

Utah Council of Education Deans

Utah Teacher Preparation Programs



Utah Council of Education Deans

- ◆ UCED serves as an advisory and action committee for teacher education state-wide (U of U, BYU, USU, DSU, SUU, UVU, WSU, Westminster, WGU, University of Phoenix)
- ◆ UCED provides a forum for discussing local, state and national issues in teacher education and works to present a unified voice on these issues to the USOE, Board of Regents, the Legislature, and the general public as needed
- ◆ UCED's purpose is to positively impact the development and ongoing effectiveness of teacher education programs to meet Utah's need for high quality, licensed teachers today and in the future
- ◆ UCED's level of collaboration is unique in the nation; no other state has a similar council of college deans addressing education issues

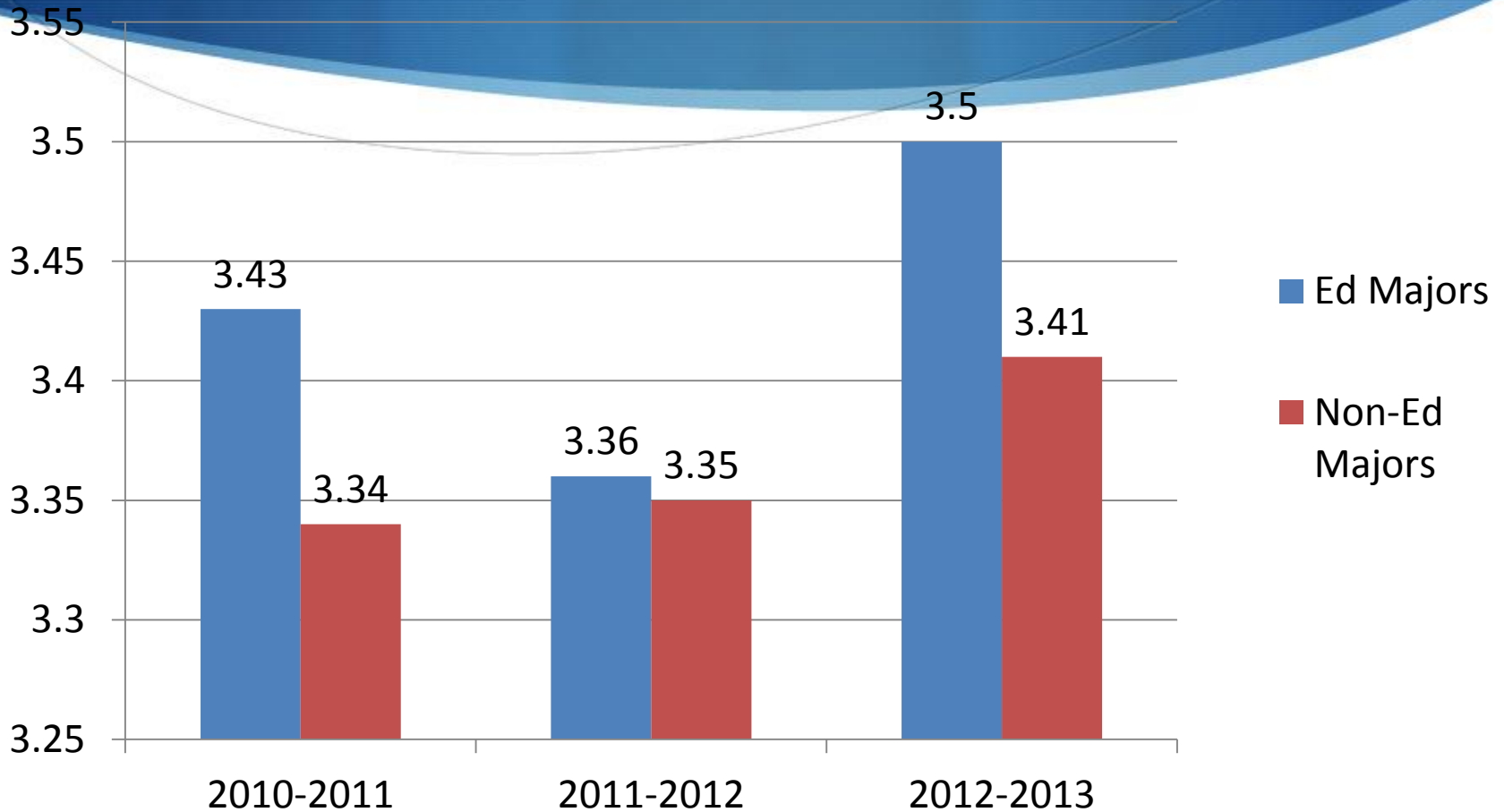
Teacher Preparation

- ◆ Education is predicted to be one of the five fastest growing career fields, accounting for 15% of all job openings in 2018
- ◆ Only about 8% of all 2011 ACT-tested high school graduates indicated a career interest in education
- ◆ Teaching is among the careers designated as having the lowest median earnings nationally for Bachelor's degree recipients
 - ◆ *US Department of Labor, Bureau of Labor Statistics*
- ◆ We need to recruit strong students into the profession and retain highly effective teachers in our schools to meet the challenges associated with Utah's changing demographics

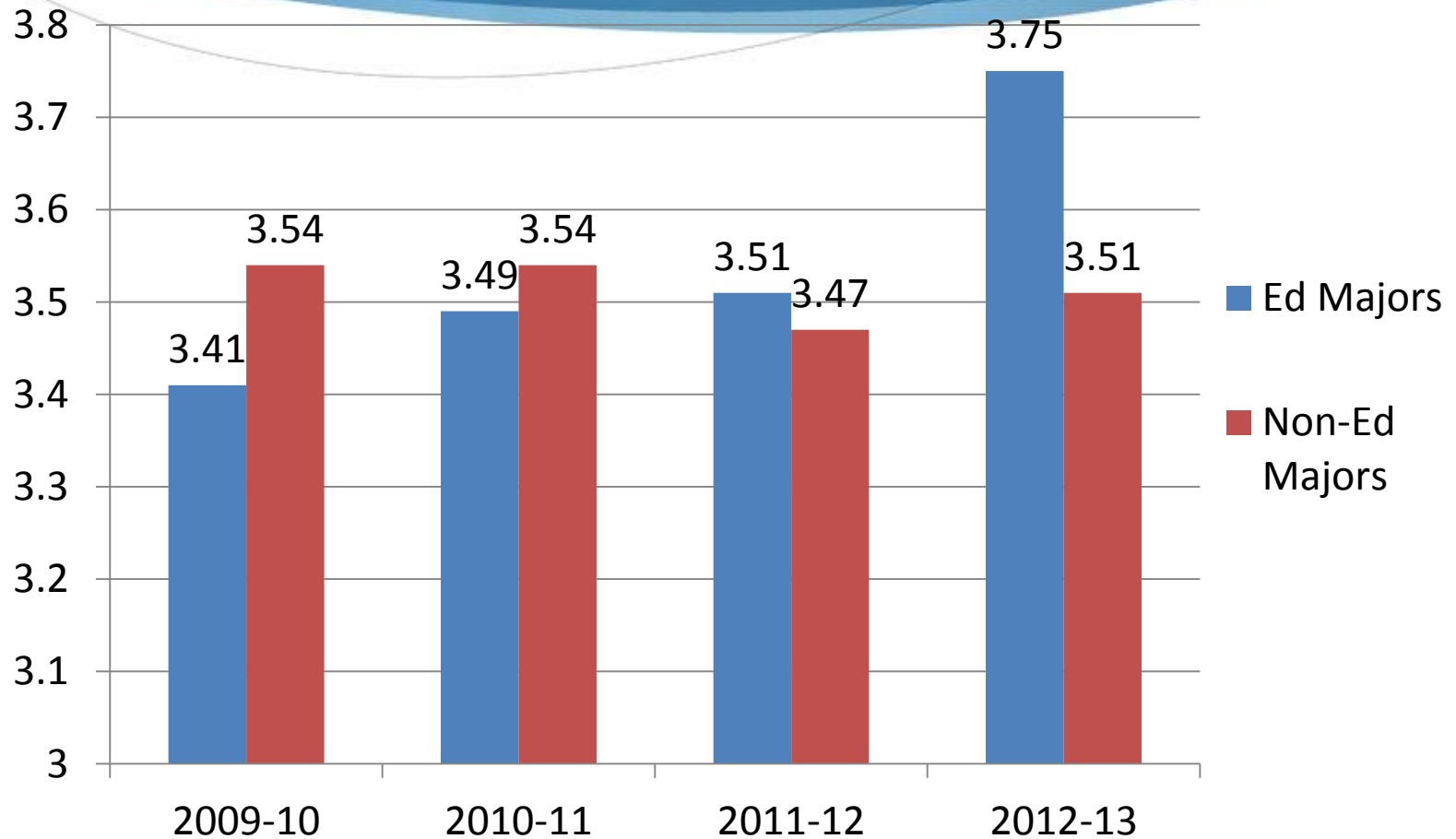
Quality of Utah Education Students

- ◆ Measures of academic preparedness (GPA, ACT) of incoming education majors compare favorably to non-education majors, including those entering STEM disciplines, across all Utah public universities
- ◆ On average, education students come from the top third of students entering college
- ◆ Minimum GPA required for admission to Utah teacher education programs is 3.0, but the average cumulative GPA for education students across Utah public universities ranges from 3.35 to 3.75

University of Utah Education Majors Average Admission GPAs Education and Non-Education Majors

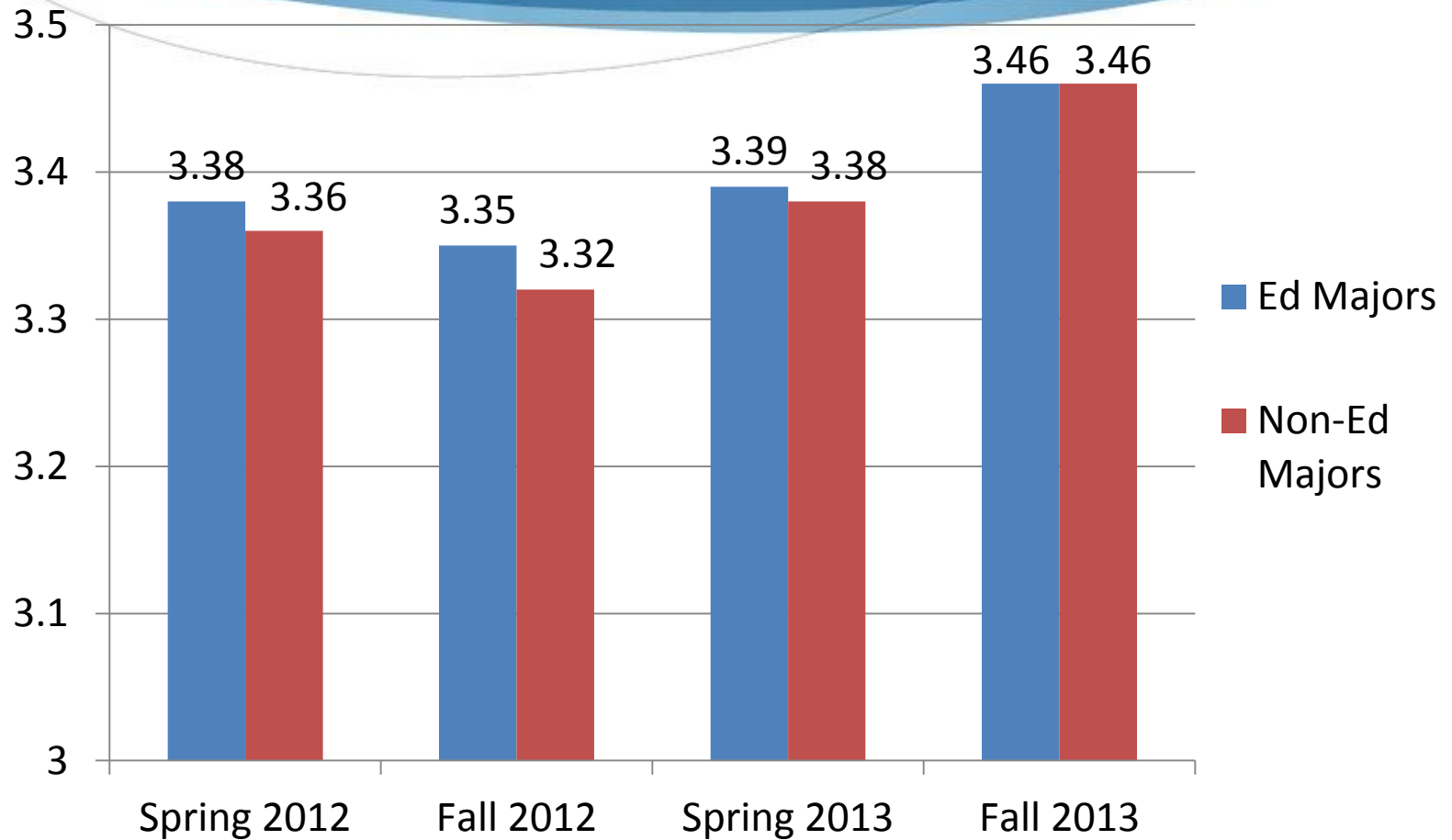


Utah State University Education Majors Average High School GPAs Education Majors and Non-Education Majors

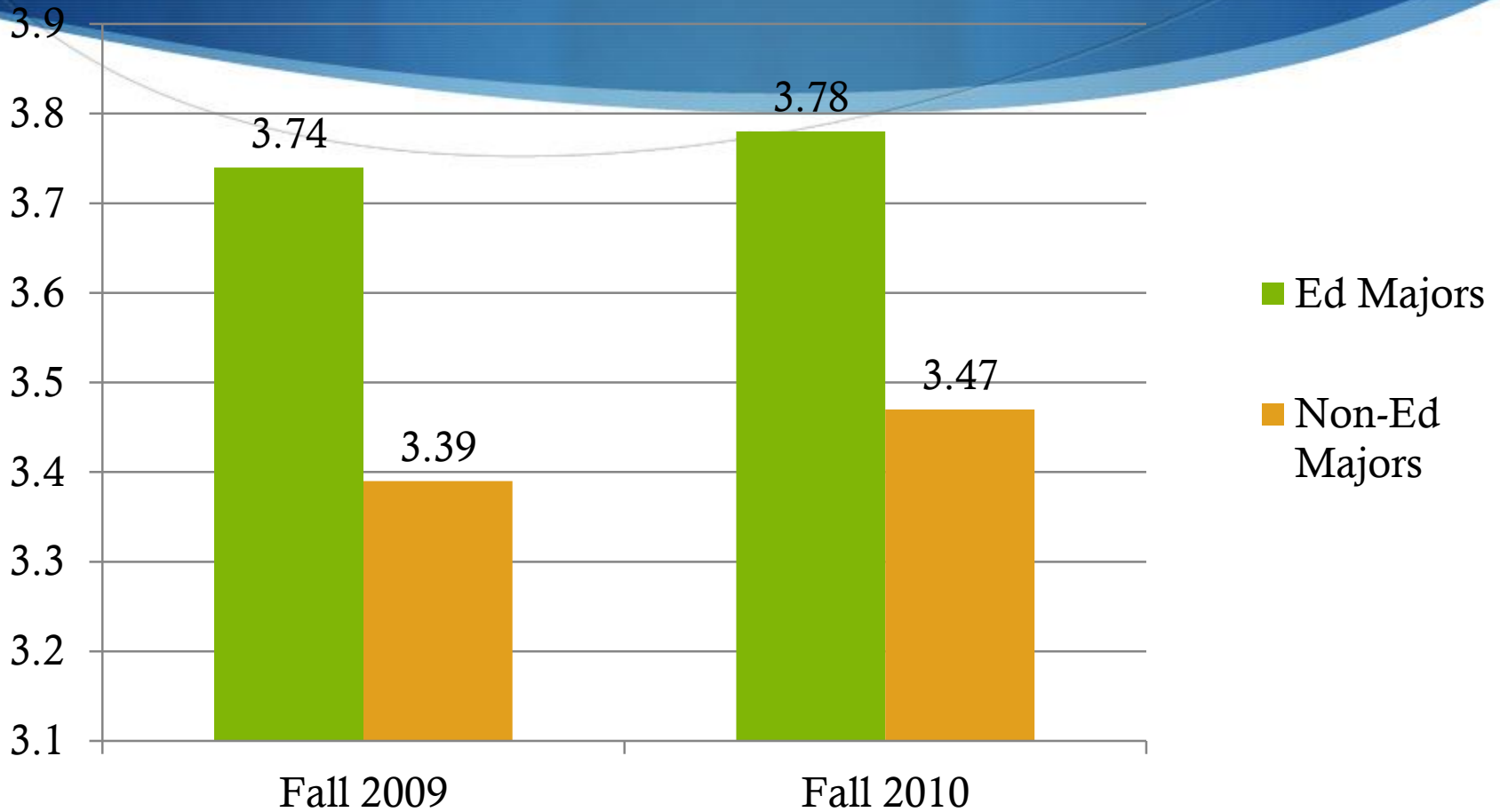


Weber State University Education Majors Average Admission GPAs

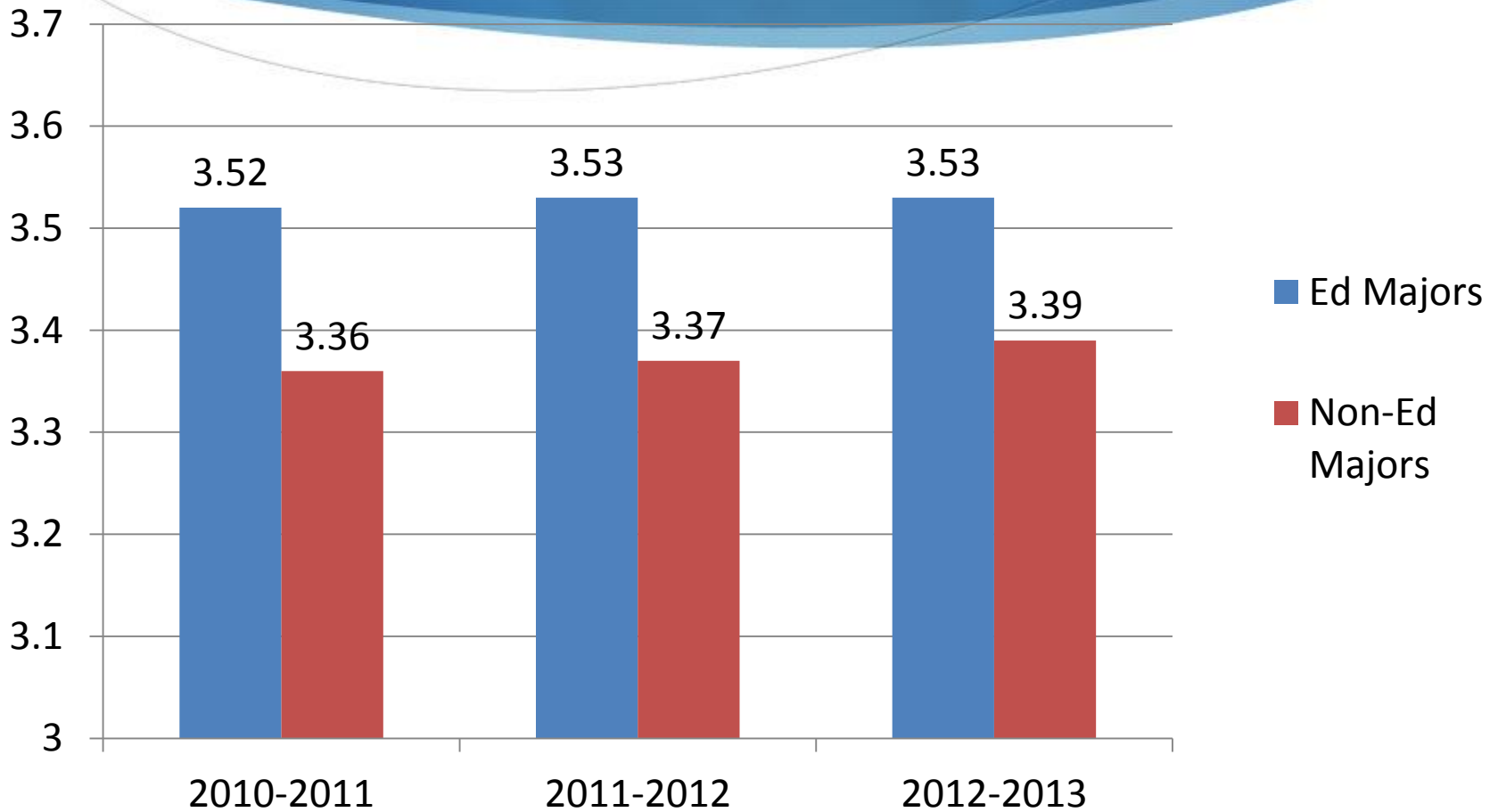
Education Majors and Non-Education Majors



Southern Utah University Education Majors Average High School GPAs Education and Non-Education Majors



Dixie State University Education Majors Average High School GPAs Education Majors and Non-Education Majors

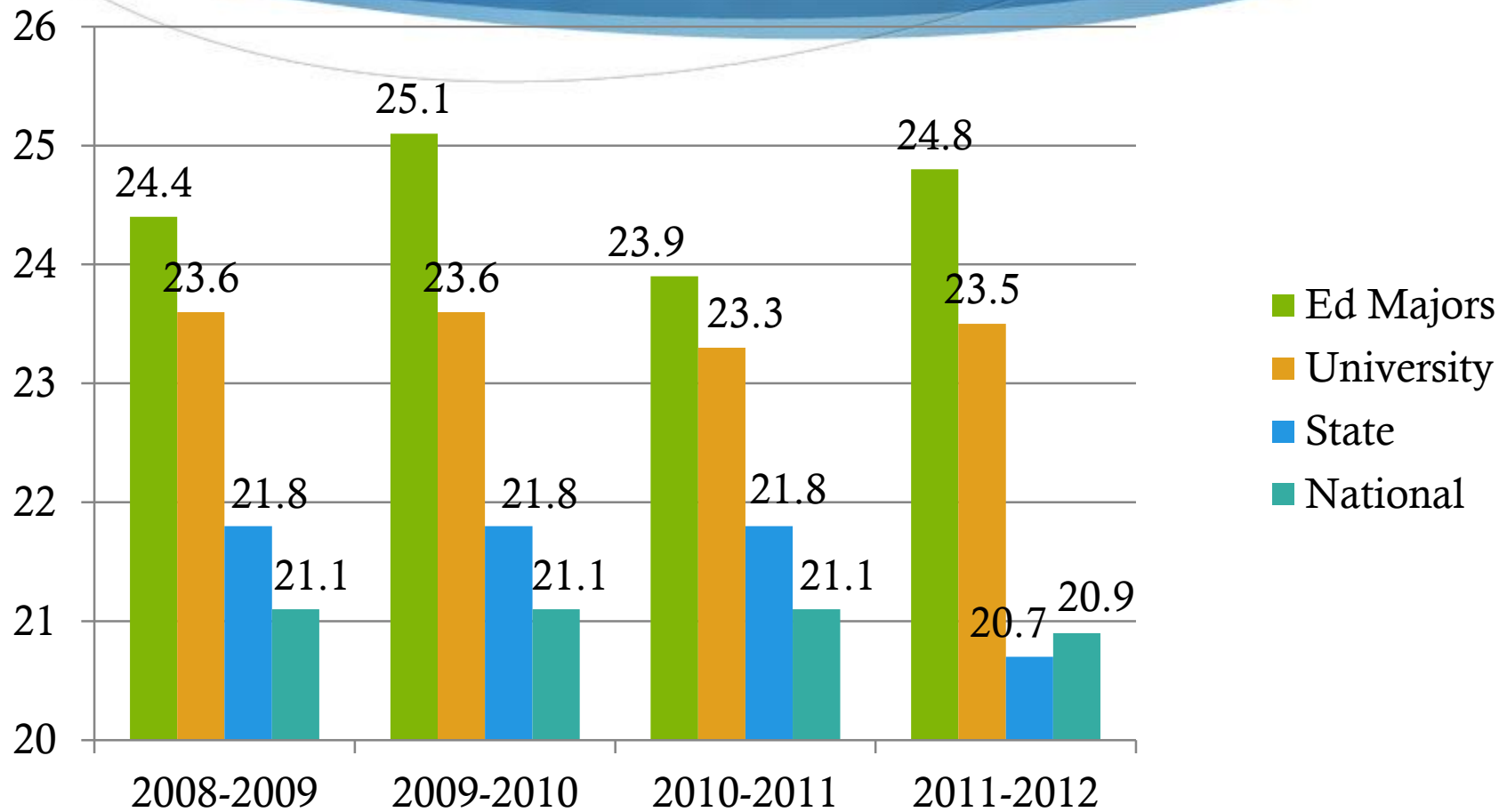


Utah State University Education Majors

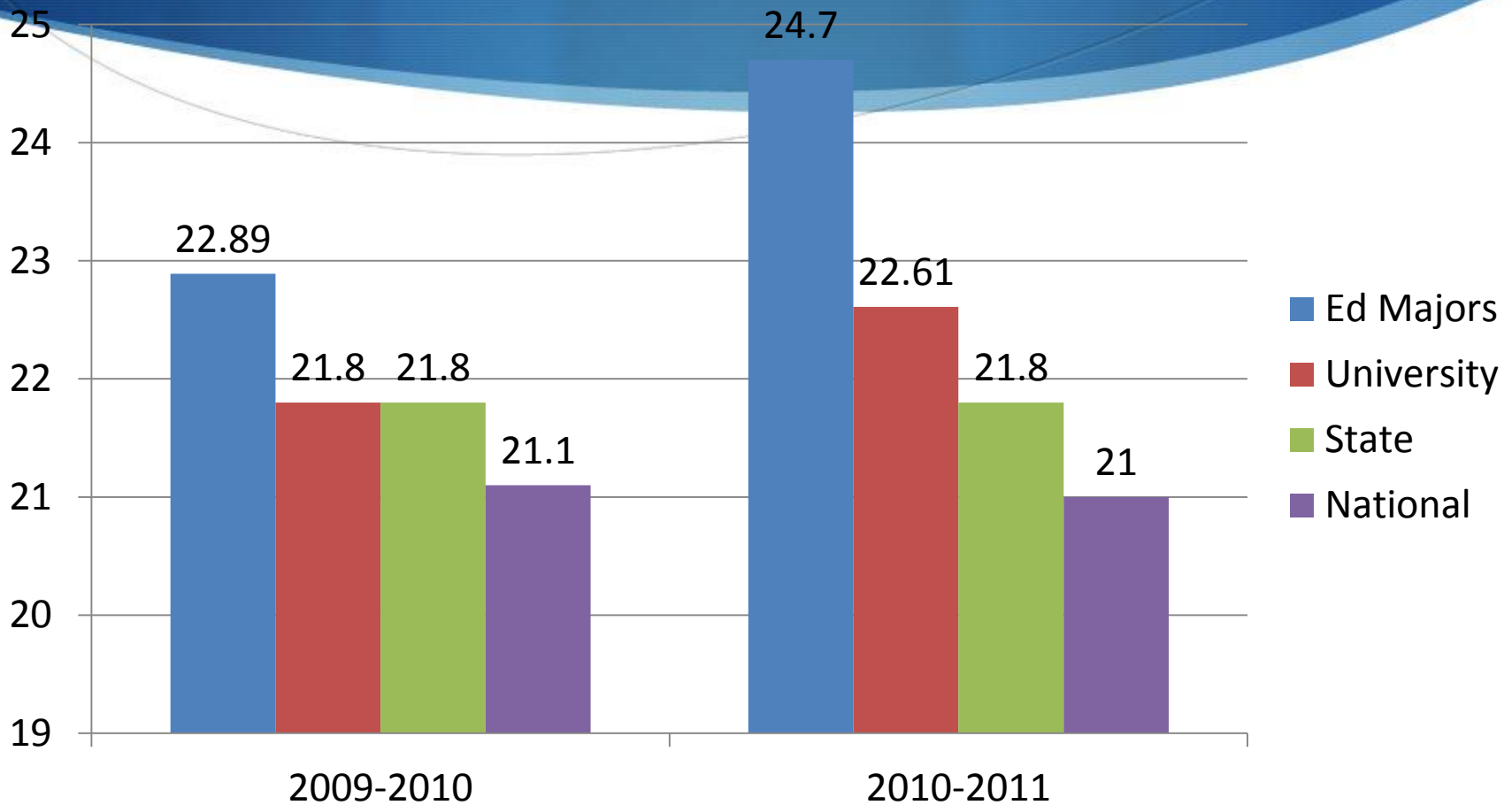
Average ACT Composite Scores

Education Majors and Non-Education Majors

Utah and National ACT Composite Score Averages



Southern Utah University Education Majors Average ACT Composite Scores Education and Non-Education Majors Utah and National ACT Composite Score Averages

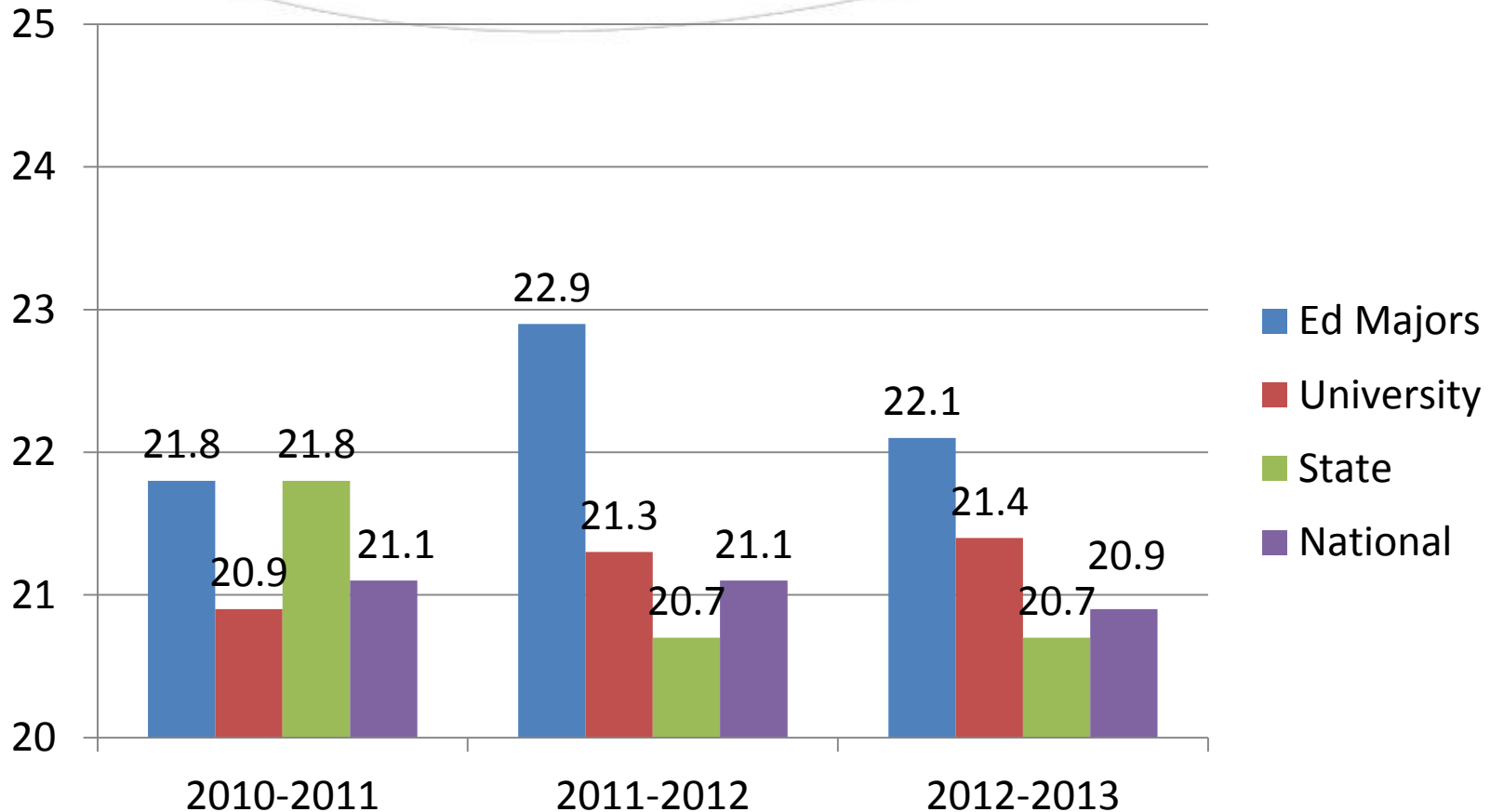


Dixie State University Education Majors

Average ACT Composite Scores

Education and Non-Education Majors

Utah and National ACT Composite Score Averages



Quality of Programs

- ◆ National Accreditation Standards (TEAC, NCATE)
- ◆ Utah Effective Teaching and Leadership Standards
- ◆ State Licensure Standards
- ◆ Teacher preparation programs are driven by local needs, demographics and research-based practices
- ◆ Guided by rigorous standards, programs provide pre-service teachers with the coursework, practicum and student teaching experiences needed to develop foundational teaching skills, with continued support after they enter the workforce

Examples of Utah Effective Teaching Standards Related to Diversity

- ◆ The Teacher must provide evidence that he/she:
- ◆ Understands individual learner differences and holds high expectations of students.
- ◆ Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
- ◆ Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.
- ◆ Creates a learning culture that encourages individual learners to persevere and advance.
- ◆ Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

Program Evaluation

- ◆ Performance of teacher candidates is measured using Utah Effective Teaching Standards criteria and accompanying rubrics
- ◆ Evidence of candidate learning includes demonstrated knowledge of: subject matter (GPA, content Praxis exams), principles of teaching and learning (professional portfolio), caring and effective teaching skills (student teaching evaluations, teacher disposition surveys), learning how to learn (reflective responses), multicultural perspectives (instructional adaptations for diverse learners), and technology(implementation strategies)
- ◆ Utah Effective Teaching Standards are also used to gather feedback from graduating students, recent alumni, cooperating teachers, and employers (e.g., Rate graduates' ability to meet the needs of ELL students in the classroom)
- ◆ Evaluation data serves as the basis for a cycle of continuous program improvement and data-based decision making (e.g., concerns about achievement gap for ELL students led to creation of new courses and ELL Endorsement programs in all teacher preparation programs)

Challenge: Changing Demographics

- ◆ Utah's changing demographics and achievement gaps
 - ◆ Specific coursework addressing multicultural issues
 - ◆ Integration of teaching strategies for diverse learners within all methods courses (reading, math, science, social studies)
 - ◆ Student teaching assignments in Title I Schools and other schools with more culturally and linguistically diverse populations
 - ◆ ELL minors, ELL endorsement programs, including online endorsements
 - ◆ Public school-university partnerships (e.g., USU \$20 M Gear Up, Weber Gear Up) that fund public school programs and services designed to increase college and career readiness in students who are economically disadvantaged or from underrepresented groups

Challenge: Professional Development

- ◆ Professional development is necessary to maintain teaching effectiveness, but **it must be ongoing**; teachers need the time and support to collaborate and to master new instructional strategies and learning technologies.
 - ◆ Faculty in teacher preparation programs share latest evidence-based practices in both pre-service and in-service contexts
 - ◆ Faculty research advances knowledge and practice (STEM Action Center Pilot Evaluation being completed by Drs. Taylor Martin and Sarah Brasiel from USU)
 - ◆ University teacher prep programs develop online modules (e.g., USU Math Academy) and endorsement programs (e.g., ELL, Literacy) for working teachers
 - ◆ Students are involved in professional learning communities as part of their training and faculty participate in PLCs in the schools
 - ◆ Graduates know how to use data to inform their teaching and improve student learning outcomes

Challenge: Technology Integration

Modern technology is assisting teachers to expand beyond linear, text-based learning and to engage students who learn best in a myriad of non-traditional ways. Its role in schools has evolved from a contained computer class into a versatile learning tool that changes how teachers demonstrate concepts, assign projects and assess progress.

Students' approach to the learning process has also been impacted. They have internalized both completely new options for information gathering, organizing and presenting, and faster and more flexible interaction channels with instructors and classmates.

Technology - Students

- ◆ Most of our students come to us with fairly advanced skills in accessing and adapting to new technologies.
- ◆ Most of our students have personal laptops or iPads, and many have iPhones or equivalent devices.

Technology - Students

- ◆ In relation to their university experience, students gain technological expertise and skills in three ways:
 - ◆ By observing technology use that is modeled by faculty
 - ◆ By mastering specific knowledge, skills and applications that are taught directly in courses
 - ◆ By demonstrating knowledge, skills, and applications as a part of field experiences, clinicals, and/or course assignments

Technology – Utah Teacher Prep Programs

- ◆ All programs expect students to be familiar with and fluent in the use of various technologies that can enhance teaching/learning, facilitate inclusion, and expand the walls of the classroom.
- ◆ All programs use some combination of pre-testing, specific coursework, and/or technology integration to ensure that students are competent with technology.
- ◆ All programs have course and program learning outcomes that are routinely measured to ensure accomplishment of those outcomes and all expose their students to a broad range of technologies.

Technology – Utah Teacher Prep Programs

- ◆ Due to the rapid evolution of technology, it is safe to say that all institutions value broad technology expertise and a high level of confidence with current and emerging technology as an outcome for their graduates as opposed to specific hardware, software or program specific expertise.

Technology – Representative Outcomes

- ◆ Technological literacy
- ◆ Positive dispositions toward educational technology
- ◆ Effective content-specific technology integration (Utah Core)
- ◆ Technology integration in real-world settings
- ◆ Ethical and safe use of technology

Technology – Representative Outcomes

- ◆ Demonstrating achievement of technology-specific Utah Effective Teaching Standards with an electronic portfolio
- ◆ Utilizing appropriate technologies to increase the academic success of diverse populations including students with exceptionalities
- ◆ Integrating appropriate technologies in lesson plans, classroom teaching and presentations

Technology – Representative Outcomes

- ◆ Fluency with technology related to online courses and online learning system modalities
- ◆ Skills for emerging software and technology tools and ability to apply those skills in the educational/classroom environment with emphasis on technology as a tool for meeting curricular/instructional goals

Collaboration – Institutions & Stakeholders (Executive)

- ◆ Teacher preparation in Utah is embedded in long-standing partnerships with district teachers, administrators, and community stakeholders. These partnerships are expressed at the executive level through groups such as the UVU K-16 Alliance, the WSU Pre-K-16 Alliance, U of U Area Superintendents Meeting, BYU-Public School Partnership, and DSU Professional Educators Coordination Committee. In addition to formal groups such as these, institutions regularly meet with area superintendents and other school and business leaders to discuss areas of mutual interest and/or concern.

Collaboration – Institutions & Stakeholders (Grassroots)

In addition to the executive level partnerships between institutions and their stakeholders, there are grassroots collaborations which occur across the state. These collaborations include intervention programs, grants, partnerships, specific endorsements, re-licensure programs, advisory boards, etc. The following list of collaborative efforts at WSU is indicative of the number and scope of activities that would be found at any of the teacher prep institutions across the state:

Collaboration – Institutions & Stakeholders (Grassroots)

- ◆ Preparing Research-based Inclusive Multidisciplinary Educators (PRIME) Grant
- ◆ Partnership for Effective Mathematics and Science Teaching and Learning (PEMSTL) Grant
- ◆ USOE Relicensure Course
- ◆ The Teacher Assistant Pathway to Teaching
- ◆ SSA Recruitment Committee
- ◆ Teachers of Tomorrow (TOT) and Future Educators of America (FEA) programs

Collaboration – Institutions & Stakeholders (Grassroots)

- ◆ Teacher Education Graduation Service Projects
- ◆ Center for Science & Mathematics Education
- ◆ Social Science Education Center
- ◆ GearUp/Soars
- ◆ NUAMES (Northern Utah Academy of Math, Engineering & Science)
- ◆ Story Telling Festival
- ◆ Family Literacy Program