

Utah Educator Preparation Program 2022 Annual Report

Brigham Young University

[Section 1: Enrollment Count Spreadsheet](#)

See Excel Spreadsheet “BYU Enrollment Counts 2021-2022 USBE.”

[Section 2: Enrollment Follow-up Questions](#)

Please answer the following questions about your program(s) enrollment in narrative form. If you are unable to answer a question, please provide an explanation as to why you are unable to answer the question.

1. By August 2025, all educator preparation programs must be aligned to the new competencies. Provide a brief description of how your programs are working towards aligning to the new competencies.

BYU EPP programs are evaluating their programs to ensure alignment with new state competencies. The Early Childhood and Elementary Education programs recently completed major revisions to their programs and submitted proposals to the USOE for approval. The USOE approved both of these proposals. Both programs continue to monitor state requirements to ensure alignment with the competencies.

Special Education is monitoring the competencies to ensure alignment as the competencies are released. The program makes adjustments as needed, such as changes in Assistance Technology and Math courses.

BYU EPP Secondary Education programs are in various stages of alignment with the new competencies. BYU faculty participated on several state committees or provided input on the competencies (e.g., Biology Education and English Education). Programs that have completed alignment reviews are Biology Education, Dance Education, English Education, Family and Consumer Science, German Teaching, Math Education, Physical Education, and Technology and Engineering Studies. The Family and Consumer Science program received USOE approval for its redesign of the program (Spring 2022).

Several additional programs are in the process of reviewing their courses to identify how the programs align with the new competencies. These programs are Chemistry, Earth and Space Science, Physical Science, and Physics. Due to recent requirements for the General Science endorsement, program faculty are looking closely at courses and competencies. The World Languages programs are working closely with USBE on current competencies to clarify

questions as the programs work on alignment. Outside these current questions, the programs have done an alignment review and meet the competencies. Music Education is going through a program revision and is currently reviewing its proposal to ensure alignment with state competencies.

Although this is not a comprehensive list, these examples reflect the current process at the BYU EPP. BYU EPP uses its councils, such as Secondary Education Committee and the University Council on Teacher Education, to promote the process of alignment review and curriculum revisions. Currently, six programs have program proposals submitted to the University Curriculum Council which include changes to align with the new competencies.

2. *Utah Administrative Board Rule R277-304* defines “clinical experience” as a structured opportunity in which a program candidate is mentored by a licensed educator and evaluated by a teacher leader, school administrator, or university preparation program faculty member, in order to develop and demonstrate competency in the skills and knowledge necessary to be an effective teacher, in a physical classroom, which may include experiences in a virtual classroom.

Describe how candidates complete clinical experience(s) in your programs. Please include descriptions of these clinical experiences, including the number, depth, breadth, and duration of the experiences.

Candidates for the initial licensure at Brigham Young University accomplish their field experiences in multiple courses. Special Education, Early Childhood Education, and Elementary Education complete a minimum of two practicum field experiences before going into the final field experience. These practicum placements place the candidate in a field setting for extended periods of time, such as a three days/week during a 5-7 week period during the academic semester. The final field experience for ECE and ELED is either a semester-long full-day student teaching placement or a year-long full-time internship. Special Education candidates complete student teaching as they are not able to complete internships as teachers of record due to their undergraduate status. Candidates are placed in different grade levels for their practicum and final field experience and in partnership schools. These various assignments allow for candidates to work in multiple school settings and with diverse groups of learners. The partnership schools are chosen in conjunction with the local school districts and represent a wide range of learners.

During the multiple practicum experiences, candidates are placed either individually or in pairs in classrooms. During each progression, candidates are able to observe, teach in small group settings or teach lessons in one or two subject areas, most often Language Arts. During the final field experience, ECE and ELED candidates will take on the full teaching load at some point during the semester, with variation according to classroom needs. Unlike student teachers who work in the mentor teacher’s classroom, interns will take on a class full-time from the beginning of the school year, including district onboarding and professional development. Interns have a school-based facilitator whose duties are to mentor and support the intern.

Special Education candidates are offered multiple settings and have the opportunity to teach several subjects during practicum or student teaching depending on placement and school needs. Candidates in Special Education have three practicum experiences to enable them to work in diverse settings and learning situations. In these experiences and during the final field experience, candidates have a mentor teacher to guide them. Candidates work with individual learners, small groups, and other settings which allow them to implement the content knowledge and pedagogical skills associated with Special Education classrooms. Candidates participate in IEP meetings and other requirements unique to Special Education.

Secondary Education candidates complete a short clinical opportunity in the introductory course and follow with a minimum of one practicum, though several will include a second practicum. The majority of Secondary Education candidates will complete a semester-long full-day student teaching experience, though a few candidates will complete a year-long full-time internship. These internships are usually in the fields of Family and Consumer Science, Social Science and History Education, and English Education.

During the Secondary Education introductory classes, candidates observe classrooms to identify effective teaching methods and to see the operation of content area fields in classrooms. These experiences typically range from eight to thirty clock hours. Candidates are paired or in groups. During the practicum experience, candidates are placed in classrooms with mentor teachers and given the opportunity to observe and teach lessons, depending on time and subject content. The requirements for these programs vary between 30-80 clock hours. In their field experiences, candidates are evaluated using the PAES protocol. During the final field experience, they are able to take on nearly the full teaching load—teacher course load minus one—depending on the content area and number of preparations. Candidates are in the schools for contract hours. Certain candidates are involved in co-curricular events outside of contract hours (e.g., school plays or musical performances). For each practicum experience and during the final field experience, candidates have a mentor teacher to guide them. Interns have a school-based mentor whose duties are to support the intern through dedicated assignment.

BYU EPP requires that candidate seeking a teaching minor complete a placement in that minor field. This placement may be a four-week full-time placement during the student teaching semester or one course on the secondary block for the entire semester. Minor placements done outside of student are typically between 50-70 clock hours. Candidates are evaluated using the PAES instrument at a Practicum 2 cut score. This process allows candidates to teach in their minor field and have multiple experiences outside the teaching major in their preparation.

3. Describe your programs' policies around clinical experiences, including student teaching placements. Please list any policies regarding candidate employment status, salary restrictions, candidate remediation, evidence collected, and assignment of cooperating/mentor teachers.

Brigham Young University has a public-school partnership with five local school districts. In most cases, candidates are placed within these districts, though placements in certain subject

areas (e.g., Family and Consumer Science) require placements in districts further from the university. School placements, including the assignment of mentor teachers, is completed through a system of cooperation with these school districts. The process varies depending on licensure area, but each process includes work with district partners. Selected schools and classrooms represent the demographic and learning diversity of the districts.

ECE and ELED candidates are placed in partnership schools and these schools remain the same yearly. When placements are needed for any level of field experience as outlined above, BYU faculty who liaise with the districts will make requests to the site-based facilitator. This facilitator works with the school principal to select and approve mentor teachers. Placements then are added to the Educator database at BYU and approved by BYU personnel. The inclusion of school-based personnel ensures that both BYU and the district have selected a high-quality mentor and allows for rotation of mentors to avoid burn-out. Intern candidates interview with district personnel and administrators of partnership schools. Interns are then offered positions by administrators who commit to support them through the work of site-based facilitators.

Special Education programs follow a similar model and work closely with school-base personnel to ensure that each placement provides adequate mentoring, access to students, and opportunities to participate in all functions of Special Education programs.

Secondary Education placements are also made in conjunction with school partners. Due to the nature of the introductory courses and practicum, placements for these experiences are made by program coordinators within their network of district teachers. BYU EPP has a Secondary Education Partnership Advisory Council (SEPAC) which meets monthly and includes district associate superintendents and BYU faculty. Twice during the academic year, the districts provide a list of approved mentor teachers with input from school principals. BYU programs then select placements from this list of approved mentors which meet BYU program requirements. Secondary schools wishing to host an intern follow a process to interview interns and administrators sign an internship agreement form which confirms a commitment to support, mentor, and develop interns during the year.

These processes allow for candidates to be placed in high-quality settings with mentor teachers or school-based facilitators that have been selected by the school leadership and meet BYU standards for mentor teachers.

During their field experiences, all candidates will be observed and evaluated by both school-based personnel (e.g., site-based facilitators or mentor teachers) and by BYU faculty and adjuncts. BYU uses the PAES protocol and measures progress through the field experiences—practicum and the final field experience. These observations allow for formative feedback which helps the programs remediate candidates who have areas for improvement. Candidates who are struggling can be placed on a personal growth plan which may vary according to program and candidate needs. The BYU EPP has set PAES score levels for each level of field placement (e.g., Practicum I, Practicum II, student teaching, etc.) which enables the EPP to measure candidate progress and for candidates to demonstrate growth over time. To successfully complete the final

field experience, candidates receive summative PAES scores from both the school personnel and BYU faculty/adjuncts which must meet EPP scoring levels.

Additionally, BYU uses the Education Disposition Assessment (EDA) to measure dispositions and to ensure that candidates meet ethical guidelines. Candidates are evaluated formally at the end of the final practicum placement and the final field experience. Programs may use the EDA at any other necessary point during a candidate's progression during the program. Each program tracks candidates who need remediation by completing a remediation plan.

All scores for EPP-wide required assessments are kept within the Educator database system. This system allows for all assessments to be completed within a secure system and allows for program coordinators to complete and view required assessments.

BYU EPP requires the Praxis Performance Assessment of Teachers (PPAT) as part of its programs in compliance with state policy. This assessment is completed during the final field experience.

These processes and evidences were reviewed in the 2021-2022 academic, when BYU completed an accreditation cycle and site visit from the Council for the Accreditation of Educator Preparation (CAEP). BYU received full accreditation for seven years.

As previously stated, the length of field experiences prior to student teaching or internship varies by program. Candidates are not paid for field experiences in these settings. Student teaching is a semester-long full-day experience for the length of the BYU semesters, which is approximately 14 weeks. Candidates are not paid for student teaching as they are not employees of the school district. By contrast, internships are year-long experiences in which the candidates take on the role of full-time teacher in the class (teacher of record). By agreement with the partnership districts, candidates are offered contracts and receive one-half salary plus full benefits. They receive access to all district services as employees.

Section 3: School Leadership Program Entrance Requirement Waivers

Please Note: If your institution does not have a Board-approved School Leadership licensure program, you do not need to complete this section.

Brigham Young University School Leadership Program did not make any waivers during the 2021-2022 academic year.