



2023 CAEP ACCOUNTABILITY MEASURES (INITIAL LICENSURE)

Annual Report included data collected/reported in Academic Year September 2021-August 2022

Contents

MEASURE 1: COMPLETER IMPACT AND EFFECTIVENESS (R4.1)	2
MEASURE 2: SATISFACTION OF EMPLOYERS AND STAKEHOLDER INVOLVEMENT (R4.2, R5.3)	5
MEASURE 3: CANDIDATE COMPETENCY AT PROGRAM COMPLETION (R3.3)	15
MEASURE 4: ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN PREPARED	19

MEASURE 1: COMPLETER IMPACT AND EFFECTIVENESS (R4.1)

COMPLETERS EFFECTIVELY CONTRIBUTE TO P-12 STUDENT GROWTH & COMPLETER EFFECTIVENESS IN APPLYING PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

The Teacher Licensure Program demonstrates program completers effectively contribute to P-12 student learning growth. Program completers also apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. Our data sources for evidence include: 1) case studies, and 2) Public Educator Evaluation Requirements (PEERS data). Here we show data collected during the 2021-2022 academic year.

Case study data and PEERS data were gathered in coordination with three local school districts as part of long-standing partnerships and an agreement for data collection linked to teacher and student performance. These data offered an understanding of the post-preparation employment experiences of alumni in their effective contributions to P-12 student learning growth and the application of knowledge, skills, and dispositions in the classroom. These data were consistent across districts.

Contribution to P-12 Student Growth: Data indicate that alumni inservice performance aligns with preservice Teacher Candidates' contributions to student growth within Elementary education, Secondary education, and Special Education field specialization areas. Analysis of evidence illuminated alumni performance in the areas of instructional strategies, behavior management, inclusivity, long-term learning to promote growth, student motivation, and student growth.

Applying Professional Knowledge, Skills, and Dispositions in the P-12 Classroom: Data indicated alumni apply professional knowledge and demonstrate the skills and dispositions necessary for teaching in P-12 classrooms. Alumni perform as effective teachers as demonstrated through employer survey feedback and principal observations. Student feedback indicated instances where alumni are viewed as effective professional educators who apply professional competencies and demonstrate the knowledge and dispositions to teach in P-12 classrooms. Overall, alumni were reported as confident in connecting one-on-one with students and handling student queries and building on the question asked by the students. Follow-up survey results regarding leadership roles, professional membership associations, and professional development activities indicated alumni are department leaders, content coordinators, program heads, and serve as advisors. Alumni belong to professional membership associations and engage in professional development activities that are school or district-based.

CASE STUDY

Purpose: A case study method was used to triangulate quantitative district-level data. The case studies aimed to answer the following questions: Do alumni have an impact on P-12 student learning? How do alumni contribute to student learning? What is the influence of alumni on their students' learning and development? Are alumni developing long-term learning? Are alumni engaged in longer-term curriculum planning? Are alumni developing higher-order and meta-cognitive skills?

Method:

- Two, 45-minute observations were conducted by Teacher Licensure Program faculty members in each alumni classroom.
- Observers completed an observation tool (i.e., the district's principal observation tool); crafted narrative observation notes aiming to investigate the case study questions; collected teaching artifacts generated or in support of the classroom lesson (e.g., unit plans, lesson plans, student work); and shared the link to a follow-up online survey with the teacher upon completion of the second observation.
- Here we show 2021-2022 data collection cycles.

R4.1 CASE STUDY DATA COLLECTION CYCLES AND ALUMNI PARTICIPANTS			
Data Collection Cycle	District 1	District 2	District 3
Fall 2021	Alumni who graduated in 2018-2020 2 Elementary 3 Secondary 1 Special Education		Alumni who graduated in 2018-2020 1 Elementary 1 Secondary 4 Special Education

PEERS

Purpose: To demonstrate how alumni contribute to P-12 student learning, the program analyzed the student growth aspect of the PEERs data. To demonstrate that alumni apply professional knowledge, skills, and dispositions in the P-12 classroom, the program used the PEERs data points of principal evaluation and stakeholder data.

Method: Annually districts report measures of Utah educator effectiveness to the Utah State Board of Education (USBE) in compliance with the PEER requirements for teachers in accordance with UT 53A-8A-405 and Board Rule R277-530/531 policies. After obtaining permission from alumni and in compliance with district policies, Districts 1, 2, and 3 shared alumni principal observation scores, stakeholder data, and student growth data for those alumni who agreed to participate. The program collected these data from District 1, 2, and 3 between Fall 2018 and Spring 2022. Here we show 2021-2022 data collection cycles.

R4.1 PEERS DATA COLLECTION CYCLES AND ALUMNI PARTICIPANTS			
Data Collection Cycle	District 1	District 2	District 3
Fall 2021	Alumni who graduated in 2018-2020 16 Elementary 7 Secondary		Alumni who graduated 2018-2020 8 Elementary 1 Secondary 7 Special Education
Spring 2022		Alumni who graduated in 2017-2020 16 Elementary 3 Secondary 11 Special Education	

MEASURE 2: SATISFACTION OF EMPLOYERS AND STAKEHOLDER INVOLVEMENT (R4.2, R5.3)

The Teacher Licensure Program demonstrates employers' satisfaction with program completers and stakeholder involvement as evident through employer satisfaction survey and evidence of stakeholder involvement.

EMPLOYER SURVEY

The Teacher Licensure Program used the Utah Teacher Education Employer Survey (UTEES) to obtain feedback from principals who employ program alumni. UTEES is a data collection instrument that was developed collectively by all the institutions of higher education in Utah. Principals considered the competencies of a specific alumnus who has been working at their school.

In our 2022 data collection effort, principals evaluated 2020 and 2021 alumni. Data collection from two alumni cohorts were collected at once due to a previous delay in data collection because of Covid-19. The response rate was 34%.

Considering the performance of our program graduate who is teaching at your school, how satisfied are you with our teacher preparation program?		
Cut-off: Mean =4.00		Employers of
Respondent Counts	2020 Elementary Alumni	2021 Elementary Alumni
n	11	9
Mean	3.73	4.67
SD	1.85	1.00

Elementary Employer Attitudes by Year		
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		
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		
EMPLOYERS OF:	2020 Alumni	2021 Alumni

<i>Cut-off: Mean=3.0</i>	N	Mean	SD	N	Mean	SD
1. Create learning experiences based on learners' individual developmental needs. (CAEP 1.1, INTASC 1, UETS 1)	11	3.27	0.65	9	2.89	0.78
2. Collaborate with families, colleagues, and other professionals to support learners' growth and development. (CAEP 1.1, INTASC 1, UETS 1)	11	3.45	0.52	9	3.00	0.50
3. Provide instruction that addresses learners' cultural differences. (CAEP 1.1, INTASC 2, UETS 2,7)	11	3.36	0.67	9	2.78	0.67
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)	10	3.20	0.79	9	2.78	0.67
5. Provide opportunities for students to demonstrate learning in different ways. (CAEP 1.1, INTASC 1,2, UETS 2,7)	11	3.45	0.82	9	2.89	0.60
6. Use a variety of classroom management strategies to create a positive learning environment. (CAEP 1.1, INTASC 3, UETS 3)	11	3.55	0.69	9	2.67	0.71
7. Develop a collaborative culture that allows students to be self-directed learners. (CAEP 1.1, INTASC 3, UETS 3)	11	3.45	0.52	9	2.78	0.83
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)	11	3.64	0.51	9	2.89	0.60
9. Convey accurate information and concepts based on the content knowledge of the discipline(s). (CAEP 1.3, INTASC 4, UETS 4)	11	3.64	0.51	9	3.00	0.50
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)	11	3.36	0.81	9	2.89	0.60
11. Select/design assessments (e.g., pre, formative, summative) that match learning objectives. (CAEP 1.2, INTASC 6, UETS 5)	11	3.18	0.75	9	2.78	0.83
12. Use data from assessments to provide feedback to learners. (CAEP 1.2, INTASC 6, UETS 5)	11	3.27	0.47	8	2.88	0.84
13. Use learners' assessment/performance results to guide her/his instruction. (CAEP 1.2, INTASC 6, UETS 5,7)	11	3.09	0.54	9	2.78	0.83
14. Plan instruction based on the Utah Core Standards. (CAEP 1.3, 1.4, INTASC 7, UETS 4,6)	11	3.64	0.51	9	2.89	0.93

15. Differentiate instruction to meet the needs of learners. (CAEP 1.1, INTASC 7, UETS 6)	11	3.18	0.75	9	2.89	0.60
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)	11	3.36	0.51	9	2.89	0.78
17. Facilitate learners' use of technology for learning. (CAEP 1.5, INTASC 8, UETS 7)	11	3.55	0.52	9	2.78	0.67
18. Use technology effectively to support and enhance instruction. (CAEP 1.5, INTASC 6, UETS 7)	11	3.36	0.67	9	3.00	0.71
19. Use a variety of instructional strategies to promote engagement. (CAEP 1.5, INTASC 8, UETS 7)	11	3.45	0.52	8	2.75	0.71
20. Collaborate with colleagues to plan and evaluate instruction. (CAEP 1.1, INTASC 10, UETS 8,9)	11	3.55	0.52	9	3.11	0.60
21. Reflect on personal and professional biases. (CAEP 1.1, INTASC 9, UETS 8)	11	3.27	0.47	9	3.00	0.71
22. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (CAEP 1.2, INTASC 9, UETS 8)	11	3.36	0.51	9	2.89	0.60
23. Stay informed of current educational policy and research to improve instruction. (CAEP 1.2, INTASC 10, UETS 8)	11	3.18	0.60	9	2.67	0.87
24. Advocate to meet the needs of all learners. (CAEP 1.1, INTASC 10, UETS 9)	11	3.27	0.65	9	3.00	0.71
25. Engage in professional learning to strengthen instructional practice. (CAEP 1.1, INTASC 10, UETS 9)	11	3.45	0.52	9	3.00	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)	11	3.18	0.75	9	2.78	0.67
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)	11	3.64	0.51	9	2.67	0.71
28. The need for maintaining confidentiality regarding student records and collegial consultations. (CAEP 1.1, INTASC 9, UETS 10)	11	3.64	0.51	9	3.33	0.71
29. The need for maintaining accurate student records. (CAEP 1.1, INTASC 9, UETS 10)	11	3.55	0.52	9	3.11	0.78

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

Cut-off: Mean =4.00

Employers of

Respondent Counts	2020 Secondary Alumni	2021 Secondary Alumni
n	2	6
Mean	5.50	5.33
SD	0.71	0.82

Secondary Employer Attitudes by Year

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

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

EMPLOYERS OF:	2020 Alumni			2021 Alumni		
<i>Cut-off: Mean=3.0</i>	N	Mean	SD	N	Mean	SD
1. Create learning experiences based on learners' individual developmental needs. (CAEP 1.1, INTASC 1, UETS 1)	2	4.00	0.00	6	3.50	0.55
2. Collaborate with families, colleagues, and other professionals to support learners' growth and development. (CAEP 1.1, INTASC 1, UETS 1)	2	3.50	0.71	6	3.17	0.41
3. Provide instruction that addresses learners' cultural differences. (CAEP 1.1, INTASC 2, UETS 2,7)	2	3.50	0.71	6	3.17	0.75
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)	2	3.50	0.71	6	3.17	0.75
5. Provide opportunities for students to demonstrate learning in different ways. (CAEP 1.1, INTASC 1,2, UETS 2,7)	2	4.00	0.00	6	3.33	0.52

6. Use a variety of classroom management strategies to create a positive learning environment. (CAEP 1.1, INTASC 3, UETS 3)	2	4.00	0.00	6	3.50	0.84
7. Develop a collaborative culture that allows students to be self-directed learners. (CAEP 1.1, INTASC 3, UETS 3)	2	4.00	0.00	6	3.33	0.52
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)	2	4.00	0.00	6	3.33	0.52
9. Convey accurate information and concepts based on the content knowledge of the discipline(s). (CAEP 1.3, INTASC 4, UETS 4)	2	4.00	0.00	6	3.33	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)	2	3.50	0.71	6	3.17	0.41
11. Select/design assessments (e.g., pre, formative, summative) that match learning objectives. (CAEP 1.2, INTASC 6, UETS 5)	2	3.50	0.71	6	3.17	0.75
12. Use data from assessments to provide feedback to learners. (CAEP 1.2, INTASC 6, UETS 5)	2	4.00	0.00	6	3.17	0.41
13. Use learners' assessment/performance results to guide her/his instruction. (CAEP 1.2, INTASC 6, UETS 5,7)	2	4.00	0.00	6	3.17	0.75
14. Plan instruction based on the Utah Core Standards. (CAEP 1.3, 1.4, INTASC 7, UETS 4,6)	2	4.00	0.00	6	3.33	0.52
15. Differentiate instruction to meet the needs of learners. (CAEP 1.1, INTASC 7, UETS 6)	2	3.50	0.71	6	3.17	0.41
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)	2	3.50	0.71	6	2.67	1.03
17. Facilitate learners' use of technology for learning. (CAEP 1.5, INTASC 8, UETS 7)	2	3.50	0.71	6	3.00	0.63
18. Use technology effectively to support and enhance instruction. (CAEP 1.5, INTASC 6, UETS 7)	2	3.50	0.71	6	3.33	0.82
19. Use a variety of instructional strategies to promote engagement. (CAEP 1.5, INTASC 8, UETS 7)	2	4.00	0.00	6	3.50	0.55

20. Collaborate with colleagues to plan and evaluate instruction. (CAEP 1.1, INTASC 10, UETS 8,9)	2	4.00	0.00	6	3.00	0.89
21. Reflect on personal and professional biases. (CAEP 1.1, INTASC 9, UETS 8)	2	4.00	0.00	6	3.17	0.75
22. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (CAEP 1.2, INTASC 9, UETS 8)	2	4.00	0.00	6	3.33	0.52
23. Stay informed of current educational policy and research to improve instruction. (CAEP 1.2, INTASC 10, UETS 8)	2	3.50	0.71	6	3.17	0.41
24. Advocate to meet the needs of all learners. (CAEP 1.1, INTASC 10, UETS 9)	1	4.00	.	6	3.17	0.41
25. Engage in professional learning to strengthen instructional practice. (CAEP 1.1, INTASC 10, UETS 9)	2	4.00	0.00	6	3.50	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)	2	3.00	0.00	6	3.17	0.75
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)	2	3.50	0.71	6	3.50	0.55
28. The need for maintaining confidentiality regarding student records and collegial consultations. (CAEP 1.1, INTASC 9, UETS 10)	2	4.00	0.00	6	3.50	0.55
29. The need for maintaining accurate student records. (CAEP 1.1, INTASC 9, UETS 10)	2	3.00	0.00	6	3.50	0.55

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

Cut-off: Mean =4.00

Employers of

Respondent Counts

**2020
Special Education
Alumni**

**2021
Special Education
Alumni**

n

7

8

Mean

5.43

5.25

SD	0.54	0.89
----	------	------

Special Education Employer Attitudes by Year						
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						
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						
EMPLOYERS OF:	2020 Alumni			2021 Alumni		
<i>Cut-off: Mean=3.0</i>	N	Mean	SD	N	Mean	SD
1. Create learning experiences based on learners' individual developmental needs. (CAEP 1.1, INTASC 1, UETS 1)	8	3.63	0.52	8	3.50	0.76
2. Collaborate with families, colleagues, and other professionals to support learners' growth and development. (CAEP 1.1, INTASC 1, UETS 1)	8	3.50	0.54	8	3.50	0.54
3. Provide instruction that addresses learners' cultural differences. (CAEP 1.1, INTASC 2, UETS 2,7)	8	3.25	0.71	8	3.25	0.71
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)	8	3.38	0.52	8	3.38	0.52
5. Provide opportunities for students to demonstrate learning in different ways. (CAEP 1.1, INTASC 1,2, UETS 2,7)	8	3.63	0.52	8	3.50	0.76
6. Use a variety of classroom management strategies to create a positive learning environment. (CAEP 1.1, INTASC 3, UETS 3)	8	3.63	0.52	8	3.50	0.76
7. Develop a collaborative culture that allows students to be self-directed learners. (CAEP 1.1, INTASC 3, UETS 3)	8	3.25	0.71	8	3.38	0.52
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)	8	3.38	0.52	8	3.38	0.74
9. Convey accurate information and concepts based on the content knowledge of the discipline(s). (CAEP 1.3, INTASC 4, UETS 4)	8	3.25	0.71	8	3.38	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)	8	3.13	0.64	8	3.13	0.84
11. Select/design assessments (e.g., pre, formative, summative) that match learning objectives. (CAEP 1.2, INTASC 6, UETS 5)	8	3.25	0.46	8	3.25	0.71
12. Use data from assessments to provide feedback to learners. (CAEP 1.2, INTASC 6, UETS 5)	8	3.50	0.54	8	3.25	0.71
13. Use learners' assessment/performance results to guide her/his instruction. (CAEP 1.2, INTASC 6, UETS 5,7)	8	3.38	0.52	8	3.50	0.54
14. Plan instruction based on the Utah Core Standards. (CAEP 1.3, 1.4, INTASC 7, UETS 4,6)	8	3.50	0.54	8	3.38	0.74
15. Differentiate instruction to meet the needs of learners. (CAEP 1.1, INTASC 7, UETS 6)	8	3.75	0.46	8	3.63	0.52
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)	8	3.38	0.52	8	3.25	0.89
17. Facilitate learners' use of technology for learning. (CAEP 1.5, INTASC 8, UETS 7)	8	3.25	0.46	8	3.38	0.52
18. Use technology effectively to support and enhance instruction. (CAEP 1.5, INTASC 6, UETS 7)	8	3.13	0.64	8	3.13	0.64
19. Use a variety of instructional strategies to promote engagement. (CAEP 1.5, INTASC 8, UETS 7)	8	3.63	0.52	8	3.50	0.54
20. Collaborate with colleagues to plan and evaluate instruction. (CAEP 1.1, INTASC 10, UETS 8,9)	8	3.38	0.74	8	3.50	0.76
21. Reflect on personal and professional biases. (CAEP 1.1, INTASC 9, UETS 8)	8	3.13	0.35	8	3.38	0.52
22. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (CAEP 1.2, INTASC 9, UETS 8)	8	3.13	0.35	8	3.25	0.71
23. Stay informed of current educational policy and research to improve instruction. (CAEP 1.2, INTASC 10, UETS 8)	8	3.13	0.64	8	3.25	0.71
24. Advocate to meet the needs of all learners. (CAEP 1.1, INTASC 10, UETS 9)	7	3.43	0.54	8	3.62	0.52

25. Engage in professional learning to strengthen instructional practice. (CAEP 1.1, INTASC 10, UETS 9)	8	3.25	0.46	8	3.63	0.52
26. Federal and state laws, State Board of Education rules and policies pertaining to teaching (R277-530) (CAEP 1.1, INTASC 9, UETS 10)	8	3.63	0.52	8	3.25	0.71
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)	8	3.50	0.54	8	3.13	0.84
28. The need for maintaining confidentiality regarding student records and collegial consultations. (CAEP 1.1, INTASC 9, UETS 10)	8	3.88	0.35	8	3.75	0.46
29. The need for maintaining accurate student records. (CAEP 1.1, INTASC 9, UETS 10)	8	3.75	0.46	8	3.38	0.92

STAKEHOLDER INVOLVEMENT

The Teacher Licensure Program has internal and external stakeholders who collaborate with the program and contribute to data-driven decision making. The following table shares some examples.

Stakeholder	Examples of Program-Stakeholder Collaborations
Licensure Program Administrators, Faculty, Staff	General faculty meetings held monthly, along with various program area and curriculum meetings that include discussions of trends, goal-setting, action-planning, and decision-making.
Districts	<ul style="list-style-type: none"> • MOUs • Practica Placements • Student Teaching Placements • Human Resources Teams
Advisory Committees	Curricular Decisions
Site Teacher Educators/Cooperating Professionals	<ul style="list-style-type: none"> • Collaborating with University Student Teaching faculty and University Supervisors in support of Teacher Candidate mentoring and supervision • Performance Assessment • Professional Development Workshops and Activities • Feedback gathered through program annual data collection efforts
Principals	Feedback gathered through program annual data collection efforts
Graduating Students	Feedback gathered through program annual data collection efforts
Alumni	<ul style="list-style-type: none"> • Feedback gathered through program annual data collection efforts • Participate in Case Studies

MEASURE 3: CANDIDATE COMPETENCY AT PROGRAM COMPLETION (R3.3)

The Teacher Licensure Program demonstrates Teacher Candidate competency at completion.

LICENSURE RECOMMENDATION RATES

Licensure rates for eligible Elementary, Secondary, and Special Education Teacher Candidates in 2021-2022 exceeded benchmarks.

Teacher Candidates Recommended for a License, 2021-2022 Cohort (compared to 2014 recommendations: 75% Elementary, 89% Secondary, 79% Special Education)	
2021-2022	Recommended for License
Elementary Education (n=50)	98%
Secondary Education (n=31)	100%
Special Education (n=25)	96%

For the 2021-2022 cohort, Teacher Candidates who were recommended for licensure were required to have passed the Praxis II exam (as shown in the Title II data), meet expectations for experiences that impact P-12 students (as shown in the Student Teaching Evaluations and the PPAT assessment), and pass the state ethics exam.

TITLE II DATA

Title II data for the Teacher Licensure Program Completers in 2021-2022 exceeds the statewide pass rate.

Title II Data, 2021-2022 (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>
All program completers, 2021-2022	101	99	98%	1104	1066	97%

STUDENT TEACHING EVALUATIONS

Utah Teacher Candidate Performance Assessment & Evaluation System (PAES), the Teacher Candidate evaluation system, is based upon the INTASC standards, which measure content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively. The following table shows that each program area exceeds the cut-scores.

PAES FINAL STUDENT TEACHING STANDARDS BY PROGRAM, 2021-2022 Scale: Not Effective = 0, Beginning=1, Developing=2, Preservice Effective=3 (cut-score=2.00)									
Utah Effective Teaching Standards	Elementary			Secondary			Special Education		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Standard 1: Learner Development	49	2.97	0.12	32	3.00	0.00	38	2.95	0.19
Standard 2: Learning Differences	49	2.90	0.31	32	2.91	0.30	38	2.97	0.16
Standard 3: Learner Environment	49	2.93	0.15	32	2.92	0.19	38	2.91	0.17
Standard 4: Content Knowledge	49	3.00	0.00	32	2.97	0.18	38	2.92	0.27
Standard 5: Assessment	49	2.86	0.17	32	2.91	0.23	38	2.91	0.23
Standard 6: Instructional Planning	49	2.90	0.20	32	2.97	0.12	38	2.89	0.24
Standard 7: Instructional Strategies	49	2.89	0.16	32	2.96	0.10	38	2.94	0.13
Standard 8: Reflection and Continuous Growth	49	3.00	0.00	32	3.00	0.00	38	2.92	0.27
Standard 9: Leadership and Collaboration	49	3.00	0.00	32	2.94	0.17	38	2.93	0.24
Standard 10: Professional and Ethical Behavior	Yes (n=49) No (n=0)			Yes (n=32) No (n=0)			Yes (n=38) No (n=0)		

PPAT

Per USBE policy, Teacher Candidates are required to take a performance assessment to be recommended for licensure. The Teacher Licensure Program uses PPAT. A full 100% of Teacher Candidates in the 2021-2022 Cohort took PPAT prior to being recommended for licensure.

ETHICS EXAM

Per USBE policy, Teacher Candidates are required to take a state ethics exam to be recommended for licensure. A full 100% of the 2021-2022 Cohort followed USBE guidelines by passing the exam before recommendation for licensure or within 12 months of being recommended for a Utah Educator License.

MEASURE 4: ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN PREPARED

HIRING

Nearly all completers were hired to an education position for which they have been prepared.

Hiring Information, 2021-2022 (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
2021-2022	96% (n=45)	100% (n=23)	93% (n=14)

EMPLOYMENT MILESTONES

Employment in Utah's high needs schools (Title I) is an employment milestone for the Teacher Licensure Program, as it is in alignment with the program's mission. Forty percent of 2021-2022 teacher licensure candidates who were recommended for a license and for whom we have hiring information were hired in a high needs school after completing their licensure requirements.

Employment in High Needs School, 2021-2022 Recommended for License Benchmark=24%, Hired in a Title I School in 2015	
Alumni hired in a UT school in:	Hired in A High Needs School
2021-2022 (n=72)	40%