



## AAQEP Annual Report for 2024

Provider/Program Name:	Utah Valley University – School of Education – Teacher Preparation Programs
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2027

### PART I: Publicly Available Program Performance and Candidate Achievement Data

#### 1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Utah Valley University is an open admission institution accredited by the Northwest Commission on Colleges and Universities (NWCCU) with over 46,000 students. Utah Valley University’s [School of Education](#) was established in 1996 and offers undergraduate teacher preparation programs in [elementary, secondary,<sup>\[1\]</sup>](#) and [special education](#). The school also offers [graduate certificates and degrees](#) in several education related fields. The school’s mission statement reflects the

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

various programs offered: “The School of Education prepares educators and leaders to enhance the quality of life for individuals and communities. Through engaged pedagogy, transformative collaborations, and meaningful innovations, we cultivate equity and inspire lifelong learning”. Undergraduate and graduate teacher preparation programs are founded on professionally recognized national and state standards. These standards are operationalized both at the school and program level. School-level standards are based on the Association for Advancing Quality in Educator Preparation standards (AAQEP). At the Program level and within courses developed by faculty members, standards from the [Utah Effective Teaching Standards \(UETS\)](#) and [Utah's Portrait of a Graduate](#) are used to support students as they work to become professional educators.

**Public Posting URL**

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

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

**2. Enrollment and Completion Data**

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science in Art Education	Professional Educator License Secondary Education Visual Art Endorsement (Grades 6-12)	26	15

Bachelor of Arts in ASL and Deaf Studies Education	Professional Educator License Secondary Education American Sign Language Endorsement	8	4
Bachelor of Science in Biology Education	Professional Educator License Secondary Education Biology Endorsement Science Core Endorsement	15	6
Bachelor of Science in Business/Marketing Education	Professional Educator License Secondary Education Business & Marketing Endorsement (CTE/General)	6	2
Bachelor of Science in Chemistry Education	Professional Educator License Secondary Education Chemistry Endorsement Science Core Endorsement	2	0
Bachelor of Science in Computer Science Education	Professional Educator License Secondary Education Computer Science Endorsement	0	0
Bachelor of Science in Dance Education	Professional Educator License Secondary Education Dance Endorsement (Grades K-12)	8	2
Bachelor of Science in Earth Science Education	Professional Educator License Secondary Education Earth Science Endorsement Science Core Endorsement	4	3
Bachelor of Science in Elementary Education	Professional Educator License Elementary Education	345	131
Bachelor of Arts in French Education	Professional Educator License Secondary Education French Endorsement	1	0
Bachelor of Science or Art in English Education	Professional Educator License Secondary Education English Endorsement	47	26

Bachelor of Science in History and Social Studies Education	Professional Educator License Secondary Education History Endorsement Social Studies Composite Endorsement	57	25
Bachelor of Science in Mathematics Education	Professional Educator License Secondary Education Mathematics Endorsement	23	8
Bachelor of Science in Music Education	Professional Educator License Secondary Education Music Endorsement (Grades 6-12)	9	1
Bachelor of Science in Physical Education Teacher Education	Professional Educator License Secondary Education Physical Education Endorsement	26	16
Bachelor of Science in Physics Education	Professional Educator License Secondary Education Physics Endorsement Science Core Endorsement	0	0
Bachelor of Science in School Health Education	Professional Educator License Secondary Education Health Education Endorsement	36	27
Bachelor of Science in Spanish Education	Professional Educator License Secondary Education Spanish Endorsement	7	2
Bachelor of Science in Special Education	Professional Educator License Special Education Mild/Moderate Disabilities Endorsement Severe Disabilities Endorsement	40	19
Bachelor of Science in Theatre Arts Education	Professional Educator License Secondary Education Theatre Endorsement (Grades K-12)	9	4
Secondary Teaching Graduate Certificate	Professional Educator License Secondary Education	19	6

	9 Content Area Endorsements <sup>2</sup>		
Total for programs that lead to initial credentials		688	297
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Master of Education – Educational Leadership	Professional Educator License School Leadership	15	5
Educational Leadership Graduate Certificate	Professional Educator License School Leadership	45	20
Master of Education – School Counseling	Professional Educator License School Counseling	114	22
Total for programs that lead to additional/advanced credentials		174	47
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
Total for additional programs			
TOTAL enrollment and productivity for all programs		862	344
Unduplicated total of all program candidates and completers		862	344

### **Added or Discontinued Programs**

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

The Bachelor of Science in Computer Science Education was added in the 2023-2024 school year.

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<sup>2</sup> This year we had students in the following content areas: Biology (1), Dance (1), Health (1), English (2), History (8), Physical Education (1), Spanish (2), and Theatre (2).

### 3. Program Performance Indicators

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

**Table 2. Program Performance Indicators**

A. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.							
862							
B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.							
344							
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.							
351							
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.							
Cohort/Program (semester enrolled)	# of candidates who originally enrolled in the program	# of candidates who dropped out or discontinued	# of candidates who complete program as of Oct. 1, 2024.	% Completion rate within the expected time frame	# of candidates still enrolled	# of candidates expected to complete within 150% of expected time frame	% of candidates expected to complete within 150% of expected time frame
Spring 2022 EDEL	58	1	55	95%	2	2	100%
Fall 2022 EDEL	93	1	84	90%	8	6	75%
Spring 2022 EDSC	46	6	39	85%	1	1	100%
Fall 2022 EDSC	77	10	60	78%	7	6	86%

Fall 2022 EDSP (Fall Start Only)	20	1	18	90%	1	1	100%
Summer 2022 ED Leadership: Masters	5	0	5	100%	n/a	n/a	n/a
Summer 2022 ED Leadership: Licensure Only	12	1	11	92%	n/a	n/a	n/a
Summer 2022 School Counseling	22	2	20	91%	n/a	n/a	n/a
<b>TOTAL</b>	333	22	292	88%	19	16	84%

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

As of June 2024, taking a Pedagogical Performance Assessment is no longer a requirement for elementary, secondary, and special education licensure. However, a Pedagogical Performance Assessment was a licensure requirement for students graduating Fall 2023 and Spring 2024. During this period, no program Pedagogical Performance Assessment fell below an 80% pass rate. Beginning the Fall 2023 semester, the Utah Foundations of Reading Assessment (UFORA) is required for elementary education and special education licensure, though a passing score was not required until September 1<sup>st</sup> of 2024. The most recent data available for both the edTPA and the UFORA through Pearson's EdReports are the results for the 2023-2024 school year.

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

The Utah Teacher Education Student Survey (UTES) is given annually in May to UVU graduates from the previous year (alumni 1-year after graduation). Survey questions ask graduates to assess their ability to perform teaching functions in line with the Utah Effective Teaching Standards (UETS). Graduates select from *very well*, *well*, *adequately*, *poorly*, or *not at all*. **The benchmark for the UVU teacher preparation programs is set at 80%**, meaning that at least 80% of respondents rate their ability to perform teaching functions at the *adequately*, *well*, or *very well* levels. On average, across all areas, 93% of responses rate their ability to perform the teaching function at the *adequately* (2), *well* (3), or *very well* (4) levels. The table below highlights areas with the highest and lowest ratings from program completers. None of the items fell below the 80% benchmark.

Question/Topic	Average Score	% Adequate, Well, or Very Well
Plan instruction based on the Utah Core Standards.	3.39	100%

The need for maintenance, integrity, and confidentiality regarding student records.	3.35	100%
Provide instruction that uses language acquisition strategies to meet the needs of English language learners.	2.43	86%
Provide opportunities for students to apply cross-disciplinary understandings.	2.62	86%

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

The Utah Teacher Education Employer Survey (UTEES) is given annually in May to principals/employers of UVU graduates from the previous year. Survey questions ask principals/employers to assess their UVU graduates' ability to perform teaching functions in line with the Utah Effective Teaching Standards (UETS). Principals/employers select from *very well*, *well*, *adequately*, *poorly*, or *not at all*. **The benchmark for the UVU teacher preparation programs is set at 80%**, meaning that at least 80% of respondents rate their ability to perform the teaching function at the *adequately*, *well*, or *very well* levels. On average, 98% of responses rate their UVU Graduate's ability to perform the teaching function at the *adequately* (2), *well* (3), or *very well* (4) levels. The table below highlights the areas with the highest and lowest ratings from program completers. None of the items fell below the 80% benchmark; all items had over 93% of employers rating UVU graduate's skills at the *adequately*, *well*, or *very well* levels.

	Average Score	% Adequate, Well, or Very Well
The need for maintenance, integrity, and confidentiality regarding student records.	3.31	100%
The need for confidentiality regarding communications with colleagues.	3.29	99%



Provide opportunities for students to apply cross-disciplinary understandings.	2.7	94%
Stay informed regarding current education policy and research.	2.78	97%

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Below is a table showing the employment rate of completers from the 2023-2024 academic year. These data points are derived from the Utah Schools Information Management System. This database only reports teachers employed by Utah public schools and does not account for graduates not seeking employment or in continuing education programs, nor does it account for graduates teaching in early learning centers, private schools, some charter schools, or any school outside of the state of Utah. Based on our close contact with graduates, most if not all graduates who seek employment are able to secure a teaching position.

	Number of Completers	Number of Completers Teaching in Utah Schools	Employment Rate in Utah Public Schools (%)
<b>Elementary</b>	123	116	94.3%
<b>Secondary</b>	130	101	77.6%
<b>Special Education</b>	22	15	68.2%

The university also tracks employment rates 1 year after graduation for each College or School across campus. These are based on alumni surveys and only represent a sample of graduates. It should be noted that the data considers those not seeking employment to be “not employed” and those in full time graduate studies to also be “not employed”. It should also be noted that because most secondary students received a degree in their content area major outside of the School of Education (with a specialization in secondary education), they are not accounted for in this data set.

Employment Status	Graduation Year	% Employed
<b>Full Time</b>	2021-2022 <sup>3</sup>	58.5%
<b>Part Time</b>	2021-2022	21.5%

<b>Not Employed</b>	2021-2022	20%
<p>The university also tracks employment related to the degree that graduates received from UVU. Below is the table for the School of Education showing that a large percentage of graduates are employed in a field related to their degree.</p>		
<b>Relation to Degree</b>	<b>Graduation Year</b>	<b>% Employed</b>
<b>Moderately to Very related</b>	2021-2022	82.7%
<b>Slightly related</b>	2021-2022	3.8%
<b>Not related</b>	2021-2022	13.5%

#### 4. Candidate Academic Performance Indicators

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

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>			
Teacher Performance Assessment – edTPA	Below are the passing scores for both the state of Utah and UVU for Fall of 2023 and Spring 2024.	Below is a table with the summary of the edTPA results for each program in the School of Education. The table displays the results of exams completed between September 2023 and May 2024 (the state of Utah discontinued the use of a performance assessment as a licensure requirement as of June 2024).			
		<b>Program/Exam</b>	<b>Passing Score</b>	<b>Elementary</b>	<b>Secondary</b>

Elementary Education	42
Secondary Education (except World Languages)	35
World Languages	30
Special Education	35

		<b>(Ex. World Lang.)</b>	
Avg. Score	55.7	44.4	44.2
(National Avg.)	52.6	42.96	43.3
% Passing	98%	94%	87%

**Elementary** Each semester, the Elementary edTPA faculty team meets to reflect on our teaching and feedback practices as well as examine the data from our teacher candidate score reports. As a result of that reflective practice, we continue to refine our teaching, feedback, and the resources we provide to support our teacher candidates through edTPA. Based on our teacher candidates’ needs, we made a few changes for the 2023-2024 school year. First, we revised some of the content in our face-to-face workshops. We have placed a stronger emphasis on effective ways to individualize instruction for students based on their needs by adding a session on differentiation. We have also started having teacher candidates examine sample task commentaries and scoring them using the rubrics as part of our workshops to 1) give the teacher candidates a vision of what an exemplar commentary looks like, and 2) to give them an experience with using the rubrics in hopes that they will feel more comfortable in using them to self-evaluate their own work as they develop their portfolio. Second, we continued to make minor refinements to the guidance documents and resources for each of the tasks to provide clarification about artifact development and prompts, and to share suggestions for organizing commentary responses so that the teacher candidates can more effectively communicate and justify their instructional decisions. We have seen increased quality in our teacher candidates’ portfolios because of these changes.

		<p><b>Secondary Education and Special Education</b></p> <p>The secondary education and special education faculty continue to work with teacher-candidates as they organize and prepare for the edTPA. We continue to provide study materials, checklists, and examples to students. These reference materials are helpful to students as they take part in the assessment process. We continue to identify areas that need more support based on student feedback and assessment scores. After these areas and concepts are identified, they are addressed through course modifications. We continue to include protected time during the student teaching day for students to work on the edTPA portfolio, through an extra preparation period. This extra period for edTPA appears in the student teaching handbook and students are directed to discuss this with their cooperating teacher prior to the student teaching semester. We also began a summer edTPA meeting series to support students as they prepare for student teaching or an internship. This five-part meeting series orients students to the edTPA process and requirements before the semester starts.</p>

<p>Annual Employer (Principal) Survey - Utah Teacher Education Employer Survey (UTEES)</p>	<p>The Utah Teacher Education Employer Survey (UTEES) is given annually in May to principals/employers of UVU graduates from the previous year. Survey questions ask principals/employers to assess their UVU graduates' ability to perform teaching functions in line with the Utah Effective Teaching Standards (UETS). Principals/employers select from <i>very well, well, adequately, poorly, or not at all</i>. <b>The benchmark for the UVU teacher preparation programs is set at 80%</b>, meaning that at least 80% of respondents rate their UVU graduate's ability to perform the teaching function at the <i>adequately, well, or very well</i> levels.</p>	<p>In our AAQEP Quality Review Report from 2023, we identified specific survey questions from our UTEES surveys that directly related to AAQEP Standard 1. Below is a table summarizing the results of the survey administered in late spring of 2023. We continue to see high ratings meeting the benchmark across all aspects of Standard 1.</p> <table border="1" data-bbox="1012 440 1791 1344"> <thead> <tr> <th data-bbox="1018 444 1455 591">Question/Topic (AAQEP Aspect)</th> <th data-bbox="1455 444 1612 591">Average Score</th> <th data-bbox="1612 444 1785 591">% Adequate, Well, or Very Well</th> </tr> </thead> <tbody> <tr> <td data-bbox="1018 591 1455 776">Uses academic language to convey information and concepts based on accurate content knowledge. (AAQEP 1a)</td> <td data-bbox="1455 591 1612 776">3.17</td> <td data-bbox="1612 591 1785 776">98%</td> </tr> <tr> <td data-bbox="1018 776 1455 930">Create challenging learning experiences based on students' individual developmental levels. (AAQEP 1b)</td> <td data-bbox="1455 776 1612 930">3.15</td> <td data-bbox="1612 776 1785 930">97%</td> </tr> <tr> <td data-bbox="1018 930 1455 1044">Provide instruction that addresses students' cultural differences. (AAQEP 1c)</td> <td data-bbox="1455 930 1612 1044">3.03</td> <td data-bbox="1612 930 1785 1044">97%</td> </tr> <tr> <td data-bbox="1018 1044 1455 1198">Select assessments (e.g., pre, formative, summative) that align with lesson learning objectives. (AAQEP 1d)</td> <td data-bbox="1455 1044 1612 1198">2.94</td> <td data-bbox="1612 1044 1785 1198">97%</td> </tr> <tr> <td data-bbox="1018 1198 1455 1344">Use classroom routines, expectations, and procedures to create a respectful learning environment that allows all</td> <td data-bbox="1455 1198 1612 1344">3.17</td> <td data-bbox="1612 1198 1785 1344">97%</td> </tr> </tbody> </table>	Question/Topic (AAQEP Aspect)	Average Score	% Adequate, Well, or Very Well	Uses academic language to convey information and concepts based on accurate content knowledge. (AAQEP 1a)	3.17	98%	Create challenging learning experiences based on students' individual developmental levels. (AAQEP 1b)	3.15	97%	Provide instruction that addresses students' cultural differences. (AAQEP 1c)	3.03	97%	Select assessments (e.g., pre, formative, summative) that align with lesson learning objectives. (AAQEP 1d)	2.94	97%	Use classroom routines, expectations, and procedures to create a respectful learning environment that allows all	3.17	97%
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		<table border="1"> <tr> <td data-bbox="1012 180 1457 261">students to be self-directed learners. (AAQEP 1e)</td> <td data-bbox="1457 180 1612 261"></td> <td data-bbox="1612 180 1785 261"></td> </tr> <tr> <td data-bbox="1012 261 1457 412">Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 1f)</td> <td data-bbox="1457 261 1612 412">3.12</td> <td data-bbox="1612 261 1785 412">98%</td> </tr> </table>	students to be self-directed learners. (AAQEP 1e)			Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 1f)	3.12	98%									
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Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 1f)	3.12	98%															
<p>Teacher Evaluation Tool - Performance Assessment and Evaluation System (PAES)</p>	<p>The UVU SOE uses the Performance Assessment and Evaluation System (PAES) to assess students in their final semester during student teaching. The PAES is divided into three broad areas: The Learner and Learning, Instructional Practice, and Professional Responsibility. The PAES is scored through observation/evaluations conducted by university supervisors and by the cooperating teacher or intern coach. For each indicator on the rubric (22 indicators in all), candidates are scored on a scale of (0) not effective, (1) beginning, (2) developing, or (3) preservice effective.</p>	<p>In our 2023 AAQEP Quality Review Report, we identified specific survey questions from our PAES questions that directly relate to AAQEP Standard 1. Below is a table summarizing the results of PAES questions related to Standard 1. We continue to see high ratings meeting the benchmark across all aspects of Standard 1.</p> <table border="1"> <thead> <tr> <th data-bbox="1012 703 1457 800">Question/Topic (AAQEP Aspect)</th> <th data-bbox="1457 703 1612 800">Average Score</th> <th data-bbox="1612 703 1793 800">% Adequate, Well, or Very Well</th> </tr> </thead> <tbody> <tr> <td data-bbox="1012 800 1457 987">Uses academic language to convey information and concepts based on accurate content knowledge. (AAQEP 1a)</td> <td data-bbox="1457 800 1612 987">2.94</td> <td data-bbox="1612 800 1793 987">99.8%</td> </tr> <tr> <td data-bbox="1012 987 1457 1141">Create challenging learning experiences based on students' individual developmental levels. (AAQEP 1b)</td> <td data-bbox="1457 987 1612 1141">2.92</td> <td data-bbox="1612 987 1793 1141">99%</td> </tr> <tr> <td data-bbox="1012 1141 1457 1255">Provide instruction that addresses students' cultural differences. (AAQEP 1c)</td> <td data-bbox="1457 1141 1612 1255">2.87</td> <td data-bbox="1612 1141 1793 1255">99.3%</td> </tr> <tr> <td data-bbox="1012 1255 1457 1409">Select assessments (e.g., pre, formative, summative) that align with lesson learning objectives. (AAQEP 1d)</td> <td data-bbox="1457 1255 1612 1409">2.89</td> <td data-bbox="1612 1255 1793 1409">98.7%</td> </tr> </tbody> </table>	Question/Topic (AAQEP Aspect)	Average Score	% Adequate, Well, or Very Well	Uses academic language to convey information and concepts based on accurate content knowledge. (AAQEP 1a)	2.94	99.8%	Create challenging learning experiences based on students' individual developmental levels. (AAQEP 1b)	2.92	99%	Provide instruction that addresses students' cultural differences. (AAQEP 1c)	2.87	99.3%	Select assessments (e.g., pre, formative, summative) that align with lesson learning objectives. (AAQEP 1d)	2.89	98.7%
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Select assessments (e.g., pre, formative, summative) that align with lesson learning objectives. (AAQEP 1d)	2.89	98.7%															

<p>In order to pass the Student Teaching course and demonstrate they are “preservice effective”, teacher candidates must achieve at least 80% overall on the PAES summative evaluation. Teacher Candidates must also receive a “yes” designation on indicators 10.1 and 10.2 on each summative evaluation. The School of Education has also established a program average of at least 2.4 per PAES indicator as a program benchmark which is in line with the 80% student expectation.</p>	<p>Use classroom routines, expectations, and procedures to create a respectful learning environment that allows all students to be self-directed learners. (AAQEP 1e)</p>	2.85	99.5%
	<p>Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 1f)</p>	2.95	99.5%

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>					
<p>Annual Employer (Principal) Survey - Utah Teacher Education Employer Survey (UTEES)</p>	<p>The Utah Teacher Education Employer Survey (UTEES) is given annually in May to principals/employers of UVU graduates from the previous year. Survey questions ask principals/employers to assess their UVU graduates’ ability to perform teaching functions in line with the Utah Effective Teaching Standards (UETS). Principals/employers select from <i>very well, well, adequately, poorly, or not at all</i>. <b>The benchmark for the UVU teacher</b></p>	<p>In our AAQEP Quality Review Report from 2023, we identified specific survey questions from our UTEES surveys that directly related to AAQEP Standard 2 regarding our UVU graduate’s professional competence and growth. Below is a table summarizing the results of the survey administered in late spring of 2024. We continue to see high ratings meeting the benchmark across all aspects of Standard 2.</p> <table border="1" data-bbox="1073 1312 1856 1386"> <thead> <tr> <th><b>Question/Topic (AAQEP Aspect)</b></th> <th><b>Average Score</b></th> <th><b>% Adequate,</b></th> </tr> </thead> </table>			<b>Question/Topic (AAQEP Aspect)</b>	<b>Average Score</b>	<b>% Adequate,</b>
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	<p><b>preparation programs is set at 80%</b>, meaning that at least 80% of respondents rate their ability to perform the teaching function at the <i>adequately, well, or very well</i> levels.</p>	<table border="1"> <thead> <tr> <th></th> <th></th> <th><b>Well, or Very Well</b></th> </tr> </thead> <tbody> <tr> <td>Collaborate with families, colleagues, and other professionals to support students' growth and development. (AAQEP 2a)</td> <td>3.2</td> <td>99%</td> </tr> <tr> <td>Provide instruction that addresses students' cultural differences. (AAQEP 2b and 2d)</td> <td>3.03</td> <td>97%</td> </tr> <tr> <td>Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)</td> <td>3.1</td> <td>99%</td> </tr> <tr> <td>Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)</td> <td>3.12</td> <td>98%</td> </tr> <tr> <td>Collaborate with colleagues to plan and evaluate instruction. (AAQEP 2e)</td> <td>3.3</td> <td>97%</td> </tr> </tbody> </table>			<b>Well, or Very Well</b>	Collaborate with families, colleagues, and other professionals to support students' growth and development. (AAQEP 2a)	3.2	99%	Provide instruction that addresses students' cultural differences. (AAQEP 2b and 2d)	3.03	97%	Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)	3.1	99%	Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)	3.12	98%	Collaborate with colleagues to plan and evaluate instruction. (AAQEP 2e)	3.3	97%
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Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)	3.12	98%																		
Collaborate with colleagues to plan and evaluate instruction. (AAQEP 2e)	3.3	97%																		
<p>Annual Alumni Survey - Utah Teacher Education Student Survey (UTES)</p>	<p>The Utah Teacher Education Student Survey (UTES) is given annually in May to UVU SOE graduates from the previous year (alumni 1-year after graduation). Survey questions ask graduates to assess their ability to perform teaching functions in line with the Utah Effective Teaching Standards (UETS). Graduates select from <i>very well, well, adequately, poorly, or not at all</i>. <b>The benchmark for the UVU teacher preparation programs is set at 80%</b>,</p>	<p>In our AAQEP Quality Review Report from 2023, we identified specific survey questions from our UTES surveys that directly related to AAQEP Standard 2 regarding our UVU graduate's self-assessment of their professional competence and growth. Below is a table summarizing the results of the survey administered in late spring of 2024. We continue to see high ratings meeting this benchmark across all aspects of Standard 2.</p> <table border="1"> <thead> <tr> <th><b>Question/Topic (AAQEP Aspect)</b></th> <th><b>Average Score</b></th> <th><b>% Adequate,</b></th> </tr> </thead> </table>	<b>Question/Topic (AAQEP Aspect)</b>	<b>Average Score</b>	<b>% Adequate,</b>															
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	<p>meaning that at least 80% of respondents rate their ability to perform the teaching function at the <i>adequately, well, or very well</i> levels</p>	<table border="1"> <thead> <tr> <th></th> <th></th> <th colspan="2"><b>Well, or Very Well</b></th> </tr> </thead> <tbody> <tr> <td>Collaborate with families, colleagues, and other professionals to support students' growth and development. (AAQEP 2a)</td> <td>2.72</td> <td colspan="2">90%</td> </tr> <tr> <td>Provide instruction that addresses students' cultural differences. (AAQEP 2b and 2d)</td> <td>3.04</td> <td colspan="2">92%</td> </tr> <tr> <td>Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)</td> <td>3.25</td> <td colspan="2">99%</td> </tr> <tr> <td>Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)</td> <td>3.13</td> <td colspan="2">99%</td> </tr> <tr> <td>Collaborate with colleagues to plan and evaluate instruction. (AAQEP 2e)</td> <td>3.13</td> <td colspan="2">93%</td> </tr> </tbody> </table>					<b>Well, or Very Well</b>		Collaborate with families, colleagues, and other professionals to support students' growth and development. (AAQEP 2a)	2.72	90%		Provide instruction that addresses students' cultural differences. (AAQEP 2b and 2d)	3.04	92%		Provide opportunities for students to demonstrate learning in different ways. (AAQEP 2c)	3.25	99%		Reflect regularly on personal and professional biases, strengths, and challenges. (AAQEP 2e)	3.13	99%		Collaborate with colleagues to plan and evaluate instruction. (AAQEP 2e)	3.13	93%	
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<p><b>Dispositions</b></p>	<p>New student dispositions were drafted during fall of 2023. The UVU School of Education piloted the new dispositions during the Spring 2024 and Fall 2024 semesters.</p> <p>Candidates accepted into School of Education programs are expected to exhibit and practice these dispositions which are appropriate for candidates in</p>	<p>The table below the dispositions areas, and preliminary data for students just prior the student teaching or internship semester.</p> <table border="1"> <thead> <tr> <th></th> <th><b>Elem.</b></th> <th><b>Sec.</b></th> <th><b>Sp. Ed.</b></th> </tr> </thead> <tbody> <tr> <td><b>Disposition</b></td> <td>% scoring 3-4</td> <td>% scoring 3-4</td> <td>% scoring 3-4</td> </tr> <tr> <td><b>Self-Efficacy</b></td> <td>98%</td> <td>97%</td> <td>96%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				<b>Elem.</b>	<b>Sec.</b>	<b>Sp. Ed.</b>	<b>Disposition</b>	% scoring 3-4	% scoring 3-4	% scoring 3-4	<b>Self-Efficacy</b>	98%	97%	96%												
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teacher education programs and practicing educators working in schools.

The School of Education dispositions are introduced to students during the Elementary, Secondary, and Special Education New Student Orientations. They are reviewed at various points throughout the program and practiced in several program courses.

Students are rated 1-4 in each area, with a “3” being the assumed acceptable or satisfactory rating for preservice teachers.

A change in rating from the expected “3” includes documentation that the student still needs to develop one or more dispositions or has exceeded expectations.

Our expectation is that student teachers and interns receive a “3” (satisfactory) or “4” (exceptional) for each disposition prior to the student teaching or internship semester.

Prior to the student teaching or internship semester, our expectation is that all students who receive a score below “3”, create a professional growth plan and make progress to the level of “3” before the student teaching or internship semester.

<b>High Learning Expectations for Each Student</b>	98%	97%	96%
<b>Ethical/Professional</b>	98%	97%	96%
<b>Reflective Practitioner</b>	98%	97%	96%
<b>Emotionally Intelligent</b>	98%	97%	96%
<b>Educational Equity</b>	98%	97%	96%

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## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

**Development of Competency Evaluation Tool:** Throughout the 2023-2024 school year the UVU SOE collaborated with a state-wide team of universities and the Utah State Board of Education (USBE) to develop the new Student Teacher Evaluation Rubric (STER). In Fall 2024, the STER replaced the PAES as a summative evaluation tool for student teaching. As part of this transition process, a team within Utah Valley University’s SOE created an evaluation tool for our supervisors and others to use as they carry out student evaluations during field experiences and student teaching. This evaluation tool reflects all 35 competency requirements, includes a place for justification statements with examples aligned to the competencies, and an area for ongoing feedback. This tool is available for students to review, and data is archived for ongoing program evaluation.

**Development of Program Capstone Assessment Tool:** The 2023-2024 school year was that last year a Pedagogical Performance Assessment was required by the state of Utah as a licensing requirement. As part of this requirement transition, the School of Education organized a committee to redesign the capstone assessment for students graduating from the elementary, secondary, and special education programs. This capstone replaces the edTPA at UVU with a more locally focused assessment designed in partnership with internal and external stakeholders. We used the Integrated Concept Mapping process, a planning and evaluation tool that relies on transparency, stakeholder input, and democratic processes to facilitate the design process. Due to stakeholder support, we were able to complete the Teacher Assessment Project (TAP) during the summer of 2024 and pilot this new capstone evaluation during the Fall 2024 semester.

**Recruitment and Retention:** The UVU School of Education has accelerated its already aggressive approach to recruitment and retention efforts in the past year. This past year we have developed partnerships with Snow College and Nebo School District to get students directly into the education program. We visit each high school and speak to their Teaching as a Profession class. The counselors discuss the recruitment of students to the education profession. We have hosted many high school students on campus tours, field trips, and major events like our For Love of Reading Conference and the Educators Rising Leadership Conference. We visit local community colleges’ Introduction to Education classes and talk to students about our professional program. We have expanded our on-campus club beyond service and social opportunities to include

Educators Rising competitions. We have implemented strategic and systematic efforts to connect with pre-program students through class drop-ins, events, and activities. We are starting to see some results from this focus on recruitment and retention in many of our majors including a 5% increase in elementary education this fall and are on pace for a 9% increase this spring.

**UFORA Student Support Initiative:** To help our students prepare for the Utah Foundations of Reading Assessment UFORA assessment, engaged in course curriculum alignment, created a series of workshops to deepen content knowledge and analyze the test questions, and provided free subscriptions to a tutoring program. The workshops were broken into three days, with each session lasting two hours. Both the workshops and subscription were piloted as support during the Spring 2024 and Summer 2024 semesters. Along with newly aligned course instruction, the workshops and the 240 Tutoring subscriptions, our students' UFORA scores improved greatly in just one semester. By August of 2024, there was a 91.6% passing rate, which is remarkably higher than the previous semester and over 16% higher than the program requirement for the state of Utah.

**Dispositions Tool:** After organizing a new student disposition tool, faculty in the SOE are piloting the use of the tool across the elementary, secondary and special education programs. This tool is a result of collaboration with the SOE and across universities. The tool is aligned to Utah's Portrait of a First-Year Teacher. We are currently mapping the use of the tool across programs and making decisions about where the tool should be used and how we will track and use the data in meaningful ways.

## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

	<b>Standard 1</b>
<b>Goals for the 2024-25 year</b>	Create standardized procedures and protocols for Teacher Dispositions that support candidate readiness for the K-12 classroom prior to student teaching or an internship.
<b>Actions</b>	<p>The SOE Professional Educator Council (PEC) will set aside time to meet and organize new procedures and protocols for Teacher Dispositions within our programs.</p> <p>During this meeting expectations for Teacher Dispositions will be organized. Our goal is to support students in our program, while also ensuring they are skilled in carrying out the responsibilities associated with being a teacher within a K-12 classroom.</p> <p>The procedures and protocols will be added to the School of Education website, handbooks, and orientation sessions for those entering the program.</p> <p>Faculty and staff within the School of Education will become familiar with the new procedures and protocols in faculty meetings.</p>
<b>Expected outcomes</b>	Teacher candidates will be better prepared, from a dispositional standpoint, for the responsibilities of working in a K-12 classroom.

<b>Reflections or comments</b>	This goal is a result of ongoing efforts by faculty to support students as they develop dispositional competencies.
	<b>Standard 2</b>
<b>Goals for the 2024-25 year</b>	Expand opportunities for field experiences within the San Juan School District in Southeast Utah where some Navajo Nation schools are located.
<b>Actions</b>	<p>Establish relationships and collaborate with K-12 schools in the San Juan School District.</p> <p>Organize a partnership for ongoing field experiences during both the fall and spring semesters.</p> <p>Establish criteria for student participation.</p> <p>Plan the logistics of traveling, including the costs associated with travel.</p> <p>Advertise the opportunity to students and faculty.</p> <p>Carry out ongoing field weeks in the San Juan School District each semester.</p> <p>Follow up with students, faculty, and the partner schools following field experiences to seek feedback and ideas for future planning considerations.</p>
<b>Expected outcomes</b>	Increase global and cultural engagement both generally and as it relates to K-12 education.
<b>Reflections or comments</b>	UVU students have reported a high level of interest in attending this field experience. Some have pursued, or expressed interest in pursuing a student teaching placement after the initial field experience.
	<b>Standard 3</b>

<b>Goals for the 2024-25 year</b>	With our stakeholders, develop a new capstone assessment for the elementary, secondary, and special education programs aligned to the needs of the community and district partners.
<b>Actions</b>	<p>Seek out and review democratic methods for program planning and assessment.</p> <p>Invite internal and external stakeholders to participate in the design of a new capstone assessment.</p> <p>Pilot the new capstone assessment as in the fall 2024 and spring 2025 semesters.</p> <p>Gather feedback from stakeholders and make any needed changes to the assessment at the end of the fall 2024 and spring 2025 semesters.</p> <p>Align the capstone assessment and course content in a course mapping meeting with the SOE faculty in spring of 2025.</p> <p>Plan to conduct a validity study for the capstone assessment.</p>
<b>Expected outcomes</b>	<p>A completed capstone assessment for elementary, secondary, and special education that will support program evaluation and continuous improvement.</p> <p>Improved partner engagement that is both meaningful and substantive.</p> <p>Improve preparation of teacher candidates to teach in local schools.</p>
<b>Reflections or comments</b>	This goal is a result of faculty and stakeholder cooperation and changes at the USBE which provided an opportunity for the design of a new capstone assessment.
	<b>Standard 4</b>

<p><b>Goals for the 2024-25 year</b></p>	<p>Improve outreach to perspective teachers and increase enrollment in elementary education programs through innovative cohort development, including evening hybrid cohorts and a cohort supporting rural schools.</p>
<p><b>Actions</b></p>	<p><b>Evening Hybrid Cohort Actions:</b></p> <p>Obtain approval from UVU and Northwest Commission on Colleges and Universities (NWCCU) for a Hybrid elementary education cohort.</p> <p>Add or modify Course Learning Outcomes (CLOs) and redesign courses for a hybrid model.</p> <p>Advertise the new cohort and recruit students.</p> <p>Reassign or recruit faculty to carry out courses for this new cohort.</p> <p><b>Rural District Cohort Actions:</b></p> <p>Obtain permission from UVU and the Northwest Commission on Colleges and Universities (NWCCU) for a partnership with Snow College.</p> <p>With Snow College and partner schools, organize a cohort for elementary education students.</p> <p>Advertise the new cohort and recruit students.</p> <p>Hire local adjuncts to teach face to face courses</p> <p>Organize UVU faculty to teach face to face courses.</p>



<b>Expected outcomes</b>	An increase in both the number of students enrolled in the elementary education program, and the diversity of students enrolled in the program (i.e. college students in rural areas and non-traditional students).
<b>Reflections or comments</b>	This goal is a result of collaboration with community partners to better support their needs and to increase access to preparation programs.

## 7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

## 8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Over the last year, the School of Education elementary education program was expanded to support more rural districts in Utah. Travel to the university is often not possible for those living and working in rural districts, and the need for elementary teachers in these areas continues to grow. A distance program for elementary education majors in a rural partner district was developed to meet the needs of our rural P-20 partners. Additionally, we are currently planning to pilot a fully online elementary cohort for students who need more flexible program options in fall of 2025.

## 9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

As of June 2024, the Utah State Board of Education (USBE) does not require a pedagogical performance assessment as a requirement for licensure. Additionally, the Utah Foundations of Reading Assessment (UFORA) is now required for elementary and special education students, although students were only required to attempt the assessment until August of 2024. A score of 240 on the UFORA will be consequential for licensing beginning Fall 2024. Last, the USBE moved to a competency-based learning system in Fall of 2024. The competencies are reflected in a new statewide evaluation system for teacher candidates, the Student [Student Teaching Evaluation Rubric](#) (STER), which connects the [Utah Effective Teaching Standards \(UETS\)](#) and [Utah's Portrait of a Graduate](#). The STER replaced the PAES as an evaluation tool in fall of 2024. Efforts to create both a new Annual Employer (Principal) Survey and the Utah Teacher Education Student Survey (UTESS) are currently underway.

## 10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Carrie Ashcraft, Assistant Professor and Director of Accreditation (Utah Valley University School of Education)	Stan Harward, Associate Dean (Utah Valley University School of Education)

Date sent to AAQEP:	December 18 <sup>th</sup> , 2024
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