Utah Educator Preparation Program

 2019 Annual Report

**Brigham Young University**

**Educator Preparation Program (BYU-EPP) Response**

Utah Educator Preparation Programs are required by Utah Administrative Rule R277-502 to submit an annual report to the Utah State Board of Education (USBE) by July 1st of each year. Guidelines for the report will be provided to programs on or before January 31 of each year. This document details the requirements for the report for 2019. For items 2-5, it is recommended that the program be as succinct as possible while still providing sufficient detail to adequately respond to the item. If website links are used as part of the report, please include a brief summary of the relevant information at the link. Completed reports should be emailed to Shawnda Moss at shawnda.moss@schools.utah.gov on or before 7/1/2019. If any aspect of the report includes non-electronic documents, these documents must be scanned and submitted electronically.

# Item 1: Enrollment Counts

Programs are required to report student enrollment counts as of the start of Fall Semester 2018 or September 1, 2018 for continuous enrollment institutions. These counts must be by anticipated license area of concentration and endorsement and disaggregated by gender and ethnicity. Please use the accompanying template to report this data. If a student is earning multiple license areas or endorsements count the individual for each area/endorsement being earned. Students with unknown ethnicity should be included in the “Two or More Races” category. Total program enrollment should be an unduplicated count of individuals in the program. A program may use multiple copies of the template to distinguish between different program types (i.e. undergraduate vs. graduate), but this is not required. If multiple copies are submitted, please ensure that a brief description of each program being reported is included in the report.

**BYU Response**

Please see the enrollment count data in Appendix A.

# Item 2: USBE-identified Areas of Focus

Programs are required to respond to the following area(s) of focus designated by USBE. The program’s response to each area should be restricted to no more than 2-3 pages of narrative and any supporting documentation.

**Area:**  Utah Administrative Rule R277-504 passed by the Utah State Board of Education states that approved programs must:

1. *Require study and experiences which provide appropriate content knowledge needed to teach literacy including listening, speaking, writing, and reading; and*
2. *Include coursework specifically designed to prepare teachers in the science of reading instruction including phonemic awareness, phonics, fluency, vocabulary and comprehension*

Please identify both the general practices and specific courses where each of these five areas are addressed in your elementary education program, as well as your K-3 program if available.  If an area is not covered or is insufficiently covered and the program is planning to enhance preparation in an area, please describe the program’s current plan of action regarding these topics.  Please support your response with specific course syllabi, course tasks, rubrics, and/or assessments as an appendix to the report.

**BYU Response**

Both the early childhood and elementary education programs prepared responses to the USBE-identified areas of focus. Please find each program’s responses below. Supporting syllabi and course materials can be found in Appendix B.

**Elementary Education and Early Childhood Education**

**General Practices**

* Each August, faculty members and administrators complete an online *Closing the Loop* report required by the BYU-EPP and the university. During this process, we review our program’s learning outcomes and corresponding assessments, identify areas of strength and weakness, and make targets/goals for change. In addition, we put procedures in place to achieve our goals. The learning outcomes for our program are informed by recommendations from the International Literacy Association Professional Standards, the National Association for the Education of Young Children, and the Utah Effective Teaching Standards. Our learning outcomes are linked to specific courses in our program as well as the aims of our university. Course syllabi are included in the appendix. In addition to the courses listed below, programs require students to have field experiences which include observation, practicum, and student teaching/internship. The following are practices and brief descriptions of each course.

**Elementary Education Literacy Instruction and the Science of Reading Instruction Coursework:**

**General Practices**

* Students are taught the specifics of phonics in order to better teach phonetic principles in the classroom.
* Students are instructed on how to better teach individuals in their classrooms how to read and comprehend passages.
* Students administer assessments to evaluate the progress and ability of each individual in their classrooms.

**Courses**

* EL ED 323 – Foundations of Literacy Development. This course provides students with appropriate content knowledge needed to teach listening, speaking, reading, and writing. It also addresses the science of reading instruction with modules that include phonemic awareness, phonics, fluency, vocabulary, and comprehension. For each area in the science of reading instruction, the course includes readings, videos with video guides to complete, lectures, quizzes, and other assignments. EL ED 323 provides students with the background necessary for success in the literacy methods courses.
* EL ED 333 – Teaching Literacy in Grades K–2. This course helps students understand what children are expected to know about literacy in the K–2 grades, how to evaluate and monitor children’s literacy knowledge and learning, and how to effectively teach children literacy concepts, skills, and strategies. Students learn to make informed decisions about literacy instruction and student learning. They use foundational knowledge to design and implement instruction that develops word recognition, language comprehension, strategic knowledge, and reading/writing connections, as well as identifying and evaluating key aspects of an effective literacy environment.
* EL ED 340 – Children’s Literature. This course provides students with the skills and knowledge necessary to select and utilize quality children’s literature in early childhood and/or elementary classrooms. Students evaluate books in various literary genres, using relevant criteria. Students gain a knowledge base concerning the field of children’s literature and learn skills for teaching with trade books in early childhood and elementary classrooms. Students discover ways of sharing their passion for reading and books with their future students. Students learn literature-based reading instruction that integrates reading, writing, and student-led and class discussion.
* EL ED 443 – Teaching Literacy in the Intermediate Grades (3-6). This course provides students with the information and skills needed as a teacher to make informed decisions about literacy instruction and evaluation. They learn to establish an effective 3–6 grade classroom literacy environment, which includes reading, writing, listening, and speaking. Students reflect on their professional identity and their collaboration skills, administer and interpret literacy assessments, identify and evaluate key aspects of an effective literacy environment, and plan and implement intermediate grade literacy instruction. They will prepare to work with students to increase phonological awareness and word recognition, vocabulary acquisition and use, fluency, reading comprehension, writing ability, English language patterns, and speaking and listening skills.

**Early Childhood Education Literacy Instruction and the Science of Reading Instruction Coursework:**

 **General Practices**

**1. Learner Development**

The teacher candidate understands cognitive, linguistic, social, emotional, and physical areas of student development.

Courses that Contribute: ECE 332, ECE 336, ECE 441, ECE 442, ECE 445, ECE 446, ECE 447, ECE 324, ECE 425, ECE 433, and EL ED 203

Linked to BYU Aims:*Human knowledge, Competence*

**2. Learning Differences**

The candidate understands individual learner differences and cultural and linguistic diversity.

Courses that Contribute: ECE 332, ECE 336, ECE 441, ECE 442, ECE 445, ECE 446, ECE 447, ECE 324, ECE 425, ECE 433, and EL ED 203

Linked to BYU Aims:*Communicate effectively, Competence*

**3. Learning Environments**

The candidate works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement, and self-motivation.

Courses that Contribute: ECE 332, ECE 442, ECE 445, ECE 447, ECE 425, and EL ED 203

Linked to BYU Aims:*Communicate effectively, Competence*

**4. Content Knowledge**

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline.

Courses that Contribute: ECE 332, ECE 442, ECE 445, ECE 446, ECE 425, ECE 433, and IP&T 334

Linked to BYU Aims:*Competence, Lifelong service*

**5. Assessment**

The teacher candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Courses that Contribute: ECE 332, ECE 442, ECE 445, ECE 446, ECE 447, ECE 324, and ECE 425

Linked to BYU Aims:*Communicate effectively, Competence*

**6. Instructional Planning**

The candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.

Courses that Contribute: ECE 332, ECE 336, ECE 442, ECE 445, ECE 446, ECE 447, ECE 324, ECE 425, and ECE 433

Linked to BYU Aims:*Communicate effectively, Competence*

**7. Instructional Strategies**

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

Courses that Contribute: ECE 332, ECE 442, ECE 445, ECE 446, ECE 447, ECE 425, ECE 433, ECE 441, EL ED 203, and IP&T 334

Linked to BYU Aims:*Competence, Lifelong service*

**8. Reflection and Continuous Growth**

The teacher candidate is a reflective practitioner who uses evidence to continually evaluate and adapt their practice to meet the needs of each learner.

Courses that Contribute: ECE 332, ECE 442, ECE 445, ECE 446, ECE 425, ECE 433, ECE 441, and EL ED 203

Linked to BYU Aims:*Communicate effectively, Competence*

**9. Leadership and Collaboration**

The teacher candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Courses that Contribute: ECE 332, ECE 442, ECE 425, ECE 441, and IP&T 334

Linked to BYU Aims:*Lifelong learning, Lifelong service*

**10. Professional and Ethical Behavior**

The teacher candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board of Education Rule R277-515.

Courses that Contribute: ECE 332, ECE 442, ECE 447, ECE 425, ECE 433, ECE 441, EL ED 203, and IP&T 334

Linked to BYU Aims:*Lifelong learning, Lifelong service*

 **Courses**

* ECE 433 – Teaching Literacy Pre K-3. The purpose of this course is to help the candidate understand (a) what children are expected to know about literacy in the K–3 grades, (b) how to evaluate and monitor children's literacy knowledge and learning, and (c) how to effectively teach children literacy concepts, skills, and strategies. The course provides the candidate with the information and skills necessary to make informed decisions about literacy instruction and student learning. Teacher candidates plan and implement primary grade literacy instruction that is linked to student backgrounds across a variety of diverse characteristics. Teacher candidates will be able to plan, implement, and reflect on early literacy instruction for the whole class, small groups, and individual students. Teacher candidates will be able to locate current research-based information in the professional literature and consult these professional resources as they pursue the development of their individual professional knowledge and behaviors.
* EL ED 323 – Foundations of Literacy Development. This course provides students with appropriate content knowledge needed to teach listening, speaking, reading, and writing. It also addresses the science of reading instruction with modules that include phonemic awareness, phonics, fluency, vocabulary, and comprehension. For each area in the science of reading instruction, the course includes readings, videos with video guides to complete, lectures, quizzes, and other assignments. EL ED 323 provides students with the background necessary for success in the literacy methods courses.
* EL ED 340 – Children’s Literature. This course provides students with the skills and knowledge necessary to select and utilize quality children’s literature in early childhood and/or elementary classrooms. Students evaluate books in various literary genres, using relevant criteria. Students gain a knowledge base concerning the field of children’s literature and learn skills for teaching with trade books in early childhood and elementary classrooms. Students discover ways of sharing their passion for reading and books with their future students. Students learn literature-based reading instruction that integrates reading, writing, and student-led and class discussion.
* SFL 355 – Language Development. Students will be able to critically evaluate the development of language and communication in children. They will be able to analyze basic theoretical and empirical issues and concepts associated with language acquisition. They will understand and discuss communicative development in infancy, semantic and syntactic development, and language and literacy in the school years.

#  Item 3: Program Changes

Programs are required to provide detailed information regarding any significant changes to program requirements or content that were effective for the Fall 2018 semester or as of September 1, 2018, for continuous enrollment institutions that has not been previously reported to USBE. In this section, do not include any changes previously identified and explained in response to Item 2 above.

**BYU Response**

The BYU-EPP has two areas of program changes to report this year. The first area is our annual curriculum change log and the second is our revised admissions and retention requirements and performance criteria that aligns with USBE administrative rules R277-502-3-3 and R277-303-4-2.

Please see the log of curriculum changes from academic year 2018-2019 going in to effect fall 2019 semester in Appendix C and the BYU-EPP’s revised admissions and retention requirements in Appendix D.

***Summary of Findings-Curriculum Changes***

The three most significant changes in the BYU-EP for the 2018-2019 academic year were the renaming of all the physical sciences education majors and minors to be “content area” education instead of “content area” teaching. This change better aligns the physical sciences education majors and minors with the majority of the other BYU-EPP programs, as well as the CIP names used by the United States Department of Education. This naming convention also aligns with the current physical sciences education literature. In addition to changing the names of the majors and minors, the physical sciences programs introduced pre-major programs in chemistry education licensure, earth and space science education, and physics education. These pre-major programs help student complete the requirements needed to be admitted to these three education major programs.

The second area of change took place in the special education programs. The pre-student teaching practicum courses have been supported by external funding which ended after the 2017-2018 academic year. As such, the special education program needed to redesign their field experiences prior to student teaching. The program elected to add an experiential learning (field) component to each course in the program. This curricular change exposes candidates earlier in the program to K-12 students and schools and provides candidates with field experiences each semester they are in the program.

The third area of change is directly linked to the BYU-EPPs efforts to revise admissions and retention requirements that align with USBE administrative rule and CAEP standards. The BYU-EPP adopted a new dispositions assessment that is designed to be completed by a faculty member after a student has completed his/her course. The adoption of this tool for admissions purposes meant that all BYU-EPP programs needed to identify a pre-major course or courses that the new dispositions assessment would be administered in. The early childhood, elementary, special, and physical education teacher education programs all introduced curriculum proposals to move a course into their pre-major to accommodate the new dispositions assessment. Most of the secondary education program already had a pre-major course that they could administer the new dispositions assessment in. Those that do not will introduce curriculum proposals in 2019-2020.

***Summary of Findings-Revised Admissions and Retention Requirements***

The BYU-EPP has been working for the last 18 months to update its admissions requirements and performance criteria and retention requirements to comply with USBE administrative rules R277-502 and R277-303 and CAEP standards. In June 2019, the University Council on Teacher Education and Initial Programs Council voted to approve the BYU-EPP’s revised admissions requirements. The major changes to admissions requirements came in the BYU-EPP’s efforts to comply with the requirements that approved preparation programs must “establish entry requirements … which include measures of previous academic success; disposition for employment in an educational setting, and basic skills in reading, writing, and mathematics” (R277-502, R277-303).

*Previous academic success*

The BYU-EPP select the applicants Total GPA as its measure of previous academic success. The Total GPA is comprised of all post-secondary courses taken and/or transfer to BYU, counting towards a BYU degree and graduation requirements. The policy established by the BYU-EPP states, “Applicants will have a Total GPA that meets EPP minimum requirements and the average of each admissions cohort Total GPA must be 3.0 or greater.” The EPP’s individual applicant minimum requirement for Total GPA is 2.7 or higher with an exception clause that states, “Applicants with a Total GPA between 2.0 and 2.69 may be admitted with a written individualized remediation plan and a written justification from the program coordinator. These justifications describe exceptional circumstances such as learning English as a second language, facing mental or physical health challenges, struggling with freshman-year experiences, or changing majors, etc.” The policy continues, “Applicants with a Total GPA below 2.0 may not be admitted.

*Disposition for employment in an educational setting*

The BYU-EPP selected the Educator Disposition Assessment (EDA) developed by Educational Dispositional Assessment Consultants, LLC out of the University of Tampa, as its measure of disposition for employment in an educational setting. The BYU-EPP has designated three different points in the program to administer the EDA: 1) admissions, 2) practicum, and 3) student teaching. The admissions policy states, “Applicants will meet EPP minimum performance requirements on the Educator Disposition Assessment (EDA), the EPP’s current disposition assessment.” The BYU-EPP’s minimum performance requirement on the EDA is receiving “80% of the max points with no items scored at the 0-Needs Improvement level.” There are 27 scaled items on the EDA. The scale runs from 0-Needs Improvement to 2-Meets Expectations with 54 maximum points. Thus, 80% of the maximum points is 43 points.

The BYU-EPP has attempted to make the EDA a low-stakes assessment, therefore there is an exception and remediation clause in the policy. Any candidate that scores below 80% may be admitted but a remediation plan must be developed and implemented that includes “area(s) of concern, duration, mentor, and the signature of the evaluator and candidate.” The remediation plan is in force until the next EDA administration, unless otherwise noted in the plan.

*Basic skills in reading, writing, and mathematics*

The BYU-EPP has selected ACT, SAT, and Praxis CORE as its measure of basic skills in reading, writing, and mathematics. The policy established by the BYU-EPP states, “Applicants will pass an approved assessment of basic skills in reading, writing, and mathematics at the EPP minimum requirement. The average of each admissions cohort assessment of basic skills results must be at the CAEP 50% sufficiency level or greater.” The BYU-EPP has set individual applicant performance criteria for ACT reading at 17, ACT writing at 5, and ACT mathematics at 17. As 74% of past applicants have not had ACT writing scores, the BYU-EPP has set individual applicant performance criteria for Praxis CORE writing at 132. All SAT data will be converted to ACT scores using concordance tables developed by ACT.

Like the previous academic success and dispositions policies, the BYU-EPP has established an exception and remediation clause in the measure of basic skills policy which states, “Applicants with an ACT reading and/or reading score below a 17, may be admitted with a written justification from the program coordinator. Applicants with a writing score below the EPP minimum requirement may be admitted with a written individualized remediation plan and a written justification from the program coordinator.”

# Item 4: Program-identified Areas of Focus

Programs are required to provide detailed information regarding any program-determined areas of concern or areas of focus and the program’s planned response. Institutions should report on any new areas as of Fall 2018 semester or as of September 1, 2018, for continuous enrollment institutions and provide an update on any previously reported areas in which the program has made significant progress. The topic of this response is determined by the program. In this section, do not include any changes previously identified and explained in response to Item 2 above.

**BYU Response**

**EPP-Wide Areas of Focus**

The BYU Educator Preparation Program (BYU-EPP) pursued three EPP-wide areas of focus for the 2017–18 academic year:

1. The ongoing effort to identify policies and procedures that need to be updated and/or created.
2. The continued improvement of their assessment and data systems, mYlink.
3. The ongoing effort to continually improve and strengthen individual programs.

**Policy and Procedures**

The EPP office, comprised of the BYU-EPP director, associate director, and EPP support team, has worked with the EPP executive committee, comprised of the Associate Academic Vice President, EPP director, education dean, and associate dean of Life Sciences; the University Council on Teacher Education (UCOTE), comprised of the EPP executive committee, the director of the Center for the Improvement of Teacher Education and Schooling (CITES), and the seven EPP college associate deans; the BYU Public School Partnership (BYU-PSP) Governing Board, comprised of the Education dean, superintendents from the five BYU-PSP school districts, and director of CITES; and the Initial Programs Council (IPC), comprised of the EPP director, EPP associate director, 26 faculty representatives from the 20 initial teacher preparation programs, and the supervisor of the education advisement center and field services office to identify and update policies and procedures needed to maintain BYU’s Quality Assurance System (QAS). During the last year, the BYU-EPP addressed the following policy, procedural, and curriculum issues:

1. The Teacher Preparation Program (TPP), comprised of Early Childhood Education (ECE), Elementary Education (ELED), Secondary Education (SCED), and Special Education (SPED) majors, adopted a performance criterion of 80% on all EPP-wide assignments, assessments, and evaluations. (Standards 1,3,5)
2. To have parity across the TPP, the SCED 353: Multicultural Education for Secondary Education course was increased from two-credits to three-credits. In addition to establishing parity across programs, the EPP found from a multiyear study of their clinical experience assessments data (UPTOP and BYU TWS) that candidates are scoring lowest on items measuring candidate knowledge and skills working with diverse populations. These findings informed the need to increase the SCED 353 credit hours. (Standards 1, 3)
3. The TPP started the work to adopt a disposition assessment and develop a clinical educator assessment. This work has been guided by the CAEP Evaluation Framework for EPP-created Assessments. (Standards 2, 3)
4. The BYU-EPP has not had a comprehensive recruitment effort. Starting with the 2017–2018 academic year, the EPP office formed a recruitment and retention committee and held four EPP-wide recruitment and retention events. These events represent the first efforts of the EPP to develop an EPP-wide recruitment and retention plan. (Standard 3)
5. The BYU-EPP enjoys a 35-year public school partnership with the five surrounding school districts. In recent years, clinical placements have expanded beyond the five partnership districts. UCOTE and the BYU-PSP Governing Board spent several months reviewing the issue and supporting data in an attempt to develop a policy that restricted clinical placements to the BYU-PSP. After reviewing the data and considering the needs of all BYU-EPP programs, the policy was tabled.
6. Approximately 10 years ago, the BYU-EPP established four education without licensure majors (ECE, ELED, SCED, SPED) for candidates that needed to be counseled out of a program or that failed student teaching. Over time, these majors were being abused, and more than 20 candidates a semester were applying for the education without licensure majors to avoid student teaching or to graduate early. UCOTE discussed the majors and tightened up the criteria for using the majors. The council decided that the majors are only for candidates that attempt student teaching and fail. (Standards 2, 3, 5)
7. The BYU-EPP is led by the EPP Executive Committee, which was comprised of an AAVP, EPP director, and education dean. Over half of the BYU-EPP lies outside of the school of education, so the executive committee was expanded to include an associate dean from one of the other six EPP colleges that house the secondary education programs. (Standard 5)

**mYlink**

The BYU-EPP has been developing its own in-house assessment and data system called mYlink. The EPP office believes that the ongoing development of mYlink will provide the BYU-EPP with a system that will put in place mechanisms to ensure that all admissions, assessments, and student application data are collected and reported. During this last year, the BYU-EPP and the

university’s Office of Information Technology (OIT) worked together to maintain and enhance mYlink. OIT and the EPP office have determined the old mYlink system is outdated, thus an annual resource planning request was made to secure additional funds to build a new version of mYlink. The new system will be more user friendly and allow the better use of data to inform

decision-making and continuous improvement of programs. The new mYlink system will support the efforts started the previous year to improve data collection “across measures and across program options.”

In 2016, the EPP office developed weekly assessment and data reports that informed programs on what assessments have or have not been completed. This initiative has been very successful as is evident in that 100% of the 2016–2018 assessment data were collected or accounted for. It is anticipated that the new mYlink system will continue this trend and provide real-time, enhanced reports to programs.

**Continuous Improvement**

Brigham Young University (BYU) faculty members and administrators complete an annual Closing the Loop exercise. During this process, the BYU-EPP teacher preparation programs gathers feedback from various stakeholder groups (e.g., candidates, completers, faculty, staff, mentor teachers, partnership schools, and BYU-PSP districts). Each program reviews their learning outcomes and corresponding assessments, and analyze data from various reports (e.g., EPP annual report, USBE annual report, USDE Title II annual report) and requirements for relevant standards (e.g., Utah Effective Teaching Standards, CAEP Accreditation Standards, program specific national standards) to identify areas of strength and weakness. Based on feedback, reviews, and analysis, programs set yearly targets and goals with procedures in place to achieve those goals. The following examples show the changes, innovations, and goals that were implemented at BYU as a result of the above process during the 2017–18 academic year:

**Early Childhood Education (ECE)** implemented the following changes:

* Improved teacher candidates’ understanding of how to more effectively implement developmentally appropriate practices by adding a practice component to the early childhood lesson plan design. Students purposefully planned ways to attend to the National Association for the Education of Young Children’s (NAEYC) Developmentally Appropriate Practice framework and 12 Principles of Child Development and Learning.
* Continued to work to improve teacher candidates’ understanding of learner differences by helping students make connections between their multicultural and educational psychology courses and their lesson planning. In addition, a more detailed accommodations section was added to the ECE lesson plan design.
* Improved teacher candidates’ ability to implement lessons incorporating the integration of cross-disciplinary skills by working with ECE methods instructors and clinical faculty to construct a common vocabulary related integration and by adding an assignment that provides opportunities for teacher candidates to practice writing and implementing cross-disciplinary integration lesson plans.

**Dance Education** implemented the following changes:

Dance Education documents and assesses program learning outcomes via an alignment table. At the BYU-EPP level, Dance Education is involved with the Initial Programs Council (IPC). The IPC works together to ensure state and national standards are met. Dance Education continually refines curriculum, sequencing, and content. Dance Education has focused on multicultural education and diversity and implemented a required one-credit elective dance class of underrepresented cultures and people. Dance Education is committed to student and mentor teacher recruitment and retention. In reviewing national standards, Dance Education has increased efforts in recruitment and retention by increasing allocated experiential learning funds for Dance Education K–12 major retainment and offering mentor teachers free admission to BYU events.

**Elementary Education (ELED)** made the following changes based on feedback from various stakeholders:

* ELED received feedback on the program from student representatives, who pointed out some unplanned redundancy in the program. Students noted that it is difficult to take additional courses during practicum semesters since students are required to be in the classroom six hours per day for four full weeks. Generally, ELED students do very well on their evaluations, and the BYU-PSP repeatedly provides feedback on their satisfaction with ELED student teachers. Currently, there are fewer students choosing to major in ELED. The ELED major requires more credit hours than most of the other majors on campus. Based on feedback from candidates, completers, and the BYU-PSP, ELED created a committee to explore ways of improving the ELED program and making it more appealing through following goals:
	+ Maintain (or improve) the quality of the program;
	+ Reduce credit hours;
	+ Improve connections between theory and practice;
	+ Provide students with more flexibility and choice;
	+ Make the five BYU-PSP Commitments explicit across the program; and
	+ Increase the number of interns (which will help finance the facilitators in the schools).

The eight-member ELED advisory committee began by studying and discussing articles about field experiences. The committee met twice a month and discussed the characteristics of good field experiences. During this time, the committee and other faculty members gathered data about what would be considered an ideal field experience for students, and they shared their ideas at a Clinical Practice Fellows Symposium sponsored by the Association of Teacher Educators and the National Association for Professional Development Schools. Clinical fellows from other universities gave feedback on ELED’s proposed changes to their practicum.

ELED carefully analyzed program coursework and made recommendations that would

result in 12 fewer credits. ELED currently has the support of the faculty, the BYU-PSP Governing Board, and the ELED advisory committee to make the recommended course

changes. After gaining support from the BYU-PSP for proposed course changes, ELED will work to change the program requirements and university catalog.

**Technology and Engineering Studies** implemented the following innovations:

* Beginning fall semester 2017, the Technology and Engineering Education (TEE) program became Technology and Engineering Studies (TES). The TEE program was restructured to include two degrees: TES Teaching and TES Technical. In the new TES program, the Teaching emphasis continues to prepare students to receive secondary education teaching licensure from USBE. The new Technical emphasis prepares students for employment in technology and engineering related fields outside of education. There

were three primary reasons for making the change:

* One of the best recruitment strategies for the TEE program was to recruit students from BYU technology, engineering, or computer science programs who were either dissatisfied with their current major, had not been accepted into the major, or who had an innate desire to teach. These students typically came to TEE with an excellent background in math, science, and technical content, and many had an aptitude for teaching. Unfortunately, because of the difficult courses (calculus, advanced physics, statistics, thermal dynamics, etc.) required in these majors, students often had GPAs that ranged from 2.5 to 3.0. When the USBE decided in 2014 to only allow students with a 3.0 or higher GPA to enter teacher education programs, this decision unintentionally eliminated a good source of TEE majors and many students with a technical background as potential graduates to teach the STEM subjects that schools are desperately seeking.
* Periodically, there were students within the TEE program that had great technical skills and good academic abilities but for various reasons (emotional, physical, etc.) were not good candidates to become classroom teachers. The new TES major allows students with technical and engineering backgrounds to transfer their technical coursework into the Technical emphasis component

of the TES major and continue toward graduation without having to start a new degree program. Additionally, students that have a desire to obtain teacher licensure, but who do not initially meet the current 3.0 GPA requirement, can enter the TES program, and once their GPA meets the 3.0 requirement, transfer into the Teaching emphasis of the TES major and work toward teacher licensure. Students wanting to enter the TES Teaching emphasis with a GPA below 3.0 are required to take TES core and depth classes until their GPA meets the 3.0 requirement, at which point they can enter the Teaching emphasis.

* It was anticipated that the dual emphasis system of the new TES major would allow us to recruit from a broader range of students (Technical and Teaching) and thus increase the overall student enrollment in our program. In an effort to give all TES students some experience in a classroom setting, students seeking a Teaching or a Technical emphasis are all required to take TES 276, which is the standard gateway course for students to enter the TES Teaching path. If students do not demonstrate an aptitude for or interest in teaching, they are advised to pursue the Technical emphasis of the TES major.
* Results: After one academic year, it appears the change from TEE to TES will accomplish the program’s desired goals. However, it will probably take two or three additional years before there is sufficient data to assess the effectiveness and impact of the change.

This will be measured by analyzing student performance in TES core classes, TES teaching pedagogy classes, and student enrollment in the TES Teaching emphasis.

* Assessments: To track progress and results, all teacher candidates are evaluated on multiple common assessments established by the EPP. These assessments include evaluations of academic performance, teacher dispositions, technology skills, and clinical practice. All of these assessments are tied to program goals, CAEP standards, and UETS. The following are EPP-wide assessments:
	+ Utah Teacher Candidate Performance Assessment & Evaluation System (PAES)
	+ Renaissance Teacher Work Sample (RTWS)
	+ PRAXIS Content Test
	+ Technology Skills Assessment (TSA)
	+ UT Teacher Education Student Survey (UTESS)
	+ UT Teacher Education Employer Survey (UTEES)
	+ Program GPA

Data for these assessments is collected in mYlink, which facilitates the creation, sharing, saving, and storing of information, assignments, assessments, and other artifacts to be used as evidence of candidate and completer performance.

# Item 5: Enrollment Requirement Waivers

Programs are required to identify and provide justification for any students admitted to the program under the waiver detailed in Utah Administrative Rule R277-502-3C (5) (f), the institution’s guidelines for utilization of this waiver, and the total admitted cohorts, by license area, for Fall 2018 semester and Winter 2019 semester or August 1, 2018 to June 1, 2019 for continuous enrollment institutions.

**BYU Response**

Per Shawnda Moss’s email on May 10, 2019, Utah educator preparation programs only need to report waivers for education leadership programs. For academic year 2018-2019, the BYU-EPP has no waiver data to report.