in the CPAS instrument and which claim they assess are

- Principle 1: Content Knowledge. (assesses Access to Knowledge) The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- Principle 2: Student Learning and Development. (assesses Nurturing Pedagogy) The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

- Principle 3: Diverse Learners. (assesses Access to Knowledge) The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- Principle 4: Instructional Strategies. (assesses Nurturing Pedagogy) The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- Principle 5: Management and Motivation. (assesses Enculturation for Democracy) The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Principle 6: Communication and Technology. (assesses Enculturation for Democracy) The candidate uses knowledge of affective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Principle 7: Planning. (assesses Nurturing Pedagogy) The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- Principle 8: Assessment. (assesses Nurturing Pedagogy) The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

- Principle 9: Reflective Practitioner. (assesses Stewardship) The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- Principle 10: Interpersonal Relationships. (assesses Stewardship) The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- Narrative: (assesses all claims) The University Supervisor and the public school Mentor Teacher write a narrative describing the strengths and weaknesses of the candidates during their student teaching. Language from these narratives is reviewed to assess their relationship to each of the EPP claims.

Teacher Work Sample

The capstone assignment for all candidates is a Teacher Work Sample (TWS) (Elliott, 1998), completed at or near the midpoint of the clinical experience (student teaching or internship). Candidates demonstrate pedagogical content knowledge and nurturing pedagogy as they carefully plan and design a unit of instruction including the following elements: contextual factors, learning goals, assessment plans, design for instruction, instructional decision-making, analysis of student learning, and reflection and self-evaluation. Each candidate completes a review and a brief summary of students at three levels of analysis. The exact language in the TWS for this section is, "Report the results of your assessments, including pre/post assessments and formative assessments to determine students' progress related to the learning goal and objectives. Use charts, graphs and narrative to identify the performance of the whole class, subgroup, and two individual students."

The primary focus of the TWS is students' learning, that is, whether all the students really learned or mastered the objectives set forth for the unit--whether all the students profited from the learning experiences. Also teacher candidates reflect on their performance, thinking about what they might have done more effectively to advance the learning of all students. These TWSs are assessed by faculty teams using rubrics adapted from the *Renaissance Partnership for Improving Teacher Quality* (2001).

It contains seven elements, identified by research and best practice as fundamental to improving student learning. Each of the seven elements contains the task, prompts, and a rubric that defines various levels of performance on that element. The TWS elements are interwoven. Decisions made for some elements will impact other elements. The seven elements and indicators and the claim assessed are

- Contextual Factors: (assesses Access to Knowledge) The candidate uses information about the learning-teaching context and student individual differences in setting learning goal(s) and objectives and planning instruction and assessment.
  - Knowledge of community, school, and classroom factors
  - Knowledge of characteristics of students
  - Implications for instructional planning and assessment

- Learning Goal and Objectives: (assesses Nurturing Pedagogy) The candidate sets significant, challenging, varied and appropriate learning goal(s) and objectives based on state/district content standards.
  - Clarity of learning goal and objective
  - Alignment with national, state or local standards
  - Levels of objectives
  - Appropriateness of objectives for students

- Assessment Plan: (assesses Nurturing Pedagogy) The candidate uses multiple assessment modes aligned with learning goal(s) and objectives to assess student learning before, during and after instruction.
  - Levels of assessment
  - Multiple modes
  - Clarity of criteria and standards for performance
  - Adaptations based on the individual needs of students
  - Quality of Assessments

- Design for Instruction: (assesses Nurturing Pedagogy) The candidate designs instruction for specific learning goal(s) and objectives that address characteristics and needs of students, and the learning context.
  - Use of pre-assessment and contextual information
  - Quality of the instructional strategies
  - Use of technology
  - Adaptations based on the individual needs of students
  - Unit Outline

- Instructional Decision-Making: (assesses Access to Knowledge) The candidate uses ongoing analysis of student learning to make instructional decisions.
  - Modifications based on analysis of student learning
  - Sound professional practice

- Report of Student Learning: (assesses Access to Knowledge) The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.
  - Clarity and accuracy of profile
  - Summary of the tables/charts
  - Evidence of impact on student learning

- Reflection and Self-Evaluation: (assesses Stewardship) The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.
  - Interpretation of student learning
  - Insights on effective instruction and assessment
  - Implications for future teaching
  - Implications for professional development

Candidate Dispositional Scale

The Candidate Dispositional Scale (CDS) has three sections used to assess candidate (a) locus of control, (b) aspirations and commitment to teaching, and (c) views regarding diverse students and their ability to address the needs of these students in instructional settings. CDS 1, Locus of Control, asks candidates about their responsibility to develop as a candidate and improve the learning of their students. CDS 2, Aspirations, asks candidates to identify ways in which they

will strive to improve their teaching. CDS 3, Diversity, asks candidates about what aspects of the culture and community will impact their teaching and the learning of their students. (See Appendix F for the complete instrument.) The three sections and the claims assessed are

- Locus of Control (assesses Stewardship)
- Aspirations (assesses Stewardship)
- Diversity (assesses Access to Knowledge)

PRAXIS II Test

PRAXIS II tests are developed by the Education Testing Service and assess content knowledge. They are used to assess the claim of Access to Knowledge because the score supports the content knowledge of the candidates. The state of Utah requires a passing score (set by the Utah State Office of Education) on the specific PRAXIS II test for a given content area teaching license. (http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnextoid=377baf5e44df4010VgnVCM10000022f95190RCRD&vgnextchannel=d378197a484f4010VgnVCM10000022f95190RCRD)

Major Grade Point Average

Candidates are required to have a 2.85 Major Grade Point Average (GPA) when they apply for student teaching. Major GPA is an average of the course grades in the candidates' major courses. It does not include grades from general education courses. The Major GPA assesses the claim of Access to Knowledge because it supports the content knowledge of the candidate.

Table 5 represents the connection between the three direct assessment instruments for licensure areas, CPAS, TWS, CDS, PRAXIS II Test, and Major GPA and the EPP claims.

Table 5: The Connection between the Educator Preparation Program Claims and Assessment Instruments

		Program Claims			
		Enculturation for Democracy	Access to Knowledge	Nurturing Pedagogy	Stewardship
Clinical Performance Assessment System (CPAS) based on the 10 INTASC Principles					
CPAS 1	Content		√		
CPAS 2	Learning & Development			√	
CPAS 3	Diversity		√		
CPAS 4	Instructional Strategies			√	
CPAS 5	Learning Environment & Management	√			
CPAS 6	Communication and Technology	√			
CPAS 7	Planning			√	
CPAS 8	Assessment			√	
CPAS 9	Reflection and Professional Development				√
CPAS 10	Collaboration, Ethics, Relationships				√
Teacher Work Sample (TWS)					
TWS 1	Contextual Factor		√		
TWS 2	Learning Goals and Objectives			√	
TWS 3	Assessment Plan			√	
TWS 4	Design for Instruction			√	
TWS 5	Instructional Decision Making		√		
TWS 6	Report of Student Learning		√		
TWS 7	Reflection and Self-evaluation				√
Candidate Dispositional Scale (CDS)					
CDS1	Locus of Control				√
CDS2	Aspirations				√
CDS3	Diversity		√		
PRAXIS II					
Content Area Scores			√		
Major GPA					
2.85 required at st teaching application			√		

Indirect measures of candidate work include completion of program requirements and student surveys including BYU Senior Survey, BYU Alumni Survey, and Employer Survey created by Educational Benchmarks Inc (EBI). The Professional and Interpersonal Behavior Scale (PIBS) addresses behaviors related to personal integrity, flexibility, initiative, etc. as they apply in professional settings of teaching and is completed by both candidates and instructors. Our faculty acknowledged that there were a number of behaviors and attitudes often manifest by students at various stages in the program that were not conducive to good professional interaction. PIBS is required in some key courses but any instructor may submit a PIBS report to a department associate chair when the candidate's behavior falls below program standards. The associate chair uses PIBS "red flags" to initiate remediation when necessary.

We also collect data that helps us assess our program such as the Field Experience Demographics (FED) worksheet. The FED is a record of the diversity of the students and cooperating teachers in the classrooms that our candidates work in during their practicum and student teaching experiences. Each teacher licensure program at BYU has a Learning Outcomes webpage where these assessments are listed as either direct or indirect measures of student learning. (See
https://learningoutcomes.byu.edu/wiki/index.php/Expected_Learning_Outcomes%2C_Evidence_and_Assessment)

While these instruments are used to assess our candidates, they are also used to assess our program. An EPP Assessment Team completes an annual comprehensive data analysis report (self study) on all digitized data. Data is "scrubbed and cleaned up" to create accurate and assessable data sets. An interpretive analysis report is completed including unit strengths and areas needing improvement. This report also includes delimitations found among the data and major considerations for action to improve the assessment system.

Section 3 – Method

Claims and Instrument Connections

The Moral Dimensions of Teaching, Enculturation for Democracy, Access to Knowledge, Nurturing Pedagogy, and Stewardship for Schools, are assessed using three main instruments (a) Clinical Practice Assessment System (CPAS), (b) Teacher Work Sample (TWS), (c) Candidate Disposition Scales (CDS). Additional evidence includes the Praxis II test scores and the candidates' Major GPA. Data is collected for all candidates throughout the program using LiveText™ and analyzed at the end of each semester. The following is a discussion of each EPP claim and the instrument items used to assess it.

Enculturation for Democracy

The Enculturation for Democracy claim requires candidates to demonstrate that they create learning environments that foster respect and civil discourse among their students, and design instruction that engages students in critical thinking and problem solving. These are assessed using CPAS 5, Management and Motivation, and CPAS 6, Communication and Technology:

- CPAS 5 (Management and Motivation): The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

- CPAS 6 (Communication and Technology): The candidate uses knowledge of affective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

Access to Knowledge

The Access to Knowledge claim requires candidates to demonstrate that all students can learn. They design instruction based on the cultural backgrounds of all students and modify instructions based on the needs of students. In order to create appropriate instruction the candidates must demonstrate that they understand the content they will teach. The following assessment components are used to measure Access to Knowledge:

- CPAS 1 (Content Knowledge): The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students

- CPAS 3 (Diverse Learner): The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners

- TWS 1 (Contextual Factors): The candidates uses information about the learning-teaching context and student individual differences in setting learning goal(s) and objectives and planning instruction and assessment including knowledge of community,

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school, and classroom factors, knowledge of characteristics of students, and implications for instructional planning and assessment

- TWS 5 (Instructional Decision Making): The candidate uses ongoing analysis of student learning to make instructional decisions

- TWS 6 (Student Learning): The candidate uses assessment data to profile student learning and communicate information about student progress and achievement

- CDS 3 (Diversity): The candidate believes that all students can learn

- Praxis II: Candidates score at or above the Utah State approved cut-off score for the appropriate Praxis II content test.

- Major GPA: The candidate will have a Major GPA of 2.85 before being allowed to apply for student teaching.

Nurturing Pedagogy

The Nurturing Pedagogy claim requires candidates to design and implement lessons, and assess students with a sense of caring and nurturing of their students. The candidates believe that when the pedagogy used to teach content is nurturing, students not only *learn* content but *learn to love* the content and become life-long learners. The components of the assessment that are used to assess this claim are:

- CPAS 2 (Student Learning and Development): The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development

- CPAS 4 (Instructional Strategies): The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills

- CPAS 7 (Planning): The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals

- CPAS 8 (Assessment): The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner

- TWS 2 (Learning Goals and Objectives): The candidate sets significant, challenging, varied and appropriate learning goal(s) and objectives based on state/district content standards

- TWS 3 (Assessment Plan): The candidate uses multiple assessment modes aligned with learning goal(s) and objectives to assess student learning before, during and after instruction

- TWS 4 (Design for Instruction): The candidate designs instruction for specific learning goal(s) and objectives that address characteristics and needs of students, and the learning context

Stewardship

The Stewardship claim requires candidates to demonstrate that they are part of a learning community and share a responsibility to collaborate with all members of the community to improve teaching and learning. Candidates show that they are reflective about their practice and are involved in professional development. The assessment components that indicate these requirements are:

- CPAS 9 (Reflective Practitioner): The candidate continually evaluates the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally

- CPAS 10 (Interpersonal Relationships): The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being

- TWS 7 (Refection): The candidate reflects with the learning community about the relationship between instruction and student learning in order to improve teaching practices

- CDS 1 (Locus of Control): The candidate believes that they have responsibility for the learning that takes place in their classroom and community.

- CDS 2 (Aspirations): The candidate indicates ways in which he/she can improve their teaching

PRAXIS II Tests

Brigham Young University began requiring PRAXIS II Tests as early as 2000 in selected areas where a PRAXIS test had been established. Initially not all tests had a set cut score for passing. Data from our students as well as students from across the State were used to establish cut scores by the Utah State Office of Education (USOE). Beginning in 2005 the USOE began requiring the PRAXIS test for all candidates in licensure areas for which tests have been identified. Teacher candidates who receive initial licensure and teach in Utah's public schools are also required to pass the Principles of Learning and Teaching (PLT) developed by ETS by the third year of their teaching as a part of the USOE requirements for a Level II renewable license. The cut score for this test is reviewed annually by the USOE.

The implementation schedule of each instrument is outlined in Table 6.

Table 6: Key Assessment Implementation

Data Source	Year Implemented					
	2003	**2004**	**2005**	**2006**	**2007**	**2008**
State Licensing Exam	Praxis II	Praxis II	Praxis II	Praxis II	Praxis II	Praxis II
Clinical Practice & Field Experience	CPAS	CPAS TWS	CPAS TWS	CPAS TWS	CPAS TWS	CPAS TWS
Dispositional Assessments	PIBS	PIBS CDS	PIBS CDS	PIBS CDS	PIBS CDS	PIBS CDS
Diversity Assessments		FED	FED	FED	FED	FED
Technology Assessments	Technology Self-Assessment	TSA	TSA	TSA	TSA	TSA
Major GPA	For St Teaching application	For St Teaching application	For St Teaching application	For St Teaching application	For St Teaching application	For St Teaching application
Key: CPAS: Clinical Practice Assessment System TWS: Teacher Work Sample PIBS: Professional Interpersonal Behavior Scales CDS: Candidate Dispositional Scales FED: Field Experience Demographics TSA: Technology Skills Assessment						

Assessments Linked to TEAC Quality Principles and Crosscutting Themes

Subject Matter Knowledge

Subject matter knowledge of candidates is assessed through (a) national standardized test, the PRAXIS II series, (b) observational data collected during field experiences, CPAS Principle 1 (content), (c) performance assessments of candidates, TWS Item 2 (learning goals and objectives), and (d) Major GPA. These instruments provide information about candidates' content knowledge and their skills in making subject matter meaningful to learners. The Major GPA is a reflection of success on course-level exams, assignments, and reflective journals.

Pedagogy

Pedagogy is assessed using both observational assessments (CPAS) and performance assessments (TWS). The specific items used to assess pedagogy include CPAS Principle 2 (learning & development), CPAS Principle 4 (instructional strategies), CPAS 7 (planning), CPAS 8 (assessment), TWS Item 2 (learning goals & objectives), TWS Item 3 (assessment plan), and TWS Item 4 (design for instruction).

Caring Teacher Skills

Caring Teaching Skills are assessed using CPAS Principle 3 (diversity), CPAS Principle 5 (learning environment & management), CPAS 6 (communication), CPAS 9 (reflection and professional development), CPAS 10 (collaboration, ethics, and relationships), TWS Item 5 (instructional decision making), TWS Item 6 (report of student learning), TWS Item 7 (reflection and self-evaluation) along with the CDS and PIBS instruments that assess the caring and professional nature of candidates.

Lifelong Learning

Lifelong learning is assessed while candidates are in the program and as alumni. CPAS 9 (reflection and professional development), CPAS 10 (collaboration, ethics, and relationships), and TWS 10 indicate that candidates understand and are engaged in lifelong learning through reflection and collaboration. The Senior Survey, BYU Alumni Survey, and Employer Survey assess how alumni are continuing in their lifelong learning.

Multicultural Perspectives

Several components of our assessment instruments indicate multicultural perspectives but the TWS focuses on teaching students from many backgrounds. The TWS is designed to assess how our candidates use contextual factors (TWS item 1) of their students as they plan units with objectives (TWS item 2), assessments (TWS item 3), and instructional strategies (TWS item 4). In TWS item 6 candidates review how students from different multicultural perspectives have learned the material presented in the unit. Finally in TWS item 7 candidates reflect how lessons can be improved to address the learning of all students. When the candidates are student teaching they are assessed through the observational assessment of CPAS 3 (diversity). The CDS 3 assesses the self report of students' diversity understanding.

Technology

Technology integration and assessment are integral to our program. At the entry point students complete the Technology Skills Assessment that indicates if they need to be remediated before they can continue in the program. Throughout many of the methods courses our candidates integrate technology into lessons they develop. While student teaching the candidates integrate technology in the unit for the TWS which is assessed in TWS item 4. Candidate use of technology is observed and assessed in CPAS Principle 6, Communication and Technology.

Assessment Instrument Development

Program assessment instruments were developed collaboratively by groups of instructors, administrators, and public school teachers. Instructors then piloted the new instruments and refined them based on the collective judgment of who helped develop them. Data from the instruments were examined using the reporting feature of the LiveText™ system, which provides reports on overall student performance and inter-rater reliability among instructors.

Clinical Practice Assessment System

The initial version of the Clinical Practice Assessment System (CPAS) was developed by members of the EPP assessment team, district liaisons and clinical faculty associates (CFAs). The INTASC Principles were used as ten categories of the instrument. A formative version of the instrument was also developed. A set of from two to six indicators of each of the ten items was chosen from the INTASC literature. Initially these were scored in both the formative and final CPAS form, but in 2006 the final form eliminated these scores and a single score for each of the ten CPAS categories was given by the evaluator.

Initially the scoring rubric for each item was comprised of a 5-point scale with descriptors written at each scale point for each indicator. University field supervisors were invited to review the documents and participate in training/discussion sessions to provide feedback on this pilot version of the assessment. Following considerable discussion and feedback, resulting in a series of revisions in the descriptors and the format, field supervisors agreed to field test the instrument during the remainder of that semester, using it alongside the existing form.

When the instrument was completed, school and university clinical facilitators as well as public school teachers were trained on how to use it and subsequently provided preliminary feedback. (See training PowerPoint). Selected faculty were placed in groups, shown a videotape of a teaching episode, and asked to use the instrument to evaluate the teaching situation. Following individual ratings, they were given the opportunity to compare their evaluations and discuss discrepancies. From this discussion came considerable feedback on the validity and design of the instrument and on the process for its administration. This activity was repeated twice. Changes and refinements were made each time, thus improving the quality of the instrument and addressing inter-rater reliability. Examination of these data allowed the collection of inter-rater reliability data among those completing the CPAS instrument. The reliability coefficients for trained users ranged from .69-.98 with the exception of one standard. Several CPAS indicators were slightly altered to improve reliability. Several secondary areas and the special education area added indicators to the formative form of the CPAS that included specific language related to their content area.

Teacher Work Sample

Several capstone performance based activities (portfolios, Teacher Work Sample) were investigates and discussed by the EPP assessment team. They discussed options with at teacher education and Secondary Design Team meetings. Many felt that the TWS was a strong viable option because of its national presence (Renaissance group). A great deal of work was done to modify the document that would be given to our candidates to guide them. This included work on the item prompts, rubrics, and scoring processes. The TWS has undergone several modifications and will continue to do so as we learn from the data collected.

Candidate Dispositional Scales

The initial Candidate Dispositional Scales (CDS) was pilot-tested with candidates. Statistical analysis suggested that, though many of the items individually provided interesting insights into

the attitudes and beliefs of the candidates, they were not homogeneous and did not constitute a single scale. Furthermore, there were not enough items in categories that factored out to provide reliable information. Dr. Richard Sudweeks of the Instructional Psychology and Technology department volunteered to have his measurement class take on the refinement of the scale(s) as a class project. In doing their analysis, they determined that there were four primary underlying traits that could be assessed—Values, Aspirations, Locus of Control, and Diversity. Four independent scales were developed and piloted and, with a few exceptions, they showed reliabilities of .70 or greater for each scale. The final CDS instrument has three sections. CDS 1 asks candidates to

> Decide to what extent you agree or disagree with the idea expressed in each of the statements listed below. If you are not currently employed as a teacher, choose the answer that best describes how you believe you would most likely perform as a teacher. Do not exaggerate. Be as honest as you can. Respond to every item; do not leave any blank.

CDS 2 has instructions that state

> In your work as a teacher, how frequently do you personally engage in or perform each of the activities listed below? If you are not currently employed as a teacher, choose the answer that best describes how you believe you would most likely perform. Do not exaggerate. Be as honest as you can. Select the answer which best describes you. Respond to every item; do not leave any blank.

CDS 3 instructs candidates to

> Respond to each of these items regarding how typical it is of your CURRENT PRACTICE and how COMPETENT you feel in this area. If you are not currently teaching, choose the answer that best describes how you believe you would most likely perform. Respond to every item; do not leave any blank.

Professional Interpersonal Behavior Scale

The Professional and Interpersonal Behavior Scale (PIBS) is used to evaluate candidate dispositions and behavior in our program. The items were created by a committee of faculty and public school teachers, piloted in the Elementary Education Program and modified based on discussions with participants. Initially each item was assessed on a 5-point scale but after a few semesters of use faculty agreed that it would be used as a "red-flag" of student inappropriate behavior. When a student is failing on a PIBS item a statement is sent to the Associate Chair of the Department of Teacher Education for counseling.

All instruments continue to undergo this process to improve reliability and validity. Technology will play a key role in collecting and analyzing data for accuracy, fairness, and consistency. Data collected from the assignments and assessment instruments through the LiveText™ system will be examined on a regular basis. The LiveText™ system provides the functional capability to compare student performance on assessments with other indicators of candidate competency.

This comparison provides some validation for the assignments and assessments and may help determine their predictability relative to students' ultimate success in the program. Regular examination of these data will enhance our ability to provide fair, accurate, and consistent results to our candidates.

Reliability and Validity

Clinical Practice Assessment System

CPAS is based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. Information about the reliability and validity of the INTASC Principles for beginning teachers can be found at:

- http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/

- Ladson-Billings, G. and Darling-Hammond, L. (2000). The Validity of National Board for Professional Teaching Standards (NBPTS)/Interstate New Teacher Assessment and Support Consortium (INTASC) Assessments for Effective Urban Teachers: Findings and Implications for Assessments. ERIC #:ED448152

Ongoing training to improve inter-rater reliability for the CPAS and other assessment instruments has been on-going for the early childhood, elementary, secondary education, and special education faculty as well as public school teachers who have our candidates in their classrooms. Recording these data in LiveText™ will allow us to quickly check for inter-rater reliability. In addition, LiveText™ is compatible with Excel and other statistical programs such as SPSS, furthering our options for statistical analysis.

Tables 7, 8, 9, and 10 are examples of the correlations of university supervisors (US) and mentor teacher (MT) scores for CPAS scores. University supervisor and mentor teacher correlations on the same CPAS item have been highlighted in gray. The only correlation that is not significant is CPAS 6 (Communication and Technology) for the special education area. The early childhood correlation for CPAS 7 (Planning), and the special education CPAS 2 (Student Learning and Development) and CPAS 8 (Assessment) are significant at the .05 level. All other correlations are significant at the .01 level. The high correlations indicate the reliability of this assessment instrument.

Table 7: CPAS ECE Mentor Teacher & University Supervisor Score Comparison Fall '07 & Winter '08 Combined

		Content Knwldg.	Std. Learn & Devlp.	Diverse Learners	Instrctnl. Strtgs.	Mngmnt & Mtvtn.	Cmmnctn. & Tchnlgy.	Planning	Asssssmnt.	Reflect. Prctnr.	Prof. & Inter. Relations.
Mentor Teacher Block 1 & 2 Transition 3	M	4.56	4.34	4.08	4.34	4.16	4.18	4.62	4.28	4.56	4.54
	SD	.5635	.6803	.7809	.7277	.7785	.8268	.61	.7774	.6461	.6839
University Supervisor Block 1 & 2 Transition 3	M	4.39	4.36	3.9	4.28	4.13	3.97	4.61	3.92	4.69	4.46
	SD	.6132	.6333	.7682	.6863	.6946	.6823	.5853	.7593	.5336	.6727
Pearson r Correlation		US 1	US 2	US 3	US 4	US 5	US 6	US 7	US 8	US 9	US 10
	MT 1	.416**	.408**	.360**	.367**	.279*	.308*	.221	.264*	.365**	.325*
	MT 2	.349**	.403**	.321*	.398**	.326*	.420**	.304*	.507**	.392**	.523**
** Correlation is significant at the 0.01 level (2-tailed)	MT 3	.384**	.445**	.375**	.330**	.256*	.506**	.218	.293*	.302*	.340**
	MT 4	.401**	.486**	.360**	.572**	.305*	.493**	.480**	.414**	.452**	.489**
* Correlation is significant at the 0.05 level (2-tailed)	MT 5	.351**	.453**	.306*	.256*	.484**	.355**	.290*	.249	.285*	.331**
	MT 6	.318*	.415**	.343**	.439**	.335**	.395**	.287*	.289*	.243	.418**
	MT 7	.270*	.315*	.311*	.414**	.315*	.330**	.278*	.400**	.504**	.632**
	MT 8	.291*	.436**	.186	.227	.302*	.175	.172	.378**	.373**	.452**
	MT 9	.405**	.478**	.414**	.433**	.317*	.496**	.325*	.536**	.464**	.514**
	MT 10	.344**	.498**	.344**	.431**	.277*	.367**	.264*	.327*	.418**	.656**

Table 8: CPAS ELED Mentor Teacher & University Supervisor Score Comparison Fall '07 & Winter '08 Combined

		Content Knwldg.	Std. Learn & Devlp.	Diverse Learners	Instrctnl. Strtgs.	Mngmnt & Mtvtn.	Cmmnctn. & Tchnlgy.	Planning	Asssssmnt.	Reflect. Prctnr.	Prof. & Inter. Relations.
Mentor Teacher Block 1 & 2 Transition 3	M	4.49	4.35	4.06	4.38	4.23	4.35	4.51	4.27	4.68	4.61
	SD	.6836	.6977	.7455	.725	.8166	.7131	.7096	.7038	.5852	.636
University Supervisor Block 1 & 2 Transition 3	M	4.5	4.38	3.8	4.28	4.24	4.18	4.54	4.04	4.78	4.58
	SD	.6798	.7048	.6771	.7589	.8076	.7052	.7041	.6985	.5324	.6647
Pearson r Correlation		US 1	US 2	US 3	US 4	US 5	US 6	US 7	US 8	US 9	US 10
	MT 1	.448**	.403**	.383**	.362**	.420**	.360**	.326**	.398**	.352**	.492**
	MT 2	.447**	.436**	.395**	.336**	.401**	.326**	.295**	.374**	.314**	.437**
** Correlation is significant at the 0.01 level (2-tailed)	MT 3	.484**	.507**	.465**	.403**	.459**	.370**	.376**	.437**	.321**	.505**
	MT 4	.409**	.436**	.398**	.403**	.383**	.413**	.355**	.405**	.366**	.482**
* Correlation is significant at the 0.05 level (2-tailed)	MT 5	.455**	.412**	.421**	.360**	.584**	.391**	.342**	.384**	.338**	.482**
	MT 6	.334**	.289**	.269**	.342**	.309**	.361**	.233**	.269**	.256**	.369**
	MT 7	.384**	.397**	.346**	.379**	.397**	.348**	.485**	.389**	.378**	.483**
	MT 8	.446**	.402**	.401**	.388**	.442**	.366**	.335**	.391**	.302**	.452**
	MT 9	.324**	.321**	.285**	.204**	.288**	.224**	.322**	.267**	.297**	.441**
	MT 10	.390**	.377**	.329**	.313**	.343**	.271**	.327**	.301**	.386**	.520**

Table 9: CPAS ALL SCED PROGRAMS Mentor Teacher & University Supervisor Score Comparison Fall '07 & Winter '08 Combined

		Content Knwldg.	Std. Learn & Devlp.	Diverse Learners	Instrctnl. Strtgs.	Mngmnt & Mtvtn.	Cmmnctn. & Tchnlgy.	Planning	Asssmnt.	Reflect. Prctnr.	Prof. & Inter. Relations.
Mentor Teacher Block 1 & 2 Transition 3	M	4.48	4.25	4.05	4.43	4.1	4.39	4.41	4.25	4.49	4.42
	SD	.6315	.7196	.7865	.7116	.8339	.7343	.7547	.7152	.7223	.7927
University Supervisor Block 1 & 2 Transition 3	M	4.42	4.15	3.89	4.34	4.19	4.3	4.28	3.97	4.48	4.42
	SD	.6391	.6573	.6535	.7281	.736	.7106	.7256	.5887	.6675	.679
Pearson r Correlation		US 1	US 2	US 3	US 4	US 5	US 6	US 7	US 8	US 9	US 10
	MT 1	.192**	.123*	.142*	.142*	.120*	.091	.163**	.075	.161**	.084
	MT 2	.161**	.252**	.206**	.245**	.257**	.140*	.213**	.140*	.189**	.206**
** Correlation is significant at the 0.01 level (2-tailed)	MT 3	.145**	.225**	.238**	.214**	.203**	.153**	.176**	.119*	.184**	.240**
	MT 4	.272**	.260**	.183**	.220**	.250**	.219**	.240**	.170**	.220**	.231**
* Correlation is significant at the 0.05 level (2-tailed)	MT 5	.211**	.294**	.195**	.220**	.357**	.247**	.189**	.145**	.142*	.218**
	MT 6	.182**	.223**	.161**	.171**	.243**	.184**	.190**	.084	.143*	.236**
	MT 7	.279**	.226**	.153**	.294**	.227**	.143*	.381**	.173**	.232**	.164**
	MT 8	.199**	.179**	.117*	.215**	.183**	.115*	.225**	.165**	.225**	.194**
	MT 9	.201**	.292**	.216**	.302**	.285**	.209**	.263**	.217**	.295**	.277**
	MT 10	.199**	.322**	.217**	.219**	.244**	.184**	.214**	.164**	.204**	.259**

Table 10: CPAS SPED Mentor Teacher & University Supervisor Score Comparison Fall '07 & Winter '08 Combined

		Content Knwldg.	Std. Learn & Devlp.	Diverse Learners	Instrctnl. Strtgs.	Mngmnt & Mtvtn.	Cmmnctn. & Tchnlgy.	Planning	Asssmnt.	Reflect. Prctnr.	Prof. & Inter. Relations.
Mentor Teacher Block 1 & 2 Transition 3	M	4.25	4.32	4.32	4.23	4.37	4.28	4.25	4.23	4.42	4.44
	SD	.9688	.8053	.8485	1.0525	.899	.8399	.9502	.9262	.8649	.8664
University Supervisor Block 1 & 2 Transition 3	M	4.025	3.975	4.11	4.08	4.1	3.84	3.89	3.83	4.37	4.23
	SD	.8469	.9055	.8471	.894	.8563	.9119	1.0252	.9858	.8843	.9466
Pearson r Correlation		US1	US2	US3	US4	US5	US6	US7	US8	US9	US10
	MT1	.412**	.337*	.305*	.479**	.511**	.253	.418**	.334**	.354**	.349**
	MT2	.329*	.335*	.191	.373**	.412**	.166	.316*	.232	.345**	.306*
** Correlation is significant at the 0.01 level (2-tailed).	MT3	.285*	.264*	.407**	.378**	.500**	.289*	.324*	.194	.378**	.402**
	MT4	.473**	.552**	.393**	.583**	.631**	.402**	.562**	.456**	.480**	.466**
* Correlation is significant at the 0.05 level (2-tailed).	MT5	.335*	.367**	.357**	.388**	.529**	.297*	.368**	.304*	.344**	.394**
	MT6	.212	.137	.138	.144	.216	.159	.136	.144	.254	.180
	MT7	.395**	.392**	.369**	.444**	.521**	.281*	.469**	.317*	.429**	.406**
	MT8	.409**	.405**	.269*	.483**	.416**	.313*	.483**	.302*	.382**	.352**
	MT9	.446**	.345**	.342**	.508**	.475**	.309*	.424**	.339*	.594**	.534**
	MT10	.248	.315*	.332*	.381**	.387**	.206	.279*	.286*	.481**	.493**

Teacher Work Sample

Field and clinical experiences for teacher candidates in early childhood, elementary, secondary education, and special education are designed so that candidates may demonstrate the proficiencies outlined in the claims. The Teacher Work Sample (TWS) is a performance assessment in which our candidates demonstrate how they plan, teach, assess, and analyze student learning. Candidate performance of content knowledge and pedagogy is also measured through the CPAS, which is based on the INTASC Principles, all of which are aligned with the EPP claims. Responsibilities and expectations increase from the first field placement to the capstone clinical experience. Accordingly, expectations for performance on the Clinical Practice Assessment System (CPAS) also increase.

The Special Education Mild/Moderate and Severe Disabilities areas have used a teaching portfolio to reflect the teaching skills of student teachers and interns. This portfolio includes 10 sections which align with the INTASC Principles. The portfolio has been scored on a A-B-C-D-E scale in the past. Beginning Fall, 2009, the fourth standard of the portfolio, Instructional Strategies, will be submitted on LiveText™ as the Teacher Work Sample and is graded on a 2-1-0 scale, consistent with the scale for TWS in the other teaching licensure areas in the MSE.

PIBS

The PIBS form is currently being used as a red-flag instrument. Instructors in core education courses complete a PIBS each semester. Instructors in other courses may complete a PIBS whenever they have a concern about a particular candidate. Each semester the Associate Chair of Teacher Education sends out an email reminding all education faculty that it is time to complete a PIBS and submit a red-flag report to him/her as needed. The Associate Chair then reviews the candidate's record in other courses and has an interview with the candidate to determine any remediation that is required.

CDS

Statistical testing was applied to each of the Candidate Dispositional Scales to refine the items and determine their predictive validity with regard to candidate success. Graduate students in the Department of Instructional Psychology and Technology (IP&T) have performed a Rasch data analysis on some scales to determine the validity of the items. Additional tests of scale homogeneity and integrity have been conducted to verify the usefulness of the data. Data have been gathered and compared over time to determine the relationship between various levels of response on these scales and ultimate candidate success in the workplace.

PRAXIS II

Because the PRAXIS II test is a national test, we have relied on the Education Testing System to report its reliability and validity. These can be found at http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=eba72d3631df4010VgnVCM10000022f95190RCRD&vgnextchannel=a461e3b5f64f4010VgnVCM10000022f95190RCRD#Reliability

Major Grade Point Average

Major Grade Point Averages of all departments are reviewed annual and reports are provided by the university. EPP candidates' Major GPAs are generally equal to or higher than other candidates in their respective content area department. Institutional GPAs are compared to similar institutions. The BYU average for 2006-2007 (3.23) was slightly lower than the national average of other private universities in the United States (3.30).

Sampling procedure and procurement of evidence

Data from CPAS, TWS, and CDS are collected on LiveText™ at multiple stages in the program. Table 11 indicates which assessments are reviewed at each interval. PRAXIS II test scores are entered into the student database that tracks admissions information, student teaching locations, and graduation data. Major GPA data is listed on the university data system AIM that tracks students' graduation requirements and course grades.

Table 11: Program Assessments

	Major Assessments		
	ECE/Elementary	**Secondary**	**Special Education**
Entry/	GPA Candidate Disposition Scales Technology Skills Assessment Department recommendation PIBS Prerequisite courses	GPA Candidate Disposition Scales Technology Skills Assessment 276R Instructor Recommendation PIBS Prerequisite courses	GPA Candidate Disposition Scales Technology Skills Assessment Department recommendation PIBS Prerequisite courses
Preclinical	GPA Course Grades PIBS CPAS Praxis II Content Exam	GPA Course Grades PIBS CPAS Praxis II Content Exam	GPA Course Grades PIBS CPAS Praxis II Content Exam
Clinical/ Exit	GPA TWS CDS PIBS CPAS FED Course Grades	GPA TWS CDS PIBS CPAS FED Course Grades	GPA TWS CDS PIBS CPAS FED Course Grades

Section 4 – Results

Data Summary by Claim

Faculty members and administrative leaders in the EPP (Educator Preparation Program) analyze and evaluate the generated data and assessment outcomes at regular intervals in the program (see master calendar in Appendix F). This analysis takes place with reports generated by and through the EPP Assessment and Analysis Team. The report provides the EPP key findings and highlights from teacher education core assessments, i.e. CPAS, TWS, CDS, and alumni and employer surveys. The reports are created with the intent of finding significant trends and highlights that indicate areas of excellence and areas in need of improvement. Tests of significance are conducted at the program level, but not globally.

An Executive Summary condenses hundreds of pages and charts from reports previously submitted to the EPP during the past year. These reports are developed in conjunction with stakeholders, and based upon data needs. All reports are available electronically in the LiveText system, and a hard copy is available in the McKay School Assessment, Analysis and Reporting Center, room 327 MCKB. The reports are prepared at the end of each semester, providing summaries of student performance as well as access to the artifacts and assessments that produced the data. The summaries are reviewed by administrative leaders and the faculty at large in identifying program strengths and weaknesses. Through thoughtful discussion and debate, consensus is reached, targets/goals for change are identified, and procedures are put in place to achieve the goals. When and if necessary, proposals are forwarded to the University Council on Teacher Education and the University Curriculum Committee for approval. Unit level analysis, evaluation, and improvement occur on a systematic basis. Under the direction of the EPP Executive Committee, assessment instruments are developed, tested, implemented, evaluated, and revised for the EPP. Data are aggregated and reported to the respective content area departments. Comparisons are made within and between areas.

Summary data for each program are represented in the following sections for each of the four Moral Dimensions of Teaching that define the claims of our program. Data from 2006-2007 and 2007-2008 are reported. We began to review data as early as 2004 but the early data were not as carefully collected because the instruments were under development, and scales of instruments have been changed during that timeframe. The full reports for each program and for each year are available in hard copy in 327 MCKB and on the MSE shared drive. Note that there are not data for the TWS in the Special Education program. The Special Education Mild/Moderate and Severe Disabilities have used a teaching portfolio to reflect the teaching skills of student teachers and interns. This portfolio includes 10 sections which align with the INTASC Principles. The portfolio has been scored on an A-B-C-D-E scale in the past. Beginning Fall, 2009, the fourth standard of the portfolio, Instructional Strategies, is submitted on LiveText™ as the Teacher Work Sample and is graded on a 2-1-0 scale, consistent with the scale for TWS in the other teaching licensure area in the MSE. Major GPAs are reviewed when the candidates apply for student teaching.

Enculturation for Democracy

The EPP assesses enculturation for democracy through two CPAS items and the CPAS narrative (see Table 12):

- CPAS Principle 5 (Learning Environment and Management): The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

- CPAS Principle 6 (Communication): The candidate uses knowledge of affective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

Table 12: Enculturation for democracy as assessed by CPAS 5 and 6

	Early Childhood Education				Elementary Education				Secondary Education				Special Education			
	2006-2007		2007-2008		2006-2007		2007-2008		2006-2007		2007-2008		2006-2007		2007-2008	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
	N=22	N=51	N=20	N=48	N=69	N=377	N=60	N=315	N=194	N=409	N=210	N=445	N=43	N=106	N=62	N=74
Enculturation for Democracy as assessed by CPAS 5, 6																
CPAS Principle 5: Learning Environment & Management	4.19 (0.71)	4.44 (0.54)	4.05 (0.69)	4.35 (0.73)	4.33 (0.66)	4.54 (0.50)	4.27 (0.97)	4.41 (0.71)	4.02 (0.71)	4.04 (0.59)	4.12 (0.76)	4.15 (0.80)	4.23 (0.93)	4.02 (0.78)	4.18 (0.88)	4.24 (0.89)
CPAS Principle 6: Communication	4.01 (0.60)	4.32 (0.48)	4.00 (0.86)	4.15 (0.65)	4.18 (0.66)	4.40 (0.52)	4.32 (0.95)	4.40 (0.61)	4.02 (0.67)	4.00 (0.59)	4.29 (0.74)	4.37 (0.71)	4.10 (0.89)	3.87 (0.81)	4.03 (0.83)	4.01 (0.97)

Typical statements in CPAS narratives also support the ways in which our candidates understand how to enculturate the students they teach in democratic behaviors of caring for and showing respect for others:

- [Her] ability to develop positive relationships helped students feel comfortable taking risks with their learning. This was a result of her affable personality, sincere encouragement, and democratic classroom. (University Supervisor (US) for El Ed 058775279)

- One interesting unit was about world religions. . . . [She] helped the students discuss the seemingly strange customs and relate them to how some might view their own customs as strange, too. (US for Sc Ed 430147966)

- Through her management, she created a democratic community of learners where teamwork and accountability were encouraged. (US for El Ed 919785676)

Access to Knowledge

Candidates who meet the claim of Access to Knowledge believe that all students can learn and they demonstrate the content knowledge required to teach all students. They design instruction based on the cultural backgrounds of all students and modify instructions based on the needs of students. The CPAS, TWS, CDS, PRAXIS II scores, Major GPA, and the CPAS narrative assessments that are used to assess Access to Knowledge are listed here along with the results in Table 13:

- CPAS Principle 1 (Content Knowledge): The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students

- CPAS Principle 3 (Diversity): The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners

- TWS 1 (Contextual Factors): The candidate uses information about the learning-teaching context and student individual differences in setting learning goal(s) and objectives, and planning instruction and assessment including knowledge of community, school, and classroom factors, knowledge of characteristics of students, and implications for instructional planning and assessment.

- TWS 5 (Instructional Decision Making): The candidate uses ongoing analysis of student learning to make instructional decisions.

- TWS 6 (Analysis of Student Learning): The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

- CDS 3 (Diversity): The candidate indicates through a self-report survey that s/he believes all students can learn and that the actions and planning of teachers demonstrate respect across differences of culture, race, abilities, language, gender, sexual preference, and socioeconomic resources.

- PRAXIS II Test Scores: The candidate meets the State of Utah cut score for the appropriate PRAXIS II content test.

- Major GPA: The candidate has a Major GPA of 2.85 or higher when applying for student teaching.

Table 13: Access to Knowledge as Assessed by CPAS 1, 3, TWS 1, 5, 6, CDS 3, Praxis II, Major GPA

	Early Childhood Education				Elementary Education				Secondary Education				Special Education			
	2006-2007		2007-2008		2006-2007		2007-2008		2006-2007		2007-2008		2006-2007		2007-2008	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
	N=22	N=51	N=20	N=48	N=69	N=377	N=60	N=315	N=194	N=409	N=210	N=445	N=43	N=106	N=62	N=74
CPAS 1: Content Knowledge	4.14 (0.68)	4.50 (0.41)	4.30 (0.73)	4.60 (0.49)	4.26 (0.64)	4.44 (0.48)	4.43 (0.93)	4.67 (0.53)	4.00 (0.65)	4.02 (0.55)	4.47 (0.66)	4.44 (0.61)	4.23 (0.86)	3.84 (0.84)	4.16 (0.93)	4.08 (0.89)
CPAS Principle 3: Diversity	3.71 (0.60)	4.05 (0.61)	4.20 (0.62)	4.02 (0.79)	3.96 (0.77)	4.19 (0.61)	3.95 (0.95)	4.09 (0.60)	3.77 (0.77)	3.71 (0.65)	4.00 (0.76)	3.98 (0.71)	4.15 (0.82)	3.93 (0.81)	4.05 (0.91)	4.32 (0.78)
TWS 1: Contextual Factors	N=8 3.04 (0.58)	N=10 3.03 (0.81)	N=9 3.07 (0.52)	N=22 3.32 (0.69)	N=30 4.10 (0.71)	N=86 4.02 (0.65)	N=36 3.35 (0.65)	N=158 4.05 (0.69)	N=61 3.82 (0.70)	N=99 3.91 (0.71)	N=67 4.07 (0.62)	N=159 3.95 (0.73)	---	---	---	---
TWS 5: Instctnal Decision Making	3.31 (0.92)	3.15 (0.58)	3.67 (1.09)	3.39 (0.76)	3.83 (0.69)	3.69 (0.71)	3.38 (0.75)	3.80 (0.82)	3.82 (0.76)	3.80 (0.69)	3.96 (0.68)	3.83 (0.80)	---	---	---	---
TWS 6: Analysis of Student Learning	3.08 (0.81)	3.30 (0.61)	3.12 (0.73)	3.20 (0.74)	3.82 (0.69)	3.59 (0.67)	3.31 (0.64)	3.83 (0.83)	3.74 (0.62)	3.75 (0.64)	3.98 (0.79)	3.82 (0.75)	---	----	---	---
CDS 3: Diversity	**N=14** 3.62 (0.50)	**N=25** 4.15 (0.50)	**N=8** 4.15 (0.43)	**N=26** 4.34 (0.38)	**N=68** 3.86 (0.58)	**N=113** 4.08 (0.46)	**N=26** 4.18 (0.45)	**N=159** 4.12 (0.46)	**N=106** 3.97 (0.48)	**N=241** 3.92 (0.56)	**N=100** 4.07 (0.51)	**N=219** 4.01 (0.48)	**N=16** 3.88 (0.41)	**N=43** 4.05 (0.54)	**N=22** 4.36 (0.42)	**N=38** 4.11 (0.60)
Praxis II Passing Score Mean St Dev % Passing	N=8 150 177.88 (16.03) 100.00	N=28 150 169.96 (15.13) 96.43	N=5 150 170.26 (19.93) 80.00	N=29 150 172.90 (11.19) 100.00	N=36 150 175.72 (13.10) 94.44	N=199 150 178.17 (11.36) 99.00	N=33 150 179.72 (13.92) 96.97	N=174 150 179.11 (11.38) 100.00	See individual content area data found in the tables 16-22 Range 50%-100%				Mld/md 155 N=9 177.89 (10.89) 88.89	Mld/md 155 N=15 184.67 (9.45) 100.00	Mld/md 155 N=3 163.33 (4.62) 100.00	Mld/md 155 N=2 170.00 (0.00) 100.00
Praxis II Passing Score N Mean St Dev % Passing													Severe 159 N=2 178.00 (4.40) 100.00	Severe 159 N=9 172.56 (12.21) 88.89	Severe 159 N=6 173.50 (16.99) 66.67	Severe 159 N=15 170.93 (13.17) 86.67
Major GPA	3.60 (0.31)	3.60 (0.21)	3.59 (0.23)	3.64 (0.10)	3.67 (0.20)	3.70 (0.22)	3.71 (0.25)	3.73 (0.22)					3.71 (0.28)	3.62 (0.32)	3.80 (0.19)	3.69 (0.18)

Comments from the CPAS narrative that support Access to Knowledge are:

- [She] has demonstrated a sincere commitment to help her students with disabilities to achieve. She worked respectfully with students from a variety of cultural, economic, and ethnic backgrounds. (US for Sp Ed 032325626)

- On [her] second day in the classroom we got a new student from Mexico who spoke very little English. [She] translated spelling words and school phrases into Spanish for our new student. She also incorporated Spanish songs and vocabulary into her lessons to help our class to better communicate with and welcome our new student. (Mentor Teacher (MT) for El Ed 398850336)

Nurturing Pedagogy

Nurturing Pedagogy is assessed using CPAS 2 (Learning & Development), CPAS 4 (Instructional Strategies), CPAS 7 (Planning), CPAS 8 (Assessment), TWS 2 (Learning Goals & Objective), TWS 3 (Assessment Plan), TWS 4 (Design for Instruction), and the CPAS narrative. Results for each of the groups of students are reported in Table 14.

- CPAS 2 (Learning & Development): The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development

- CPAS 4 (Instructional Strategies): The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills

- CPAS 7 (Planning): The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals

- CPAS 8 (Assessment): The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner

- TWS 2 (Learning Goals & Objective): The candidate sets significant, challenging, varied and appropriate learning goal(s) and objectives based on state/district content standards

- TWS 3 (Assessment Plan) The candidate uses multiple assessment modes aligned with learning goal(s) and objectives to assess student learning before, during and after instruction

- TWS 4 (Design for Instruction): The candidate designs instruction for specific learning goal(s) and objectives that address characteristics and needs of students, and the learning context

Table 14: Nurturing Pedagogy as assessed by CPAS 2, 7, 8, TWS 2, 3, 4, CDS 1

	Early Childhood Education				Elementary Education				Secondary Education				Special Education			
	2006-2007		2007-2008		2006-2007		2007-2008		2006-2007		2007-2008		2006-2007		2007-2008	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
	N=22	N=51	N=20	N=48	N=69	N=377	N=60	N=315	N=194	N=409	N=210	N=445	N=43	N=106	N=62	N=74
CPAS 2: Learning & Development	4.00 (0.68)	4.40 (0.44)	4.20 (0.70)	4.46 (0.65)	4.19 (0.58)	4.36 (0.52)	4.38 (0.92)	4.50 (0.61)	3.99 (0.70)	3.97 (0.59)	4.20 (0.69)	4.20 (0.70)	4.22 (0.83)	3.88 (0.78)	4.21 (0.93)	4.04 (0.84)
CPAS 4: Instructional Strategies	4.13 (0.60)	4.44 (0.54)	4.10 (0.64)	4.52 (0.58)	4.32 (0.60)	4.49 (0.51)	4.33 (0.91)	4.52 (0.62)	4.13 (0.69)	4.15 (0.60)	4.32 (0.73)	4.41 (0.70)	4.20 (0.91)	3.85 (0.88)	4.23 (0.88)	4.07 (1.03)
CPAS 7: Planning	4.02 (0.63)	4.45 (0.63)	4.45 (0.69)	4.77 (0.47)	4.36 (0.65)	4.49 (0.57)	4.53 (0.93)	4.65 (0.59)	3.98 (0.78)	3.99 (0.64)	4.30 (0.76)	4.37 (0.72)	4.26 (0.97)	4.00 (1.02)	4.15 (1.04)	3.95 (0.98)
CPAS 8: Assessment	3.71 (0.86)	4.13 (0.54)	4.05 (0.89)	4.08 (0.74)	4.10 (0.66)	4.31 (0.58)	4.15 (0.97)	4.31 (0.60)	3.93 (0.74)	4.00 (0.62)	4.10 (0.71)	4.14 (0.65)	4.07 (0.99)	3.80 (1.02)	4.02 (1.09)	3.99 (0.87)
TWS 2: Learning Goals & Objective	3.84 (0.53)	3.53 (0.74)	3.47 (0.64)	3.15 (0.68)	4.10 (0.71)	3.86 (0.68)	3.42 (0.76)	3.91 (0.71)	3.90 (0.60)	3.82 (0.60)	3.98 (0.77)	3.84 (0.73)	---	---	---	---
TWS 3: Assessment Plan	3.18 (0.54)	3.00 (0.51)	3.09 (0.78)	3.26 (0.86)	3.80 (0.63)	3.65 (0.63)	3.23 (0.71)	3.69 (0.75)	3.83 (0.58)	3.75 (0.67)	3.95 (0.75)	3.80 (0.73)	---	---	---	---
TWS 4: Design for Instruction	3.00 (0.69)	2.56 (0.60)	2.96 (0.55)	3.15 (0.93)	3.79 (0.66)	3.58 (0.63)	3.27 (0.64)	3.67 (0.77)	3.91 (0.59)	3.75 (0.66)	3.98 (0.70)	3.81 (0.76)	---	---	---	---

The following statements from CPAS narratives support the quantitative data:

- Education for [her] became a truly moral endeavor. Her positive interactions with her students during, before, and after class reflected the respect her students had for her and her nurturing approach towards the students. (US for Sc Ed 903147609)

- She fostered a community of learners and built strong, positive relationships among her students. [She] exhibited unusual strength in her ability to manage difficult students. She had several students who were especially challenging, yet she remained consistent and loving when following through with appropriate rewards and consequences. [She] was aware of the individual needs and abilities of all her students and made the necessary accommodations to meet their needs. (US for ECE 617471079)

- As the students worked with their group [she] was able to handle groups that weren't working well together as a group, she dealt with the individual that decided to 'give-up' and quickly had the student working with her group again. Yet it wasn't simply her management that was exciting, the students were actively involved with their own learning. You could see the pride in their eyes as each group shared their political cartoon. (MT for El Ed 917428959)

Stewardship for Schools

Stewardship for the schools is assessed through CPAS 9 (Reflective Practitioner), CPAS 10 (Professionalism and Interpersonal Relationships), TWS 7 (Reflection & Self-Evaluation), CDS 1 (Locus of Control), CDS 2 (Aspirations), and the CPAS narrative. Candidates who meet the Stewardship claim understand that they are part of a learning community and share a responsibility to collaborate with all members of the community to improve teaching and learning. (See Table 15)

- CPAS 9 (Reflective Practitioner): The candidate continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally

- CPAS 10 (Professionalism and Interpersonal Relationships): The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being

- TWS 7 (Reflection & Self-Evaluation): The candidate reflects with the learning community about the relationship between instruction and student learning in order to improve teaching practices

- CDS 1 (Locus of Control): The candidate indicates through a self-report survey that s/he believes that the responsibility for the classroom environment and student engagement in class is dependent on the teacher as well as the student. The candidate takes responsibility for his/her role in setting a tone for success of all students.

- CDS 2 (Aspirations): The candidate indicates through a self-report survey that s/he believes it is the teachers responsibility to stay current in the subject matter s/he teaches, and in the pedagogical practices that support the learning of all students.

Table 15: Stewardship as assessed by CPAS 9, 10, TWS 7, CDS 2

	Early Childhood Education				Elementary Education				Secondary Education				Special Education			
	2006-2007		**2007-2008**		**2006-2007**		**2007-2008**		**2006-2007**		**2007-2008**		**2006-2007**		**2007-2008**	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
	N=22	N=51	N=20	N=48	N=69	N=377	N=60	N=315	N=194	N=409	N=210	N=445	N=43	N=106	N=62	N=74
CPAS 9: Reflective Practitioner	4.50 (0.65)	4.76 (0.43)	4.55 (0.76)	4.67 (0.63)	4.57 (0.67)	4.81 (0.41)	4.65 (0.86)	4.83 (0.42)	4.36 (0.73)	4.39 (0.65)	4.43 (0.72)	4.53 (0.98)	4.29 (0.85)	4.02 (0.88)	4.52 (0.76)	4.29 (0.95)
CPAS 10: Professionalism and Interpersonal Relationships	4.36 (0.68)	4.71 (0.45)	4.35 (0.67)	4.56 (0.74)	4.56 (0.67)	4.71 (0.47)	4.53 (0.91)	4.73 (0.51)	4.19 (0.68)	4.22 (0.62)	4.38 (0.79)	4.45 (0.71)	4.27 (0.89)	4.10 (0.88)	4.39 (0.82)	4.26 (0.99)
TWS 7: Reflection & Self-Evaluation	3.41 (0.40)	2.95 (0.39)	3.39 (0.50)	3.39 (0.49)	3.84 (0.62)	3.68 (0.62)	3.39 (0.67)	3.63 (0.77)	4.12 (0.70)	3.91 (0.71)	4.12 (0.71)	3.91 (0.76)	---	---	---	---
CDS 1: Locus of Control	3.53 (0.30)	3.77 (0.20)	3.80 (0.27)	3.88 (0.13)	3.66 (0.30)	3.75 (0.25)	3.76 (0.21)	3.77 (0.23)	3.59 (0.28)	3.63 (0.29)	3.73 (0.24)	3.66 (0.26)	3.63 (0.30)	3.73 (0.25)	3.82 (0.26)	3.78 (0.25)
CDS 2: Aspirations	3.08 (0.35)	3.53 (0.34)	3.64 (0.31)	3.54 (0.30)	3.28 (0.45)	3.40 (0.35)	3.49 (0.35)	3.45 (0.35)	3.30 (0.36)	3.35 (0.39)	3.47 (0.35)	3.40 (0.35)	3.21 (0.34)	3.28 (0.43)	3.51 (0.37)	3.41 (0.37)

The CPAS narratives support Stewardship with these statements:

- [She] quickly became a respected and valued member of our 4th grade team by willingly accepting opportunities to become involved in grade level assignments such as recess, before and after-school duty, and assisting with the planning of culminating activities following social studies units. . . . School secretary, lunch employees, and custodian appreciated her thoughtful consideration and repeatedly commented regarding her resourcefulness in being able to obtain full benefit from their skills, services, and resources through personal interaction. (MT for El Ed 331170976)

- Over the past two months, I have observed that [he] has a straightforward manner and ease which helps him work with students, faculty and parents effectively. He treats people with respect and professionalism. This open-door policy allows him to relate well on many levels with people in the school community. (MT for Sc Ed 907356967)

- [He] played a big role in the PUSH program (Advanced History classes) at our school. In the program students travel to many places in our community where students were directed to experience unique hands-on learning activities. (MT for Sc Ed 518075036)

The previous tables have reported results of the Early Childhood, Elementary, Secondary, and Special Education candidates. The following tables, 16-22, report the individual content area data organized by the seven colleges in the EPP including the following:

The data are organized by EPP claim as they have been in the previous sections. Each content are uses these results to compare their candidates with others in their college as well as with all secondary candidates across the university.

Table 16: College of Engineering and Technology

	Technology Teacher Education			
	2006-2007		**2007-2008**	
	Fall	Winter	Fall	Winter
	N=25	N=18	N=27	N=20
Enculturation for Democracy Assessed by CPAS 5, 6				
CPAS Principle 5: Learning Environment & Management	4.18 (0.74)	3.50 (0.46)	4.11 (0.70)	3.90 (0.79)
CPAS Principle 6: Communication	4.11 (0.75)	3.39 (0.47)	4.30 (0.82)	4.40 (0.75)
Access to Knowledge as assessed by CPAS 1, 3, TWS 1, 5, 6, CDS 3, Praxis II, Major GPA				
CPAS 1: Content Knowledge	4.08 (0.72)	3.53 (0.38)	4.19 (0.68)	4.30 (0.68)
CPAS Principle 3: Diversity	3.81 (0.92)	3.13 (0.46)	3.85 (0.72)	3.65 (0.67)
TWS 1: Contextual Factors	**N=3** 2.78 (0.19)	**N=15** 3.42 (0.39)	**N=14** 3.69 (0.38)	**N=9** 4.19 (0.34)
TWS 5: Instructional Decision-Making	2.33 (0.58)	3.20 (0.75)	3.57 (0.58)	3.94 (0.53)
TWS 6: Analysis of Student Learning	2.33 (.58)	3.33 (0.57)	3.32 (0.98)	3.89 (0.36)
CDS 3: Diversity	No data	N=14 4.01 (0.53)	N=13 4.01 (0.41)	N=10 3.90 (0.52)
Praxis II Passing Score Mean St Dev % Passing	N=5 600 660.00 (73.82) 80.00	N=19 600 672.63 (47.47) 100.00	N=9 600 674.44 (37.78) 100.00	N=29 600 663.33 (40.97) 100.00
Major GPA	3.49 (0.25)	3.39 (0.39)	3.40 (0.22)	3.49 (0.41)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8, TWS 2, 3, 4, CDS 1				
CPAS 2:	4.18	3.53	4.00	4.00

Learning & Development	(0.75)	(0.34)	(0.48)	(0.73)
CPAS 4: Instructional Strategies	4.28 (0.70)	3.65 (0.51)	4.19 (0.56)	4.10 (0.85)
CPAS 7: Planning	3.98 (0.87)	3.39 (0.50)	3.89 (0.89)	4.10 (0.64)
CPAS 8: Assessment	4.08 (0.80)	3.26 (0.35)	4.00 (0.62)	3.95 (0.61)
TWS 2: Learning Goals & Objective	2.67 (0.29)	3.62 (0.54)	3.32 (0.66)	3.89 (0.47)
TWS 3: Assessment Plan	2.40 (0.53)	3.33 (0.75)	3.33 (0.65)	3.76 (0.56)
TWS 4: Design for Instruction	2.60 (0.40)	3.41 (0.68)	3.40 (0.53)	4.00 (0. 35)
Stewardship as assessed by CPAS 9, 10, TWS 7, CDS 2				
CPAS 9: Reflective Practitioner	4.38 (0.67)	3.83 (0.69)	4.19 (0.62)	4.15 (0.81)
CPAS 10: Professionalism and Interpersonal Relationships	4.12 (0.81)	3.64 (0.45)	4.22 (0.51)	4.20 (0.83)
TWS 7: Reflection & Self-Evaluation	2.33 (0.58)	3.33 (0.42)	3.41 (0.55)	4.03 (0.59)
CDS 1: Locus of Control	---	3.71 (0.33)	3.69 (0.24)	3.69 (0.26)
CDS 2: Aspirations	---	3.50 (0.37)	3.44 (0.39)	3.28 (0.37)

Table 17: College of Family, Home, and Social Science

	Family and Consumer Science				Social Science/History			
	2006-2007		2007-2008		2006-2007		2007-2008	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
	N=15	N=49	N=8	N=28	N=14	N=106	N=31	N=94
Enculturation for Democracy as assessed by CPAS 5, 6								
CPAS Principle 5: Learning Environment & Management	4.08 (0.63)	4.14 (0.62)	3.38 (0.52)	4.25 (0.80)	4.00 (0.82)	4.00 (0.58)	4.13 (0.85)	4.21 (0.79)
CPAS Principle 6: Communication	4.08 (0.58)	4.05 (0.61)	3.75 (0.71)	4.39 (0.74)	3.91 (0.78)	4.00 (0.54)	4.29 (0.82)	4.43 (0.68)
Access to Knowledge as assessed by CPAS 1, 3, TWS 1, 5, 6, CDS 3, Praxis II, Major GPA								
CPAS 1: Content Knowledge	4.05 (0.67)	4.15 (0.52)	3.87 (0.64)	4.54 (0.58)	3.88 (0.67)	3.91 (0.54)	4.55 (0.51)	4.34 (0.63)
CPAS Principle 3: Diversity	3.93 (0.57)	3.71 (0.68)	3.50 (0.54)	4.04 (0.70)	3.93 (0.79)	3.78 (0.63)	4.10 (0.75)	3.97 (0.70)
TWS 1: Contextual Factors	No TWS FACS Data for F06 or W07		No TWS FACS Data for F07	N=13 3.74 (0.82)	No TWS Social Science data for F06 or W07		N=14 3.98 (0.31)	N=43 3.60 (0.69)
TWS 5: Instructional Decision-Making				3.62 (0.46)			3.79 (0.70)	3.40 (0.76)
TWS 6: Analysis of Student Learning				3.54 (0.51)			3.94 (0.34)	3.29 (0. 58)
CDS 3: Diversity	N=6 4.02 (0.32)	N=16 4.02 (0.50)	N=4 3.39 (0.36)	N=14 4.20 (0.51)	N=7 4.01 (0.52)	N=47 4.11 (0.45)	N=15 3.99 (0.49)	N=47 4.04 (0.37)
Praxis II **Passing Score** **Mean** **St Dev** **% Passing** **Passing Score** **Mean** **St Dev** **% Passing**	N=4 640 672.50 (41.13) 75.00	N=16 640 681.25 (30.74) 93.75	N=1 640 710.00 100.00	N=18 640 671.11 (49.22) 83.33	Soc Sc n=2 159 182.00 (18.38) 100.00 Hist n=8 156 166.00 (10.99) 87.50	Soc Sc n=20 159 177.60 (14.12) 95.00 Hist n=42 156 169.26 (11.62) 88.10	Soc Sc n=3 159 177.00 (9.85) 100.00 Hist n=11 156 161.90 (12.78) 54.55	Soc Sc n=11 159 177.09 (11.34) 100.00 Hist n=46 156 164.80 (11.89) 84.78
Major GPA	3.39 (0.27)	3.52 (0.32)	3.21 (0.23)	3.51 (0.27)	3.53 (0.34)	3.53 (0.26)	3.63 (0.14)	3.53 (0.25)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8, TWS 2, 3, 4, CDS 1								
CPAS 2:	4.00	4.07	3.62	4.32	3.91	3.93	4.16	4.17

Learning & Development	(0.50)	(0.55)	(0.52)	(0.67)	(0.78)	(0.56)	(0.69)	(0.65)
CPAS 4: Instructional Strategies	4.17 (0.65)	4.27 (0.56)	3.38 (0.92)	4.36 (0.78)	4.14 (0.72)	4.05 (0.61)	4.39 (0.72)	4.37 (0.64)
CPAS 7: Planning	4.03 (0.67)	3.97 (0.65)	3.50 (0.54)	4.50 (0.88)	3.93 (0.87)	3.97 (0.64)	4.32 (0.65)	4.24 (0.63)
CPAS 8: Assessment	4.04 (0.70)	4.13 (0.55)	3.13 (0.64)	3.89 (0.63)	3.93 (0.97)	4.05 (0.61)	4.10 (0.75)	4.10 (0.66)
TWS 2: Learning Goals & Objective	---	---	---	3.98 (0.79)	---	---	3.79 (0.55)	3.33 (0.62)
TWS 3: Assessment Plan	---	---	---	3.49 (0.52)	---	---	3.89 (0.38)	3.33 (0.63)
TWS 4: Design for Instruction	---	---	---	3.55 (0.60)	---	---	4.01 (0.40)	3.27 (0.64)
Stewardship as assessed by CPAS 9, 10, TWS 7, CDS 2								
CPAS 9: Reflective Practitioner	4.20 (0.77)	4.40 (0.61)	3.62 (0.92)	4.61 (0.63)	4.29 (1.07)	4.33 (0.67)	4.42 (0.67)	4.60 (0.57)
CPAS 10: Professionalism and Interpersonal Relationships	4.23 (0.62)	4.32 (0.57)	3.87 (1.13)	4.68 (0.61)	4.21 (0.87)	4.24 (0.61)	4.52 (0.68)	4.55 (0.63)
TWS 7: Reflection & Self-Evaluation	---	---	---	3.60 (0.81)	---	---	4.09 (0.36)	3.48 (0.70)
CDS 1: Locus of Control	3.62 (0.09)	3.54 (0.31)	3.61 (0.32)	3.83 (0.18)	3.61 (0.32)	3.72 (0.21)	3.72 (0.27)	3.60 (0.26)
CDS 2: Aspirations	3.39 (0.20)	3.34 (0.35)	3.33 (0.51)	3.54 (0.34)	3.16 (0.54)	3.47 (0.30)	3.45 (0.38)	3.41 (0.30)

Table 18: College of Fine Arts and Communication

	Art				Music				Theater and Media Arts			
	2006-2007		2007-2008		2006-2007		2007-2008		2006-2007		2007-2008	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
	N=8	N=10	N=14	N=4	N=18	N=18	N=15	N=27	N=10	N=11	N=6	N=16
Enculturation for Democracy as assessed by CPAS 5, 6												
CPAS Principle 5: Learning Environment & Management	3.92 (0.68)	3.88 (0.48)	4.64 (0.50)	4.75 (0.50)	3.72 (0.59)	3.94 (0.64)	4.27 (0.70)	4.26 (0.53)	4.02 (0.65)	4.26 (0.62)	4.33 (0.52)	3.94 (0.68)
CPAS Principle 6: Communication	4.22 (0.63)	3.98 (0.45)	4.79 (0.43)	5.00 (0.00)	3.65 (0.64)	3.94 (0.61)	4.27 (0.70)	4.22 (0.75)	4.18 (0.65)	3.95 (0.80)	4.33 (0.52)	4.44 (0.73)
Access to Knowledge as assessed by CPAS 1, 3, TWS 1, 5, 6, CDS 3, Praxis II, Major GPA												
CPAS 1: Content Knowledge	4.25 (0.52)	4.23 (0.46)	4.86 (0.36)	5.00 (0.00)	3.63 (0.55)	3.92 (0.64)	4.86 (0.36)	4.44 (0.64)	4.05 (0.60)	4.14 (0.67)	4.67 (0.52)	4.56 (0.51)
CPAS Principle 3: Diversity	4.25 (0.79)	3.97 (0.55)	4.36 (0.63)	4.25 (0.50)	3.61 (0.63)	3.72 (0.59)	4.47 (0.52)	3.85 (0.66)	4.00 (0.59)	3.42 (0.93)	4.33 (0.52)	4.50 (0.52)
TWS 1: Contextual Factors	No TWS Data for Art for F06 or W07		N=6 4.83 (0.28)	No W08 TWS Data for Art	N=8 3.46 (0.56)	N=7 3.90 (0.88)	N=4 4.08 (0.69)	N=13 4.33 (0.82)	No TWS Data for TMA for F06 or W07		No F07 TWS Data for TMA	4.71 (0.45)
TWS 5: Instructional Decision-Making			4.67 (0.52)		3.50 (0.53)	3.57 (0.53)	4.17 (0.29)	4.50 (0.80)				4.75 (0.46)
TWS 6: Analysis of Student Learning			4.83 (0.41)		3.56 (0.61)	3.57 (0.54)	4.39 (0.54)	4.42 (1.08)				4.75 (0.46)
CDS 3: Diversity	N=5 4.07 (0.53)	N=5 3.89 (0.48)	N=6 4.04 (0.42)	N=2 4.13 (0.97)	N=10 3.94 (0.45)	N=10 3.89 (0.57)	N=7 3.79 (0.63)	N=14 3.77 (0.66)	N=5 3.98 (0.78)	N=6 3.67 (0.24)	N=3 4.40 (0.18)	N=8 4.09 (0.34)
Praxis II Passing Score / Mean / St Dev / % Passing	No Test Available		N=3 170 187.67 (12.06) 100.00	N=4 170 170.00 (18.02) 50.00	No Test Available		N=5 165 177.60 (8.82) 100.00	N=15 165 175.13 (9.30) 86.67	No Test Available	N=1 700 740.00 100.00	N=0	N=9 700 734.44 (66.35) 66.67
Major GPA	3.54 (0.25)	3.49 (0.23)	3.74 (0.11)	3.66 (0.10)	3.69 (0.29)	3.63 (0.33)	3.71 (0.21)	3.71 (0.16)	3.66 (0.20)	3.85 (0.13)	3.87 (0.08)	3.82 (0.17)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8, TWS 2, 3, 4, CDS 1												
CPAS 2: Learning & Development	4.16 (0.74)	4.05 (0.40)	4.57 (0.51)	4.50 (0.58)	3.74 (0.60)	3.93 (0.60)	4.47 (0.52)	4.22 (0.58)	4.23 (0.57)	4.07 (0.75)	4.50 (0.84)	4.25 (0.58)
CPAS 4: Instructional Strategies	4.13 (0.79)	4.13 (0.36)	4.79 (0.43)	4.75 (0.50)	3.85 (0.66)	4.08 (0.54)	4.67 (0.49)	4.11 (0.75)	4.08 (0.65)	3.95 (0.78)	4.50 (0.55)	4.44 (0.63)

CPAS 7: Planning	3.81 (0.84)	3.95 (0.50)	4.86 (0.36)	5.00 (0.00)	3.86 (0.61)	4.03 (0.74)	4.33 (0.62)	4.22 (0.80)	4.15 (0.71)	4.09 (0.54)	4.67 (0.52)	4.62 (0.50)
CPAS 8: Assessment	4.00 (0.82)	4.03 (0.40)	4.29 (0.73)	4.50 (0.58)	3.74 (0.64)	3.91 (0.61)	4.40 (0.51)	4.19 (0.56)	3.90 (0.61)	4.15 (0.69)	4.33 (0.52)	4.19 (0.75)
TWS 2: Learning Goals & Objective	---	---	5.00 (0.00)	---	3.56 (0.55)	3.57 (0.43)	4.31 (0.63)	4.17 (0.93)	---	---	---	4.75 (0.46)
TWS 3: Assessment Plan	---	---	5.00 (0.00)	---	3.60 (0.73)	3.63 (0.60)	4.30 (0.48)	4.42 (0.76)	---	---	---	4.75 (0.46)
TWS 4: Design for Instruction	---	---	5.00 (0.00)	---	3.48 (0.64)	3.49 (0.67)	4.13 (0.50)	4.37 (0.78)	---	---	---	4.75 (0.46)
Stewardship as assessed by CPAS 9, 10, TWS 7, CDS 2												
CPAS 9: Reflective Practitioner	4.31 (1.03)	4.35 (0.75)	4.50 (0.65)	4.50 (0.58)	4.06 (0.66)	4.39 (0.72)	4.93 (0.26)	4.67 (0.62)	3.80 (0.92)	4.23 (0.79)	4.33 (0.82)	4.50 (0.63)
CPAS 10: Professionalism and Interpersonal Relationships	4.06 (0.94)	4.30 (0.63)	4.64 (0.50)	5.00 (0.00)	3.94 (0.64)	4.25 (0.49)	4.67 (0.49)	4.59 (0.57)	4.15 (0.71)	4.41 (0.58)	4.83 (0.41)	4.19 (0.75)
TWS 7: Reflection & Self-Evaluation	---	---	4.83 (0.41)	---	3.53 (0.57)	3.95 (0.57)	4.33 (0.38)	4.67 (0.65)	---	---	---	4.75 (0.46)
CDS 1: Locus of Control	3.50 (0.41)	3.63 (0.22)	3.75 (0.21)	3.64 (0.51)	3.69 (0.21)	3.65 (0.25)	3.65 (0.15)	3.61 (0.28)	3.71 (0.17)	3.35 (0.34)	3.90 (0.16)	3.75 (0.13)
CDS 2: Aspirations	3.35 (0.55)	3.40 (0.32)	3.52 (0.29)	3.53 (0.40)	3.51 (0.23)	3.29 (0.40)	3.34 (0.24)	3.24 (0.46)	3.24 (0.24)	3.17 (0.16)	3.71 (0.07)	3.45 (0.13)

Table 19: College of Health and Human Performance

	Dance				Health				Exercise Science			
	2006-2007		**2007-2008**		**2006-2007**		**2007-2008**		**2006-2007**		**2007-2008**	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
	N=0	N=27	N=0	N=18	N=6	N=6	N=13	N=21	N=13	N=13	N=18	N=20
Enculturation for Democracy as assessed by CPAS 5, 6												
CPAS Principle 5: Learning Environment & Management	No CPAS Dance data for F06	4.53 (0.52)	No CPAS Dance st teacher this sem	4.11 (0.83)	4.53 (0.39)	4.47 (0.48)	4.31 (0.48)	4.43 (0.68)	4.31 (0.66)	4.17 (0.57)	4.11 (0.76)	4.30 (0.80)
CPAS Principle 6: Communication		4.19 (0.49)		4.50 (0.62)	4.50 (0.45)	4.46 (0.46)	4.69 (0.63)	4.62 (0.74)	4.19 (0.55)	3.96 (0.70)	4.11 (0.83)	4.30 (0.57)
Access to Knowledge as assessed by CPAS 1, 3, TWS 1, 5, 6, CDS 3, Praxis II, Major GPA												
CPAS 1: Content Knowledge	---	4.44 (0.43)	---	4.50 (0.62)	4.50 (0.47)	4.38 (0.47)	4.85 (0.38)	4.38 (0.67)	4.06 (0.61)	4.06 (0.65)	4.11 (1.02)	4.55 (0.61)
CPAS Principle 3: Diversity	---	4.14 (0.58)	---	4.22 (0.73)	4.39 (0.61)	4.22 (0.89)	3.92 (0.86)	4.10 (0.54)	3.79 (0.54)	3.82 (0.70)	3.83 (0.71)	3.80 (0.70)
TWS 1: Contextual Factors	No TWS Dance data for F06	N=8 4.00 (0.00)	N=0	N=8 4.21 (0.35)	No TWS Health data for F06 or W07		No TWS Health Data for F07	N=7 3.57 (0.76)	N=7 2.86 (0.38)	N=7 2.57 (0.53)	N=12 2.58 (0.57)	N=7 2.71 (0.49)
TWS 5: Instructional Decision-Making		4.00 (0.00)		3.81 (0.53)				3.64 (0.48)	2.71 (0.49)	2.86 (0.38)	2.67 (0.49)	2.71 (0.49)
TWS 6: Analysis of Student Learning		4.00 (0.00)		3.94 (0.40)				3.43 (0.43)	2.57 (0.53)	2.57 (0.53)	2.75 (0.45)	2.86 (0.38)
CDS 3: Diversity	No CDS Dance Data for F06	N=10 4.15 (0.41)	N=0	N=9 3.92 (0.47)	N=8 4.09 (0.48)	N=12 4.27 (0.43)	N=7 4.22 (0.23)	N=10 4.06 (0.59)	N=7 4.21 (0.43)	N=7 4.01 (0.46)	N=10 4.11 (0.68)	N=10 4.12 (0.34)
Praxis II Passing Score Mean St Dev % Passing	No Praxis II test for Dance				N=5 670 714.00 (59.83) 80.00	N=17 670 753.53 (69.28) 88.23	N=6 670 750.00 (54.04) 100.00	N=11 670 741.82 (61.13) 90.91	N=7 152 166.14 (7.93) 100	N=11 152 162.27 (8.06) 81.82	N=9 152 162.33 (10.12) 77.78	N=11 152 167.00 6.10 100.00
Major GPA	N=0	3.63 (0.19)	N=0	3.76 (0.16)	3.46 (0.42)	3.65 (0.23)	3.55 (0.18)	3.62 (0.25)	3.70 (0.15)	3.65 (0.19)	3.51 (0.33)	3.63 (0.25)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8, TWS 2, 3, 4, CDS 1												
CPAS 2: Learning &	---	4.47 (0.41)	---	4.44 (0.71)	4.33 (0.41)	4.38 (0.54)	4.38 (0.51)	4.33 (0.80)	4.27 (0.62)	4.04 (0.68)	4.22 (0.81)	4.35 (0.59)

Development												
CPAS 4: Instructional Strategies	---	4.65 (0.43)	---	4.56 (0.86)	4.50 (0.69)	4.54 (0.43)	4.54 (0.52)	4.71 (0.64)	4.29 (0.68)	4.21 (0.63)	4.06 (1.06)	4.50 (0.61)
CPAS 7: Planning	---	4.26 (0.42)	---	4.44 (0.71)	4.25 (0.88)	4.50 (0.55)	4.62 (0.51)	4.38 (0.81)	4.38 (0.62)	4.12 (0.71)	4.00 (0.97)	4.55 (0.61)
CPAS 8: Assessment	---	4.21 (0.40)	---	4.33 (0.59)	4.44 (0.41)	4.33 (0.76)	4.00 (0.91)	4.14 (0.66)	4.28 (0.59)	4.18 (0.75)	3.94 (0.73)	4.15 (0.75)
TWS 2: Learning Goals & Objective	---	4.00 (0.00)	---	4.00 (0.00)	---	---	---	3.61 (0.72)	3.00 (0.0)	3.00 (0.0)	3.00 (0.0)	2.71 (0.48)
TWS 3: Assessment Plan	---	4.00 (0.00)	---	3.82 (0.43)	---	---	---	3.66 (0.64)	2.57 (0.53)	2.42 (0.53)	2.67 (0.49)	3.00 (0.0)
TWS 4: Design for Instruction	---	4.00 (0.00)	---	3.80 (0.39)	---	---	---	3.34 (0.86)	2.86 (0.38)	2.86 (0.38)	2.75 (0.45)	2.71 (0.489
Stewardship as assessed by CPAS 9, 10, TWS 7, CDS 2												
CPAS 9: Reflective Practitioner	---	4.65 (0.50)	---	4.50 (0.62)	4.67 (0.41)	4.83 (0.26)	4.46 (0.66)	4.29 (0.72)	4.65 (0.55)	4.35 (0.66)	4.11 (0.90)	4.65 (0.59)
CPAS 10: Professionalism and Interpersonal Relationships	---	4.41 (0.57)	---	4.61 (0.61)	4.67 (0.61)	4.75 (0.42)	4.23 (1.01)	4.33 (0.80)	4.35 (0.38)	4.08 (1.02)	4.28 (1.07)	4.60 (0.50)
TWS 7: Reflection & Self-Evaluation	---	4.00 (0.00)	---	3.91 (0.38)	---	---	---	3.43 (0.54)	2.86 (0.38)	3.00 (0.0)	3.00 (0.0)	3.00 (0.0)
CDS 1: Locus of Control	---	3.85 (0.14)	---	3.75 (0.16)	3.72 (0.23)	3.75 (0.14)	3.77 (0.19)	3.82 (0.20)	3.74 (0.25)	3.72 (0.25)	3.69 (0.32)	3.61 (0.27)
CDS 2: Aspirations	---	3.59 (0.28)	---	3.40 (0.31)	3.41 (0.44)	3.65 (0.21)	3.46 (0.31)	3.54 (0.46)	3.46 (0.24)	3.22 (0.50)	3.53 (0.29)	3.43 (0.44)

Table 20: College of Humanities

	English				French				German				Spanish			
	2006-2007		**2007-2008**		**2006-2007**		**2007-2008**		**2006-2007**		**2007-2008**		**2006-2007**		**2007-2008**	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
	N=20	N=15	N=18	N=58	N=1	N=3	N=0	N=6	N=0	N=3	N=0	N=2	N=10	N=22	N=16	N=11
Enculturation for Democracy as assessed by CPAS 5, 6																
CPAS Principle 5: Learning Environment & Management	4.03 (0.72)	4.19 (0.66)	4.33 (0.84)	4.29 (0.70)	5.00 (---)	4.28 (0.25)	N=0	4.67 (0.52)		4.67 (0.29)	N=0	5.00 (0.00)	3.37 (0.50)	3.70 (0.59)	3.62 (0.96)	3.55 (1.21)
CPAS Principle 6: Communication	4.05 (0.79)	4.42 (0.60)	4.28 (0.67)	4.45 (0.60)	5.00 (---)	4.00 (0.00)		4.83 (0.41)		4.58 (0.52)		5.00 (0.00)	3.75 (0.41)	3.84 (0.56)	4.19 (0.91)	4.27 (0.79)
Access to Knowledge as assessed by CPAS 1, 3, TWS 1, 5, 6, CDS 3, Praxis II, Major GPA																
CPAS 1: Content Knowledge	4.04 (0.72)	4.32 (0.58)	4.56 (0.62)	4.48 (0.50)	5.00 (---)	3.92 (0.38)	---	4.83 (0.41)	---	4.50 (0.50)	---	5.00 (0.00)	3.60 (0.44)	3.66 (0.50)	4.44 (0.81)	4.45 (0.82)
CPAS Principle 3: Diversity	3.97 (0.87)	3.89 (0.59)	4.22 (0.88)	4.21 (0.61)	4.00 (---)	3.78 (0.19)	---	4.50 (0.55)	---	4.11 (0.51)	---	5.00 (0.00)	3.30 (0.53)	3.55 (0.57)	3.75 (1.13)	3.73 (0.91)
TWS 1: Contextual Factors	**N=25** 4.05 (0.16)	**N=33** 3.88 (0.76)	**N=15** 4.13 (0.83)	**N=31** 3.94 (0.77)	No TWS French data for F06 or W07		No TWS French data for F07 or W08			**N=1** 5.00 (---)	No TWS German data for F07 or W08		**N=1** 4.33 (---)	**N=10** 3.73 (0.62)	**N=9** 4.15 (0.41)	N=6 4.06 (0.61)
TWS 5: Instructional Decision-Making	4.02 (0.10)	3.85 (0.76)	4.13 (0.83)	3.94 (0.77)						5.00 (---)			5.00 (---)	4.00 (0.71)	3.38 (0.42)	3.67 (0.75)
TWS 6: Analysis of Student Learning	4.01 (0.03)	3.85 (0.76)	4.13 (0.83)	3.94 (0.77)						5.00 (---)			3.67 (---)	3.33 (0.48)	3.35 (0.80)	3.53 (0.39)
CDS 3: Diversity	N=9 3.90 (0.39)	N=36 3.66 (0.53)	N=8 4.52 (0.17)	N=26 4.00 (0.62)	N=1 4.50 (---)	N=1 4.38 (---)	N=0	N=3 4.02 (0.70)	No CDS German Data F06	N=1 1.81 (---)	N=0	N=1 4.19 (---)	N=7 3.78 (0.53)	N=12 3.90 (0.51)	N=6 4.11 (0.47)	N=6 4.26 (0.52)
Praxis II Passing Score Mean St Dev % Passing	N=11 168 187.27 (8.49) 100.00	N=41 168 188.61 (9.63) 100.00	N=7 168 179.71 (9.01) 100.00	N=37 168 188.89 (9.07) 91.89	N=0	N=3 161 187.00 (7.94) 100.00	N=0	N=3 161 186.67 (8.62) 100.00	No Praxis II Test Available				N=6 161 184.00 10.75 100.00	N=22 161 184.68 10.94 100.00	N=8 161 185.63 6.80 100.00	N=11 161 186.27 10.05 100.00
Major GPA	3.75 (0.21)	3.72 (0.22)	3.69 (0.25)	3.71 (0.20)	3.65 (--)	3.47 (0.28)	N=0	3.70 (0.18)	N=0	3.74 (--)	N=0	3.86 (0.00)	3.53 (0.28)	3.68 (0.29)	3.64 (0.22)	3.59 (0.40)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8, TWS 2, 3, 4, CDS 1																
CPAS 2: Learning & Development	4.00 (0.76)	4.12 (0.63)	4.44 (0.71)	4.29 (0.68)	4.75 (---)	4.33 (0.29)	---	4.50 (0.55)	---	4.75 (0.25)	---	5.00 (0.00)	3.50 (0.47)	3.65 (0.60)	3.94 (1.06)	3.73 (0.91)

CPAS 4: Instructional Strategies	4.18 (0.84)	4.37 (0.57)	4.44 (0.62)	4.62 (0.59)	5.00 (---)	4.42 (0.38)	---	4.50 (0.55)	---	4.67 (0.38)	---	5.00 (0.00)	3.65 (0.54)	3.91 (0.63)	3.94 (0.93)	4.18 (0.87)
CPAS 7: Planning	4.18 (0.73)	4.43 (0.65)	4.67 (0.59)	4.59 (0.68)	5.00 (---)	4.33 (0.29)	---	5.00 (0.00)	---	4.83 (0.29)	---	4.50 (0.71)	3.35 (0.41)	3.82 (0.70)	4.06 (1.00)	4.27 (0.65)
CPAS 8: Assessment	3.97 (0.86)	4.13 (0.66)	4.44 (0.71)	4.29 (0.56)	5.00 (---)	4.00 (0.58)	---	4.83 (0.41)	---	4.89 (0.19)	---	5.00 (0.00)	3.47 (0.57)	3.83 (0.61)	3.87 (0.89)	3.91 (0.83)
TWS 2: Learning Goals & Objective	3.99 (0.11)	3.85 (0.76)			---	---	---	---	---	5.00 (---)	---	---	3.25 (---)	3.40 (0.34)	3.51 (0.39)	3.23 (0.20)
TWS 3: Assessment Plan	4.01 (0.14)	3.85 (0.76)	4.13 (0.83)	3.94 (0.77)	---	---	---	---	---	5.00 (---)	---	---	3.00 (---)	3.54 (0.43)	3.53 (0.57)	3.77 (0.64)
TWS 4: Design for Instruction	3.96 (0.12)	3.85 (0.76)	4.13 (0.83)	3.94 (0.77)	---	---	---	---	---	5.00 (---)	---	---	3.20 (---)	3.36 (0.44)	3.39 (0.78)	3.25 (0.35)
Stewardship as assessed by CPAS 9, 10, TWS 7, CDS 2																
CPAS 9: Reflective Practitioner	4.40 (0.77)	4.67 (0.62)	4.83 (0.38)	4.64 (0.69)	5.00 (---)	4.33 (0.76)	---	4.83 (0.41)	---	5.00 (0.00)	---	5.00 (0.00)	4.30 (0.48)	4.27 (0.78)	4.31 (1.01)	4.09 (0.70)
CPAS 10: Professionalism and Interpersonal Relationships	4.28 (0.77)	4.60 (0.39)	4.56 (0.62)	4.62 (0.56)	5.00 (---)	3.83 (0.29)	---	4.67 (0.52)	---	4.83 (0.29)	---	5.00 (0.00)	4.20 (0.42)	3.95 (0.80)	4.00 (1.16)	4.09 (0.94)
TWS 7: Reflection & Self-Evaluation	4.05 (0.13)	3.85 (0.76)	4.13 (0.83)	3.94 (0.77)	---	---	---	---	---	5.00 (---)	---	---	3.75 (---)	3.83 (0.74)	3.86 (0.64)	3.71 (0.51)
CDS 1: Locus of Control	3.44 (0.26)	3.46 (0.35)	3.84 (0.12)	3.59 (0.28)	3.64 (---)	3.93 (---)	---	3.81 (0.18)	---	3.36 (---)	---	3.50 (---)	3.49 (0.28)	3.62 (0.25)	3.67 (0.37)	3.71 (0.24)
CDS 2: Aspirations	3.26 (0.26)	3.15 (0.42)	3.71 (0.20)	3.42 (0.38)	3.25 (---)	3.69 (---)	---	3.58 (0.13)	---	2.34 (---)	---	3.38 (---)	3.18 (0.43)	3.39 (0.40)	3.33 (0.24)	3.42 (0.15)

Table 21: College of Life Sciences

	Biology			
	2006-2007		**2007-2008**	
	Fall	Winter	Fall	Winter
	N=2	N=30	N=8	N=34
Enculturation for Democracy as assessed by CPAS 5, 6				
CPAS Principle 5: Learning Environment & Management	3.33 (0.71)	3.68 (0.46)	4.62 (0.52)	4.09 (0.97)
CPAS Principle 6: Communication	3.75 (0.71)	3.67 (0.52)	4.75 (0.46)	4.18 (0.80)
Access to Knowledge as assessed by CPAS 1, 3, TWS 1, 5, 6, CDS 3, Praxis II, Major GPA				
CPAS 1: Content Knowledge	4.00 (1.06)	3.83 (0.44)	4.88 (0.35)	4.68 (0.54)
CPAS Principle 3: Diversity	3.33 (0.47)	3.34 (0.62)	4.25 (0.46)	3.88 (0.69)
TWS 1: Contextual Factors	No TWS Data for Biology for F06	**N=11** 3.70 (0.57)	**N=4** 4.58 (0.42)	**N=17** 4.04 (0.16)
TWS 5: Instructional Decision-Making		4.00 (0.00)	4.12 (0.48)	4.03 (0.13)
TWS 6: Analysis of Student Learning		4.00 (0.00)	4.21 (0.32)	4.00 (0.00)
CDS 3: Diversity	N=1 3.75 (---)	N=16 4.00 (0.47)	N=3 4.06 (0.68)	N=17 3.98 (0.45)
Praxis II Passing Score Mean St Dev % Passing	N=1 149 149.00 (--) 100.00	n-15 149 180.13 (9.82) 100.00	N=3 149 188.00 (7.94) 100.00	N=20 149 174.65 (25.38) 95.00
Major GPA	3.53 (0.33)	3.53 (0.25)	3.64 (0.37)	3.68 (0.31)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8, TWS 2, 3, 4, CDS 1				
CPAS 2:	3.63	3.51	4.50	4.18

Learning & Development	(1.24)	(0.54)	(0.54)	(0.83)
CPAS 4: Instructional Strategies	3.88 (0.88)	3.93 (0.60)	4.75 (0.46)	4.38 (0.74)
CPAS 7: Planning	3.50 (0.71)	3.62 (0.64)	4.62 (0.52)	4.44 (0.82)
CPAS 8: Assessment	3.33 (0.94)	3.56 (0.53)	4.62 (0.52)	4.06 (0.69)
TWS 2: Learning Goals & Objective	---	3.77 (0.34)	4.56 (0.43)	4.03 (0.12)
TWS 3: Assessment Plan	---	3.73 (0.48)	4.20 (0.23)	4.00 (0.07)
TWS 4: Design for Instruction	---	3.69 (0.54)	4.40 (0.33)	4.00 (0.07)
Stewardship as assessed by CPAS 9, 10, TWS 7, CDS 2				
CPAS 9: Reflective Practitioner	4.25 (1.06)	4.17 (0.63)	4.88 (0.35)	4.47 (0.75)
CPAS 10: Professionalism and Interpersonal Relationships	4.50 (0.71)	3.97 (0.51)	4.62 (0.52)	4.53 (0.75)
TWS 7: Reflection & Self-Evaluation	---	4.00 (0.00)	4.44 (0.43)	4.07 (0.25)
CDS 1: Locus of Control	3.29 (---)	3.74 (0.23)	3.83 (0.15)	3.66 (0.25)
CDS 2: Aspirations	3.00 (---)	3.44 (0.35)	3.56 (0.50)	3.38 (0.33)

Table 22: College of Physical and Mathematical Science

	Mathematics Education				Physical Science			
	2006-2007		2007-2008		2006-2007		2007-2008	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
	N=35	N=40	N=19	N=64	N=8	N=22	N=17	N=21
Enculturation for Democracy as assessed by CPAS 5, 6								
CPAS Principle 5: Learning Environment & Management	3.94 (0.73)	4.04 (0.48)	3.74 (0.56)	3.80 (0.76)	4.21 (0.65)	4.08 (0.48)	4.12 (0.70)	4.29 (0.85)
CPAS Principle 6: Communication	3.91 (0.71)	4.06 (0.58)	3.79 (0.42)	4.16 (0.80)	3.94 (0.50)	3.97 (0.52)	4.41 (0.62)	4.38 (0.67)
Access to Knowledge as assessed by CPAS 1, 3, TWS 1, 5, 6, CDS 3, Praxis II, Major GPA								
CPAS 1: Content Knowledge	3.85 (0.65)	4.01 (0.49)	4.42 (0.51)	4.33 (0.67)	4.22 (0.43)	4.00 (0.46)	4.24 (0.56)	4.19 (0.51)
CPAS Principle 3: Diversity	3.40 (0.85)	3.49 (0.59)	3.58 (0.51)	3.70 (0.73)	3.67 (0.56)	3.74 (0.45)	4.06 (0.75)	4.05 (0.81)
TWS 1: Contextual Factors	N=21 3.77 (1.00)	N=2 3.75 (0.35)	N=14 4.11 (0.59)	No TWS Math Data	N=3 4.11 (0.19)	N=12 4.83 (0.39)	N=10 4.00 (0.63)	N=10 4.43 (0.77)
TWS 5: Instructional Decision-Making	3.81 (1.02)	3.75 (0.35)	4.04 (0.99)		4.17 (0.76)	4.05 (0.57)	3.94 (0.18)	3.80 (1.40)
TWS 6: Analysis of Student Learning	3.64 (0.70)	3.33 (0.24)	4.05 (0.49)		4.06 (0.72)	4.11 (0.48)	4.02 (0.61)	4.38 (0.65)
CDS 3: Diversity	N=24 3.89 (0.58)	N=31 3.70 (0.69)	N=10 3.93 (0.32)	N=31 3.88 (0.38)	N=3 3.92 (0.22)	N=11 3.92 (0.25)	N=8 4.30 (0.70)	N=11 4.18 (0.45)
Praxis II Passing Score Mean St Dev % Passing	N=20 138 162.80 (15.83) 100.00	N=47 138 163.64 (16.89) 97.87	N=9 138 169.67 (21.11) 100.00	N=36 138 164.06 (19.16) 91.67	N=3 136 165.33 (27.97) 100.00	N=5 136 159.20 12.97 100.00	N=3 136 153.00 (20.07) 66.67	N=9 136 154.44 (20.89) 88.89
Major GPA	3.38 (0.33)	3.37 (0.28)	3.35 (0.51)	3.32 (0.30)	3.53 (0.46)	3.50 (0.37)	3.21 (0.28)	3.53 (0.30)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8, TWS 2, 3, 4, CDS 1								
CPAS 2: Learning & Development	3.76 (0.81)	3.93 (0.44)	4.00 (0.33)	4.06 (0.75)	3.91 (0.42)	3.82 (0.48)	4.06 (0.83)	4.05 (0.59)

CPAS 4: Instructional Strategies	4.04 (0.66)	4.18 (0.54)	4.21 (0.54)	4.36 (0.74)	4.25 (0.58)	4.25 (0.56)	4.41 (0.71)	4.43 (0.68)
CPAS 7: Planning	3.77 (0.93)	4.04 (0.56)	4.26 (0.45)	4.28 (0.72)	4.06 (0.62)	3.84 (0.59)	4.41 (0.71)	4.05 (0.87)
CPAS 8: Assessment	3.71 (0.69)	3.96 (0.69)	4.16 (0.38)	4.14 (0.64)	3.88 (0.59)	3.91 (0.48)	3.94 (0.56)	4.05 (0.59)
TWS 2: Learning Goals & Objective	4.08 (0.76)	4.25 (0.21)	3.99 (0.61)	---	4.25 (0.43)	4.25 (0.49)	3.97 (0.61)	4.10 (0.74)
TWS 3: Assessment Plan	3.93 (0.58)	4.25 (0.21)	3.95 (0.48)	---	3.87 (0.58)	3.88 (0.67)	3.76 (0.78)	4.04 (0.83)
TWS 4: Design for Instruction	4.23 (0.62)	4.40 (0.00)	4.40 (0.55)	---	3.93 (0.12)	4.07 (0.49)	3.68 (0.58)	4.46 (0.68)
Stewardship assessed by CPAS 9, 10, TWS 7, CDS 2								
CPAS 9: Reflective Practitioner	4.44 (0.68)	4.51 (0.54)	4.58 (0.51)	4.42 (0.79)	4.44 (0.42)	4.52 (0.57)	4.35 (0.79)	4.67 (0.66)
CPAS 10: Professionalism and Interpersonal Relationships	4.07 (0.67)	4.16 (0.59)	4.26 (0.65)	4.14 (0.79)	4.44 (0.50)	4.14 (0.58)	4.41 (0.94)	4.10 (0.89)
TWS 7: Reflection & Self-Evaluation	4.63 (0.63)	3.50 (0.00)	4.30 (0.67)	---	4.58 (0.52)	4.64 (0.38)	4.59 (0.57)	4.40 (0.69)
CDS 1: Locus of Control	3.58 (0.28)	3.57 (0.33)	3.73 (0.17)	3.60 (0.29)	3.69 (0.37)	3.58 (0.20)	3.71 (0.33)	3.69 (0.23)
CDS 2: Aspirations	3.21 (0.43)	3.20 (0.45)	3.28 (0.40)	3.32 (0.36)	3.31 (0.33)	3.18 (0.37)	3.61 (0.41)	3.43 (0.30)

Educational Benchmarking Inc and Alumni Data

EPP continues to work on collecting post graduation data. We are examining practical methods of obtaining alumni performance data from employers using the Clinical Practice Assessment System (CPAS) and the Professional and Interpersonal Behavior Scale (PIBS). Currently the Educational Benchmark Inc's (EBI) senior survey, alumni, and employer surveys have been used with some success to evaluate graduates. In 2007 a systematic effort was made to increase alumni and employer participation in the EBI to improve the rate of return and the reliability and validity of the data. The return rate has improved and it was determined the unit would use the EBI surveys on a two year basis instead of annually. In 2008 education programs across the State began to define a common instrument that could be completed by principals and reported on the State-wide teacher data base. When this instrument is in place, the MSE will consider using it instead of the EBI employer survey to evaluate our alumni.

To help ensure completion of required student teaching assessment measurements (CDS, FED, CPAS and TWS), these measures were added as graduation and licensure requirements. A section was added to the advisement and field services database to track and clear all student teacher and interns on transition three measures. This has increased compliance into the 95 percentile or greater for most all areas.

Section 5 – Discussion and Plan

Data Analysis and Discussion

The EPP data indicate that the ECE, El Ed, Sc Ed, and Sp Ed candidates have met the claims of the EPP for the 2006-2007 and 2007-2008 academic years. For all areas the combined average scores on the CPAS range between 3.71 (competent) and 4.83 (proficient) for all 10 principles indicating students either met the standards at an acceptable level or demonstrate solid mastery of the principles. TWS scores range from 2.56 (competent) and 4.12 (proficient) and were comparable for El Ed and Sc Ed areas. TWS scores were generally lower for ECE compared with El Ed and Sc Ed but still in the high competent or proficient range. Mean scores for CDS1 (Locus Control), CDS2 (Aspirations) and CDS3 (Diversity) in all areas are generally comparable. Mean scores for all students in all three sections of CDS indicate positive dispositions. The following sections review data for each Moral Dimensions Claim including data reported above and statements from the CPAS narratives.

Enculturation for Democracy

The EPP claim of Enculturation for Democracy is assessed through two CPAS items. The candidate scores for Fall '06 –Winter '07 for CPAS Principle 5 (Learning Environment and Management) and Principle 6 (Communications) range from 4.00–4.44 (ECE), 4.18–4.54 (El Ed), 3.13–4.86 (Sc Ed), and 3.84–4.44 (Sp Ed). These scores are in the competent to exceptional range, which indicate that all candidates met this EPP claim. The range of scores is the widest in the secondary areas which may be explained by the fact that the number of evaluators is greater across many different content areas. The early childhood, elementary, and special education areas have a smaller more consistent set of evaluators. Training the secondary evaluators may tighten the range of scores in this area of the EPP program. The CPAS narratives support the ways in which our candidates understand how to enculturate the students they teach in democratic principles of caring for and showing respect for others. Language like "Through her management, she created a democratic community of learners where teamwork and accountability were encouraged," (US for El Ed 919785676) and "Through her management, she created a democratic community of learners where teamwork and accountability were encouraged," (US for El Ed 919785676) are evidence of our candidates efforts to enculturate their students into democracy.

Access to Knowledge

Access to knowledge is assessed through CPAS 1 (Content Knowledge), CPAS 3 (Diversity), TWS 1 (Contextual Factors), TWS 5 (Instructional Decision-Making), TWS 6 (Analysis of Student Learning), CDS 3 (Diversity), PRAXIS II, and Major GPA. The CPAS score ranges are 3.71–4.60 (ECE), 4.18–4.54 (Ed Ed), 4.00–4.37 (Sc Ed), and 3.87–4.23 (Sp Ed).These scores are in the competent to exceptional range. CPAS 3 (Diverse Learner) is generally one of the lowest average score, statistically lower than

other scores. This is true in all of the EPP areas and has been addressed through several EPP initiatives discussed in the next section.

The range of TWS scores is 3.03-3.67 (ECE), 3.35-4.10 (El Ed), 3.74-4.07 (Sc Ed), and 3.73-4.25 (Sp Ed) which are met to high met. The early childhood area has the lowest TWS scores for this claim which may be explained by the unique issues of analyzing student learning when the students are very young. TWS 6 (Analysis of Student Learning) is based on a pre-post model which is not a good match for typical early childhood assessment methods. The ECE program has worked with EPP to modify this section of the TWS to more accurately assess ECE candidates' ability to assess early childhood students.

The CDS 3 (Diversity) consists of items that relate to diverse students in the school and how EPP candidates describe how they believe they will work with students with a disability. The range of scores on a 5-point scale is 3.85-4.34 (ECE), 3.73-4.18 (El Ed), 3.74-3.98 (Sc Ed), and 3.73-4.35 (Sp Ed), agree to strongly agree. These are self-report data that indicate our candidates feel strongly that they understand the needs of diverse students and are aware of the resources available to them in the schools to help improve the learning of diverse students.

Candidates continue to do well on PRAXIS II demonstrating content knowledge. The percent of EPP students that pass the PRAXIS II tests ranges from 50% to 100% since 2006. The number of semesters that areas that have percents of candidates passing is found in Table 23. The two 50-59% pass rates were on the History test, n=11, and the Art test, n=4. The two 60-69% pass rates were on the Physical Science test, n=3, and the Theatre and Media Arts test, n=9. The one 70-79% pass rate was on the Exercise Science test, n=9. The vast majority of our candidates have passed their PRAXIS II test.

Table 23: Frequency of Percentages of Candidates Passing PRAXIS II

Range of Percentages	50-59%	60-69%	70 -79%	80-89%	90-100%
Frequency	2	2	1	11	40

The Major GPAs of EPP candidates must be at least 2.85 in order apply for student teaching. The average GPA scores for the individual areas for Winter Semester, 2008, range from 3.49 (Technology Teacher Education) to 3.86 (German Teaching). The range of Major GPA scores of our audited students range is 2.90 (history student) to 3.96 (El Ed and mathematic student).

The Utah State Office of Education changed the PRAXIS II exam required for Special Education candidates (mild/moderate) from the Special Education Content Exam 0542 to the Elementary Content Exam 0014. Faculty members in Special Education do not agree with this change and candidate scores on the Elementary Content Exam are lower than the previous scores on the Special Education Exam.

Statements from CPAS narratives support the EPP claim that our candidates provide Access to Knowledge to their students:

- [She] has demonstrated a sincere commitment to help her students with disabilities to achieve. She worked respectfully with students from a variety of cultural, economic, and ethnic backgrounds. (US for Sp Ed 032325626)

- She was placed in a classroom that had built-in technology and she took full advantage of it. . . . Her sophomore classes have been working on photo essays, and the freshman classes are beginning a memoir podcast about a summer experience. (US for Sc Ed 661021896)

- On [her] second day in the classroom we got a new student from Mexico who spoke very little English. [She] translated spelling words and school phrases into Spanish for our new student. She also incorporated Spanish songs and vocabulary into her lessons to help our class to better communicate with and welcome our new student. (Mentor Teacher (MT) for El Ed 398850336)

- She knows if the students are meeting the objective of individual lessons through self-assessment and in-depth questioning and evaluation. She also pre-assesses student knowledge and uses multiple ways to evaluate student learning. (MT for El Ed 090556799)

- In one lesson, students were learning about how exercise makes their hearts stronger. [She] brought in a heart monitor that connected to her computer. The students did activities at different stations and then the student watched the computer as the heart monitor showed what happened to the heart rate. Students were wowed by this demonstration. (US for El Ed 398850336)

Nurturing Pedagogy

Nurturing Pedagogy is assessed using CPAS 2 (Learning & Development), CPAS 4 (Instructional Strategies), CPAS 7 (Planning), CPAS 8 (Assessment), TWS 2 (Learning Goals & Objective), TWS 3 (Assessment Plan), and TWS 4 (Design for Instruction). The range of CPAS scores are 3.71-4.77 (ECE), 4.15-4.65 (El Ed), 3.75-3.98 (Sc Ed), and 3.80-4.26 (Sp Ed), competent to exceptional. The secondary areas have the lowest CPAS scores in these areas. One explanation might be that the general language on the CPAS form does not use specific learning objectives and assessment methodologies stressed in the content area courses. Some of the content area faculty have worked with the EPP executive committee to include more content specific language on the CPAS form.

The ranges of TWS scores are 2.56-3.84 (ECE), 3.23-4.10 (El Ed), and 3.75-3.98 (Sc Ed), met to high met. The special education faculty have been using a different capstone assessment for the past several years but will be using an adaptation of the EPP Teacher Work Sample in Fall '09. The early childhood area has a low score in the assessment area of the TWS for the same reason that the early childhood CPAS score is low on the

assessment item. Methods for showing student learning are not always the same for very young students as for older students. The ECE TWS 3 may need to be modified to better assess how our candidates represent the learning of their students.

Evidence of Nurturing Pedagogy is also found in the CPAS narratives. A university supervisor wrote that, "Education for [her] became a truly moral endeavor. Her positive interactions with her students during, before, and after class reflected the respect her students had for her and her nurturing approach towards the students," (Sc Ed 903147609) and "She had several students who were especially challenging, yet she remained consistent and loving when following through with appropriate rewards and consequences," (US for ECE 617471079).

Stewardship for the Schools

The final EPP claim of Stewardship for the Schools is assessed through CPAS 9 (Reflective Practitioner), CPAS 10 (Professionalism and Interpersonal Relationships), TWS 7 (Reflection & Self-Evaluation), CDS 1 (Locus of Control), and CDS 2 (Aspirations). The ranges of CPAS scores are 4.35-4.76 (ECE), 4.53-4.85 (El Ed), 4.19-4.39 (Sc Ed), and 4.02-4.52 (Sp Ed), proficient to exceptional. The two highest CPAS average scores in each area were generally Reflective Practitioner and Interpersonal Relationships (see 2006 and 2007 Annual Report). Our candidates seem to be reflective and professional. The ranges of TWS scores are 2.95-3.39 (ECE), 3.39-3.84 (El Ed), and 3.00-3.91 (Sc Ed), met to high met. There are no special education TWS scores until Fall '09. The CDS 1 (Locus of Control) has items that ask about the candidates' responsibility to create a learning climate in their classroom. The CDS 2 has items that ask the candidates how frequently they personally engage in or perform each of the activities listed. The ranges of scores are 3.26-3.88 (ECE), 3.18-3.77 (El Ed), 3.08-4.12 (Sc Ed), and 3.27-3.82 (Sp Ed), agree to strongly agree. These scores indicate that the EPP claim of Stewardship for the Schools has been met. The CPAS narratives support this claim with language like, "[She] quickly became a respected and valued member of our 4th grade team by willingly accepting opportunities to become involved in grade level assignments such as recess, before and after-school duty, and assisting with the planning of culminating activities following social studies units," (MT for El Ed 331170976) and "Over the past two months, I have observed that [he] has a straightforward manner and ease which helps him work with students, faculty and parents effectively. He treats people with respect and professionalism," (MT for Sc Ed 907356967).

Data-Driven Decision Making

The development, implementation, and analysis of the EPP assessment instruments have moved the EPP toward becoming a data-based decision making community. Formerly our assessment involved lists of general goals and observational tools. These have been replaced with detailed statistical data that assess how our goals are being met. We started using the common language of accountability based on national teacher development standards to describe our methods of systematic data collection and analysis. The process

was often painful, but as we developed the tools and learned to use them, we came to recognize their value.

By tracking indications of strength and weakness in specific licensure areas, we are able to find aspects of our program that need revision. For example, the standard on which our secondary candidates are weakest, as reported by both university supervisors and mentor teachers, is Diversity, followed by Assessment (consistent in most secondary content areas). The two CPAS principles on which our secondary education candidates have scored highest are Reflection and Relationships, followed by Instructional Strategies. We recognize the importance of building on these strengths as well as correcting weaknesses, and our data help us to reveal and prioritize areas that need immediate attention. The following is a discussion of improvements we have made to improve governance of EPP, instrument adaptations and training of users, diversity understanding for our faculty and candidates, faculty development in a variety of content areas, and technology improvements.

Governance of EPP

When the governance and accreditation unit for teacher education was the School of Education, teacher preparation was viewed as the work of the School of Education. Depending on the importance they attached to preparing teachers in their area—influenced by numbers of majors and department traditions—other units had designed and maintained areas with varying standards and practices. The dean of education could suggest common assessment processes to deans of colleges with licensure programs—the significant word being *could*. But when the EPP was developed and labeled as a university-wide unit, lead by UCOTE, composed of cross-campus administrative personnel, the individual areas had to answer to more than "the dean of another college." The larger institutional unit changed the political landscape of accountability.

Gaining university-level approval requires data and evidence in ways that implementing college-level decisions did not. And the decisions made by a committee chaired by an associate academic vice-president carry the necessary weight to be implemented across the EPP. With this paradigm shift, the dean of the School of Education was relieved of the responsibility of trying to get some degree of unity amid unit independence. By taking on the requirement to collect and maintain supporting data, we've gained important opportunities for using that data constructively.

Though a majority of the School of Education and the cross-campus faculty and administrators have embraced the shift to a campus-wide perspective on teacher education, some have felt that the shift to a larger university unit has taken away important aspects of control over the areas they administer and teach. And they were vocal about this. A secondary art educator stated that to her the changes felt "top down." She acknowledged value in the processes of instrument development, but resented the change to a common assessment as an "accreditation demand" and an administrative decision rather than an individual choice. Some faculty did not question specific changes, but rather the ways in which the changes were imposed.

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Other faculty and administrators felt that the creation of the EPP has interfered with their right to define what they value specifically in their areas. A participant from the English Department explained that the unit assessment instruments did not provide data on which decisions about the specific English Education program could be based. He has been willing to use the unit assessment instruments to meet national accreditation requirements; however he still uses other means to evaluate candidates and will continue to use them along with the required common instruments. Similarly, a number of faculty understood the importance of national accreditation but felt that they have sacrificed some unique program elements. However, relationships of respect and trust among participants were developing enabling open discussions during the forging of the common EPP assessments. The EPP Executive Committee has addressed the concerns of areas and allowed them to modify assessment instruments as long as common indicators remained.

Instrument Adaptations and Training

Our earlier student teaching evaluation form had been accepted somewhat uncritically. It included items that were not based on national professional standards, and data were accepted and filed without being analyzed to determine the instrument's validity or reliability. Those who used the instrument were seldom trained concerning the meaning of the items on the instrument—another source of inconsistency. Our new instruments have been reviewed consistently during development and implementation. Teacher education and content area faculty, clinical faculty, public school teachers, and district leaders reviewed the indicators and prompts used in the instruments. Revisions of the language for specific areas were compared to the language in the original instrument by the EPP Executive Committee to insure common meaning.

Many content areas did not easily align with the CPAS instrument based on the INTASC Principles. Content knowledge was still the dominating concern and it was not necessarily easy to shift the scope of assessment to focus on candidates' attention to student development, assessment, multicultural needs etc. One faculty member in a secondary foreign language program was grateful for the shift, commenting that he felt he knew much more specific information about his candidates as teachers after he had used the new instruments. However other content area faculty members expressed their concern that the language in the CPAS instrument and the Teacher Work Sample (TWS) requirement did not reflect vocabulary and methodology suitable to their content area. Faculty and administrators with these concerns requested that they be allowed to modify indicators and prompts to better reflect what they wanted their candidates to know and be able to do. For example, the early childhood education faculty included the language of their accrediting agent, National Association for the Education of Young Children (NAEYC), in documents they provided to their candidates, thus underscoring connections between these familiar requirements and the INTASC Principles.

The EPP has responded to the concerns of the individual licensure areas by encouraging them to include appropriate content area language in their instruments. The EPP reviews

the modified documents to insure that the additions have not compromised the integrity of the instruments and that the data collected still provide the information required of all areas within the unit. For example, the English Department wanted more specificity in the Standard on Content Knowledge: "The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students." The general indicator created by the university-wide committee stated, "Demonstrates appropriate knowledge and pedagogy of subject matter." The English Department substituted a more specific and detailed set of statements:

- Understands content, concepts, and processes related to teaching writing.
- Understands content, concepts, and processes related to teaching reading and literature.
- Understands content, concepts, and processes related to teaching language and grammar.

Though alignment of expectations and assessment for all areas has been challenging, a high number of faculty have now gone beyond mere compliance with accreditation requirements to make meaningful applications that improve the function of their areas and of the EPP overall.

The CPAS form is used by both university supervisors and mentor teachers in the schools. Comparing their responses on the various items enables us to check for evaluator consistency. We have found that the university supervisors remain more constant as a group than the mentor teachers, possibly because they are likely to have received more training on the use of the CPAS instrument than are the mentor teachers. Also each university supervisor evaluates several candidates each semester, while the mentor teacher evaluates one or two candidates a year; thus experience and perspective are a little different. An optimistic finding is that generally the scores highly correlate. We are confident that with continued training and experience, the scores of the two evaluators should become more reliable. In 2007 CPAS was converted to an electronic form collected in LiveText™ to increase availability of digitized data. It has also helped eliminate data entry errors increasing the fidelity of the available data for analysis and program feedback.

Indicators, rubrics, and scoring scales were revised in 2007 for CPAS. Based on feedback from faculty, administrators, and supervisors who use the forms most often, the final CPAS instrument has 10 indicators (the 10 INTASC Principles) and the formative instrument has sub-indicators that help supervisors mentor our candidates during their practicum and student teaching by providing specific descriptions of the principle being assessed. Several areas elected to customize some of the indicators with language better aligned to their disciplines.

Training was provided to mentor teachers and to supervisors on the revised assessments and rubric scale. For the last two years Secondary Education Network Meetings have been held for mentor teachers and university supervisors. Mentor teachers came for a half

day seminar about the fifth week of the semester. Agendas have included review of the CPAS evaluation tool, the stages of development of teacher candidates and mentoring strategies for each stage, and the process of reporting candidates that are having trouble during student teaching. Cooperating teachers in English, mathematics, physical science, biology, physical education, French, Spanish, art, dance, theater, music, health, history, family and consumer science, and technology have attended.

A study was started to determine how CPAS compares to the evaluations used by the Utah districts for induction year teachers. Initial results indicate a good alignment between the district evaluations of teachers and CPAS evaluation items. Efforts will be made to obtain district evaluations in place of CPAS for alumni data. A similar process may be available to get PIBS data for our graduates.

In 2007 a study of the Teacher Work Sample (TWS) was begun by a Department of Teacher Education research committee. All department faculty reviewed each section of the TWS and submitted questions and insights during an all day workshop. The study also includes weekly responses from student teachers and interns as they complete their TWS and focus groups of candidates, mentor teaches and supervisors. Data will be analyzed to determine the usefulness, relevance, and reliability of the TWS as currently used by the unit. The Elementary and Early Childhood Education faculty have begun to redesign their requirements using the results of this work.

The Elementary and Early Childhood areas have employed a dual evaluator system for the TWS. In 2007 year a study was undertaken to evaluate reliability between evaluators and evaluator types to determine if a single evaluator could be used. It was found that evaluators scored the same 52% of the time and within one point on the scale 40% of the time for an agreement of 92%. This question is being further studied by the TWS research committee. A training manual was developed for use by mentor teachers and university supervisors. Training was provided for university and public school faculty in evaluating the Teacher Work Sample. All candidates in teacher education program complete a TWS during their final clinical experience. Secondary Education content specialists have created variations in the Teacher Work Sample (mathematics, English, and dance) to align the assessment more accurately with their areas.

The EPP Executive Committee began reviewing assessments of candidate dispositions in 2007 found in PIBS, CDS, CPAS, and TWS. The goal was to clarify the dispositional expectations for candidates based on an analysis of the dispositional data collected to date. This review has continued into Fall Semester 2008 and the revised dispositional expectations are expected to be piloted during Winter Semester 2009.

The End-of-Semester Reports completed by each teacher preparation program have been reviewed. We implemented new procedures to obtain complete data sets from candidates during their student teaching and added core assessments to the graduation requirements reported to candidates on Advisement by Computer (ABC) Reports.

Diversity

The EPP Diversity Committee has been created to address diversity issues across our program. As part of the annual McKay School of Education fall faculty retreat in 2006, each department engaged in discussions around a series of questions regarding recruitment and retention of candidates and faculty of color. The initiatives agreed upon in each department were recorded and have been discussed and implemented in recent years. These include improvement in helping faculty understand diversity issues and address them in their courses and in the Field Experience Demographic (FED) form. Another improvement has been the recruiting and hiring of qualified faculty who can improve the multicultural courses in our program. Additionally we are working to improving the support of diverse candidates in our program.

The Diversity Committee reviewed items related to diversity on four instruments: PIBS, CPAS, TWS, and FED. They suggested improvements in the wording, and those revisions were made. The FED form was revised after two years of use to align more closely with the Utah State Office of Education website, which provides part of the required information.

The Diversity Committee has conducted ongoing review of the content of multicultural education courses ELED 351 and SCED 353. Additionally new faculty have been hired to improve the instruction and mentoring of our candidates in diversity issues. Dr. Ray Graham was transferred from the Linguistics Department as part of moving the ESL program to the School of Education. Special Education department hired an adjunct instructor to support diverse students academically.

We are aware of the unique needs of our non-mainstream students and have worked to better support them. Teacher Education department established a recruitment committee for Elementary Education to focus on diverse candidates. Special Education department conducted a second wave of data collection regarding diverse students' experiences in their program. Data are being analyzed.

Candidates who are members of the Educational Growth and Unity Association have become involved in recruitment activities sponsored by BYU's Multicultural Student Services office. They have also begun a research initiative with faculty to study the experiences of recent BYU graduates who are now working in multicultural environments. The number of candidates taking course work leading to the university ESL minor and Utah State TESOL endorsement is increasing each year. The increase in course registrants between 2005 and 2006 was 14% (66 students).

Based on student exit surveys and on CPAS and TWS data, EPP campus and clinical faculty requested that candidates be taught basic information on strategies for working with K-12 students with exceptionalities. Such strategies can be applied and reinforced in other courses and implemented in field settings. A team of special education faculty compiled a booklet of strategies that was completed Aug 2006.

The MSE has worked to improve the faculty's understanding of diversity issues. Teacher Education department faculty engaged in a systematic reading program to increase skills and knowledge about diversity. The School of Education sponsored 6 brown bag seminars for students and faculty on topics relevant to multicultural education (speakers included Joseph Trimble of Western Washington University, Ovetta Harris of Howard University, Claire Smerkar of Vanderbilt University). School of Education has continued to update its Multicultural Education website (http://education.byu.edu/diversity/culture.html), one of the most frequently accessed sites on the School of Education website. Visiting Professor Dr. Carol Westby, an acclaimed scholar in literacy and multicultural education, has participated in the McKay School of Education during 2007. She has offered workshops for faculty and public school personnel and has collaborated with faculty in grant writing, research, and teaching.

The existing program leading to certification in bilingual education (BEEDE) was revised and re-named Teaching English Language Learners (TELL). Special Education faculty have been receiving multicultural training twice a month in faculty meetings. The director of a grant awarded for this purpose has provided multicultural training and lead discussions regarding issues related to experiences of ethnically diverse students: e.g., needs for tutoring sessions, mentoring, different means of assessment rather than essay tests. Faculty have also completed readings and engaged in discussions regarding these topics, implemented suggestions from these discussions, and provided feedback on effectiveness of the TELL program.

The Department of Counseling Psychology and Special Education added a new emphasis, SPED/ESL, using the TELL courses. The program recruits candidates who are culturally diverse (primarily Hispanic), students with second language skills, and students with documented disabilities. This focus has increased the number and the diversity of the SPED candidate population. In 2004 sixteen candidates were admitted and in 2005 thirty-three candidates were added. Sp Ed faculty interviewed candidates for the SPED/ESL program in order to understand the candidates and improve program teaching and mentoring. Tapes of the interviews were transcribed and analyzed for common themes. Drs. Wilder, Prater, and Dyches presented their successes and challenges with this program at the Teacher Education Division of the Council for Exceptional Children in November, 2006.

Technology

The Teaching and Learning Support Center changed its name to the Technology Education Computing Lab (TEC Lab). Phase one of a new design was completed to transform the TEC Lab into a collaborative working unit for students and staff based partly on EBI data that indicated candidates required more spaces to work collaboratively in the McKay Building. One-third of the computers were replaced with new computers purchased for faculty and the TEC Lab. New technology classrooms were installed, adding built-in projector/speaker/VCR/DVD/Cable/Laptop capabilities. The MSE was given one Eagle Eyes unit and accompanying software. Eagle Eyes is an assistive technology device which substitutes for a computer mouse, using electrode-monitored

eye movements to control mouse functions. The hardware and software can be used in classes which involve assistive technology (e.g., IP&T 286, IP&T 287, CPSE 463).

Conclusion

Based on our program evidence the faculty and administrators of EPP have confidence that our candidates have met and are meeting the EPP claims. EPP data are being used to improve the program. The education professionals we prepare understand and apply the Moral Dimensions of Teaching: (a) enculturation for democracy, (b) access to knowledge, (c) nurturing pedagogy, and (d) stewardship of schools. These claims provide direction for the preparation process, including admissions, courses, candidate performance and assessment, and program accountability.

Building the EPP into a data-driven decision program has been difficult but the results are promising. Departments, colleges, and public school partners across the EPP share a common vision, and the EPP has many workable structures in place. Educator preparation has become a campus-wide responsibility, with cross-campus efforts contributing to a unified, consistent whole.

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Appendix A: The Internal Audit Report

Introduction

The quality control system for the professional education program in the McKay School of Education at BYU is divided into three interrelated components: 1. Quality of the Program, 2. Quality of Students and Student Learning, and 3. Quality of Faculty. The Quality of candidates is judged through the vehicle of the assessment plan described in Section 2 and 3 of the Brief. The quality of the program and the faculty are assessed primarily through the assessment of capacity found in Appendix B and through a number of specific assessments and practices as described below.

Assessment and Organization of the Education Preparation Program

The Educator Preparation Program (EPP) at Brigham Young University consists of eight colleges and 21 departments, only three of which are under the umbrella of the School of Education (undergraduate and graduate licensure programs in Early Childhood Education, Elementary Education, and Special Education). An additional 18 departments housed in the remaining seven colleges are represented. The **EPP Executive Committee**, a university committee, is chaired by the Associate Dean of the McKay School of Education. The members of EPP are

- Associate Dean of the MSE (Chair)
- Chair and Associate Chairs of the Department of Teacher Education
- Co-chairs of Secondary Education Committee (SEC)
- Representative from ECE
- Representative from SP ED
- Representative from IP&T
- Director of Student Services
- Associate Director of Assessment and Analysis
- Technology and Data Coordinator
- Diversity Coordinator

The EPP Executive Committee is committed in philosophy and practice to purposeful, systematic, and ongoing evaluation, not only of candidate performance but also of the effectiveness of the EPP itself. Program effectiveness, faculty performance, alignment of curriculum and instruction and assessment of the assessment system are the responsibilities of the EPP Executive Committee. The system outlined in the section which follows represents the EPP's best attempt to adopt a methodical and deliberate approach to planning, implementing, and evaluating an assessment system which ensures that all candidates who exit the EPP possess the content knowledge, pedagogical skills and dispositions of caring teachers necessary to facilitate learning for all students in K-12 classrooms.

The EPP Executive Committee meets twice each month to discuss accreditation issues, common assessment instruments, EPP learning outcomes

(https://learningoutcomes.byu.edu/wiki/index.php/Education) and data reports, and program improvements. Each summer the EPP Executive Committee prepares an annual unit review that provides an organized view of candidate and program performance. The report is reviewed by faculty and by committees at the program, department and college level. The final review is submitted to the University Council on Teacher Education (UCOTE) for possible action and approval.

The **University Council on Teacher Education** (UCOTE) was formed as the governing council for undergraduate areas of the Educator Preparation Program (EPP). The University Associate Academic Vice President for Undergraduate Studies is the chair of the council and the Dean of the David O. McKay School of Education (MSE) is the Associate Chair. UCOTE represents nine colleges, eight of which include the 21 departments with teacher preparation; the ninth college is Undergraduate Education and Honors, which administers the general education program required by the university. Members of UCOTE include

- University Associate Academic Vice President for Undergraduate Studies (Chair)
- Dean of MSE (Associate Chair)
- Associate Dean of MSE (Executive Secretary)
- Associate Dean of Biology and Agriculture
- Associate Dean of Engineering and Technology
- Associate Dean of Family, Home, and Social Sciences
- Associate Dean of Fine Arts and Communications
- Associate Dean of Health and Human Performance
- Associate Dean of Humanities
- Associate Dean of Physical and Mathematical Sciences
- Dean of Undergraduate Education and Honors
- The Chair of the Department of Teacher Education who represents the Elementary and Secondary Partnership Advisory Committees and the Secondary Education Design Team
- Program coordinator of the Department of Counseling and Special Education who represents the Special Education areas and Special Education Partnership Advisory Committee
- The Executive Director of the BYU/Public School Partnership who represents both the public school partners and the Center for the Improvement of Teacher Education and Schooling (CITES), an organization with a major role in supporting campus/public school activities for educator preparation

UCOTE is responsible for planning and evaluating the undergraduate program that prepare teachers at BYU. While UCOTE and the Associate Academic Vice President have general responsibility for overall planning, delivering, operating, and evaluating the educator preparation program, the various departments carry out the day-to-day activities. UCOTE does not dictate unit outcomes, transition points, assessment instruments, data management systems, and reporting formats, but it helps facilitate the process of collaborative development. The individual licensure areas discuss issues, and then final

decisions are ratified at the UCOTE level. Any unit changes must be approved by UCOTE.

The **Secondary Education Committee** (SEC), a university committee, consists of a faculty representative from each content area department that offers a secondary education licensure program and faculty in MSE that represent licensure courses. SEC is co-chaired by a Department of Teacher Education faculty member and a content area faculty member recommended by SEC members, cleared by the content area department chair, and then reviewed and appointed by UCOTE and the University Vice Presidents Council. The MSE Associate Dean responsible for accreditation is an ex officio member of SEC. The co-chairs represent SEC on EPP. Members include

- Associate Dean of MSE (Co-Chair)
- Content area faculty member (Co-Chair)
- MSE Associate Dean responsible for accreditation (ex officio)
- Chair of the Department of Teacher Education
- At least one faculty representative from the following departments
    Art
    Dance
    Theatre and Media Arts
    Biology
    Physical Science
    Mathematics Education
    English
    French
    Spanish
    German
    Physical Education
    Health
    History/Social Science Composite
    Family and Consumer Science
    Technology
- At least one faculty representative for the following licensure courses
    Sc Ed 350
    Sc Ed 353
    Sc Ed 379
    CPSE 402
- Placement Office Coordinator
- Technology and Data Coordinator
- Student Services Representative

SEC holds monthly meetings to coordinate common course goals and objectives, and to review common assessments and program data. Discussion items include issues related to teacher education pedagogy, candidate development, and field experiences. SEC makes recommendations to EPP Executive Committee and implements UCOTE policies.

EPP Executive Committee is supported by several committees and teams that assist in the development and review of assessment instruments, data collection and technology support, and assessment analysis. These include the Assessment Development and Advisory Committee, Data Management Team, and Assessment and Analysis Team. Additional committees are involved with student recruitment, admissions, and retention. They review resources and activities to recruit students to the program. The EPP may make recommendations to the University Admissions Office and the recruitment staff concerning education majors. The committee also establishes interventions, tests and/or standards to determine if applicants who have been admitted to professional education areas will continue in the program.

Program faculty continually assess program content and practices. Changes are made based on best practices and new information garnered at appropriate professional development opportunities, including outside conferences and internal faculty activities. The University Curriculum Committee evaluates new curricula. The quality of the entire EPP is assessed on an annual basis, by TEAC in accordance with TEAC's reaccreditation policy; as well as by the Utah State Office of Education at each reaccreditation audit. Candidates also evaluate the program each semester. The University online evaluations contain a number of questions requesting specific information regarding each course, as well as the instructor. Facilities, equipment, and supplies are evaluated on an ongoing basis by faculty and staff.

The Internal Audit

The internal audit of the EPP was conducted by the EPP Executive Committee. The results were reviewed and approved by UCOTE and faculty in each program within EPP. The committee first designed the Quality Control System found in Figure A1. We began by looking at each program in EPP: Early Childhood Education (ECE), Elementary Education (El Ed), Secondary Education (Sc Ed), and Special Education (Sp Ed). We reviewed program requirements and maps, and State reviews and accreditation, and partnership relationships. Next we reviewed program course syllabi from Fall 2008 for alignment with the Moral Dimensions of Teaching, the INTASC Principles, and program assessments. We reviewed the faculty teaching these courses (Fall 2008) looking at the hiring, review, and promotion procedures. Finally we reviewed at least 10% of the candidates in each program that were either student teaching or completing an internship Winter 2008. We reviewed their course and instructor evaluations, assessment data, graduation, and employment status. Figure A2 is the audit trail with indication of results.

Quality of Student Learning

4.1 Curriculum
  * Review Course syllabi with common objectives and
    EPP assessments

4.5 Student Support Services
  * Review content area and MSE advisement centers

4.6 Recruiting & Admissions
  * Review EPP recruiting and retention committee
  * Review admissions and recruitment policies

4.3 Facilities, Supplies and Equipment
  * Review offices, computers, and
    supplies requests
  * Review classroom assignments

4.4 Fiscal and Administrative
  * Review department budgets
  * Review University solvency

Program Quality

4.1 Curriculum
  * Review program and course approvals
  * Review of syllabi and program

4.7 Student Feedback
  * Review Student Advisory Committee

Faculty, Clinical Faculty, and Instructor Quality

4.2 Faculty
  * Recruitment and search practices
  * Continuing Faculty Status (tenure) annual
    reviews
  * Workload policies
  * Faculty Development and support

4.7 Student Feedback
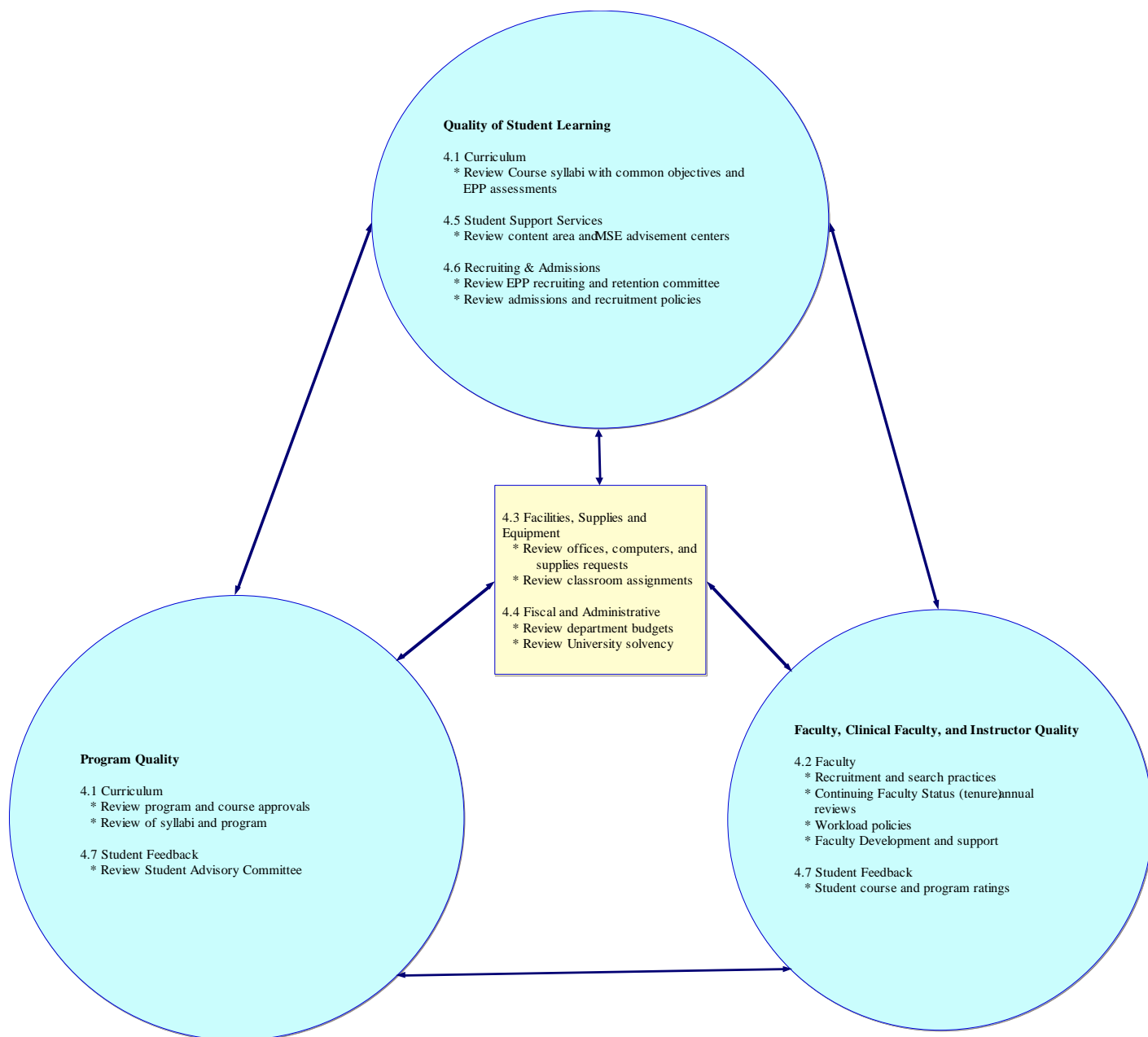 * Student course and program ratings

Figure A1: BYU Quality Control System

Figure A2: Audit Trail

Program

The quality of the program in EPP, ECE, El Ed, Sc Ed, and Sp Ed, is judged based on data and information gathered from the university, the college, and partners in K-12 public education. Data from Appendix B indicate that the financial, administrative, and physical resources of the EPP have parity with other programs across the university.

Appendix D supports the quality of program requirements and maps. The areas within the EPP including each secondary licensure department were last approved by the State (4.1) in 2002 as part of NCATE accreditation.

As the probes were conducted, along with subsequent review of university policies, procedures, and finances, it became apparent that the EPP has the capacity to carry out its program and program options. Specific details of many of the probes and subsequent examinations regarding parity within the institution are detailed in Appendix B.

Advisement of students across departments is a part of program capacity. Table A1 is a summary of the ratio of students to advisors in EPP departments.

Table A1: Student: Advisor Ratios, Fall 2008

College Advisement Center	FT	PT	# Students Enrolled	Ratio
Education	2	4	2288	572
Engineering and Technology	2	3	3283	938
Family, Home, & Social Science	3	2	4900	980
Fine Arts and Communications	3	1	3682	1052
General Studies	3	1	1900	543
Health and Human Performance	2	0	1319	660
Humanities	4	2	2500	500
International and Area Studies	2	0	1067	533
Life Sciences	3	0	2500	833
Management	4	0	1600	400
Nursing	2	0	330	165
Open Major	7	6	3686	388
Physical & Mathematical Science	2	4	1700	425

Courses

The audit of all program courses led us to examine course approval processes as they are developed and processed through appropriate curriculum committees (4.7).We reviewed all courses required for licensure. No course was listed on the class schedule until it had been entered into a database which occurs after it had been reviewed and approved by the University Curriculum Committee (UCC). UCC is made up of an associate dean from each college and reviews every course and program requirement change. Catalog descriptions of all licensure courses (4.1) were reviewed and found to match the descriptions approved by members of the UCC to verify that they meet the paperwork approved by UCC. The EPP Executive Committee then reviewed the syllabi and assignments of courses required for state licensure for their consistency in reflecting the Moral Dimensions of Teaching which are our program claims, the INTASC Principles which are key to evaluating our claims, and program assessments. The results of this

review are summarized in Table A2. In all areas the CDS and PRAXIS II information is included in appropriate courses. The TWS should be included in all methods courses prior to student teaching but is only in ECE, El Ed, and Sc Ed areas at the rate of 20%, 40%, and 60% of the methods courses respectively. The early childhood and elementary education faculty have been working since Fall '07 to modify the TWS and include the results in their course syllabi. The Moral Dimensions are only mentioned in 50% (ECE), 62.5% (El Ed), 68.6% (Sc Ed) and 82.4% (Sp Ed) of the appropriate courses. Every department will work to integrate the Moral Dimensions into their syllabi as well as their instruction. The INTASC Principles should be included in courses so that students know the ways in which they will be evaluated throughout the EPP. Only elementary education is doing this at 100%. Secondary courses are doing this well at 84%. Only 61.5% of early childhood courses and 68.2% of special education courses include the INTASC Principles in syllabi. The faculty teaching these courses have discussed the importance of correcting this deficit and revising their syllabi as well as instructing their students on these Principles.

Table A2: Program Course Summary

Program	INTASC Principles	Moral Dimensions	TWS	CPAS	CDS	PRAXIS
Early Childhood Education	61.50%	50.00%	20.00%	60.00%	100.00%	100.00%
Elementary Education	100.00%	62.50%	40.00%	100.00%	100.00%	100.00%
Secondary Education	84.00%	68.6%	60.00%	40.00%	100.00%	100.00%
Special Education	68.20%	82.4%	---	100.00%	100.00%	100.00%

Faculty

Faculty are evaluated for quality through several university and college policies. Hiring procedures are designed to ensure that faculty are of the highest quality, whether they are hired in a professorial position or as professional faculty. Professorial faculty have research responsibilities while professional faculty do not so their teaching loads are generally higher than professorial faculty. To ensure faculty stay abreast of their field and provide high quality instruction, faculty submit an annual stewardship report to their respective department chairs, which is also reviewed by the department rank and status committee. We audited 10% of the faculty in each department by reviewing their information on the Faculty Profile System which is used for the stewardship review. We found 100% of those audited had a complete set of information in their profile and that their department chairs had reviewed it with them. The promotion process includes department, college, and university reviews of faculty work at three years, six years, and about twelve years. At the sixth year review the faculty member can be advanced to an associate professor and receive continuing faculty status. In an additional six years the

faculty member is eligible to apply for promotion to full professor. Data from Appendix C indicates that EPP faculty are highly qualified to teach the content and methods courses to which they are assigned. Individual faculty files are available in the department chairs' offices for review during the TEAC site visit. Clinical faculty are hired from the districts with approval from their principal and after an interview by the department chair. They are reviewed annually by the department chair but the department review committee is not involved in reviewing their files. Part-time and adjunct instructors are interviewed by the department chairs as part of the hiring process and are reviewed each semester to by the chair to determine if they will be offered a class to teach the next semester. We reviewed 10% of the clinical, part-time and adjunct instructors and found that 100% had been interviewed and reviewed appropriately.

Faculty development opportunities, including travel funds and faculty development grants are provided to assist faculty. These opportunities are found in several different forms. Professorial faculty are engaged in a number of scholarly endeavors, including research, attendance at conferences for the purpose of presenting research and ideas, and written reports in professional journals. The university and college provide seminars and workshops each year, designed to provide all faculty with more information on developing trends in education and instruction. (See Appendix B for parity across campus.)

Faculty members are expected to teach between six and nine hours each semester. Assistant professors in the Department of Teacher Education are often assigned only four hours in their first year so that they can have time to begin their research agenda. Clinical faculty do not have research responsibilities so they are assigned to teach between nine and twelve hours. Supervising two student teachers is considered one teaching hour. Table A3 is a summary of faculty teaching loads for all EPP faculty Fall '08.

Table A3: Teaching hours for types of faculty

Early Childhood and Elem Ed	Number of people in this category	0 to 5 hours	6 to 9 hours	over 9 hours
Professor	3	2	1	--
Associate Professor	6	4	2	3
Assistant Professor	1	1	--	--
Teaching Professor	1	1	--	--
Associate Teaching Professor	1	--	1	--
Assistant Teaching Professor	2	1	1	--
Clinical Faculty	16	9	5	2
Instructor/adjunct	9	8	1	--
Secondary		0 to 5 hours	6 to 9 hours	over 9 hours
Professor	15	8	5	2
Associate Professor	18	13	1	4
Assistant Professor	14	8	5	1
Teaching Professor	0	--	--	--
Associate Teaching Professor	0	--	--	--
Assist ant Teaching Professor	5	--	1	4
Clinical Faculty	1	--	1	--
Instructor/adjunct	21	15	6	--
Special Education		0 to 5 hours	6 to 9 hours	over 9 hours
Professor	--	--	--	--
Associate Professor	4	2	2	--
Assistant Professor	1	1	--	--
Teaching Professor	--	--	--	--
Associate Teaching Professor	--	--	--	--
Assist ant Teaching Professor	3	--	--	3
Clinical Faculty	--	--	--	--
Instructor/adjunct	5	--	4	1

Professional Development of Faculty

Many training sessions have been and continue to be provided to faculty and public school teachers to increase their understanding of various research methodologies, diversity issues, content instruction, and assessment of student learning. Sessions were provided on Regression Discontinuity Design, a useful method with strong capacity for causal inferencing, and blended qualitative and quantitative research. Faculty actively collaborated with school personnel on a number of school-based initiatives including making mathematics instruction relevant and identifying value added of teacher quality to student performance. Key members from the public school partnership and university personnel met together on a regular basis to study issues dealing with literacy education.

The McKay School of Education has created an opportunity for faculty to apply for research funds that will support visiting scholar collaborations. Monies are available for faculty to travel to the site of a renowned scholar or to bring a visiting scholar to campus. Funds are also made available for faculty to work collaboratively on research projects. These monies will support joint projects. The McKay School of Education has added orientation for new faculty. This permits time to discuss such topics as applications for internal funds, research and grant support, and the continuing faculty status (tenure) process. We have also added post-continuing-faculty-status workshops for faculty who have recently received Continuing Faculty Status (CFS) (tenure) and promotion to the rank of full or associate professor.

The McKay School of Education has created an organizational entity called Alliances for the Strength of Youth to support collaboration between the campus and the broader educational community and to support faculty in professional development and research efforts. Monthly training sessions are sponsored by the Alliance. Brown bag seminars have been held on multicultural topics throughout the year, attended by students and faculty.

Teams of faculty participated in Professional Learning Community (PLC) training sessions held in Las Vegas, Nevada; Scottsdale, Arizona; and Moneta, Virginia. PLC sessions are planned for next year that will involve the deans of all Colleges with educator preparation program. Many of these sessions focused on assessment issues for teacher education areas and for public school assessment of student learning. Our faculty are striving to incorporate what they have learned in these sessions into their syllabi and classroom instruction.

Faculty continue to increase their involvement in partnership initiatives and projects. A recognized expert in product development has assisted team members in Positive Behavior Support (PBS) and Systematic and Engaging Early Literacy (SEEL) projects to turn research into products. Faculty actively collaborate with school personnel in implementing literacy projects: balanced literacy, early literacy, Achievement in Reading and Content Learning (ARC), integrated science and reading curricula, and integrated arts and literacy projects. A new initiative to involve members of the community in the BYU-Public School Partnership was implemented through CITES. Fidel Montero, Provo School District, Carl Hernandez, J. Ruben Clark Law School and LeGrande Richards, Educational Leadership and Foundations received training in Seattle to support education particularly in the Hispanic community.

The Content-area Literacy Study Group was formed, consisting of a content-area literacy specialist, district literacy specialists from the Nebo and Provo School Districts, and methods professors from several departments across campus, including Visual Arts, Theatre/Media Arts, Mathematics Education, Physical Science, Integrative Biology, and Teacher Education. Meeting twice a month, the group studies issues of content-area literacy, including changes to be made to content area courses to help teachers learn how to strengthen adolescents' literacy knowledge and skills. During the Fall Semester of 2006 members implemented their changes and met to discuss results and challenges. The

group presented their work at the National Reading Conference in December 2006, and individuals are planning manuscripts describing their work.

Candidates

Candidates for the internal audit were selected based on a stratified random sample of 10% of all student teachers and interns in each EPP program for Winter 2008. A random number generator was used to select the 10% of students. The results included three Early Childhood Education candidates, 23 Elementary Education candidates, 30 Secondary Education candidates, and seven Special Education candidates for a total of 63 candidates. The application process for each program was reviewed and found to meet university and department requirements (see Appendix D). We found no complaints or concerns by any of the audited candidates regarding the application or admissions process. Each candidate file was examined for completeness and scores for TSA, CPAS and TWS scores, PIBS red-flag information, Praxis II Content score, Major GPA, graduation, and employment status. It was determined that 90% of the candidates had the required information in the LiveText™ files. The most common missing data were TWS scores. The scores were often found in hard copy form. All candidates graduated but one elementary candidate graduated without licensure due to health problems. As of February, 2009 78% of the audited candidates were currently teaching.

We audited the percent of Continuing Faculty Status (CFS) (tenure track) faculty, clinical faculty, instructors or adjunct teachers, and graduate students the audited candidates had in their education courses. The results of this analysis are represented by the number of students that had a specific percent of instructors for their licensure courses (Table A4). The data show that generally candidates have more Continuing Status (tenured track) faculty than they have clinical faculty, instructors, or graduate students.

Table A4: Number of Students for each Percentage of Categories of Instructor

	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
ECE n=3										
CFS (tenure track)						1	2			
Clinical		1	2							
Instructor			2	1						
Grad Student	3									
El Ed n=23										
CFS (tenure track)			1	3	7	8	3	1		
Clinical	4	8	7	4						
Instructor	1	4	15	3						
Grad Student	12	11								
Sc Ed n=29										
CFS (tenure track)		1		3	4	8	4	5	3	1
Clinical	18	10	1							
Instructor	1		8	6	5	5	1	3		
Grad Student	17	12								
Sp Ed n=7										
CFS (tenure track)				3	2	1	1			
Clinical		3	1		2	1				
Instructor		3	2		1	1				
Grad Student	3	4								
Total n=62										
CFS (tenure track)		1	7	9	16	14	10	4	1	
Clinical	22	22	11	4	2	1				
Instructor	2	7	27	10	6	6	1	3		
Grad Student	35	27								

We reviewed the course and instructor evaluations for each course of our audited students. The frequencies are listed in Table A5. The results indicate that our candidates rate their courses and instructors almost entirely between 5 and 8 on an 8 point scale. A few courses in Early Childhood and Elementary Education were rated at the 3 or 4 levels.

Table A5: Frequency of Course and Instructor Evaluations from Audited Students

	1.0-1.9 Very Poor	2.0-2.9 Poor	3.0-3.9 Fair	4.0-4.9 Good	5.0-5.9 Very Good	6.0-6.9 Excellent	7.0-8.0 Exceptional
ECE							
Course			2		5	16	10
Instructor				2	2	10	19
El Ed							
Course			8	22	73	125	114
Instructor				26	58	106	160
Sc Ed							
Course					20	39	30
Instructor					5	36	48
Sp Ed							
Course					27	24	28
Instructor					2	45	32
Total							
Course			10	50	192	401	441
Instructor							

Summary

Table A6 is a summary of all of the audit probes.

Table A6: Summary of Audit Probes

Principle	Probe/s	Results
1.1, 1.2, 1.3, Learning to Learn, Diversity, Technology	Examined 63 candidate files that were student teachers or interns Winter 2008.	It appeared that 90% of these files had the information required in LiveText™ that should be there. TWS data were missing the most often but were found in hard copy form in most cases.
	Examined State Employment databases	We found 55% of the candidates from our audit that were hired In Utah in Fall 2008, and 80% total had jobs somewhere in the US.
	Examined all available course syllabi and LiveText™ assignments	We found that all areas had at least two courses that referenced required claims, objectives and standards that are a part of EPP program.
4.1 Curriculum	Examined the last two years worth of courses submitted for approval including all program revisions.	We found that 100% of the courses had been through all of the proper procedures for institutional approval.
	Reviewed course syllabi for inclusion of INTASC Principles, Moral Dimensions, and appropriate program assessment.	Results can be found in Table A2 page 80.
4.2 Faculty	Examined all new hires for the 2007-2008 academic year.	As far as we could determine from personnel files, hiring policies of the university were followed.
	Examined 10% of CFS (tenure	

	track) faculty's Faculty Profile to see if adequate information is available for a satisfactory review. We ask department chairs if they had participated in their annual stewardship interview.	One hundred percent of these faculty appear to have received appropriate treatment per policy, and, rank and CFS (tenure) reviews are occurring as proscribed in university and college policy.
4.3 Facilities, equipment, and supplies	Examined our facilities, computers, and asked faculty if they were able to obtain required supplies.	All CFS (tenure track) faculty have personal computers that are replaced every third year. They may choose either a PC or a Mac with university specifications, the facilities are newly renovated and faculty are pleased with them. Clinical faculty are given laptops to use while they are working at BYU. These are often computers that were previously used by a faculty member. The clinical faculty have smaller but newly equipped offices. The part-time and adjunct faculty do not have computers or offices on campus.
	Examined classroom assignments	ECE, El Ed, and Sp Ed courses are given first choice of classrooms in the McKay Building. Sc Ed courses are given first choice in the buildings housed by their major content area. Faculty reported that they are able to have a technology room when they need it by being assigned to a tech room, reserving space in the Tec Lab, or by having technology equipment delivered to their classroom.
4.4 Fiscal and administrative	Examined college budgets and the bonding of the university.	Each department budget is reviewed annually by the deans and the department chairs. Not all are required to have the same proportion in supplies, student help, travel and salaries, but each justifies their needs to the deans. Departments can see percentages of other department budgets. Faculty and staff salaries are determined by annual reviews by deans and are approved at the university level. For the past two years, BYU has reviewed salaries based on the Oregon study of faculty salaries and has increased salaries where needed.
	Examined travel and supplies requests for the past year made by 10% of faculty	Travel requests are reviewed by a travel committee and then recommended for approval by the dean. One hundred percent of travel request for a first trip when a presentation was being made were granted and 98% of all second trips were also approved. One hundred percent of all supply requests were approved.

Our sponsoring agent, the Church of Jesus Christ of Latter-Day Saints, is solvent. |
| 4.5 Student support Services | Examined the advisement office, number of times students are counseled | See table A1 on page 79 |
| 4.6 Recruiting and admissions, calendars, catalogs, publications, grading, and advertising | Examined college efforts in recruiting students.

Examined policy and college compliance | A new recruiting activity, the Power of Teaching Lecture Series, was initiated Fall, 2008.

Each department and college checks catalog, calendar, publications and website information yearly. |

	Examined print and online materials	In general, all are in agreement. Each department and college checks catalog information yearly.
4.7 Student feedback	Reviewed department and college student advisory committees.	We found that Student Advisory Committee meetings have been held twice each semester for the past three years.
	Reviewed all candidate complaints for the past three years.	We found 100% of complaints were reviewed by department, college, and university committees.
	Reviewed student evaluations of faculty.	Courses are evaluated based using an online evaluation system. Students are notified by email and BYU webpage reminders when evaluation forms are available. Students are not required to complete the form. Some faculty give points for completion by students. Faculty can track which students have completed the forms but not their specific evaluation. Evaluation results are posted automatically on the Faculty Profile System for every course. We found that 77% of the audited candidates rated their courses and instructors at the 6-8 level.

Challenges and Recommendations

The internal audit of the program has revealed a number of issues requiring scrutiny as the EPP moves forward. One issue discovered during the audit was the lack of continuity between the candidates' hard copy folder, and the various databases kept by a number of individuals in various departments of the EPP. Information in LiveText™ does not always have all of the information contained in candidates' hard-copy files and cannot be queried easily. We have begun the process of exporting LiveText™ data to the FileMaker Pro Student Database. This will allow us to query data more easily.

We also discovered that there are candidates who declare education at the pre-major stage of the university experience but never enter our program. We have begun to track these students, provide them with mentors who guide their general education courses to best support an education major, and attend education seminars and workshops with them. We have begun a *Power of Teaching* lecture series that supports the Moral Dimensions of Teaching and provides us with opportunities to meet and encourage potential candidates.

We are currently working to revise our disposition instruments and include data from public school cooperating teachers and public school students who work with our candidates. We think the new instruments will be in place starting Fall 2009.

We are working with the majority of educator licensure programs across the State to create a uniform instrument to be used by principals to evaluate first year, third year, and possibly fifth year teachers. The teachers would be randomly selected from the State employment database. Many principals have stated that they would find it easier to complete a common form and not a unique form from each institution. We believe that this will increase return rates. We hope to implement this form Fall 2010.

Faculty and Administrative Approval

The EPP Executive Committee recommended to UCOTE and EPP faculty that the Draft Inquiry Brief be sent to TEAC to begin the process of bringing the brief to auditable form on January 15, 2009. The EPP Exec Committee solicited faculty comment on the draft of the inquiry brief and audit report. Discussions were conducted by the EPP Executive Committee with the Secondary Education Committee, January 23, 2009, with the Department of Counseling, Psychology and Special Education on February 10, 2009, and with the Department of Teacher Education on February 12, 2009. Faculty voted unanimously to support the recommendation of the EPP Executive Committee and send the Draft Inquiry Brief to TEAC.

EPP faculty who teach education licensure courses in any relevant college and department were emailed the current version of the Brief on March 18, 2009 and asked to read it and sign an approval statement located in their Dean's Office before April 1, 2009.

EPP Executive Committee:

Nancy Wentworth
Al Merkley
M. Winston Egan
Rodney Earle
Janet Young
Marie Tuttle
Kendra Hall
Tina Dyches
Roni Jo Draper
Blair Bateman
Charles Graham
Gary Kramer
Aaron Popham
Coral Hansen

Appendix B: Evidence of Institutional Capacity for Program Quality

It is imperative to understand that the EPP comprises faculty and other resources that are housed in not fewer than 25 different discipline departments in eight different academic colleges in the University. Notwithstanding the range of the EPP, the various units share common levels of resource and support. The University is well supported by its sponsor institution, the Church of Jesus Christ of Latter-day Saints, which holds the university to the highest standards of performance in all of its units, including the EPP. The central administration and the units comprising the EPP treat reviews of curriculum, faculty advancement and other resource issues similarly. The resource planning process is common to all colleges and includes representations to support educator preparation throughout the University. The information relating to individual salaries of faculty and staff within the University are matters that are reserved to the University as being confidential. However, the summary information in the attached exhibits will show that the averages for salaries at various levels of rank and status are consistent across the areas of the EPP and the colleges comprising the EPP generally.

4.1 Curriculum Criteria

4.1.1

The EPP reflects an appropriate number of credits and credit-hour requirements for the components of *Quality Principle I*. The minimum credit requirement for graduation from the University is 120. The average credit requirement across the EPP is 136. This represents more credits on average for graduation than is required for majors at other colleges, and more credits in the major than at the department and college level. This is attributable to the professional education component of the EPP, including student teaching hours.

4.1.2

The EPP meets the state's program or curriculum course requirements for granting a professional license. The Utah State Office of Education has approved for licensure each of the individual areas comprising the EPP.

4.1.3

EPP does not deviate from, and has parity with, the institution's overall standards and requirements for granting the academic degree. The grade requirements are minimally equal to the university's standard of 2.0 based on a 4.0 scale. Some programs, such as Physical Education and English, require averages that are above the University minimum average. (See Table B1)

4.2 Faculty Criteria

4.2.1

The EPP faculty members approve the *Inquiry Brief* or *Inquiry Brief Proposal* and accept the preparation of competent, caring, and qualified educators as the goal for their program.

4.2.2

The *Inquiry Brief* or *Inquiry Brief Proposal* demonstrates the faculty's accurate and balanced understanding of the disciplines that are connected to the program. (See Appendix C)

4.2.3

The EPP faculty members are qualified to teach the courses in the program to which they are assigned, as evidenced by advanced degrees held, scholarship, contributions to the field, and professional experience. (See Appendix C)

4.2.4

The EPP faculty's qualifications are equal to or better than those of the faculty across the institution as a whole: e.g., proportion of terminal degree holders, alignment of degree specialization and program responsibilities, proportions and balance of the academic ranks, and diversity. The faculty qualifications within the EPP are similar to those of their peers at their respective colleges. They have similar workload levels and their promotion standards follow the university's rank and status policy. The percentage of faculty with terminal degrees in EPP is close to the colleges' percentage. Salaries fall within 96% of the college average. (See Table B1)

4.3 Facilities Criteria

4.3.1

The EPP has appropriate and adequate budgetary and other resource allocations for program space, equipment, and supplies to promote success in student learning. Office space is comparable to other faculty members within their colleges and no distinction is made within departments or areas. (See Table B1)

4.3.2

The EPP has an adequate quality control system to monitor and improve the suitability and appropriateness of program facilities, supplies and equipment. (See Appendix A)

4.3.3

The facilities, equipment, and supplies that BYU allocates to the program are proportionate to the overall institutional resources and are sufficient to support the

operations of the program. Classroom space and type is allocated by size of class and technical needs, not faculty appointment or rank. Computers are replaced on a 3 year cycle, depending on the college, and each faculty member is given resources for travel and other professional development support that is comparable with their peers in their colleges. (See Table B1)

4.4 Fiscal and Administrative Criteria

4.4.1

The financial condition of BYU is sound, and BYU is financially viable.

4.4.2

The EPP has appropriate level of institutional investment in and commitment to faculty development, research and scholarship, and national and regional service. The EPP faculty's workload obligations are commensurate with those BYU as a whole expects in hiring, promotion, tenure, and other employment contracts. (See Table B1)

4.4.3

The EPP has a sufficient quality monitoring and control system to ensure that the program has adequate financial and administrative resources. Reviews of budgets and administrative resources are required by all colleges and departments annually.

4.4.4

The financial and administrative resources allocated to the EPP are proportionate to the overall allocation of financial resources to other programs at the institution and are sufficient to support the operations of the program and to promote success in student learning. Budgets are allocated across colleges and departments; and therefore, resources are shared across areas. This also applies to the administrators and support staff. The University's Board of Trustees determines the allocations to the colleges based on resource planning information provided by each college. This ensures that the program has adequate financial and administrative resources. Faculty members also have access to external and internal grants if they need additional support for research. (See Table B1)

4.5 Student Support

4.5.1

Services available to students in the EPP are sufficient to support their success in learning and successful completion of the program. All departments and colleges within the EPP have advisement centers for students which include financial service and aid. There is a University career placement office for all students which has one full time and two part time advisors for EPP students.

4.5.2

The EPP monitors the quality of the student support services to ensure that they contribute to student success in learning. All advisement office staff and career placement staff are evaluated annually by an associate dean in each college.

4.5.3

Support services available to students in the EPP are equal to the level of student support services provided by the institution as a whole. The McKay School of Education is the home to an advisement center that monitors student progress to graduation and provides advisement to all the areas in the EPP. In addition, each college that contains areas within the EPP allocates sufficient resources within their respective advisement centers to provide services to students. Each of the colleges comprising the EPP has access to scholarships and other funds that can be made available to eligible students. The students in EPP areas are eligible to compete for those funds. The students in the EPP have access to one full time and two part time personnel who are located in the University central career and placement center. Each EPP student candidate is registered with the Placement Center and given an opportunity to participate in job search assistance and career consultation. As has been stated, the EPP involves several colleges across the University campus. Each of those colleges is located in buildings that are generally used by a single college. Over the past 7 years the University has sponsored a program to provide technology support in each classroom. That technology includes a projector, DVD player, VCR, and other sources of mediated instruction. Through this TEC Room initiative, most classrooms on campus are technology-assisted classrooms. In addition, each building has computer labs that are accessible to all students, regardless of major. Consequently, each computer lab provides the same resources to the students without regard to their major or area of study. There are special purpose computer labs for the highly specialized areas, but the main emphasis has been to ensure that the students have access to appropriate and current technologies consistent with their areas. (See Table B1)

4.6 Recruiting and Admissions

4.6.1

Admissions and mentoring policies encourage the recruitment and retention of diverse students into the EPP with demonstrated potential as professional educators, and respond to the nation's need for qualified individuals to serve in high-demand areas and locations. The Power of Teaching Lecture Series was begun in 2008 to encourage students across campus to select teaching as a profession. We also have mentors who are juniors and seniors with a teaching major for incoming freshman who have selected education as a pre-major.

4.6.2

The institution distributes an academic calendar to students. The academic calendar lists the beginning and end dates of terms, holidays, and examination periods. The EPP publishes in the university catalog and/or on its website the catalog, and other appropriate documents distributed to students, information that accurately describes the program, policies, and procedures directly affecting admitted candidates in the program; charges and refund policies; grading policies; and the academic credentials of faculty members and administrators.

4.6.3

Claims made by the EPP in its published materials are accurate and supported with evidence. Claims made in the *Inquiry Brief* or regarding the program are consistent with, and inclusive of, claims made about the program that appear in the institution's catalog, mission statements, and other promotional literature.
(See
https://learningoutcomes.byu.edu/wiki/index.php/Expected_Learning_Outcomes%2C_Evidence_and_Assessment)

4.6.4

The EPP has a fair, equitable, and published grading policy that matches the BYU grading policy. (See http://saas.byu.edu/catalog/2008-2009ucat/GeneralInfo/Records.php)

4.7 Student Feedback

4.7.1

The departments and colleges within the EPP are required to keep a file of student feedback and complaints about the program's quality, and the program's response. Student feedback to instructors is generally provided in the form of course evaluations. Students may make specific comments in addition to the cafeteria-style evaluations given.

4.7.2

Complaints from students about the EPP's quality are proportionally no greater or more significant than complaints made by students in BYU's other programs. There is a university policy for students wishing to submit specific complaints related to faculty. It is found in university policies. The Student Advisory Committee regularly reports to the EPP administration any student concerns.

Table B1 is a summary of the capacity for quality of the EPP, specifically a comparison of EPP norms, department within the EPP norms, and BYU norms.

Table B1: Capacity for quality: A comparison of EPP, Departments, and University Norms

DIMENSION	Educator Preparation Program Norm		Department Norm		College Norm		Explanatory Notes
4.1 Curriculum Criteria							
4.1.1 credits to graduate	133	108%	123	102%	121	133	
4.1.2 State standards met	All EPP content areas have meet state requirements		All programs meet required state or professional standards		All programs meet required state or professional standards		No difference for other university program
4.1.3 grade requirement	3.0		2.0		2.0		No Difference from University Minimum
4.2 Faculty Criteria							
4.2.1 all faculty approve Inquiry Brief	EPP Faculty signatures available		Department Chair Signatures available		UCOTE Signatures available		
4.2.2 faculty understand their disciplines	See Appendix C						
4.2.3 faculty are qualified	See Appendix C						
4.2.4 Faculty qualifications compared to the institution	*Number*	*Percentage*	*Number*	*Percentage*	*Number*	*Percentage*	
a. proportions of terminal degrees	61	69%	371	92%	600	88%	What number and percentage of faculty in each category have received terminal degrees.
b. gender							Expressed as a number and a percentage.
female	44	29%	150	93%	161	100%	
male	45	18%	255	49%	519	100%	
c. ethnicity							Expressed as a number and a percentage.
faculty of color	6	22%	11	41%	27	100%	
d. balance of academic rank							Expressed as a number and a percentage.
professor	21	20%	103	46%	222	100%	
associate professor	33	23%	143	57%	252	100%	
assistant professor	23	27%	85	55%	154	100%	
non tenure track	10	56%	18	40%	45	100%	Non tenure track includes part time and adjunct faculty-professional or professorial.
Instructor					3	100%	
e. salary means							
Professorial							
professor	101,719	95%	106,844	99%	107,616	100%	Average annual salary (10-month) at each rank expressed in dollar amounts.
associate professor	75,127	94%	80,051	96%	83,172	100%	
assistant professor	68,337	100%	68,006	98%	69,542	100%	Some of these cells will have no data. All other data represents averages.
Professional							
professor	108,174	208%	52,080	69%	75,430	100%	
associate professor	64,088	122%	52,473	66%	79,443	100%	

assistant professor	63,165	149%	42,461	60%	70,901	100%	
Non Tenure Track	46,698	114%	40,834	82%	49,900	100%	
overall mean	75,330	119%	63,250	83%	76,572	100%	This is simply the average of all the averages.
g. promotion/tenure standards	EPP follows the BYU handbook requirements		All departments follows the BYU handbook requirements		All colleges follows the BYU handbook requirements		No difference

4.3 Facilities Criteria	EPP Norm	Department Norm	University Norm	Difference Analysis
4.3.1 Adequate Resources	The EPP facilities are determined by university administrators. Renovation of buildings and are current with other programs as indicated in 4.3.3	The Department facilities are determined by university administrators. Renovation of buildings and are current with other programs as indicated in 4.3.3	College facilities are determined by university administrators. Renovation of buildings and are current with other programs as indicated in 4.3.3	No Difference
4.3.2 Quality control	The EPP has an adequate quality control system to monitor and improve the suitability and appropriateness of program facilities, supplies and equipment. (See Appendix A)	The departments have an adequate quality control system to monitor and improve the suitability and appropriateness of program facilities, supplies and equipment.	The colleges have an adequate quality control system to monitor and improve the suitability and appropriateness of program facilities, supplies and equipment.	No Difference
4.3.3 EPP Parity with University				
a. office space	All CFS (tenure line) faculty and liaisons have their own office; CFAs and adjunct instructors may share space.	All CFS (tenure line) faculty have their own office; adjunct instructors may share space.	All CFS (tenure line) faculty have their own office; adjunct instructors may share space.	No difference.
b. allocated classroom space	Classroom space and type is allocated by size of class and technical needs, not faculty appointment or rank. The majority of ECE, El Ed, and Sp Ed courses are taught in the McKay Building which has been recently renovated. Sc Ed courses are taught in the buildings where the content area department is housed. Departments have first choice of classrooms in their own buildings. Some EPP classes are taught in nearby classroom buildings.	Departments have first choice of classrooms in their own buildings.	Colleges have first choice of classrooms in their own buildings.	No difference.
c. type of classroom space	The majority of classrooms for all programs are set up with tables and chairs for 30 students. Lecture halls with stadium type seating are available in most buildings and departments. The majority of classrooms have technology podiums with	The majority of classrooms for all programs are set up with tables and chairs for 30 students. Lecture halls with stadium type seating for 50 - 300 are available in most buildings and departments. The majority of classrooms have technology podiums with	The majority of classrooms for all programs are set up with tables and chairs for 30 students. Lecture halls with stadium type seating for 50-300 are available in most buildings and departments. The majority of classrooms have technology podiums with Internet access and	No difference.

	Internet access and projectors.	Internet access and projectors.	projectors.	
d. support facilities	CFS (tenure line) faculty computers are replaced on a 3 year cycle, depending on the college, and each faculty member is given resources for travel and other professional development support that is comparable with their peers in their colleges. Within the McKay building is a large technology lab with over 50 computer stations for students to use on a first-come first-served basis. Most secondary departments have similar technology labs in their buildings. The EPP faculty and candidates have access to all library and technology labs across campus.	The majority of departments replace faculty computers on a 3 year cycle. Faculty travel is based on presentations accepted for conferences. Most faculty present at one national and one regional conference each year. As has been stated, the EPP involves several colleges across the University campus. Each of those colleges is located in buildings that are generally used by a single college. Over the past 7 years the University has sponsored a program to provide technology support in each classroom. That technology includes a projector, DVD player, VCR, and other sources of mediated instruction. Through this TEC Room initiative, most classrooms on campus are technology-assisted classrooms. In addition, each building has computer labs that are accessible to all students, regardless of major. Consequently, each computer lab provides the same resources to the students without regard to their major or area of study. There are special purpose computer labs for the highly specialized areas, but the main emphasis has been to ensure that the students have access to appropriate and current technologies consistent with their programs.	Computers are replaced on a 3 year cycle. Travel budgets across campus are set by the administration. In general each faculty member is allow 1 or 2 conferences where they are presenting. As has been stated, the EPP involves several colleges across the University campus. Each of those colleges is located in buildings that are generally used by a single college. Over the past 7 years the University has sponsored a program to provide technology support in each classroom. That technology includes a projector, DVD player, VCR, and other sources of mediated instruction. Through this TEC Room initiative, most classrooms on campus are technology-assisted classrooms. In addition, each building has computer labs that are accessible to all students, regardless of major. Consequently, each computer lab provides the same resources to the students without regard to their major or area of study. There are special purpose computer labs for the highly specialized areas, but the main emphasis has been to ensure that the students have access to appropriate and current technologies consistent with their programs.	No difference.
4.4 Fiscal/Administrative Criteria	**EPP Norm**	**Department Norm**	**University Norm**	**Difference Analysis**
4.4.1 Financial condition	Financial condition of BYU and its parent organization, the LDS Church, are sound	Financial condition of BYU is sound	Financial condition of BYU is sound	No difference
4.4.2 Institutional investment				
a. Faculty development	The EPP program has professional development lecture series and uses the EPP data to select topics. See section 6 of the Inquiry	Most departments offer professional development for their faculty	Most colleges offer professional development for their faculty	No difference

	Brief			
b. research and scholarship	EPP faculty have travel money to present their research for at least one national and one regional conference per year. The university offers financial support for student assistants.	Department faculty have travel money to present their research for at least one national and one regional conference per year. The university offers financial support for student assistants.	College faculty have travel money to present their research for at least one national and one regional conference per year. The university offers financial support for student assistants.	No difference
c. national and regional service	EPP faculty participate in national and regional service as reported on their Faculty Profile. This is part of their CFS review each year and for promotion.	Department faculty participate in national and regional service as reported on their Faculty Profile. This is part of their CFS review each year and for promotion.	College faculty participate in national and regional service as reported on their Faculty Profile. This is part of their CFS review each year and for promotion.	No difference
d. workload	The majority of CFS faculty teach 6 or fewer hours per semester See Table A3 on page 82 of Appendix A	The majority of CFS faculty teach between 6 and 9 hours per semester	The majority of CFS faculty teach between 6 and 9 hours per semester	This is measured in credit hours per semester and is established by the department and college.
4.4.3 Quality Control	*See appendix A*			
4.4.4 EPP parity with University				
a. administrative and staff	EPP departments have a department chair and 1 or 2 associate chairs. All have a department secretary, 1-3 full time secretaries, and several student secretaries. Each EPP college has a technology support person who works with faculty when there are computer problems. The EPP has a technology team that supports web development. The EPP has a data collection team and a data analysis team working to collect and analyze all program data.	Most departments have a department chair and 1 or 2 associate chairs. All have a department secretary, 1-3 full time secretaries, and several student secretaries.	All colleges have a dean and at least 2 associate deans, one over undergraduate and one over graduate programs and research. All have a department secretary, 1-3 full time secretaries, and several student secretaries. All colleges has a technology support person who works with faculty when there are computer problems. Most colleges have a technology team that supports web development.	EPP has some staff support that not all colleges have, like the data team and the analysis team.
b. budget allocation	EPP budgets are allocated by the department or college of the content area. The University's Board of Trustees determines the allocations to the colleges based on resource planning information provided by each college. This ensures that the program has adequate financial and administrative resources. Faculty members also have access to external and internal grants if they	The University's Board of Trustees determines the allocations to the colleges based on resource planning information provided by each college. This ensures that the program has adequate financial and administrative resources. Faculty members also have access to external and internal grants if they need additional support for research.	Budgets are allocated across colleges and departments; and therefore, resources are shared across programs. This also applies to the administrators and support staff. The University's Board of Trustees determines the allocations to the colleges based on resource planning information provided by each college. This ensures that the program has adequate financial and administrative resources. Faculty members also have access to	

	need additional support for research.		external and internal grants if they need additional support for research.	
c. number of students	Teacher Education 2006 5177 2007 4505	McKay School of Education 2006 8650 2007 7894	Brigham Young University 2006 74130 2007 74530	

4.5 Student Support Criteria	**EPP Norm**	**Department Norm**	**University Norm**	**Difference Analysis**
4.5.1 services sufficient	Services for students in advisement, tutoring, financial aid, career placement, and technology meet the needs of the EPP candidates. F 2006 W 2007 F 2007 W 2008	Services for students in advisement, tutoring, financial aid, career placement, and technology meet the needs of the EPP candidates	Services for students in advisement, tutoring, financial aid, career placement, and technology meet the needs of the EPP candidates.	No difference
4.5.2 Quality control	See Appendix A			
4.5.3 EPP Parity with University				
a. advisement	The McKay School of Education has an advisement center that monitors student progress to graduation and provides advisement to all the programs in the EPP. In addition, each college that contains programs within the EPP allocates sufficient resources within their respective advisement centers to provide services to students.	Departments share advisements centers that are housed in colleges. Most College advisement centers have a specific advisor for each program in the college, or all advisors are trained to be able to advise more than one program or department. At times one advisor may serve more than one program.	Each college that contains programs within the EPP allocates sufficient resources within their respective advisement centers to provide services to students.	No difference.
b. academic tutoring	Academic tutoring is done in the content area departments for all EPP candidates. The MSE provides liaisons and CFAs for tutoring during licensure courses.	All departments have some tutoring available to students – usually peer tutoring.	All colleges have some tutoring available to students – usually peer tutoring.	EPP liaisons and CFAs are professional and not just peer tutors so the EPP is stronger here.
c. financial aid	Each of the colleges comprising the EPP has access to scholarships and other funds that can be made available to eligible students. The students in EPP programs are eligible to compete for those funds.	Each department has access to scholarships and other funds that can be made available to eligible students.	Each of the colleges has access to scholarships and other funds that can be made available to eligible students.	No difference
d. career placement	The students in the EPP have access to one full time and two part time personnel who are located in the University	The number of full and part time personnel located in the University career placement office for each department and	The number of full and part time personnel located in the University career placement office for each department and	No difference

	central career and placement center. Each EPP student candidate is registered with the Placement Center and given an opportunity to participate in job search assistance and career consultation.	college program varies based on student population.	college program varies based on student population.	
e. media/tech	Each building has computer labs that are accessible to all students, regardless of major. Consequently, each computer lab provides the same resources to the students without regard to their major or area of study. There are special purpose computer labs for the highly specialized areas, but the main emphasis has been to ensure that the students have access to appropriate and current technologies consistent with their programs.	Each building has computer labs that are accessible to all students, regardless of major. Consequently, each computer lab provides the same resources to the students without regard to their major or area of study. There are special purpose computer labs for the highly specialized areas, but the main emphasis has been to ensure that the students have access to appropriate and current technologies consistent with their programs.	Each building has computer labs that are accessible to all students, regardless of major. Consequently, each computer lab provides the same resources to the students without regard to their major or area of study. There are special purpose computer labs for the highly specialized areas, but the main emphasis has been to ensure that the students have access to appropriate and current technologies consistent with their programs.	No difference
4.6 Recruiting and Admissions	**EPP Norm**	**Department Norm**	**University Norm**	**Difference Analysis**
4.6.1 encourage diverse students	Admissions and mentoring policies encourage the recruitment and retention of diverse students into the EPP with demonstrated potential as professional educators, and respond to the nation's need for qualified individuals to serve in high-demand areas and locations. The Power of Teaching Lecture Series was begun in 2008 to encourage students across campus to select teaching as a profession. We also have mentors who are juniors and seniors with a teaching major for incoming freshman who have selected education as a pre-major.	All departments encourage the recruitment and retention of diverse students in their literature and department activities.	All colleges encourage the recruitment and retention of diverse students in their literature and department activities	No difference
4.6.2 academic calendar	The institution distributes an academic calendar to students. The academic calendar lists the beginning and end dates of terms, holidays, and examination	The institution distributes an academic calendar to students. The academic calendar lists the beginning and end dates of terms, holidays, and examination periods.	The institution distributes an academic calendar to students. The academic calendar lists the beginning and end dates of terms, holidays, and examination periods.	No difference

	periods. The EPP publishes in the university catalog and/or on its website the catalog, and other appropriate documents distributed to students, information that accurately describes the program, policies, and procedures directly affecting admitted candidates in the program; charges and refund policies; grading policies; and the academic credentials of faculty members and administrators.			
4.6.3 claims match published material	Claims made by the EPP in its published materials are accurate and supported with evidence. Claims made in the *Inquiry Brief* or regarding the program are consistent with, and inclusive of, claims made about the program that appear in the institution's catalog, mission statements, and other promotional literature. (See https://learningoutcomes.byu.edu/wiki/index.php/Expected_Learning_Outcomes%2C_Evidence_and_Assessment)	All departments have their learning outcome on the BYU website. (See https://learningoutcomes.byu.edu/wiki/index.php/Expected_Learning_Outcomes%2C_Evidence_and_Assessment)	All colleges have their learning outcome on the BYU website. (See https://learningoutcomes.byu.edu/wiki/index.php/Expected_Learning_Outcomes%2C_Evidence_and_Assessment)	No difference
4.6.4 grading policy	The EPP has a fair, equitable, and published grading policy that matches the BYU grading policy. (See http://saas.byu.edu/catalog/2008-2009ucat/GeneralInfo/Records.php)	All departments have a fair, equitable, and published grading policy that matches the BYU grading policy. (See http://saas.byu.edu/catalog/2008-2009ucat/GeneralInfo/Records.php)	All colleges have a fair, equitable, and published grading policy that matches the BYU grading policy. (See http://saas.byu.edu/catalog/2008-2009ucat/GeneralInfo/Records.php)	No difference
4.7 Student Feedback	**EPP Norm**	**Department Norm**	**University Norm**	**Difference Analysis**
4.7.1	The departments and colleges within the EPP are required to keep a file of student feedback and complaints about the program's quality, and the program's response. Student feedback to instructors is	All departments are required to keep a file of student feedback and complaints about the program's quality, and the program's response. Student feedback to instructors is generally provided in the form of course evaluations. Students	All colleges are required to keep a file of student feedback and complaints about the program's quality, and the program's response. Student feedback to instructors is generally provided in the form of course evaluations. Students may make specific	

	generally provided in the form of course evaluations. Students may make specific comments in addition to the cafeteria-style evaluations given.	may make specific comments in addition to the cafeteria-style evaluations given.	comments in addition to the cafeteria-style evaluations given.	
4.7.2 Student complaints	There is currently one EPP student complaint that is being handled at the Dean's level. If it is not resolved there it will be referred to a university vice president. Complaints from students about the EPP's quality are proportionally no greater or more significant than complaints made by students in BYU's other programs. There is a university policy for students wishing to submit specific complaints related to faculty. It is found in university policies. The Student Advisory Committee regularly reports to the EPP administration any student concerns.	Department policy when students have complaints is to send them to the college dean's office. If they are not resolved there, they are referred to a university vice president. There is a university policy for students wishing to submit specific complaints related to faculty. It is found in university policies. The Student Advisory Committee regularly reports to the EPP administration any student concerns.	There is a university policy for students wishing to submit specific complaints related to faculty. It is found in university policies. The Student Advisory Committee regularly reports to the EPP administration any student concerns.	No difference

Appendix C: Faculty Qualifications

Table C1 is a list of faculty within the EPP who teach licensure courses. It includes their names, terminal degree, year degree was completed, field of work or specialty, institution where degree was awarded, current academic rank, and year the rank was awarded. The names are arrange by EPP area: Elementary Education and Early Childhood Education are together because the faculty teach in both areas, Secondary Education, and Special Education.

Table C1: Program Faculty

Program Faculty						
Have an accurate and balanced understanding of the field						
Name	**Terminal Degree**	**Year of Completion**	**Field/Specialty**	**Institution**	**Current Acadmic Rank**	**Year Awarded**
Elementary Education and Early Childhood Education Faculty						
Damon L. Bahr	Ed. D	1988	Curriculum and Instructional Science	Brigham Young University	Associate Professor	2006
Jennifer Baugh	MS	2007	Teaching Reading and Literary	Walden University	N/A	N/A
Katherine Beck	BS	1990	El Ed	Weber State University	Clinical Faculty Associate	N/A
Joseph Bellak	MA	2006	Teacher Education	Brigham Young University	Clinical Faculty Associate	2006
James Birrell	Ed. D	1993	Curriculum and Instruction, Teacher Education, Literacy	University of Nevada, Las Vegas	Associate Professor	1999
Beth Borup	M.Ed.	1999	Teaching and Learning	Brigham Young University	N/A	N/A
Joy Campbell	M.Ed.	1998	Teacher Education	Brigham Young University	Liason	N/A
Pamela Cantrell	Ph. D	2000	Science Education	University of Wyoming	Associate Professor	2006
Hollie Carlson	BA	1984	Teaching Reading and literacy. Level 1 literacy endorsement and Reading recovery.	Brigham Young University	N/A	N/A
Helen Carlton	BS	1998	ECE	Brigham Young University	N/A	N/A
Ramona Maile Cutri	Ph. D	1997	School of Education and Information Studies	University of California at Los Angeles	Assistant Professor	2007
Lisa DeGarcia	MS	1996	Education of Deaf and hard of hearing. Elementary Mathematics and Bilingual education.	SDSU	Adjunct Professor	2007
Rodney Earle	Ph. D	1981	Instructional Systems Technology, Organizational Behavior, Teacher preparation and professional development, Teaching methods and instruction	Indiana University	Professor	1996
M. Winston Egan	Ph. D	1974	Special Education: Behavior Disorders	University of Florida	Professor	1993
Lynnette Erickson	Ph. D	1996	Curriculum & Instruction, Elementary Education, Social Studies	Arizona State University	Associate Professor	2002

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Erika Feinauer	Ed. D	2006	Human Development and Psychology	Harvard University	Assistant Professor	2007
Paula Gordon	BS	1992	Elementary Education	BYU	N/A	N/A
Ray Graham	Ph. D	1977	Applied Linguistics	University of Texas-Austin	Professor	
Kendra Hall	Ph. D	2002	Human Development & Cognitive Studies Psychology	Columbia University	Associate Professor	2008
Keri Huntsman	Master's of Education	2007	ElEd/ECE	Southern Utah University	N/A	N/A
Jim Jacbos	Ed. D	1978	Language Education, Children's Literature	University of Georgia	Professor	1996
Jerry Jaccard	Ed.D.	1995	Music Education	University of Massachusetts at Amherst	Associate Prof	1999
Heather Jensen	BS	1997	El Ed	BYU	N/A	N/A
Teresa Jordan	MA	Pending 2009	Teacher Ed/Literacy	Brigham Young University	N/A	N/A
Byran B. Korth	Ph. D	2000	Human Development & Family Studies	Auburn University	Assistant Professor	2004
Karen Leavitt	Med	1999	Curriculum/ Supervision	University of Georgia	N/A	N/A
Teresa Leavitt	Ph. D	2008	Teacher Education	University of Nevada, Las Vegas	Assistant Teaching Professor	2008
Janet Losser	Ph. D	2004	Curriculum and Instruction	University of Gerogia	Assoc teaching Prof	2001
Karen Lowell	MA		El Ed, Reading and Curriculum,		Clinical Faculty Associate	2006
Tamra Lybbert	BS	2000	Mast. Equiv. Teacher Ed.	University of AR	Clinical Faculty Associate	2004
Debbie Miller	ME	2008	Reading and Literacy	Southern Utah University	Clinical Faculty Associate	2005
Eula Monroe	Ed. D	1980	Program and Staff Development: Mathematics Education, Reading Education	George Peabody College of Vanderbilt University	Professor	1985
Timothy Morrison	Ph. D	1986	Reading Education	University of Illinois Urabana- Champaign	Associate Professor	1994
Lynette Neff	Med	1991	Education Leadership	BYU	N/A	N/A
Linda Rowley	MS	1992	curriculum	BYU	N/A	N/A
Jill Shumway	BS	1983	Elementary Education	BYU	N/A	N/A
Linda Shumway	ESL Master Certificate	1985	Esl	BYU	N/A	N/A
Leigh Smith	Ph. D	2002	Science Education	University of Utah	Associate Professor	2008
Jodi Stewart-Browning	MEd & MA	2003 & 2000	Ed. Leadership & Linguistics	University of Utah	N/A	N/A
Michael Tunnell	Ed. D	1986	Curriculum and Instruction	Brigham Young University	Professor	1997

Marie Tuttle	Ph. D	1995	Curriculum and Instruction	Texas A & M University	Professor (Professional Track)	1999
Myra Welling	MA	1999	Educational Psychology	College of St. Paul	N/A	N/A
Bradley Wilcox	Ph. D	1994	Curriculum and Instruction Reading and Language Arts	University of Wyoming	Associate Professor	2000
Janet Young	Ph. D	1996	Emphasis: Reading, Curriculum and Instruction	University of Oklahoma	Associate Professor	2006
Secondary Education Faculty						
Marta Adair	MA	1990	Biology Education	Brigham Young University	Assistant Prof	2002
Cherice Montgomery	Ph.D.	2008	Curriculum, Teaching, & Educational Policy - Specialization in Language, Technology, & Culture	Michigan State University	Asst. Professor	2009
Kathleen Sheffield			Dance		Lecturer	
Kori Wakamatsu			Dance		Assistant Prof	
Marilyn Berrett			Dance		Associate Prof	
Pam Musil	MA	1983	Dance	Brigham Young University	Associate Prof	2003
Patrick Debenham	MA	1978	Dance	University of California Los Angeles	Professor	
Jacqueline Thursby	PhD	1994	English Ed/American Culture Studies	Bowling Green	Professor	2007
Deborah Dean	EdD	1999	English Ed/Composition Pedagogy	Seattle Pacific University	Associate Professor	2005
Sirpa Grierson	PhD	1996	English Ed/Curriculum and Instruction	Univ. Southern Mississippi	Associate Professor	2008
Jonathan Ostenson	Med	2005	English Ed/Education Psychology	University of Utah	Instructor	
Chris Crowe	EdD	1986	English Education	Arizona State	Professor	1998
Ann Woolley	BS	1971	English Education	BYU	Instructor	
Carol Wilkinson	Ed. D.	1983	Exercise Science	Brigham Young University	Associate Prof	1995
Glenna Padfield	BS		Exercise Science	Brigham Young University	instructor	2001
Maria Zanandrea			Exercise Science		Associate Prof	
Todd Pennington			Exercise Science		Associate Prof	
Chris Moore	Ph.D.	2003	Teaching and LearningMulticultural Education and Family and Consumer Science	University of Utah	Assistant Prof	2003
Marci Morgan	B.S.	1996	Family and Consumer Science	Brigham Young University	Instructor	1996
Mary Jane McGuire	M.S.	2000	Family and Consumer Science	Brigham Young University	instructor	2000
Michael Bush	Ph.D.	1983	Foreign Language Education	The Ohio State University	Assoc. Professor	1992
R. Alan Meredith	Ph.D.	1976	Foreign Language Education	The Ohio State University	Assoc. Professor	1990
Jerry W Larson	Ph.D.	1977	Foreign Language Education	University of Minnesota	Professor	1990

Rob A. Martinsen	Ph.D.	2007	Foreign Language Education	University of Texas at Austin	Asst. Professor	2007
Nieves P. Knapp	Ph. D	2003	Foreign Language Education (Didáctica de las Lenguas Extranjeras)	Univ. de Oviedo (Spain)	Asst. Professor	2003
Robert Erickson	Ph.D.	2000	French Education	Brigham Young University	Asst. Professor	2003
Jeannie Welch	MA	1970	French Education	Brigham Young University	instructor	1993
Randall Lund	Ph.D.	1986	Second Languages and Cultures Education	University of Minnesota	Assistant Prof	1988
Cougar Hall	Ph.D.	2008	Health Education	University of Utah	instructor	2008
Emily McIntyre	MPH	2008	Health Education	Brigham Young University	Instructor	
Tana page			Health Education		Professor	
Paul Coon	M.S.	1972	Health Education	Brigham Young University	Assistant Prof	1972
Randy Page	Ph.D.	1982	Health Education	Southern Illinois University	Professor	1996
Jeff Nokes	Ph.D.		History Education			
Harold Jacklin	Ph.D.	1982	History Education	Brigham Young University		
Cindy Horrocks						
Scott Hendrickson	MA	1984	Mathematics Education	Brigham Young University	Assistant Teaching Professor	2005
Bob Speiser	Ph. D	1970	Mathematics Education	Cornell University	Professor	1983
Charles Walter			Mathematics Education		Associate Prof	
Janet Walter	Ed.D.	2004	Mathematics Education	Rutgers, The State University of New Jersey	Assistant Prof	2004
Dan Siebert	Ph.D.	2000	Mathematics Education	San Diego State University/ University of California at San Diego	Associate Prof	2006
Gerald Armstrong			Mathematics Education		Associate Prof	
Hope Gerson	Ph.D.	2001	Mathematics Education	University of New Hampshire	Assistant Prof	2005
Jackie Voyles	Ed.D.	1987	Mathematics Education	Brigham Young University	Tea Prof full	
Jason Belnap	Ph.D.	2005	Mathematics Education	University of Arizona	Assistant Prof	2004
Keith Leatham	Ph.D.	2002	Mathematics Education	University of Georgia	Assistant Prof	2001
Blake Peterson	Ph.D.	1993	Mathematics Education	Washington State University	Professor	2007
Steve Willliams	Ph.D.	1989	Mathematics Education	University of Wiconsin- Madison	Professor	2004
Andy Dabczynski	Ph. D	1994	Music Education	University of Michigan	Professor	2001
Jerry Jaccard	Ed.D.	1995	Music Education	University of Massachusetts at Amherst	Associate Prof	1999

Jean Applonie	MM	1990	Music Education	Brigham Young University	instructor	2004
Kirt Saville	Ed.D.	1991	Music Education	Utah State University	Professor	2000
Paul Broomhead	Ph.D.	1999	Music Education	University of Washington	Associate Prof	2005
Rob Dunn			Music Education		Instructor	
Susan Hobson Kenney	M.M.	1977	Music Education	Brigham Young University	Associate Prof	1989
Bob Wadley	EdS	1982	Public School Administration	Brigham Young University	Visiting Instructor	NA
Blair E. Bateman	Ph. D	2002	Second Languages & Cultures Education	Univ. of Minnesota	Asst. Professor	2002
Duane Merrell	MS	1988	Teaching Physical Science	Brigham Young University	Assistant Professor	2004
Kip Christensen	Ph.D.	1991	Technology Engineering Ed	Colorado State Universtiy	Professor	1988
Steve Shumway	Ph.D.	1999	Technology Engineering Ed	Utah State University	Associate Prof	2006
Geoffrey A. Wright	Ph.D.	2008	Technology Engineering Ed/Instructioal Psycholoty and Technology	Brigham Young University	Asst. Professor	2008
Amy Jensen	Ph.D.	2004	Theatre and Media Arts	Univ. of Illinois at Urbana-Champaign	Assistant Prof	2000
Bradley Moss			Theatre and Media Arts		instructor	
Julia Ashworth	M.A.	2002	Theatre and Media Arts	New York University	instructor	2002
Shawnda Moss	M.A.	2005	Theatre and Media Arts	Brigham Young University	instructor	1996
Dan Barney	MA	2004	Visual Arts Education	Brigham Young University	instructor	2000
Donna Beattie	Ph.D.	1990	Visual Arts Education	Kansas University	Professor	1996
Mark Graham	Ed.D.	2002	Visual Arts Education	Teachers college of Columbia University	Associate Prof	2005
Sharon Gray			Visual Arts Education		Associate Prof	
Diane Asay			Visual Arts Education		instructor	
G. Nelson			Visual Arts Education		instructor	
Jeffrey Nokes	Ph.D.	2005	History Pedagogy and Literacy	University of Utah	Clinical Faculty Associate	N/A
Cindy Horrocks	M.A.	2006	Teacher Education	Brigham Young University	Adjunct	NA
Bob Bullough	Ph. D	1976	Academic Faculty of curriculum and Foundations	Ohio State University	Professor	1999
Stefinee Pinnegar	Ph. D	1989	Educational Psychology	University of Arizona	Professor	2000
Nancy Wentworth	Ph. D	1993	Technology in Education, Mathematics Curriculum and Instruction, Teacher Education and Partnership	University of Utah	Professor	2008

Roni Jo Draper	Ph. D	2000	Curriculum and Instruction: Literacy Studies	University of Nevada, Reno	Associate Professor	2005
Special Education						
Abraham, Heidi	M.S.	2004	Special Education	Brigham Young University	Assistant Clinical Professor (Professional Track)	2004
Anderson, Darlene	Ph.D.	2002	Behavior Disorders/Special Education	Utah State University	Instructor	2001
Ashbaker, Betty	Ph.D.	1982	Educational Psychology/Special Education	Brigham Young University	Associate Professor	2004
Dyches, Tina	Ed.D.	1995	Specialized Educational Development/ Educational Administration	Illinois State University	Associate Professor	2003
Gibb, Gordon	Ph.D.	1994	Special Education	University of Utah	Associate Professor	2002
Marchant, Michelle	Ph.D.	2000	Special Education	Utah State University	Associate Professor	2007
Munk, JoAnn	M.S.	1999	Special Education	Brigham Young University	Instructor	2000
Peery, Karolyn	M.S.	2005	Special Education	Brigham Young University	Part-Time Instructor	2005
Prater, Mary Anne	Ph.D.	1987	Special Education	Utah State University	Professor	2001
Smith, Barbara	M.Ed.	1982	Educational Psychology	Brigham Young University	Assistant Clinical Professor (Professional Track)	2003
Solomon, Carol	M.S.	1992	Special Education	Western Oregon University	Instructor	2005
Steed, Katie	M.S.	2004	Special Education	Brigham Young University	Assistant Clinical Professor (Professional Track)	2003

Table C2 includes the same list of faculty as in Table C1 and includes the years of service of each faculty member at BYU, courses taught, years teaching in K-12 schools, number of journal article published or in press, number of book chapters, creative works, confirmation of university and professional service.

Table C2: Qualifications of Faculty to Teach Assigned Courses

Program Faculty									
Are qualified for their teaching assignments									
Name	Years Service at BYU	Separate Courses Taught at BYU (Fall 2005 - Summer 2008) (e.g., Engl. 378, MthEd. 306)	Years of K-12 School Experience	Number of Journal Articles Published or In Press	Number of Book Chapters Published or In Press	Number of Books Published or In Press	Creative Works	University Service: Department, College, and University (yes or no)	Professional Service (yes or no)
Elementary Education and Early Childhood Education Faculty									
Damon L. Bahr	2	ECE 361, El Ed. 361, El Ed. 362, El Ed. 514R, El Ed 515R, El Ed 363	18	11	0	2		Yes	Yes
Jennifer Baugh		0	14	0	0	0		No	Yes
Katherine Beck	1	0	17	0	0	0		No	Yes
Joseph Bellak	2	El Ed. 355, El Ed. 372	11					Yes	Yes
James Birrell	15	El Ed. 351, Sc Ed. 353	19	21	1	0		Yes	Yes
Beth Borup	10	Ece. 324, Ece. 423, Ece. 424, Ece. 425, Ece. 426, El Ed. 356, Ece. 325, El Ed. 357, El Ed. 496R, El Ed 493R	7					yes	Yes
Bob Bullough	9	T Ed. 665, T Ed. 660	0	99	20	11		Yes	Yes
Joy Campbell	12	El Ed. 302, El Ed. 354, El Ed. 355, El Ed. 372, El Ed. 400R, El Ed. 496R, El Ed. 493R	23					yes	Yes

Pamela Cantrell	2	El Ed. 363, T Ed. 663R,	15	14	1	0		Yes	Yes
Hollie Carlson	1.5	0	23					No	Yes
Helen Carlton		0							
Ramona Maile Cutri	10	Sc Ed. 353, El Ed. 351, TELL 400	1	5	3	1		Yes	Yes
Lisa DeGarcia	1.5	MthEd. 306	11	0	0	1		No	No
Roni Jo Draper	8	T Ed. 691, T Ed. 698R, T Ed 699R, El Ed. 680R, El Ed. 693R, El Ed 695R, El Ed. 742, El Ed. 795R, El Ed. 799R, Sc Ed. 515R, El Ed. 780R, Sc Ed 514R, Sc Ed 515R, T Ed. 627, T Ed. 603, T Ed. 625, El Ed. 696R	5+	29	10	1		Yes	Yes
Rodney Earle	15	Rel A 121,El Ed 493R, Rel C 492, Sc Ed 493R, Rel C 491	8	27	9	6		yes	Yes
M. Winston Egan	15	Univ. 101	4	14	1	5		Yes	Yes
Lynnette Erickson	18	El Ed. 493R, El Ed. 496R, Sc Ed. 490R, Sc Ed. 493R, Sc Ed. 496R, El Ed. 365, T Ed. 661	6	17	3	0		Yes	Yes
Erika Feinauer	1	El Ed. 356, Psych. 430R		4	4	0		Yes	Yes
Paula Gordon	1st	0	15					none	none
Ray Graham		Ling. 472, Ling. 540, Ling. 441, Ling. 500, Ling. 625, Chum. 387		25		4		Yes	Yes
Kendra Hall	6	Ece. 324, Ece. 356, Ece. 365, Ece. 353, T Ed. 623, T Ed. 699R, El Ed. 515R, T Ed 623	1	17	1	1		Yes	Yes
Keri Huntsman	2005-2009 (4)	Ece. 426, Ece. 325	1990-2005 (15)					No	Yes
Jim Jacbos	32	Engl. 218R, Engl. 311, Europ. 336R, Fnart 270R, Germ. 201, Germ 102, Germ, 211R, IAS. 201R, Rel. C. 350R, El Ed. 340, T Ed. 621, El Ed. 493R	2	24	4	5		Yes	Yes

Jerry Jaccard	16	Music 271, 272, 371, 378, 469, 471, 575R, 673	40	30+	4	5	30+	Yes	Yes
Heather Jensen	1 1/2	0	11					Alpine Liaison Search	No
Teresa Jordan	2	El Ed. 302, El Ed. 354	10						Yes
Byran B. Korth	4	ECE 323, ECE 327,El Ed. 493R	0	7	1	2		Yes	Yes
Karen Leavitt	1	0	18					no	yes
Teresa Leavitt		0	6					No	Yes
Janet Losser	10	El Ed. 302, El Ed. 354, El Ed. 355, El Ed. 372, El Ed. 400R, El Ed. 496R, El Ed. 493R	10	0	0	0		Yes	Yes
Karen Lowell	2	Ece. 325	8	0	0	0			
Tamra Lybbert	4	El Ed. 355, El Ed. 372, El Ed 400R	24	0	0	0		No	Yes
Debbie Miller	3	El Ed 302, Ed 372	14	0	0	0		No	No
Eula Monroe	16	El Ed. 515R, T Ed. 699R, El Ed. 361, El Ed. 362, MthEd. 306	20	96	4	3		Yes	Yes
Timothy Morrison	14		3	23	2	0		yes	Yes
Lynette Neff	8	El Ed. 302, El Ed. 354, El Ed. 355, El Ed. 372, El Ed. 400R, El Ed. 496R, El Ed. 493R	30					Yes	Yes
Linda Rowley	4	El Ed. 302, El Ed. 372, El Ed. 356	30						
Jill Shumway	6	El Ed. 355, El Ed. 372, El Ed. 302, El Ed. 356	8					yes	yes
Linda Shumway	7	El Ed. 302, El Ed. 354, El Ed. 400R, El Ed. 496R, El Ed. 355, El Ed. 372, El Ed. 493R	30	0	0	0		2	No
Leigh Smith	8	ECE. 363, El Ed. 363, T Ed. 662, T Ed. 601	12	18	3	0		Yes	Yes
Jodi Stewart-Browning	two years with Jordan Partnership; 1st with SLC	0	30					yes	yes
Michael Tunnell	16	El Ed. 340, Ted 641	12	24	14	8		Yes	Yes
Marie Tuttle	33	El Ed. 355, El Ed. 372, El Ed. 496R, El Ed. 302, El Ed. 354	6	0	0	0		Yes	Yes
Myra Welling		El Ed. 355, El Ed. 372, El Ed. 400R, El Ed. 493R, El Ed. 302, El Ed. 354, El Ed. 496R		0	0	0		Yes	Yes
Bradley Wilcox	19	El Ed. 357, El Ed. 515R, Sc Ed. 515R, IAS. 201R, IAS. 399, El Ed. 493R, IAS. 397R, Sc Ed. 514R, T Ed 624, El Ed. 514R, El Ed. 340	3	104	1	1		Yes	Yes
Janet Young	12	El Ed. 515R, T Ed. 625, T Ed. 688R, T Ed. 622, T Ed. 699R, El Ed. 356, T Ed. 664, Sc Ed. 515R, El Ed. 799R, T Ed. 664	1	14	7	0		Yes	Yes
Secondary Education Faculty									
Marta Adair	15	Bio 100, Bio 276, Bio 377, Bio 378, Bio 379, ScEd 476	14	0	0	0	0	Yes	Yes

Name	Years	Courses							
Cherice Montgomery	0	Span 377, Span 380, ScEd 476R	12	6	0	0	3	Yes	Yes
Kori Wakamatsu	5 months	Dance 276, Dance 241, Dance 340, Dance 476, Dance 140	6	0	0	0	1	Yes	no
Pam Musil	15	Dance 276, Dance 366, Dance 466, ScEd 476	11	10	2	0	53	Yes	Yes
Patrick Debenham		Dance 328, Dance 366, Dance 351, Dance 343, Dance 368, Dance 438, Dance 340, Dance 440, Dance 469		4	0	0	19	Yes	Yes
Jacqueline Thursby	12	ScEd 276, ScEd 353, Eng 356, Eng 391, Eng 495, Eng 663, Eng 667, Eng 377/379	5	7	1	3	0	Yes	Yes
Deborah Dean	9	Eng 423, Eng 377, Eng 329, Eng 476, Eng 610, Eng 611	9.5	32 (last 5 yrs)	0	3 (last 5 yrs)	0	Yes	Yes
Sirpa Grierson	11	Eng 305, Eng 315, Eng 378, Religion C 325, ScEd 276	3	6 (last 5 yrs)	1 (last 5 yrs)	0	4	Yes	Yes
Jonathan Ostenson	1.5	Eng 329, Eng 377/379, ScEd 276, Eng 423	11	2	0	0	0	No	Yes
Chris Crowe	15	Eng 420, Eng 377, Eng 379, Eng 320, Eng 218, Eng 521	10	9	1	5	40	Yes	Yes
Ann Woolley	17	ScEd 276	10	0	0	0	0	Yes	No
Carol Wilkinson	14	Exsc 229, Exsc 231, Exsc 302, Exsc 377, Exsc 380, Sc Ed 476R, Exsc 658, Exsc 693, Exsc 699R, Rel 324	3	16	2	6	31	Yes	Yes
Glenna Padfield	8		38	2	0	0	0	Yes	Yes
Chris Moore	5	ScEd 353, SFL 340, SFL 377, ScEd 476, ScEd 378,	30	7	0	2	0	yes	yes
R. Alan Meredith	32	SecEd 276 R, Span 577, Span 671, Span 673R, Span 674, Span 601C, Span 676, Span 680R, Span 101, Span 102	3	5	0	2	0	Yes	Yes
Jerry W Larson	28	Span 601C, Span 673, Span 674, Span 679R, CHum 489R	0	12	13	4	9	Yes	Yes
Rob A. Martinsen	1	Span 105, Span 106, Span 672, Span 673, Span 674, Span 670	0	1	2	0	0	Yes	Yes
Nieves P. Knapp	11	Span 201, Span 202, Span 321, Span 377, Span 378, Span 380, Span 477, Span 577, Span 674, Span 673R, Span 680	3	3	1	0	2	yes	yes
Robert Erickson	15	Fr 321, Fr 377, Fr 490R, Fr 690R, ScEd 276R, ScEd 476R, ScEd 496R, Fr 101, Fr 201, Fr 311, Fr 378, Fr 493R, IAS 201, Fr 202, Fr 362, Fr 211, Fr 345	1	2	0	1	3	Yes	Yes
Michael D. Bush	16	SecEd 276R, MBA 596, BusM 596, Fr 201, Ling 678, Ling 500	0	7	3	2	4	Yes	Yes
Jeannie Welch	15	Fr 211R, Fr 311R, IAS 201R, Fr 202, Fr 345, Fr 454	12	1	1	1	1	Yes	Yes
Randall Lund	21	Germ 377, Germ 378, ScEd 276, ScEd 476	4	5	2	0	2	Yes	yes
Cougar Hall	1	Health Science 381, Health Science 361, Health Science 436	11	0	0	0	0	No	Yes
Paul Coon	36	Hlth 421, Hlth 320, Hlth 444, Hlth 445, Hlth 446, Hlth 10, ScEd 476	0	0	0	0	0	Yes	Yes
Randy Page	6	HLTH 276R, HLTH 381	0	91	1	27		Yes	Yes

Name		Courses							
Scott Hendrickson	3	MthEd 305, Math 119, Sc Ed 276, MthEd 117, MthEd 218, MthEd 308	26	2	2			yes	yes
Jeff Nokes	4	Sc Ed 377, Sc Ed 378, Sc Ed 379, Sc Ed 476, Sc Ed 496	18	7	2	0	0	yes	yes
Harold Jacklin	10	Sc Ed 276, Sc Ed 476, Sc Ed 496	10					yes	yes
Cindy Horrocks	8	Sc Ed 276, Sc Ed 476, Sc Ed 496	7	0	0	0	0	yes	yes
Bob Speiser	25	MthEd 305, MthEd 306, MthEd 550, MthEd 585R, MthEd 663, Math 112, Hon 250, ElEd 361, ElEd 362	1	55	3	4	0	yes	yes
Dan Siebert	8	Mth 343, Mth Ed 590, Math 300, Mth Ed 591, Mth Ed 117, Mth Ed 661, Math 343, Mth Ed 611R, Math 112	1	17	0	0	0	Yes	Yes
Hope Gerson	3	MthEd 117, MthEd 218, MthEd 308, Mth 112H, Mth 113H, Mth 300, Mth362	3	2	0	0	?	Yes	Yes
Jason Belnap	5	Math 112, Math 113, Math 214, Math 343, MathEd 305, MathEd 306	1	2	0	0	0	Yes	Yes
Keith Leatham	6	MthEd 377, SecEd 378, MthEd 608, MthEd, 611R, MthEd 308, MthEd 591, SecEd 479,	4	16	3	0	0	yes	yes
Blake Peterson	12	MthEd 305, Mth Ed 611R, Sc Ed 476 , Mth Ed 306, Mth Ed 590, Mth Ed 562, Mth Ed 308, Mth Ed 362	2	19	0	4	0	Yes	Yes
Jackie Voyles	31	MthEd 305, MthEd 306, MthEd 377, MthEd 378, Mth 117, Mth 300							
Janet Walter	9	MthEd 117, MthEd 218, MthEd 305, MthEd 306, MthEd 377, MthEd 378, MthEd 591	13	17	0	0	0	yes	yes
Steve Williams	15	MthEd 305	0	14	5	0	0	Yes	Yes
Andy Dabczynski	8	Sc Ed 276, Sc Ed 375, Sc Ed 476, Mus 176, Mus 276, Mus 375 A/B, Mus 377, Mus 501, Mus 672	13	7	11	7	4	Yes	Yes
Special Education Faculty									
Abraham, Heidi	4	CPSE 402, CPSE 430, CPSE 452	5	0	0	0		Yes	Yes
Anderson, Darlene	7	CPSE 400, CPSE 402, CPSE 410, CPSE 440, CPSE 446R, CPSE 442	16	6	0	0		Yes	Yes
Ashbaker, Betty	10	CPSE 400, CPSE 440, CPSE 446R, CPSE 470, CPSE 618, CPSE 699R	11	35	3	8		Yes	Yes
Dyches, Tina	13	CPSE 400, CPSE 443, CPSE 463, CPSE 580R, CPSE 610, CPSE 680R, CPSE 688R, CPSE 690R, CPSE 697R, CPSE 699R	8	28	8	5		Yes	Yes
Gibb, Gordon	12	CPSE 400, CPSE 430, CPSE 462, CPSE 612, CPSE 622, CPSE 699R	16	9	3	1		Yes	Yes
Marchant, Michelle	9	CPSE 400, CPSE 410, CPSE 442, CPSE 615	4	11	1	0		Yes	Yes
Munk, JoAnn	8	CPSE 400, CPSE 410, CPSE 452, CPSE 466R, CPSE 490	3	3	0	0		Yes	Yes
Peery, Karolyn	3	CPSE 400, CPSE 443, CPSE 610	12	0	1	0		Yes	Yes

Prater, Mary Anne	7	CPSE 452, CPSE 493R, CPSE 580R, CPSE 601, CPSE 610, CPSE 680R, CPSE 690R, CPSE 693R, CPSE 697R, CPSE 699R	3	55	5	4		Yes	Yes
Smith, Barbara	10	CPSE 400, CPSE 420, CPSE 440,CPSE 447R, CPSE 466R, CPSE 467R, CPSE 486R, CPSE 496R, CPSE 586R	7	2	1	0		Yes	Yes
Solomon, Carol	3	CPSE 400, CPSE 425, CPSE 490	22	0	0	0		Yes	Yes
Steed, Katie	5	CPSE 420, CPSE 430, CPSE 453, CPSE 467R, CPSE 487R, CPSE 490, CPSE 587R	4	1	1	0		Yes	Yes

Appendix D: Program Requirements

University Admission Requirements

Admissions Philosophy

Because more students want to attend Brigham Young University than can be accommodated, deciding whom to admit makes for weighty and difficult decisions. We are only able to offer admission to a portion of the exceptional students who apply each year. Each applicant is considered individually and in comparison to the others who make up the large and remarkably talented applicant pool.

Admission decisions are guided by the philosophy found in the "University Statement on Fostering an Enriched Environment," which states,

"The Mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued. ('The Mission of Brigham Young University')
"To this end, the university seeks qualified students of various talents and backgrounds, including geographic, educational, cultural, ethnic, and racial, who relate together in such a manner that they are 'no more strangers and foreigners, but fellowcitizens with the saints, and of the household of God' (Ephesians 2:19). It is the university's judgment that providing educational opportunities for a mix of students who share gospel values and come from a variety of backgrounds and experiences is an important educational asset to BYU."

Admissions Factors

According to this philosophy, members of the Admissions Committee consider multiple factors when making admission decisions. Each applicant must be endorsed by his or her ecclesiastical leader as one who is worthy to attend BYU and is living in harmony with the Honor Code and the Dress and Grooming Standards.

Beyond this ecclesiastical endorsement, the committee considers each student's academic record as the foundation and central focus of admission decisions. However, beyond academic achievement and potential for success at BYU, we are looking for students who are accomplished in a variety of areas—not just academics.

Because of this, each individual applicant is considered comprehensively, with many factors taken into account, such as
- High school GPA
- ACT or SAT scores
- Seminary attendance

- Service
- Leadership
- Individual talents
- Creativity
- Resiliency in dealing with challenging personal circumstances
- AP and IB courses taken
- Other factors showing a student's ability to strengthen the BYU community

This subjective review attempts to recognize and admit students who are predicted to succeed in a rigorous academic setting and who will enhance and enrich our university environment by contributing to a campus community of diverse backgrounds, attributes, talents, experiences, and characteristics. Because of this, sometimes one candidate is denied admission when an acquaintance, whose academic record appears to be lower, is accepted. It is important to remember that only members of the Admissions Committee are in a position to view each application as a whole and in comparison with the entire applicant pool.

Approximately 7,000 new freshmen and 3,200 transfer students are admitted each year. Because prospective applicants are well informed about admission criteria, BYU has been able to admit about 70 percent of those who have applied in recent years.

General Admissions Statistics

Table D1 shows the number of prospective freshmen that applied and were either accepted or denied over the past three years.

Table D1: Summary of BYU Admissions

Summer Term/Fall Semester Admissions Statistics BYU	2005	2006	2007
Freshman Applicants (completed applications)	8,694	9,958	10,010
Number Accepted	6,785	6,786	7,375
Number Denied	1,909	3,172	2,635
Acceptance Rate	78%	68%	74%
Fall Semester Freshman Averages BYU	**2005**	**2006**	**2007**
Average ACT	27.5	27.8	27.9
Average GPA (unadjusted)	3.77	3.78	3.78

Admissions Requirements for the EPP

Table D2 shows the requirements for admission into each EPP area.

Table D2: Requirements for Admission to EPP area

Requirement	Early Childhood	Elementary	Secondary	Special Education
Application	X	X	X	X
GE Completion	X	X		X
2.85 GPA*	X	X	X	X
TOEFL Scores	X	X		
Group Interview*	X	X		
Writing Sample*	X	X		X
Technology Skills Assessment	X	X	X	X
Fingerprints/Background Check	X	X	X	X
Exploratory Experience	X			X

* These requirements will be discontinued beginning Fall 2008 as part of program renewal and, with respect to GPA, in light of University policy.

Requirements and Standards for Continuing in the Program

Minimum Candidate Requirements

After admission to the Educator Preparation Program, candidates are required to maintain a 2.85 GPA in the content, professional, and support courses. In addition, candidates must achieve at least a C- in each course in the program. University policy accepts D grades but the EPP has an exception to this policy. Individual exceptions may occur on a case-by-case basis. Violation of either of these two standards may result in suspension from the program until the deficiency is rectified. Grades are reviewed at the end of each semester. Candidates with deficiencies meet with the assigned faculty member/administrator in each department.

Additional Candidate Requirements

During the program, faculty regularly review each candidate's standing in (1) academics [GPA Report], (2) teaching [Clinical Practice Assessment System], (3) interpersonal relations [Professional and Interpersonal Behaviors Scale], and (4) professionalism [Professional and Interpersonal Behaviors Scale]. Patterns of deficiencies in any of these areas may result in remediation, suspension, or termination from the program.

Professional and Interpersonal Behaviors Scale. Ratings below 3 on any PIBS trigger a review by the department, using the referral process outlined below.

Clinical Practice Assessment System. A composite score lower than 3 on the final CPAS triggers a review and the candidate is at risk for remediation. CPAS scores are also reviewed in early field experiences,

Referral Process

The specifics outlined below apply to the Early Childhood, Elementary and Secondary

Social Science programs. However all other programs use similar processes.

Faculty members may refer a candidate for professional review, if areas of concern expressed by the faculty remain unresolved.

- Faculty members evaluate candidates in each of the four areas stated above. This evaluation occurs monthly or whenever a deficiency arises.

- The Professional Review Committee requests of all faculty a monthly report on the deficiencies of all candidates.

- Once a deficiency or questionable performance is noted, the faculty member completes a Professional Review Form, documenting the area of deficiency.

- The faculty member meets with the candidate to complete a Candidate Action Plan and a review date is agreed upon.

- If conditions have been met, deficiencies addressed, and behaviors modified appropriately by the review date, the faculty member files an informational copy of the form with the Chair of the Professional Review Committee.

- If deficiencies have not been addressed to the satisfaction of the faculty member, a referral is made to the Professional Review Committee.

- Both faculty member and candidate may review the educational record of the student which will be submitted to the committee and submit additional written information to the Committee. Both the faculty member and the candidate will receive a complete copy of the final education record of the candidate to be reviewed by the Committee before the review.

- The Committee will set a hearing date and request in writing the appearances of the faculty member and the candidate. The candidate may bring a spouse, parent or peer to advise and support the candidate, but the candidate should be prepared to be his or her own spokesperson. An individual accompanying the candidate will not be allowed to advocate on behalf of the candidate.

- Decisions reached by the committee may include continuation, continuation with probation, suspension, or termination. Decisions are made by majority vote. The candidate and the faculty member receive written notification of the Committee's decision.

- Candidates may appeal the Committee's decision (See Appeals Procedures).

- Committee Membership—The Committee consists of a chair and six members (3 faculty members, 1 student, and 1 public school representative). An associate chair of the department is the voting chair of the Committee. The candidate may request disqualification by the chair of any member upon showing cause for bias.

The chair shall be responsible to determine all issues of procedure, which should be fair and impartial.

Graduation Requirements

To receive a BYU bachelor's degree a student must complete, ***in addition to all requirements for a specific major***, the following university requirements:

- The university core, consisting of requirements in general and religious education. (See the University Core section of the catalog for details.)
- A minimum of 30 credit hours in residence
- A minimum of 120 credit hours
- A cumulative GPA of at least 2.0

The graduation requirements for each major in the Educator Preparation Program are outlined in the attached program MAPs.

Requirements and Standards for the State's Professional License

R277-504-6. General Standards for Approval of Programs for the Preparation of Early Childhood, Elementary, Secondary, Special Education (K-12), Communication Disorders, Speech-Language Pathologist and Speech-Language Technician, and Special Education (Birth-Age 5) Teachers.

A. The teacher preparation program of an institution may be approved by the Board if it:

(1) meets the standards prescribed in the NCATE Professional Specialty Association or 90 percent of the completers pass the Board-approved content assessments; and

(2) requires the study of:

(a) state laws and policies which specify content, values, and other expectations of teachers and other professionals in the school system; and

(b) techniques for evaluating student progress, including the use and interpretation of both standardized and teacher-made tests; and

(c) knowledge and skills designed to meet the needs of students with handicapping conditions in the regular classroom. These shall include the following domains:

(i) knowledge of handicapping conditions;

(ii) knowledge of the role of regular education teachers in the education of students with handicapping conditions;

(iii) skills in assessing the educational needs and progress of students with handicapping conditions in the regular education classroom;

(iv) skills in the implementation of an educational program for the student handicapped in the regular classroom; and

(v) skills in monitoring student progress.

B. The standard requiring the application of methods and techniques in a clinical setting is met by student teaching carried out under the direction of the institution.

R277-504-7. Standards for Approval of Programs for Early Childhood and Elementary Teachers.

The standards must be applied to the specific age group or grade level for which the program of preparation is designed. The teacher preparation program of an institution may be approved by the Board if it:

A. meets the standards prescribed in the NCATE Professional Specialty Association or if 90 percent of the completers pass the Board-approved content tests; and

B. Requires study and experiences needed in disciplines which provide content knowledge needed to teach:

(1) language development and listening, speaking, writing, and reading, with emphasis on language development;

(2) mathematics;

(3) biological and physical science and health;

(4) social studies; and

(5) fine arts.

R277-504-8. Standards for Approval of Program for Preparing Teachers in Major and Minor Fields.

The teacher preparation program of an institution may be approved by the Board if it meets the general and specific standards prescribed in the NCATE Professional Specialty Association or if 90 percent of the completers pass the Board-approved content tests for teaching majors.

R277-504-9. Standards for Approval of Programs for Special Education (K-12) and Special Education (Birth-Age 5) Teachers.

The teacher preparation program of an institution may be approved by the

Board if it meets the following standards:

A. Mild/Moderate Endorsement

(1) Assessment: eligibility determination; strength and weakness determination. The program shall require demonstrated competence in selection, design, administration, and interpretation of a representative sample of age- appropriate, norm referenced, criterion referenced, and ecological assessments to determine the discrepancies between academic, behavioral, and life skills demands or requirements and actual student performance.

(2) Planning: establishing goals and objectives for students based upon individual assessment, coordination of services, identification of resources, and implementation of activities. The program shall require demonstrated competence in:

(a) projecting long-term outcomes and establishing appropriate annual goals and short term objectives utilizing assessment data;

(b) designing, planning, and coordinating age-appropriate academic and social integration and transition programs within regular school and community environments;

(c) designing a plan for accessing and coordinating resources available in the student's natural environment to implement long-term outcomes, annual goals, and short-term objectives and identify a representative sample of such resources, both human and technological;

(d) designing appropriate, systematic, data-based, daily individual student activities based on student performance and relevant long-term outcomes, annual goals, and short-term objectives which provide for new skill development, practice, and application across environments;

(e) coordinating all services--required related services and a representative sample of support services including peer tutors, parents, and volunteers--necessary to implement daily individual student activities which provide for new skill development, practice, and applications across environments;

(f) developing an Individual Education Plan which is an integrated management tool and which meets federal and state requirements.

(3) Implementation: actualization of planning and utilization of effective pedagogy across levels including developmental, remedial, functional and compensatory. The program shall require demonstrated competence in:

(a) implementing a variety of methods and techniques which encompass the following areas:

(i) developmental--natural sequence of acquired skills;

(ii) remedial--reteaching specific areas of weakness;

(iii) functional--skills necessary to ensure independence;

(iv) compensatory--alternative strategies for reaching goals.

(b) knowledge of scope and sequence across academic, behavior, and life skills;

(c) conducting concept and task analysis to identify performance demands for skill use and application;

(d) teaching discrete skills, including selecting and sequencing instructional examples to facilitate acquisition, strategies of trail distribution, systematic strategies of response prompting and fading, and systematic strategies for rewarding correct student responses and correcting student errors in individual, small groups, and large group instruction;

(e) teaching for generalization;

(f) designing, implementing, and evaluating applied behavior analysis including related ethical issues;

(g) implementing effective techniques of consultation, collaboration, and teaming;

(h) utilizing the transdisciplinary approach to instruction.

(4) evaluation: monitoring student progress; formative and summary program evaluation. The program shall require demonstrated competence in:

(a) designing and implementing data collection systems that measure the accuracy, rate, duration, fluency, and independence of student performance;

(b) designing and implementing data collection systems that measure performance across novel stimuli -- generalization -- and time -- maintenance --and in natural -- non-instructional -- settings;

(c) selecting data collection systems which match the target behavior and intended outcome of instruction;

(d) adjusting instructional procedures based on student performance data;

(e) measuring consumer--e.g., parent, cooperating agency--and team--e.g., therapist, regular educator, paraprofessional-satisfaction with student educational program and adjusting classroom procedures, methods of communication with significant others, or educational programming based on consumer or team feedback, or all.

B. Severe Endorsement

(1) Assessment: eligibility determination; strength and weakness determination. The program shall require demonstrated competence in selection, design, administration, and interpretation of a representative sample of age- appropriate, norm-referenced, criterion referenced, and ecological assessments to determine the discrepancies between functional academic, functional behavior, and functional life skill demands and requirements and actual student performance.

(2) Planning: establishing goals and objectives for students based upon individual assessment, coordination of services, identification of resources, and implementation of activities. The program shall require demonstrated competence in:

(a) designing, planning, and coordinating age-appropriate social integration and transition programs within regular school and community environments;

(b) the requirements specified in Subsections 9(A)(2)(a), (c), (d), (e), and (f).

(3) Implementation: actualization of planning and utilization of effective pedagogy across levels including development, remedial, functional, and compensatory. The program shall require demonstrated competence in:

(a) knowledge of scope and sequence across functional life skill, academic, behavior, and life skills;

(b) conducting general case analysis of performance demands;

(c) the requirements specified in Subsections 9(A)(3)(c), (d), (f), (g), and (h).

(4) Evaluation: monitoring student progress; formative and summary program evaluation. The program shall require demonstrated competence in the requirements specified in Subsection 9(A)(4).

Course Titles and Descriptions

Course titles for each area are listed in the attached MAPs. Course titles with descriptions are listed in the university catalog.

EPP Program Requirements

Tables D3-D7 are a summary of the requirements in each EPP area.

Table D3: Summary of Requirements for Early Childhood Education

TEAC Quality Principle I	State Standard	NAEYC Standard	Program Requirements		
			Required Courses	Field Experiences	National Tests
Subject Matter Knowledge	R-277-504-7 B 1-5	Child Development & Learning Teaching & Learning	GE courses as listed in the MAP (attached);MthEd 305	Evaluated by *CPAS* 1 in ECE 325, ECE 423 or 424, ECE 425 or ECE 496	Praxis II-10014
Pedagogical Knowledge	R-277-504-6 A 2 a-c	Child Development & Learning Observing, Documenting, & Assessing Teaching & Learning	CPSE 400, ECE 323, ECE 353, El Ed 340, El Ed 351, IP&T 287, Music 378, Dance 326, TMA 352, VAEdu 326, ECE 324, ECE 325, ECE 327, ECE 356, ECE 361, ECE 363, ECE 365 , SFL 210, SFL 221, SFL 222, SFL 240, SFL 351, SFL 355, SFL331 or 352 or 420	Evaluated by *CPAS* 2-10 in ECE 325, ECE 423 or 424, ECE 425 or ECE 496	
Caring Teaching Skill		Child Development & Learning Family & Community Relationships	ECE 324	Evaluated by *CPAS* 2-10 in ECE 325, ECE 423 or 424, ECE 425 or ECE 496	
Learning to Learn		Becoming a Professional	SFL 290	Evaluated by *CPAS* 9-10 in ECE 325, ECE 423 or 424, ECE 425 or ECE 496	
Multicultural Perspectives		Family & Community Relationships	El Ed 351, ECE 365	Evaluated by *CPAS* 2-3 in ECE 325, ECE 423 or 424, ECE 425 or ECE 496	
Technology		Teaching & Learning	IP&T 287	Evaluated by *CPAS* 6 in ECE 325, ECE 423 or 424, ECE 425 or ECE 496	

Table D4: Summary of Requirements for Elementary Education

TEAC Quality Principle I	State Standard	Professional Association Standard	Program Requirements		
			Required Courses	Field Experiences	National Tests
Subject Matter Knowledge	R-277-504 -7 B 1-5		GE courses as listed in the MAP (attached);MthEd 305, MthEd 306	Evaluated by *CPAS* 1 in El Ed 302, El Ed 372, El Ed 400 or 496	Praxis II-10014
Pedagogical Knowledge	R-277-504- 6 A 2 a-c		Dance 326, ExSc 375, Music 378, TMA 352, VAEdu 326, CPSE 400, El Ed 302, El Ed 340, El Ed 351, El Ed 354, El Ed 355, El Ed 356, El Ed 357, El Ed 361, El Ed 362, El Ed 363, El Ed 365, El Ed 372, Hlth 361, IP&T 287, IP&T 301	Evaluated by *CPAS* 2-10 in El Ed 302, El Ed 372, El Ed 400 or 496	
Caring Teaching Skill				Evaluated by *CPAS* 2-10 in El Ed 302, El Ed 372, El Ed 400 or 496	
Learning to Learn				Evaluated by *CPAS* 9-10 in El Ed 302, El Ed 372, El Ed 400 or 496	
Multicultural Perspectives			El Ed 351	Evaluated by *CPAS* 2-3 in El Ed 302, El Ed 372, El Ed 400 or 496	
Technology			IP&T 287	Evaluated by *CPAS* 6 in El Ed 302, El Ed 372, El Ed 400 or 496	

Table D5: Summary of Requirements for Secondary Education

TEAC Quality Principle I	State Standard	Program Requirements		
		Required Courses	**Field Experiences**	**National Tests**
Subject Matter Knowledge		As specified for the major and listed in the appropriate MAP (attached)	Evaluated by *CPAS* 1 in Sc Ed 378, Sc Ed 476 or 496 Evaluated by *TWS 2-6* in Sc Ed 476 or 496	Praxis II (as specified for the major by the State of Utah)
Pedagogical Knowledge	R-277-504- 6 A 2 a-c	Sc Ed 276R, Sc Ed 350, Sc Ed 353, Sc Ed 377R, Sc Ed 378, Sc Ed 379, IP&T 286, CPSE 402. Some secondary programs have additional or substitute courses in pedagogy (see specific MAPs)	Evaluated by *CPAS* 2-10 in Sc Ed 378, Sc Ed 476 or 496 Evaluated by *TWS 2-6* in Sc Ed 476 or 496	
Caring Teaching Skill			Evaluated by *CPAS* 2-10 in Sc Ed 378, Sc Ed 476 or 496 Evaluated by *TWS 1-7* in Sc Ed 476 or 496	
Learning to Learn			Evaluated by *CPAS* 9-10 in Sc Ed 378, Sc Ed 476 or 496 Evaluated by *TWS 7* in Sc Ed 476 or 496	
Multicultural Perspectives		Sc Ed 353	Evaluated by *CPAS* 2-3 in Sc Ed 378, Sc Ed 476 or 496 Evaluated by *TWS 1,4,5* in Sc Ed 476 or 496	
Technology		IP&T 286, or departmental equivalents	Evaluated by *CPAS* 6 in Sc Ed 378, Sc Ed 476 or 496 Evaluated by *TWS 4* in Sc Ed 476 or 496	

Table D6: Summary of Requirements for Special Education: Mild Moderate Disabilities

TEAC Quality Principle I	State Standard	CEC Standard	Program Requirements		
			Required Courses	Field Experiences	National Tests
Subject Matter Knowledge		Foundations	GE courses as listed in the MAP (attached)	Evaluated by *CPAS* 1 in CPSE 466R; CPSE 486R or CPSE 496R	Praxis II-10014 Praxis II-0511 for secondary (0542 before 2007)
Pedagogical Knowledge	R- 277-504-9 A 1, 2 a-f, 3 a-h, 4 a-e	Foundations	CPSE 400, CPSE 410, CPSE 420, CPSE 430, CPSE 440, CPSE 470, CPSE 480, IP&T 287, IP&T 515R, CPSE 442, CPSE 446R, CPSE 452, CPSE 462, CPSE 490	Evaluated by *CPAS* 2-10 in CPSE 466R; CPSE 486R or CPSE 496R	
Caring Teaching Skill		Development & Characteristics of Learners		Evaluated by *CPAS* 2-10 in CPSE 466R; CPSE 486R or CPSE 496R	
Learning to Learn		Learning Environments & Social Interactions		Evaluated by *CPAS* 9-10 in CPSE 466R; CPSE 486R or CPSE 496R	
Multicultural Perspectives		Individual Learning Differences	CPSE 480	Evaluated by *CPAS* 2-3 in CPSE 466R; CPSE 486R or CPSE 496R	
Technology		Instructional Strategies	IP&T 287	Evaluated by *CPAS* 6 in CPSE 466R; CPSE 486R or CPSE 496R	

Table D7: Summary of Requirements for Special Education: Severe Disabilities

TEAC Quality Principle I	State Standard	CEC Standard	Program Requirements		
			Required Courses	Field Experiences	National Tests
Subject Matter Knowledge		Foundations	GE courses as listed in the MAP (attached)	Evaluated by *CPAS* 1 in CPSE 467R; CPSE 487R or CPSE 496R	Praxis II-10014 (0054 before 2008)
Pedagogical Knowledge	R- 277-504-9 B 1, 2 a-b, 3 a-c, 4	Foundations	CPSE 400, CPSE 410, CPSE 420, CPSE 430, CPSE 440, CPSE 470, CPSE 480, IP&T 287, IP&T 515R, CPSE 443, CPSE 447R, CPSE 453, CPSE 463, CPSE 490	Evaluated by *CPAS* 2-10 in CPSE 467R; CPSE 487R or CPSE 496R	
Caring Teaching Skill		Development & Characteristics of Learners		Evaluated by *CPAS* 2-10 in CPSE 467R; CPSE 487R or CPSE 496R	
Learning to Learn		Learning Environments & Social Interactions		Evaluated by *CPAS* 9-10 in CPSE 467R; CPSE 487R or CPSE 496R	
Multicultural Perspectives		Individual Learning Differences	CPSE 480	Evaluated by *CPAS* 2-3 in CPSE 467R; CPSE 487R or CPSE 496R	
Technology		Instructional Strategies	IP&T 287	Evaluated by *CPAS* 6 in CPSE 467R; CPSE 487R or CPSE 496R	

Appendix E: Full Disclosure of Evidence

Table E1 is an inventory of the evidence for measures and indicators for TEAC *Quality Principle I*

Table E1: Inventory of Evidence

Type of Evidence	Available		Not Available	
Note: items under each category are examples. Program may have more or different evidence	In the *Brief* Reasons for including the results in the *Brief* Location in brief	Not in the *Brief* Reasons for not including the results in the *Brief*	For future use Reasons for including in future *Briefs*	Not for future use Reasons for not including in future *Briefs*
Grades				
1.Student grades and grade point averages, at admission and graduation	Average Program GPA 19, 26, 28, 36-53, 56			
Scores on standardized tests				
2. Student scores on standardized content examinations	Praxis II content shows content knowledge 19, 25-28, 35,36, 38-53, 56, 57			
3. Student scores on standardized pedagogy examinations				Not required by state until year 3 of teaching
4. Student scores on admission tests				No admissions test required if already a BYU student

5. Standardized scores and gains of the program graduates' own pupils				Value added studies indicate that it is almost impossible to attribute student learning to one teacher in one year. There are too many variables that influence student test scores.
6. Ratings of pre-admission dispositions	CDS 19, 22, 23, 25-29, 31, 35-56			
7. Ratings of portfolios of academic and clinical accomplishments	TWS 19-23, 25-29, 31, 35-58, 61, 63, 64			
8. Ratings of knowledge of diverse and multi-cultural perspectives	CPAS 19, 22, 23, 25-, 30, 32-53, 55-59, 61-64 TWS 19-23, 25-29, 31, 35-58, 61, 63, 64			
9. Ratings of clinical practice by university supervisor	CPAS 19, 22, 23, 25-, 30, 32-53, 55-59, 61-64			
10. Ratings of candidate dispositions	CDS 19, 22, 23, 25-29, 31, 35-56 PIBS 23, 28, 29, 31, 35, 36, 54, 63, 64			

11. Third-party rating of program's candidates			We will consider outside observations of our candidates	
12. Ratings of in-service, clinical, and PDS teaching (post graduate)	EBI 23, 54, 65			
13. Ratings, by cooperating teacher and college/university supervisors, of practice teachers' work samples.	TWS 19-23, 25-29, 31, 35-58, 61, 63, 64			
14. Rates of graduates' professional service activities			As we write a graduate survey we will include this.	
15. Evaluations of graduates by their own pupils.			We are creating a student questionnaire for our graduates to use in their classrooms.	
16. Alumni self-assessment of their accomplishments.			As we write a graduate survey we will include this.	
17. Third-party professional recognition of graduates.				This is extremely difficult to track.

18. Employers' evaluations of the program's graduates.			We are developing, along with other institutions in the State, a principals' survey that will be piloted W09.	
19. Graduates' authoring of textbooks, curriculum materials, etc.				This is extremely difficult to track.
20. Graduates' own pupils' learning and accomplishment.				Value added studies indicate that it is almost impossible to attribute student learning to one teacher in one year. There are too many variables that influence student test scores.

Appendix F: Assessment Instruments

The following pages are copies of the assessments instruments used in the EPP:

Clinical Practice Assessment System
Teacher Work Sample
Candidate Disposition Scale

Clinical Practice Assessment System Form

Brigham Young University
Clinical Practice Assessment Form
Final Evaluation (v6-20-2007)

/5
Average Score
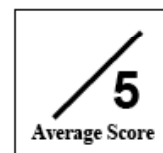
Candidate _____ BYU ID # _____ Semester _____

School _____ District _____ Grade Level(s) _____

Field Experience: ☐ Practicum ☐ Student Teaching (**Semester** ☐ **Block:** 1 ☐ 2 ☐) ☐ Internship

Major: ☐ Elementary   ☐ Dual Elem/ECE   ☐ Dual Elem/Music   ☐ Early Childhood Ed (ECE)

☐ Special Education   ☐ Secondary Ed _____ (subject)

Evaluation completed by _____ (type/print name)

☐ school mentor(s)   or   ☐ university supervisor(s)

5 = Exceptional	4	3 = Competent	2	1 = Emerging

PRINCIPLE 1: Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

☐

PRINCIPLE 2: Student Learning and Development. The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

☐

PRINCIPLE 3: Diverse Learners. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

☐

PRINCIPLE 4: Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

☐

PRINCIPLE 5: Management and Motivation. The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

☐

PRINCIPLE 6: Communication and Technology. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

☐

PRINCIPLE 7: Planning. The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

☐

PRINCIPLE 8: Assessment. The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

☐

PRINCIPLE 9: Reflective Practitioner. The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

☐

PRINCIPLE 10: Professionalism and Interpersonal Relationships. The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

☐

Brigham Young University
Clinical Practice Summary Statement

Candidate _____ BYU ID # _____ Semester _____

School _____ District _____ Grade Level(s) _____

☐ University Supervisor   ☐ School Mentor

Evaluator(s) (type name) _____

Evaluator(s) Signature(s) _____ Date _____

University Program Supervisor (type/print name) _____

University Program Supervisor (signature) _____ Date _____

I have read and discussed the Clinical Practice Assessment.

Candidate's Signature _____ Date _____

Brigham Young University
Educator Preparation Program

Teacher Work Sample

- **Performance Prompt**
- **Teaching Process Standards**
- **INTASC Standards**
- **Scoring Rubrics**

Draft
January 20, 2005

The Renaissance Partnership
For Improving Teacher Quality

The June 2002 Teacher Work Sample, prompt and scoring rubric was revised by representatives from the eleven Renaissance Partnership Project sites: California State University at Fresno, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood College, Middle Tennessee State University, Millersville University, Southeast Missouri State University, University of Northern Iowa, Western Kentucky University.

> *Notice: The materials in this document were developed by representatives of the Renaissance Partnership Institutions and may not be used or reproduced without citing The Renaissance Partnership for Improving Teacher Quality Project http://fp.uni.edu/itq*

The Renaissance Partnership for Improving Teacher Quality is a Title II federally funded project with offices at Western Kentucky University. Director: Roger Pankratz roger.pankratz@wku.edu

In September 2003, The Department of Teacher Education at Brigham Young University made some modifications to the original Renaissance Teacher Work Sample document to reflect the specific outcomes relative to the Educator Preparation Program (EPP) at BYU. Specifically, the Interstate New Teacher Assessment and Support Coalition (INTASC, 1992) Principles/Standards were included in the Teacher Work Sample. Permission to modify was granted by Roger Pankratz, August 2003, in a verbal conversation and via email. It is anticipated that revisions will continue to be made periodically to continue to reflect the EPP at Brigham Young University.

The Vision

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The teacher uses information about the learning-teaching context and student individual differences to set learning goal(s) and objectives to plan instruction and assessment.
- The teacher sets significant, challenging, varied, and appropriate learning goal(s) and objectives based on state/district standards.
- The teacher uses multiple assessment modes aligned with learning goal(s) and objectives to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goal(s) and objectives, student characteristics and needs, and learning contexts.
- The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Reference: INTASC's *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue* (1992). www.ccsso.org

Overview of Teacher Work Sample (TWS)

The Teacher Work Sample (TWS) contains seven teaching processes identified by research and best practice as fundamental to improving student learning. In this document, each teaching process is followed by a TWS standard, pertinent INTASC principles/standards addressed, the task, prompts, and a rubric that defines various levels of performance on the TWS standard. The standards and rubrics will be used to evaluate the TWS. The prompts (or directions) are <u>very important</u> in directing how you document the extent to which you have met each standard. A useful resource for assisting instructors and candidates in teaching and developing the TWS may be found at the following website: http://fp.uni.edu/itq/

Your Assignment

1. Prepare a comprehensive unit by:
   - describing **contextual factors** of your class,
   - identifying **learning goal(s) and objectives** based on your state or district content standards,
   - creating an **assessment plan** designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and
   - **design instruction** (lessons) based on your goal(s) and objectives.

2. Teach the unit you have prepared.

3. After you teach the unit:
   - **analyze** student learning, and
   - **reflect** upon and evaluate your teaching as related to student learning.

4. Submit the TWS and unit, titled "Teacher Work Sample," on LiveText to your instructor as a "reviewer" by the due date.

5. Additionally, submit two hard copies of the TWS and unit to the Department of Teacher Education (Elementary and Early Childhood majors) or the appropriate university supervisor (all other majors) by the due date according to the following format expectations.

Required Format

- <u>Ownership</u>. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (e) your university, (f) course number and title.
- <u>Table of Contents.</u> Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.
- <u>Charts, graphs and attachments</u>. Charts, graphs and assessment instruments are required as part of the TWS document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.
- <u>Narrative length.</u> A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed 20 word-processed pages, double-spaced, 12-point font, with 1inch margins.
- <u>References and Credits</u> (<u>not</u> included in total page length). If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits*. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled *Publication Manual of the American Psychological Association*, 5th Edition, 2001).
- <u>Anonymity</u>. In order to ensure the anonymity of students in your class, do not include any student names or identification in any part of your TWS.
- <u>Completeness of the TWS</u>. All TWS must be submitted in complete form including all parts of the appendices, tables, graphs, graphic representations, student work samples, etc. TWS found to be incomplete will be returned to the candidate ungraded.

Seven Teaching Processes Assessed by the Renaissance Teacher Work Sample

Teaching Processes, TWS Standards, and Indicators

1. Contextual Factors

The teacher uses information about the learning-teaching context and student individual differences to set learning goal(s)and objectives and plan instruction and assessment.

• Knowledge of community, school, and classroom factors
• Knowledge of characteristics of students
• Implications for instructional planning and assessment

2. Learning Goal(s) and Objectives: Unit Overview

The teacher sets significant, challenging, varied and appropriate learning goal(s) and objectives based on state/district content standards.

• Clarity of learning goal(s)
• Alignment with national, state or local standards
• Type and level of objectives
• Appropriateness of objectives for students

• Unit overview and organization

3. Assessment Plan

The teacher uses multiple assessment modes aligned with learning goal(s) and objectives to assess student learning before, during and after instruction.

• Alignment of learning goal(s) and objectives with instruction
• Multiple modes
• Clarity of criteria and standards for performance
• Technical soundness
• Adaptations based on the individual needs of students

4. Design for Instruction

The teacher designs instruction for specific learning goal(s) and objectives that address characteristics and needs of students, and the learning context.

• Use of contextual information and data to select appropriate and relevant activities, assignments and resources.
• Alignment with learning goal(s) and objectives
• Accurate representation of content
• Use of technology

• Overall Unit Plan

5. Instructional Decision-Making

The teacher uses ongoing analysis of student learning to make instructional decisions.

• Modifications based on analysis of student learning
• Sound professional practice
• Congruence between modifications and learning goal(s) and objectives

6. Analysis of Student Learning

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

• Clarity and accuracy of presentation
• Interpretation of data
• Evidence of impact on student learning

7. Reflection and Self-Evaluation

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

• Interpretation of student learning
• Insights on effective instruction and assessment
• Implications for future teaching
• Implications for professional development

Teaching Process 1: Contextual Factors
TWS Standard: *The teacher uses information about the learning-teaching context and student individual differences to set learning goal(s) and objectives and plan instruction and assessment.*

INTASC Principles: #2, #3, #5, #7, #10

Task
Discuss relevant factors and how they may affect the learning-teaching process. Include any supports and challenges that affect instruction and student learning.

Prompt
In your discussion, include:
- **Community, school, and classroom factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors. Address physical features of the school and classroom, availability of technology equipment and resources, and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangements.
- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, students' skill levels, etc.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include two specific contextual issues that may influence your instructional decisions. Identify individual student factors that need to be addressed as you plan and implement your unit.

Suggested Page Length: 1-2

Contextual Factors Rubric

TWS Standard: The teacher uses information about the learning-teaching context and student individual differences to set learning goal(s), plan instruction and assess learning.

Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	
Knowledge of Characteristics of Students	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	
Implications for Instructional Planning and Assessment	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	

Teaching Process 2: Learning Goal(s) and Objectives: Unit Overview
TWS Standard: *The teacher sets significant, challenging, varied and appropriate learning goal(s) and objectives based on state/district content standards.*

INTASC Principles: #1, #2, #3, #7

Task
You will create an overview of your unit. Use a <u>visual organizer</u> (block plan, outline, concept map) to present your unit overview. Provide and justify the learning goal(s) and objectives for the unit. All objectives within the unit are to be logically organized and move students toward achieving the learning goal(s).

Prompt
- **Identify a clear unit outcome or learning goal(s) based on the State Core Curriculum** (not the activities) that will guide the planning, delivery and assessment of student learning in your unit. This goal(s) should define what you expect students to know and be able to do at the end of the unit.
- **Develop objectives that align with your learning goal(s).** Explain how the goal(s) and objectives are aligned with local, state, or national standards. The goal(s) should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. (Identify the source of the standards.) Number or code each objective so you can reference them later in your Unit Plan.
- **Describe the types and levels of your objectives**. (Bloom's Taxonomy) List the objectives leading to mastery of the learning goal(s) and identify the levels of learning represented by them.
- **Discuss why your objectives are appropriate in terms of student development, pre-requisite knowledge, skills, and other student needs**.
- **Unit overview organization**. Submit a unit overview that is complete, organized, and aligned.

Suggested Page Length: 1-2

Learning Goal(s) and Objectives: Unit Overview Rubric

TWS Standard*:* The teacher sets significant, challenging, varied and appropriate learning goal(s) and objectives based on state/district content standards.

Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met	Score
Clarity of learning goal(s)	The goal(s) is clearly stated as a learning outcome that aligns with local, state, or national standards.	The goal(s) is clearly stated as a learning outcome, but alignment to local, state, or national standards is not clear.	Goal(s) is not stated clearly and is an activity rather than learning outcome, and/or there is no apparent alignment with local, state, or national standards.	
Alignment of learning goal(s) and objectives	Goal(s) and objectives are explicitly aligned with each other and with national, state or local standards.	Goal(s) and objectives are loosely aligned with each other and with national, state or local standards.	Goal(s) and objectives are not aligned with each other and/or with national, state or local standards.	
Type and Level of Objectives	Objectives reflect several types or levels of learning and are significant and challenging (e.g. Bloom).	Objectives reflect several types or levels of learning but lack significance or challenge (e.g., Bloom).	Objectives reflect only one type or level of learning (e.g., Bloom).	
Appropriateness of Objectives For Students	Most objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs.	Some objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs.	Objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs.	
Unit Overview Organization	Unit overview is complete, logically organized, and goal(s) and objectives are aligned.	Unit overview is some what complete, logically organized, and some goal(s) and objectives are aligned.	Unit overview is disorganized and/or illogical and goal(s) and objectives do not align.	

Teaching Process 3: Assessment Plan

TWS Standard*: **The teacher uses multiple assessment modes aligned with learning goal(s) and objectives to assess student learning before, during and after instruction.**

INTASC Standard: #7, #8

Task

Using the *Assessment Plan Template*, design an assessment plan (pre-, formative, and post-assessments) to monitor student progress toward the learning goal(s) and objectives, using multiple assessment modes. These assessments should authentically measure student learning. Describe why your assessments are appropriate for measuring learning.

Prompt

- ***Alignment of the Learning Goal(s) and Objectives with Assessment.*** *Show how your assessment plan depicts the alignment of the learning goal(s) and objectives with the modes of assessment used.*

- ***Multiple Modes.*** *Show your understanding of varying modes of assessment (e.g. paper-pencil, observation, performance task, oral examination) by including multiple modes in your plan as appropriate for your learning goal(s) and objectives. Assessment modes should be congruent with the learning goal(s) and objectives they are intended to measure.*

- **Criteria for Student Performance**. For each objective and learning goal(s), identify the expected level of student performance. Indicate how each form of assessment you have chosen will be scored, and the criteria you will use to determine if students' performance meets the learning goal(s) and/or objectives.

- **Technical Soundness**. Describe how your assessments (pre-, formative, post) were created and/or modified to ensure technical soundness. Your assessments should appear to be valid; scoring procedures should be clearly explained; items or prompts are clearly written; and directions and procedures should be clear to students and the instructor.

- **Adaptations Based on the Individual Needs of Students**. Describe how you plan to adapt your assessment in this unit to meet the needs of all students in your class.

Suggested Page Length: 2 + assessment plan table. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., test forms, scoring rubrics, observation checklist, rating scales, test blueprint, answer key) in the appendix.

Assessment Plan Template

Learning Goal(s) and Objectives	Assessments (Variety of Modes)		Scoring Methods	Performance Criteria	Adaptations
Learning Goal:	**Pre-**				
	Form.				
	Post-				
Objective 1:	**Pre-**				
	Form.				
	Post-				
Objective 2:	**Pre-**				
	Form.				
	Post-				
Objective 3:	**Pre-**				
	Form.				
	Post-				
Objective 4:	**Pre-**				
	Form.				
	Post-				
Objective 5:	**Pre-**				
	Form.				
	Post-				
Objective ?:	**Pre-**				
	Form.				
	Post-				

Assessment Plan Rubric

TWS Standard: The teacher uses multiple assessment modes and approaches aligned with learning goal(s) to assess student learning before, during and after instruction.

Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met	Score
Alignment of Learning Goal(s) and Objectives with Assessment	Each of the learning goal(s) and/or objectives is assessed through the assessment plan; and assessments are aligned with the goal(s) and objectives for student learning; and assessment is always conducted before, during and after instruction.	Some of the learning goal(s) and/or objectives are assessed through the assessment plan; and/or assessments are mostly aligned with the goal(s) and objectives for student learning; and/or assessment is usually conducted before, during and after instruction.	Learning goal(s) and objectives are not appropriately assessed through the assessment plan; and/or assessments do not align with the goal(s) and objectives for student learning; and/or assessment is not consistently conducted before, during, and after instruction.	
Multiple Modes	Multiple assessment modes are used through the assessment plan and are congruent with the learning goal(s) and/or objectives in content and cognitive complexity.	Multiple assessment modes are used through the assessment plan, but many are not congruent with learning goal(s) and/or objectives in content and cognitive complexity.	Modes of assessment are limited and/or assessment lacks congruence with learning goal(s) and/or objectives or lack cognitive complexity.	
Criteria for Student Performance	Assessment criteria are clear and are explicitly linked to the learning goal(s) and/or objectives.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goal(s) and/or objectives.	The assessments contain no clear criteria for measuring student performance relative to the learning goal(s) and/or objectives.	
Assessments (Technical Soundness)	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	
Adaptations Based on the Individual Needs of Students	Teacher plans adaptations to assessments that are appropriate to meet the individual needs of all students.	Teacher plans adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher does not plan to adapt assessments to meet the individual needs of students or these assessments are inappropriate.	

Teaching Process 4: Design for Instruction

TWS Standard: *The teacher designs instruction for the specific learning goal(s) and objectives that address characteristics and needs of students, and the learning context.*

INTASC Principles: #1, #2, #3, #4, #6, #7

Task

Design your unit instruction (lessons) based on the unit overview (learning goal(s) and objectives, students' characteristics and needs, and the specific learning context). Pre-assessment data must be used to develop your unit. You must include a **minimum of five lessons.** The number of lessons in your unit must be sufficient to ensure that your students will be able to demonstrate achievement of the learning goal(s) and objectives. Administering pre- and post-assessments does not constitute a "lesson." Using the *Overall Unit Plan Template* to summarize your unit, create fully developed lesson plans for each lesson and include them in the appendix.

Prompt

- **Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments, and Resources.** After administering the pre-assessment, analyze student performance *relative to the learning goal(s) and objectives.* Use a table, graph, or chart to depict the results of the pre-assessment in a format that allows you to find patterns of student performance. Describe any patterns you find that will guide your instruction or modification of the learning goal(s) and/or objectives.

- **Overall Unit Plan.** Use the template provided to create your unit plan. Title each lesson. Include objectives addressed and the instructional strategies that you will use. Be sure to consider technology for the lesson and how you will adapt to the needs of all learners.

- **Alignment of Lesson Content with the Learning Goal(s) and Objectives.** Based on your *Unit Overview*, create lesson plans for the unit. All lessons must align with the objectives.

- **Accurate Representation of Content.** Represent the information that you will be teaching accurately and completely.

- **Technology.** For each lesson, describe how you will use technology in your planning and/or instruction.

Suggested Page Length: 2 + visual organizers representing Pre-assessment Data and Overall Unit Plan. Include all complete lesson plans in appendix.

Overall Unit Plan Template

Learning Goal(s):

Instructional Schedule	Objective(s) Addressed by Lesson	Instructional Strategies	Technology	Adaptations
Lesson 1:				
Lesson 2:				
Lesson 3:				
Lesson 4:				
Lesson 5:				
Lesson 6:				
Lesson ?:				

Design for Instruction Rubric

TWS Standard: *The teacher designs instruction for the specific learning goal(s) and objectives that address characteristics and needs of students, and the learning context.*

Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met	Score
Use of Contextual Information and Data	Pre-assessment data have been charted and analyzed, and patterns of performance have been identified that will guide the instructional design or modification of the learning goal(s) and/or objectives.	Pre-assessment data have been charted and analyzed and some patterns have been identified. Some indication that instructional design or modifications to goal(s) and/or objectives has been influenced by the pre-assessment data.	Pre-assessment data have not be charted and analyzed, and/or there is no indication that the information has been used in designing instruction or modifying the goal(s) and/or objectives.	
Overall Unit Plan	Lessons are logically sequenced, with instructional strategies properly aligned to the objective(s). Use of technology enhances the lessons, and adaptations improve the chances for success for special needs learners. Lesson plans are included in the appendix.	Lessons are somewhat logically sequenced; some instructional strategies are properly aligned; technology is used, but may not enhance lesson delivery; adaptations may or may not improve special needs students' chances for learning. Lesson plans are included in the appendix.	Overall Unit Plan is disorganized, with little alignment and/or little or no attention to technology and adaptation to special needs learners. Lesson plans are not included in the appendix.	
Alignment with Learning Goal(s) and Objectives	All learning activities, assignments and resources are aligned with learning goal(s) and objectives. All learning goal(s) and objectives are covered in the design.	Most learning activities, assignments and resources are aligned with learning goal(s) and objectives. Most learning goal(s) and objectives are covered in the design.	Few learning activities, assignments and resources are aligned with learning goal(s) and objectives. Not all learning goal(s) and objectives are covered in the design.	
Accurate Representation of Content	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	
Use of Technology	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	

Teaching Process 5: Instructional Decision-Making

TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

INTASC Principles: #4, #8**,** #9

Task
Think of two instances while teaching your unit when a student's learning or response caused you to modify your original design for instruction. Cite specific evidence describing the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

Prompt
> For each instance **in which you modified instruction respond to the following:**
> - Modifications Based on Analysis of Student Learning. **Describe the situation and how you modified your instruction.**
>
> - Sound Professional Practice. **Explain why you thought your modification would improve student progress toward the learning goal(s) and/or objectives.**
>
> - Congruence Between Modifications and Learning Goal(s) and Objectives. **Explain how your modifications in your instruction were congruent with your original learning goal(s) and objectives.**

Suggested Page Length**: 2-3**

Instructional Decision-Making Rubric
TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met	Score
Modifications Based on Analysis of Student Learning	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Teacher treats class as "one plan fits all" with little or no modifications.	
Sound Professional Practice	Most instructional decisions reported are pedagogically sound (i.e., they are likely to lead to student learning).	Instructional decisions reported are mostly appropriate, but some decisions are not pedagogically sound.	Many instructional decisions reported are inappropriate and not pedagogically sound.	
Congruence Between Modifications and Learning Goal(s) and Objectives	Modifications in instruction are congruent with learning goal(s) objectives. Explanation is included for why the modifications would improve student progress.	Modifications in instruction are somewhat congruent with learning goal(s) and objectives.	Modifications in instruction lack congruence with learning goal(s) and objectives.	

Teaching Process 6: Analysis of Student Learning

TWS Standard: **The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.**

INTASC Principles: #8, #9, #10

Task

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the learning goal(s) and objectives. Use visual representations and narrative to communicate the performance of the whole class, a subgroup, and two individual students. (Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.)

Prompt

In this section, you will analyze data to explain progress and achievement toward objectives demonstrated by your whole class, subgroups of students, and individual students.

- *Whole class. To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on the learning goal(s) and each objective. Based on the information in your table, describe the extent to which your students made progress (from pre- to post-) toward the learning goal(s) and objectives that you identified. Summarize what the table tells you about your students' learning during this unit (i.e., the number of students who met the criterion or didn't meet the criterion).*

- *Subgroup. Select a subgroup based on a group characteristic represented in your class (e.g., gender, performance level, socio-economic status, language proficiency, ethnicity, etc.). Provide a rationale for your selection of this subgroup. Analyze the performance of the subgroup on one learning objective of your unit. Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning objective. Summarize what these data show about student learning in this subgroup.*

- *Individuals. Select two students that demonstrated different levels of performance on one learning objective in the unit. Explain why it is important to understand the learning of these two particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these two students attained the learning objective. Graphic representations are helpful.*

  Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."

Suggested Page Length: 2-3 + charts and work examples for the two individual students on one objective

Analysis of Student Learning Rubric

TWS Standard*: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met	Score
Whole Class	**Clarity of Presentation and Interpretation of Data:** • Presentation is easy to understand, and • Comprehensive profile of student learning is provided for the whole class, and • Analysis of student learning data is meaningful and aligned with learning goal(s) and objectives, and • Appropriate conclusions are drawn from and supported by the data.	**Clarity of Presentation and Interpretation of Data:** • Presentation is understandable, and/or • Comprehensive profile of student learning is provided for the whole class, and/or • Analysis of student learning data is partially aligned with learning goal(s) and objectives, and/or • Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	**Clarity of Presentation and Interpretation of Data:** • Presentation is not clear, and/or • Comprehensive profile of student learning is not provided for the whole class, and/or • Analysis of student learning is not based on data and/or aligned with the learning goal(s) and objectives, and/or • Interpretation is inaccurate, conclusions are missing, and/or unsupported by data.	
	Evidence of Impact on Student Learning: Analysis includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal(s).	**Evidence of Impact on Student Learning:** Analysis includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goal(s).	**Evidence of Impact on Student Learning:** Analysis fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goal(s).	
Subgroup	**Clarity of Presentation and Interpretation of Data:** • Presentation is easy to understand, and • Comprehensive profile of student learning is provided for the subgroup, and • Analysis of student learning data is meaningful and aligned with learning goal(s) and objectives, and • Appropriate conclusions are drawn from and supported by the data.	**Clarity of Presentation and Interpretation of Data:** • Presentation is understandable, and/or • Fails to provide a comprehensive profile of student learning relative to the goal(s) for the subgroup, and/or • Analysis of student learning data is partially aligned with learning goal(s) and objectives, and/or • Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	**Clarity of Presentation and Interpretation of Data:** • Presentation is not clear, and/or • Comprehensive profile of student learning is not provided for the subgroup, and/or • Analysis of student learning is not based on data and/or aligned with the learning goal(s) and objectives, and/or • Interpretation is inaccurate, conclusions are missing, and/or unsupported by data.	
	Evidence of Impact on Student Learning: Analysis includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal(s).	**Evidence of Impact on Student Learning:** Analysis includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goal(s).	**Evidence of Impact on Student Learning:** Analysis fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goal(s).	
Individual Students	**Clarity of Presentation and Interpretation of Data:** • Presentation is easy to understand, and • Comprehensive profile of student learning is provided for the two students, and • Analysis of student learning data is meaningful and aligned with learning goal(s) and objectives, and • Appropriate conclusions are drawn from and supported by the data.	**Clarity of Presentation and Interpretation of Data:** • Presentation is understandable, and/or • Fails to provide a comprehensive profile of student learning relative to the goal(s) for the two students, and/or • Analysis of student learning data is partially aligned with learning goal(s) and objectives, and/or • Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	**Clarity of Presentation and Interpretation of Data:** • Presentation is not clear, and/or • Comprehensive profile of student learning is not provided for the two students, and/or • Analysis of student learning is not based on data and/or aligned with the learning goal(s) and objectives, and/or • Interpretation is inaccurate, conclusions are missing, and/or unsupported by data.	
	Evidence of Impact on Student Learning: Analysis includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal(s).	**Evidence of Impact on Student Learning:** Analysis includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goal(s).	**Evidence of Impact on Student Learning:** Analysis fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goal(s).	

Teaching Process 7: Reflection and Self-Evaluation

TWS Standard*: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice*.

INTASC Standard: #9

Task
Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth. Identify the learning objective where your students were most successful and the learning objective where your students were least successful.

Prompt
- **Interpretation of Student Learning.** Identify possible reasons for students' success and lack of success based on your assessment results. Consider your goal(s), instruction, and assessment along with student characteristics and other contextual factors under your control.

- **Insights on Effective Instruction and Assessment.** Identify the learning activities that were most successful and least successful based on student performance. Provide a rationale for your conclusions.

- **Implications for Future Teaching.** Discuss what you could do differently or better in the future to improve your students' performance.

- **Implications for Professional Development.** Describe at least two insights about yourself as a teacher that emerged during your teaching of this unit. Identify two specific steps you will take to improve your performance as a teacher in the critical area(s) you identified.

Suggested Page Length: 2

Reflection and Self-Evaluation Rubric

TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met	Score
Interpretation of Student Learning	Uses evidence to support conclusions drawn from the "Analysis of Student Learning" section. Explores multiple hypotheses for why students met or did not meet learning goal(s) and objectives.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	
Insights on Effective Instruction and Assessment	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Provides no rationale for why some activities or assessments were more successful than others.	
Implications for Future Teaching	Provides ideas for redesigning learning goal(s) and/or objectives, instruction, and assessment and explains why these modifications would improve student learning.	Provides ideas for redesigning learning goal(s) and/or objectives, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning learning goal(s) and/or objectives, instruction, and assessment.	
Implications for Professional Development	Shows insight in identifying areas for professional improvement related to the insights and experiences described in this section. Describes specific steps for improvement in these areas.	Shows insights that may or may not be strongly related to the insights and experiences described in this section and/or provides a vague plan for professional improvement.	Shows little or no insights related to the experiences described in this section; provides no plan for professional improvement.	

Candidate Dispositions Scale

Section I:

Decide to what extent you agree or disagree with the idea expressed in each of the statements listed below. If you are not currently employed as a teacher, choose the answer that best describes how you believe you would most likely perform as a teacher. Do not exaggerate. Be as honest as you can. Respond to every item; do not leave any blank.

1: I accept the responsibility to help all students in my class to learn.
2: If my classroom is going to have a positive learning environment, it has to start with me.
3: Part of my job is to help every student meet the academic standards of our school.
4: It is my responsibility as a teacher to ensure that all students achieve their potential.
5: It is my job to take the initiative to contact the parent(s) of any child who is struggling in my class.
6: I regularly participate in teacher improvement workshops and programs.
7: I have the responsibility to create a positive learning climate for my class.
8: I have the responsibility to create lesson plans that are effective and that meet the needs of my students.
9: Part of my job is to make myself available when my students need my help.
10: When one of my students has a learning problem that I don't know how to solve, I take responsibility to get help from other professionals (e.g., another teacher, a counselor, social worker, principal).
11: When I make lesson plans, I consciously try to meet the need of individual students.
12: I accept the responsibility to keep up to date with new developments that will help me become a more effective teacher.
13: When I don't know the answer to a students' question, I take the responsibility to help students find an answer.
14: I have a responsibility to work with school administrators, parent groups, and other teachers to create a positive learning environment throughout our school.

Section II:

In your work as a teacher, how frequently do you personally engage in or perform each of the activities listed below. If you are not currently employed as a teacher, choose the answer that best describes how you believe you would most likely perform. Do not exaggerate. Be as honest as you can. Select the answer which best describes you. Respond to every item; do not leave any blank.

1: I actively seek opportunities to learn more about the subjects I will teach.
2: I integrate new insights from research into the classes and subjects that I teach.
3: I strive to be responsive to the needs and interests of each student.
4: I seek input from my principal and fellow teachers to help me better understand my weaknesses and blind spots as a teacher.
5: I try to be open to suggestions and constructive feedback that will help me become a more effective teacher.
6: I work at learning how to better assess my students' progress so that I can become a better teacher.
7: I willingly try new teaching methods even if it means that I have to step out of my comfort zone.
8: I try to encourage all students to make the most of their opportunities to learn.
9: I write out my goals for how I can improve my teaching.
10: I try to learn how students' needs differ so that I can adapt my teaching to meet those needs.
11: I talk with my peers about how I can be a better teacher.
12: I work to improve the overall learning environment in my classroom by collaborating with other professionals.
13: I talk with other educators about my hopes for students in my class.
14: I take the time needed to stay current on new developments in the subject matter I will teach.
15: I read more than is required in my teacher preparation classes.
16: I welcome feedback about my teaching and try to use it to help me improve my skills as a teacher.

Section III:

Respond to each of these items regarding how typical it is of your CURRENT PRACTICE and how COMPETENT you feel in this area. If you are not currently teaching, choose the answer that best describes how you believe you would most likely perform. Respond to every item; do not leave any blank.

1: I know what program(s) and practices are available in my school to serve learners from diverse language, ability, racial, ethnic, gender, religious, sexual orientation, and socioeconomic groups.

2: I know how to adjust my instruction so that diverse learners are able to meet the same content-area standards and learning goals I have for all students.

3: I regularly develop and teach curriculum in ways that value multiple and diverse language, ability, racial, ethnic, gender, religious and socioeconomic cultural perspectives.

4: I am well informed about current district, state, and federal policy and legislation for diverse learners.

5: I know how, why, and when various teaching strategies work with different groups of learners.

6: My actions demonstrate respect across differences of culture, race, abilities, language, gender, sexual preference, and socioeconomic resources.

7: I maintain high expectations for others, particularly individuals from backgrounds often subjected to negative social stereotyping.

8: When working with others, I clearly communicate objectives that are relevant to their context and potential.

9: When working with others, I assist them to succeed by providing adequate support/resources (e.g., technology collaboration with other professionals, family members, community organizations).

10: I recognize the backgrounds and worldviews of others and attempt to strengthen our relationship when meaningful differences occur.

11: I know enough about second language learning, acculturation, and developmental processes to adjust my own behavior to effectively meet the needs of the people I serve.

12: I communicate in ways that others can easily understand, providing examples relevant to their experience and worldviews.

13: When attempting to help others, I utilize a variety of intervention and assessment techniques appropriate for their background and abilities.

14: When making decisions that concern others, I include stakeholders in the decision process and seek equitable solutions.

15: I assess the outcomes of those I have attempted to help/instruct and work to reduce any gaps in achievement across different groups (e.g., race, socioeconomic status).

16: I evaluate my own performance to better meet the needs of individuals with different backgrounds and abilities.