

1. IMPACT on P-12 LEARNING AND DEVELOPMENT (4.1)

a. Student Growth Reporting

b. Case Study Findings

Student Growth Reporting using Student Learning Outcomes on Alumni in Partnership Districts, as reported to PEERS <i>(Demonstrating growth definition determined by district)</i>			
	N	% demonstrating growth	Cut-Score
District 3, 2014-2017 Alumni's Performance in 2018-2019	10	100%	100%

CASE STUDY FINDINGS

- Alumni contribute significantly to student learning and growth. They build on students' background knowledge and take it into account when teaching new concepts. Program alumni use high leverage practices in their teaching including, but not limited to, effective instructional strategies for work with small groups, full class instruction and class discussions, think-pair-share, and multiple strategies for both formative and summative assessments including effective questioning strategies. Each of these methods is designed to positively impact student learning.
- Overall, the experiences between District 1 and District 2 were similar.
- There were no notable differences between elementary and secondary program alumni, as instructional strategies were consistent between the groups. There were some differences between the instructional tools used by program alumni in their efforts to teach varied concepts, however.

2. INDICATORS OF TEACHING EFFECTIVENESS (4.2)

- a. Principal Evaluations of Alumni
- b. P-12 Student Feedback Results
- c. Case Study Findings

Principal Evaluation Results, as reported to PEERS <i>(Effective=effective/highly effective; Not effective=not effective/emerging-minimal effective)</i>			
	N	% effective	Cut-Score
District 3, 2014-2017 Alumni's Performance in 2018-2019	10	100%	100%

P-12 Student Feedback Results District 3 Based on Student Surveys as reported to PEERS <i>(Effective=effective/highly effective; Not effective=not effective/emerging-minimal effective)</i>			
	N	% effective	Cut-score
District 3, 2014-2017 Alumni's Performance in 2018-2019	10	100%	100%

CASE STUDY FINDINGS

- Program alumni are cognizant of students' cultural, ethnic, and linguistic differences. To be effective teachers, they use the assets of their students' differences, as well as their individual background knowledge to plan and execute their lessons. As content area experts, with extensive time in classrooms working with diverse students, alumni demonstrate the ability to plan, execute lessons, and assess their students.
- Experiences in this area were the same for District 1 and District 2.
- No differences are noted in this area between elementary and secondary alumni.

3. SATISFACTION OF EMPLOYERS AND EMPLOYMENT MILESTONES (4.3)

a. Employer Survey Results

b. Employment Milestone of Employment in a High Needs School

EMPLOYER SURVEY RESULTS

Considering the performance of our [2 year prior] program graduate who is teaching at your school, how satisfied are you with our teacher preparation program?

(Scale: 1 Extremely Dissatisfied, 2 Very Dissatisfied, 3 Somewhat Dissatisfied, 4 Somewhat Satisfied, 5 Very Satisfied, 6 Extremely Satisfied)

Cut-off: 4.00	Total Elementary, Secondary, Special Education Combined		
<i>Employers Evaluation of:</i>	N	Mean	SD
2017 Alumni (2019 survey)	14	4.86	1.29

<p><i>Cut-off: 3.00 (Scale: 1 None, 2 Very Little, 3 Sufficient, 4 Comprehensive)</i></p> <p>1-25: Based on your interactions and observations of a _____ second year teacher in your building, how well can she/he do the following: Scale= 1 = Not at all, 2= Minimally, 3 =Proficiently/Effectively, 4=Exceptionally</p> <p>26-30: Based on your interactions and observations of a ____ second year teacher in your building, how extensive is her/his understanding of...Scale= 1 = None, 2= Very Little, 3 =Sufficient, 4=Comprehensive</p> <p>2019 Employer Survey of 2017 Alumni</p>	<p>2019 Survey</p> <p>Total Elementary, Secondary, Special Education Combined</p>		
	N	Mean	SD
1. Create learning experiences based on learners' individual developmental needs. (CAEP 1.1, INTASC 1, UETS 1)	14	3.43	0.51
2. Collaborate with families, colleagues, and other professionals to support learners' growth and development. (CAEP 1.1, INTASC 1, UETS 1)	14	3.43	0.65
3. Provide instruction that addresses learners' cultural differences. (CAEP 1.1, INTASC 2, UETS 2,7)	14	3.21	0.43
4. Provide instruction that uses language acquisition strategies to meet the needs of English language learners. (CAEP 1.1, INTASC 1,2, UETS 2,7)	14	3.14	0.54
5. Provide opportunities for students to demonstrate learning in different ways. (CAEP 1.1, INTASC 1,2, UETS 2,7)	14	3.29	0.47
6. Use a variety of classroom management strategies to create a positive learning environment. (CAEP 1.1, INTASC 3, UETS 3)	14	3.64	0.63
7. Develop a collaborative culture that allows students to be self-directed learners. (CAEP 1.1, INTASC 3, UETS 3)	14	3.43	0.51

	N	Mean	SD
8. Incorporate a variety of tools (e.g., digital media, technology, and other resources) to extend student learning to the real world. (CAEP 1.1, INTASC 5, UETS 3)	14	3.57	0.51
9. Convey accurate information and concepts based on the content knowledge of the discipline(s). (CAEP 1.3, INTASC 4, UETS 4)	14	3.50	0.52
10. Engage learners in 21st century skills (e.g., critical thinking, problem solving, creativity, and communication). (CAEP 1.1, INTASC 1,5, UETS 4,7)	14	3.36	0.50
11. Select/design assessments (e.g., pre, formative, summative) that match learning objectives. (CAEP 1.2, INTASC 6, UETS 5)	14	3.36	0.63
12. Use data from assessments to provide feedback to learners. (CAEP 1.2, INTASC 6, UETS 5)	14	3.29	0.73
13. Use learners' assessment/performance results to guide her/his instruction. (CAEP 1.2, INTASC 6, UETS 5,7)	14	3.29	0.61
14. Plan instruction based on the Utah Core Standards. (CAEP 1.3, 1.4, INTASC 7, UETS 4,6)	14	3.71	0.47
15. Differentiate instruction to meet the needs of learners. (CAEP 1.1, INTASC 7, UETS 6)	14	3.14	0.66
16. Integrate literacy, numeracy, and/or other content areas into instruction to purposefully engage learners in applying content knowledge. (CAEP 1.1, INTASC 5, UETS 7)	14	3.29	0.61
17. Facilitate learners' use of technology for learning. (CAEP 1.5, INTASC 8, UETS 7)	14	3.29	0.61
18. Use technology effectively to support and enhance instruction. (CAEP 1.5, INTASC 6, UETS 7)	14	3.57	0.51
19. Use a variety of instructional strategies to promote engagement. (CAEP 1.5, INTASC 8, UETS 7)	14	3.50	0.52
20. Collaborate with colleagues to plan and evaluate instruction. (CAEP 1.1, INTASC 10, UETS 8,9)	14	3.57	0.51
21. Reflect on personal and professional biases. (CAEP 1.1, INTASC 9, UETS 8)	14	3.36	0.50

	N	Mean	SD
22. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (CAEP 1.2, INTASC 9, UETS 8)	14	3.36	0.50
23. Stay informed of current educational policy and research to improve instruction. (CAEP 1.2, INTASC 10, UETS 8)	14	3.36	0.75
24. Advocate to meet the needs of all learners. (CAEP 1.1, INTASC 10, UETS 9)	14	3.36	0.63
25. Engage in professional learning to strengthen instructional practice. (CAEP 1.1, INTASC 10, UETS 9)	13	3.38	0.51
26. Federal and state laws, State Board of Education rules and policies pertaining to teaching (R277-530) (CAEP 1.1, INTASC 9, UETS 10)	14	3.21	0.58
27. Actions that adversely affect a teacher's ability to carry out the responsibilities of the profession, including role model responsibilities (R277-515) (CAEP 1.1, INTASC 9, UETS 10)	14	3.57	0.65
28. The need for maintaining confidentiality regarding student records and collegial consultations. (CAEP 1.1, INTASC 9, UETS 10)	14	3.71	0.47
29. The need for maintaining accurate student records. (CAEP 1.1, INTASC 9, UETS 10)	14	3.64	0.50

Employment in High Needs School Recommended for License Cut-off=24%, Hired in a Title I School in 2015	
Alumni hired in a UT school in	Hired in A Title I School
2019 (n=34)	35%
2018 (n=17)	27%
2017 (n=34)	39%

4. SATISFACTION OF COMPLETERS (4.4)

- a. Alumni Survey
- b. Graduating Student Survey
- c. Graduating Student Focus Groups, Secondary Graduates

ALUMNI SURVEY			
Scale = 1= Extremely dissatisfied, 2=Very dissatisfied, 3=Somewhat dissatisfied, 4=Somewhat satisfied, 5=Very Satisfied, 6=Extremely satisfied			
<i>Considering your current teaching experiences, how satisfied are you with your teacher preparation program?</i>			
Cut-off: 4.00	N	Mean	SD
2017 Alumni	20	4.75	1.02

Cut-off: 3.00; Scale = 1: None, 2: Very Little, 3: Sufficient, 4: Comprehensive Based on the courses and experiences within your teacher preparation program (including your major, minor, and education courses), how well can you do the following: 2017 ALUMNI	N	Mean	SD
1. Create learning experiences based on learners' individual developmental needs. (CAEP 1.1, INTASC 1, UETS 1)	20	3.20	0.62
2. Collaborate with families, colleagues, and other professionals to support learners' growth and development. (CAEP 1.1, INTASC 1, UETS 1)	20	3.20	0.70
3. Provide instruction that addresses learners' cultural differences. (CAEP 1.1, INTASC 2, UETS 2,7)	19	3.16	0.77
4. Provide instruction that uses language acquisition strategies to meet the needs of English language learners. (CAEP 1.1, INTASC 2, UETS 2,7)	20	2.90	0.72
5. Provide opportunities for learners to demonstrate learning in different ways. (CAEP 1.1, INTASC 2, UETS 2)	20	3.25	0.64
6. Use a variety of classroom management strategies to create a positive learning environment. (CAEP 1.1, INTASC 3, UETS 3)	20	3.20	0.77

2017 ALUMNI	N	Mean	SD
7. Develop a collaborative culture that allows students to be self-directed learners. (CAEP 1.1, INTASC 3, UETS 3)	20	3.05	0.76
8. Incorporate a variety of tools (e.g., digital media, technology, and other resources) to extend student learning to the real world. (CAEP 1.1, INTASC 5, UETS 3,7)	20	2.95	0.76
9. Convey accurate information and concepts based on the content knowledge of your discipline(s). (CAEP 1.3, INTASC 4, UETS 4)	20	3.20	0.52
10. Engage learners in 21st century skills (e.g., critical thinking, problem solving, creativity, and communication). (CAEP 1.1, INTASC 5, UETS 4,7)	20	3.15	0.67
11. Select/design assessments (e.g., pre, formative, summative) that match learning objectives. (CAEP 1.2, INTASC 6, UETS 5)	20	2.90	0.55
12. Use data from assessments to provide feedback to your learners. (CAEP 1.2, INTASC 6, UETS 5)	20	2.80	0.89
13. Use students' assessment/performance results to plan and modify instruction. (CAEP 1.2, INTASC 6, UETS 5,7)	20	2.90	0.79
14. Plan instruction based on the Utah Core Standards. (CAEP 1.3, 1.4, INTASC 7, UETS 4,6)	20	3.35	0.75
15. Differentiate instruction to meet the needs of learners. (CAEP 1.1, INTASC 7, UETS 6)	20	3.20	0.62
16. Integrate literacy, numeracy, and/or other content areas into instruction to purposefully engage learners in applying content knowledge. (CAEP 1.1, INTASC 5, UETS 6,7)	20	3.20	0.52
17. Facilitate students' use of technology for learning. (CAEP 1.5, INTASC 8, UETS 7)	20	3.20	0.52

2017 ALUMNI	N	Mean	SD
18. Use technology effectively to support and enhance instruction. (CAEP 1.5, INTASC 6, UETS 7)	20	3.05	0.76
19. Use a variety of instructional strategies to promote engagement. (CAEP 1.5, INTASC 8, UETS 7)	20	3.15	0.67
20. Collaborate with colleagues to plan and evaluate instruction. (CAEP 1.1, INTASC 10, UETS 8,9)	20	3.35	0.59
21. Reflect on personal and professional biases. (CAEP 1.1, INTASC 9, UETS 8)	20	3.15	0.75
22. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (CAEP 1.2, INTASC 9, UETS 8)	20	3.25	0.64
23. Stay informed of current educational policy and research to improve instruction. (CAEP 1.2, INTASC 10, UETS 8)	20	2.90	0.79
24. Advocate to meet the needs of all learners. (CAEP 1.1, INTASC 10, UETS 9)	20	3.10	0.85
25. Engage in professional learning to strengthen instructional practice. (CAEP 1.1, INTASC 10, UETS 9)	20	3.25	0.55
26. Federal and state laws, State Board of Education rules and policies pertaining to teaching (R277-530). (CAEP 1.1, INTASC 9, UETS 10)	20	3.05	0.61
27. Actions that adversely affect a teacher's ability to carry out the responsibilities of the profession, including role model responsibilities (R277-515). (CAEP 1.1, INTASC 9, UETS 10)	20	2.95	0.89
28. The need for maintaining confidentiality regarding student records and collegial consultations. (CAEP 1.1, INTASC 9, UETS 10)	20	3.45	0.51
29. The need for maintaining accurate student records. (CAEP 1.1, INTASC 9, UETS 10)	20	3.40	0.50

GRADUATING STUDENT SURVEY, 2018-2019

Cut-off: 4.00; Scale = 1= Extremely dissatisfied, 2=Very dissatisfied, 3=Somewhat dissatisfied, 4=Somewhat satisfied, 5=Very Satisfied, 6=Extremely satisfied

Considering your current teaching experiences, how satisfied are you with your teacher preparation program?

	N	Mean	SD
Elementary	32	5.00	0.09
Secondary	26	4.58	1.14
Special Education	25	5.24	0.52

Cut-off: 3.0; Scale = 1: None, 2: Very Little, 3: Sufficient, 4: Comprehensive <i>Based on the courses and experiences within your teacher preparation program (including your major, minor, and education courses), how extensive is your understanding of...</i>	N	Mean	SD
ELEMENTARY GRADUATES			
1. Create learning experiences based on learners' individual developmental needs. (CAEP 1.1, INTASC 1, UETS 1)	32	3.50	0.51
2. Collaborate with families, colleagues, and other professionals to support learners' growth and development. (CAEP 1.1, INTASC 1, UETS 1)	32	3.25	0.67
3. Provide instruction that addresses learners' cultural differences. (CAEP 1.1, INTASC 2, UETS 2,7)	32	3.41	0.62
4. Provide instruction that uses language acquisition strategies to meet the needs of English language learners. (CAEP 1.1, INTASC 2, UETS 2,7)	32	3.19	0.59
5. Provide opportunities for learners to demonstrate learning in different ways. (CAEP 1.1, INTASC 2, UETS 2)	32	3.53	0.57
6. Use a variety of classroom management strategies to create a positive learning environment. (CAEP 1.1, INTASC 3, UETS 3)	32	3.66	0.48

ELEMENTARY GRADUATES	N	Mean	SD
7. Develop a collaborative culture that allows students to be self-directed learners. (CAEP 1.1, INTASC 3, UETS 3)	32	3.44	0.62
8. Incorporate a variety of tools (e.g., digital media, technology, and other resources) to extend student learning to the real world. (CAEP 1.1, INTASC 5, UETS 3,7)	32	3.34	0.55
9. Convey accurate information and concepts based on the content knowledge of your discipline(s). (CAEP 1.3, INTASC 4, UETS 4)	32	3.41	0.50
10. Engage learners in 21st century skills (e.g., critical thinking, problem solving, creativity, and communication). (CAEP 1.1, INTASC 5, UETS 4,7)	32	3.41	0.62
11. Select/design assessments (e.g., pre, formative, summative) that match learning objectives. (CAEP 1.2, INTASC 6, UETS 5)	32	3.38	0.49
12. Use data from assessments to provide feedback to your learners. (CAEP 1.2, INTASC 6, UETS 5)	32	3.41	0.62
13. Use students' assessment/performance results to plan and modify instruction. (CAEP 1.2, INTASC 6, UETS 5,7)	32	3.59	0.56
14. Plan instruction based on the Utah Core Standards. (CAEP 1.3, 1.4, INTASC 7, UETS 4,6)	32	3.66	0.48
15. Differentiate instruction to meet the needs of learners. (CAEP 1.1, INTASC 7, UETS 6)	32	3.53	0.51
16. Integrate literacy, numeracy, and/or other content areas into instruction to purposefully engage learners in applying content knowledge. (CAEP 1.1, INTASC 5, UETS 6,7)	32	3.50	0.51
17. Facilitate students' use of technology for learning. (CAEP 1.5, INTASC 8, UETS 7)	32	3.41	0.56

ELEMENTARY GRADUATES	N	Mean	SD
18. Use technology effectively to support and enhance instruction. (CAEP 1.5, INTASC 6, UETS 7)	32	3.44	0.56
19. Use a variety of instructional strategies to promote engagement. (CAEP 1.5, INTASC 8, UETS 7)	32	3.59	0.50
20. Collaborate with colleagues to plan and evaluate instruction. (CAEP 1.1, INTASC 10, UETS 8,9)	32	3.56	0.56
21. Reflect on personal and professional biases. (CAEP 1.1, INTASC 9, UETS 8)	32	3.66	0.55
22. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (CAEP 1.2, INTASC 9, UETS 8)	32	3.59	0.50
23. Stay informed of current educational policy and research to improve instruction. (CAEP 1.2, INTASC 10, UETS 8)	32	3.34	0.75
24. Advocate to meet the needs of all learners. (CAEP 1.1, INTASC 10, UETS 9)	32	3.63	0.49
25. Engage in professional learning to strengthen instructional practice. (CAEP 1.1, INTASC 10, UETS 9)	31	3.58	0.50
26. Federal and state laws, State Board of Education rules and policies pertaining to teaching (R277-530). (CAEP 1.1, INTASC 9, UETS 10)	32	3.44	0.56
27. Actions that adversely affect a teacher's ability to carry out the responsibilities of the profession, including role model responsibilities (R277-515). (CAEP 1.1, INTASC 9, UETS 10)	32	3.62	0.61
28. The need for maintaining confidentiality regarding student records and collegial consultations. (CAEP 1.1, INTASC 9, UETS 10)	32	3.78	0.42
29. The need for maintaining accurate student records. (CAEP 1.1, INTASC 9, UETS 10)	32	3.56	0.56

SECONDARY GRADUATES	N	Mean	SD
1. Create learning experiences based on learners' individual developmental needs. (CAEP 1.1, INTASC 1, UETS 1)	26	3.08	0.39
2. Collaborate with families, colleagues, and other professionals to support learners' growth and development. (CAEP 1.1, INTASC 1, UETS 1)	26	3.15	0.68
3. Provide instruction that addresses learners' cultural differences. (CAEP 1.1, INTASC 2, UETS 2,7)	26	3.23	0.59
4. Provide instruction that uses language acquisition strategies to meet the needs of English language learners. (CAEP 1.1, INTASC 2, UETS 2,7)	26	3.19	0.75
5. Provide opportunities for learners to demonstrate learning in different ways. (CAEP 1.1, INTASC 2, UETS 2)	26	3.50	0.51
6. Use a variety of classroom management strategies to create a positive learning environment. (CAEP 1.1, INTASC 3, UETS 3)	26	3.27	0.67
7. Develop a collaborative culture that allows students to be self-directed learners. (CAEP 1.1, INTASC 3, UETS 3)	26	3.12	0.82
8. Incorporate a variety of tools (e.g., digital media, technology, and other resources) to extend student learning to the real world. (CAEP 1.1, INTASC 5, UETS 3,7)	26	3.23	0.65
9. Convey accurate information and concepts based on the content knowledge of your discipline(s). (CAEP 1.3, INTASC 4, UETS 4)	26	3.58	0.64
10. Engage learners in 21st century skills (e.g., critical thinking, problem solving, creativity, and communication). (CAEP 1.1, INTASC 5, UETS 4,7)	26	3.23	0.59
11. Select/design assessments (e.g., pre, formative, summative) that match learning objectives. (CAEP 1.2, INTASC 6, UETS 5)	26	3.42	0.58

SECONDARY GRADUATES	N	Mean	SD
12. Use data from assessments to provide feedback to your learners. (CAEP 1.2, INTASC 6, UETS 5)	26	3.23	0.65
13. Use students' assessment/performance results to plan and modify instruction. (CAEP 1.2, INTASC 6, UETS 5,7)	26	3.38	0.57
14. Plan instruction based on the Utah Core Standards. (CAEP 1.3, 1.4, INTASC 7, UETS 4,6)	26	3.54	0.58
15. Differentiate instruction to meet the needs of learners. (CAEP 1.1, INTASC 7, UETS 6)	26	3.08	0.56
16. Integrate literacy, numeracy, and/or other content areas into instruction to purposefully engage learners in applying content knowledge. (CAEP 1.1, INTASC 5, UETS 6,7)	26	3.15	0.73
17. Facilitate students' use of technology for learning. (CAEP 1.5, INTASC 8, UETS 7)	26	3.23	0.65
18. Use technology effectively to support and enhance instruction. (CAEP 1.5, INTASC 6, UETS 7) (18)	26	3.35	0.63
19. Use a variety of instructional strategies to promote engagement. (CAEP 1.5, INTASC 8, UETS 7)	26	3.35	0.63
20. Collaborate with colleagues to plan and evaluate instruction. (CAEP 1.1, INTASC 10, UETS 8,9)	26	3.38	0.57
21. Reflect on personal and professional biases. (CAEP 1.1, INTASC 9, UETS 8)	26	3.54	0.58
22. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (CAEP 1.2, INTASC 9, UETS 8)	26	3.54	0.51
23. Stay informed of current educational policy and research to improve instruction. (CAEP 1.2, INTASC 10, UETS 8)	26	3.00	0.69
24. Advocate to meet the needs of all learners. (CAEP 1.1, INTASC 10, UETS 9)	26	3.31	0.62

SECONDARY GRADUATES	N	Mean	SD
25. Engage in professional learning to strengthen instructional practice. (CAEP 1.1, INTASC 10, UETS 9)	26	3.35	0.56
26. Federal and state laws, State Board of Education rules and policies pertaining to teaching (R277-530). (CAEP 1.1, INTASC 9, UETS 10)	26	3.19	0.57
27. Actions that adversely affect a teacher's ability to carry out the responsibilities of the profession, including role model responsibilities (R277-515). (CAEP 1.1, INTASC 9, UETS 10)	26	3.35	0.56
28. The need for maintaining confidentiality regarding student records and collegial consultations. (CAEP 1.1, INTASC 9, UETS 10)	26	3.65	0.49
29. The need for maintaining accurate student records. (CAEP 1.1, INTASC 9, UETS 10)	26	3.50	0.65

SPECIAL EDUCATION GRADUATES	N	Mean	SD
1. Create learning experiences based on learners' individual developmental needs. (CAEP 1.1, INTASC 1, UETS 1)	25	3.56	0.51
2. Collaborate with families, colleagues, and other professionals to support learners' growth and development. (CAEP 1.1, INTASC 1, UETS 1)	25	3.44	0.65
3. Provide instruction that addresses learners' cultural differences. (CAEP 1.1, INTASC 2, UETS 2,7)	25	3.44	0.51
4. Provide instruction that uses language acquisition strategies to meet the needs of English language learners. (CAEP 1.1, INTASC 2, UETS 2,7)	25	3.20	0.65
5. Provide opportunities for learners to demonstrate learning in different ways. (CAEP 1.1, INTASC 2, UETS 2)	25	3.56	0.51
6. Use a variety of classroom management strategies to create a positive learning environment. (CAEP 1.1, INTASC 3, UETS 3)	25	3.68	0.48

SPECIAL EDUCATION GRADUATES	N	Mean	SD
7. Develop a collaborative culture that allows students to be self-directed learners. (CAEP 1.1, INTASC 3, UETS 3)	25	3.48	0.51
8. Incorporate a variety of tools (e.g., digital media, technology, and other resources) to extend student learning to the real world. (CAEP 1.1, INTASC 5, UETS 3,7)	25	3.56	0.58
9. Convey accurate information and concepts based on the content knowledge of your discipline(s). (CAEP 1.3, INTASC 4, UETS 4)	25	3.52	0.51
10. Engage learners in 21st century skills (e.g., critical thinking, problem solving, creativity, and communication). (CAEP 1.1, INTASC 5, UETS 4,7)	25	3.56	0.51
11. Select/design assessments (e.g., pre, formative, summative) that match learning objectives. (CAEP 1.2, INTASC 6, UETS 5)	25	3.44	0.51
12. Use data from assessments to provide feedback to your learners. (CAEP 1.2, INTASC 6, UETS 5)	25	3.52	0.59
13. Use students' assessment/performance results to plan and modify instruction. (CAEP 1.2, INTASC 6, UETS 5,7)	25	3.60	0.50
14. Plan instruction based on the Utah Core Standards. (CAEP 1.3, 1.4, INTASC 7, UETS 4,6)	25	3.48	0.51
15. Differentiate instruction to meet the needs of learners. (CAEP 1.1, INTASC 7, UETS 6)	25	3.52	0.59
16. Integrate literacy, numeracy, and/or other content areas into instruction to purposefully engage learners in applying content knowledge. (CAEP 1.1, INTASC 5, UETS 6,7)	25	3.60	0.50
17. Facilitate students' use of technology for learning. (CAEP 1.5, INTASC 8, UETS 7)	25	3.40	0.65

SPECIAL EDUCATION GRADUATES	N	Mean	SD
18. Use technology effectively to support and enhance instruction. (CAEP 1.5, INTASC 6, UETS 7)	25	3.36	0.70
19. Use a variety of instructional strategies to promote engagement. (CAEP 1.5, INTASC 8, UETS 7)	25	3.52	0.59
20. Collaborate with colleagues to plan and evaluate instruction. (CAEP 1.1, INTASC 10, UETS 8,9)	25	3.36	0.70
21. Reflect on personal and professional biases. (CAEP 1.1, INTASC 9, UETS 8)	25	3.52	0.51
22. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (CAEP 1.2, INTASC 9, UETS 8)	25	3.52	0.51
23. Stay informed of current educational policy and research to improve instruction. (CAEP 1.2, INTASC 10, UETS 8)	25	3.36	0.64
24. Advocate to meet the needs of all learners. (CAEP 1.1, INTASC 10, UETS 9)	25	3.68	0.48
25. Engage in professional learning to strengthen instructional practice. (CAEP 1.1, INTASC 10, UETS 9)	25	3.68	0.48
26. Federal and state laws, State Board of Education rules and policies pertaining to teaching (R277-530). (CAEP 1.1, INTASC 9, UETS 10)	25	3.44	0.51
27. Actions that adversely affect a teacher's ability to carry out the responsibilities of the profession, including role model responsibilities (R277-515). (CAEP 1.1, INTASC 9, UETS 10)	25	3.44	0.58
28. The need for maintaining confidentiality regarding student records and collegial consultations. (CAEP 1.1, INTASC 9, UETS 10)	25	3.68	0.48
29. The need for maintaining accurate student records. (CAEP 1.1, INTASC 9, UETS 10)	25	3.68	0.48

GRADUATING STUDENT FOCUS GROUPS, 2018-2019 Secondary Graduates (n=4)

Secondary teacher candidates, overall, felt prepared to educate students. They report that they were:

- Prepared to teach diverse learners, English Learners, and the range of varied academic needs of students of students in today's urban classroom.
- Accomplished in the area of lesson planning.
- Skilled in the area of behavior management

There were particular areas where secondary teacher candidates reported the program should have more effectively prepared them. Specifically, they requested:

- Increased attention to pedagogical linkages between their content areas as part of their teaching majors and practical applications to their secondary content teaching.
- Increased attention to technology integration instruction.
- Increased attention to work with parents, communities, and families.
- Greater specificity regarding the logistics for finding field placements for courses with practica indicating that the information offered by instructors on the process was inadequate.
- Fewer field hours, though they cited the importance of observations.

5. GRADUATION RATES, 2017-2019

Teacher Candidates Graduating with a Degree (compared to 2014 graduates: 97% Elementary, 98% Secondary, 91% Special Education)	
2018-2019	Graduated
Elementary Education (n=54)	98%
Secondary Education (n=44)	95%
Special Education (n=32)	97%
2017-2018	
Elementary Education (n=43)	98%
Secondary Education (n=28)	93%
Special Education (n=20)	91%
2016-2017	
Elementary Education (n=63)	100%
Secondary Education (n=42)	100%
Special Education (n=27)	94%

ABILITY OF COMPLETERS TO MEET LICENSING (CERTIFICATION) AND ANY ADDITIONAL STATE REQUIREMENTS; TITLE II

a. Recommended for License, 2017-2019

b. Title II data

Teacher Candidates Recommended for a License (compared to 2014 recommendations: 75% Elementary, 89% Secondary, 79% Special Education)	
2018-2019	Recommended for License
Elementary Education (n=54)	93%
Secondary Education (n=44)	84%
Special Education (n=32)	91%
2017-2018	
Elementary Education (n=43)	88%
Secondary Education (n=28)	79%
Special Education (n=20)	90%
2016-2017	
Elementary Education (n=63)	86%
Secondary Education (n=42)	98%
Special Education (n=27)	94%

Title II Data, 2018-2019 (compared to 2015 completers: 100% Institutional Pass Rate)						
	University of Utah Teacher Licensure Program			Statewide		
<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Program completers, 2018-2019	108	104	96%	2069	2034	98%
All program completers, 2017-18	86	83	97%	1469	1445	98%
All program completers, 2016-17	140	130	93%	1679	1646	98%

6. ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN PREPARED

Hiring Information (percentages based on those who have been recommended for licensure and for whom we have hiring data) (Compared to 2014 graduates: 100% Elementary, 95% Secondary, 100% Special Education employed in a position for which they were prepared)			
Employed in a position for which they were prepared	EL	SC	SPED
2019	100% (n=44)	100% (n=30)	100% (n=26)
2018	100% (n=33)	94% (n=18)	100% (n=5)
2017	89% (n=53)	100% (n=28)	100% (n=12)

7. STUDENT LOAN DEFAULT RATES AND OTHER CONSUMER INFORMATION

- a. Student Loan Default Rate
- b. Tuition for Student Teaching Year

Student Loan Default Rate			
https://financialaid.utah.edu/right-to-know/consumer-information/cohort-default-rate.php National and Local Comparison, Most recent years available			
Year	2016	2015	2014
National	10.1%	10.8%	11.5%
National 4 year public	6.8%	7.1%	7.5%
Utah	7.5%	7.7%	9.2%
University of Utah	2.7%	3.1%	3.2%

Resident Tuition				
University of Utah Teacher Licensure Program Student Teaching Year				
	Number of Credits	2019-2020	2018-2019	2017-2018
University of Utah, Teacher Licensure Program				
Elementary Undergraduate	24	\$6,942.48	\$6,727.28	\$6,474.80
Elementary Graduate	27	8,202.30	7,947.92	7,649.65
Secondary Undergraduate	24	6,942.48	6,727.28	6,474.80
Special Education Mild Moderate Undergraduate	31	8,584.33	8,318.24	8,006.05
Special Education Mild Moderate Graduate	31	9,182.46	9,372.56	8,563.77
Special Education Severe Undergraduate	32	8,818.88	8,545.52	8,224.80
Special Education Severe Graduate	32	9,427.50	9,610.00	8,792.30
Special Education Visual Impairments Undergraduate	38	10,226.18	9,909.20	9,537.30
Special Education Visual Impairments Graduate	38	10,897.74	11,034.64	10,163.48
Special Education Deaf & Hard of Hearing Undergraduate	40	10,695.28	10,363.76	9,974.80
Special Education Deaf & Hard of Hearing Graduate	40	11,387.82	11,509.52	10,620.54
Special Education Childhood Undergraduate	28.5	8,115.23	7,863.68	7,568.55
Special Education Early Childhood Graduate	33.5	9,917.58	10,084.88	9,249.36