

Annual Report to the Faculty Senate
from the
University Council on Teacher Education

Academic Year

September 1, 2015 - August 31, 2016

Emma Eccles Jones

College of Education and Human Services

Utah State University

INTRODUCTION

During the past year, September 2015 - August 2016, the University Council on Teacher Education has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

MEMBERSHIP

The University Council on Teacher Education is composed of 25 voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services

selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the Council for the 2015-2016 academic year is identified on page 12 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 70 percent of the membership was in attendance at all meetings.

ACTIVITIES OF THE COUNCIL

Action Items

Program Changes

The Council approved the following program changes:

1. The Physical Education Teaching major and minor will now require a nutrition course which is a requirement of the Utah State Office of Education.

2. The Psychology Ph.D. program has been divided into two specializations: 1) Combined Clinical/Counseling Psychology and 2) School Psychology.
3. The Department of Health, Physical Education, and Recreation has changed their name to Kinesiology and Health Science.
4. The Trade and Technical Education B.S. was endorsed by the Council. Students who complete this program typically teach at technical colleges. They do not go through the STEP program and USU does not recommend them for licensure.
5. The Council for the Accreditation for Educator Preparation (CAEP) accreditation and the Utah State Office of Education (USOE) now requires teacher education candidates to acquire teaching competency in integrating technology into their instructions, planning, management, and record keeping. ITLS/TEAC 5500 – Innovative Integration of Technology in Education, 3 credits, will replace ITLS 4015 – Technology Tools and Integration for Teachers, 1 credit. This course will allow USU to take the USOE's two-pronged approach with an independent technology course that can stand alone as well as be embedded and integrated throughout methods courses. This is an on-line course.
6. A new English Teaching Composite will allow students to couple their English teaching with creative writing, composition, folklore or any other language arts area.
7. New USOE and CAEP standards require candidates to obtain classroom teaching competence in meeting English language learners and diversity needs in the classroom. TEAL 4710: Language and Cultural Diversity in Education OR TEAL

4745: Second Language/Literacy Acquisition and Development will now be required by all students majoring in teacher education.

8. ITLS 4015: Technology Tools and Integration for Teachers was waived for Business Education teaching majors.
9. The Masters of Mathematics with Utah teaching licensure will now be available for graduate students.
10. Course approvals for Agriculture Education, Art Education, Business Education, Communication Studies, Elementary Education, English Education, Family Consumer Science Education, Instructional Technology and Learning Sciences, Linguistics, Music Education, Physics Education, Psychology, Secondary Education, Special Education, Teacher Education & Leadership, Technology Engineering Education, Theatre Education

Policy Changes

The Council approved the following policy changes:

1. Two members will be added to the Council – a public school teacher and a building principal. CAEP now requires formalized clinical partnerships and public school involvement with the planning, implementation, and review of teacher preparation programs. CTE currently has a district superintendent who serves on the Council. With the addition of the two new public school members, the three local school districts will be represented – Box Elder, Cache, and Logan School Districts - and will strengthen our clinical partnerships.
2. A new student teaching evaluation form was approved and will be implemented

Fall 2016. This new student teaching evaluation is based on the Utah Teaching Effective Standards and was derived from the Utah State Office of Education's assessment used for inservice teachers.

3. If double teaching majors cannot pass both Praxis exams, they are being encouraged to change their matriculation of the major with the unpassed Praxis exam to a minor. This will allow the student to be able to complete his/her student teaching experience and get licensed. The USOE does not require a teaching minor for licensure.
4. The processing of endorsement applications has changed. Students are to complete the USU form and bring it to the Office of Graduation, Educator Licensing, and Accreditation. This office will then process the application and enter the student's completion information into our database. The office will then notify the student that they must now complete the USOE form, submit both applications (USOE and USU), as well as the required documentation to the USOE. The USOE gives final approval.

Information Items

1. Effective January 1, 2015, the USOE requires a 3.0 cumulative GPA for admission and the 3.0 GPA must be maintained throughout their teacher education program. In addition, a C or better must be obtained in all education and major/minor content courses.
2. Students may opt to take the Praxis Core tests as a substitute for the ACT test for admission into teacher education.

3. USU's educator preparation programs will complete their national accreditation on-site review through the Council for the Accreditation of Educator Preparation (CAEP) during November 11-14, 2018. The self-study report is due December 2017.

STUDENT PROFILE

Students in the Teacher Education Program. Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 3.0 GPA and a minimum composite ACT score of 21 with a verbal/English score no less than 20 and a mathematics/quantitative score of no less than 19.

A total of 366 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2015 through August 31, 2016. This total represents an increase of 10.6 percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2014-2015 and 2015-2016. Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the

program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPA.

A review of these data indicate that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Three hundred twenty-five (325) students admitted into the Teacher Education Program during the 2015-2016 academic year submitted ACT scores. The mean composite ACT score of these 325 students was 25.56. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.6. The 366 students admitted into the Teacher Education Program had a mean USU GPA of 3.43 and a mean cumulative GPA of 3.47. The Registrar's Office at the University reported the following mean GPA for all sophomores at USU for the 2015-2016 academic year.

Fall Semester 2015: Mean USU GPA = 3.15

In addition, there were 161 students admitted to post-bachelor's education licensing programs. This represents a 4.5% increase. These programs include: Administrative Supervisory Certificate (AS/C), Alternative Special Education, Communicative Disorders (Speech Language Pathology), Secondary Education Graduate Route to Licensure, and School Counseling.

Graduates Recommended for Certification. There were five hundred forty-four (544) students recommended for educator licensing and endorsements. This total is a decrease of 6.8 percent in 2016 as compared to 2015 (see Table 6). Four hundred

ten (410) students were recommended for initial licensing in 2016. This total is a decrease of 1.9 percent in the number of initial licenses granted.

Praxis Content Testing. Table 7 shows that there were 1,892 tests attempted in the ETS Praxis II Content test in the student's major area. One thousand three hundred ninety-three (1,393) or 74% passed and will receive NCLB "highly qualified status" when they receive their Utah Level I teaching license. Pass rates for each content area ranged from 46% to 100%. The following content areas had a 100% pass rate: Agriculture Education, Biology, Business, Chinese, Early Childhood, Earth Science, French, Geography, Integrated Science, Library Media, Physical Education, Psychology, Reading, School Psychology, Sociology, Speech, and Special Education.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they apply for their Level 2 teaching license, USU strongly encourages students to take the exam prior to graduation to enhance their marketability with school districts. One hundred forty-three (143) students attempted the PLT and one hundred thirty-nine (139) passed the exam, resulting in a 97% pass rate.

Placement of Program Graduates. The job placement rate of program graduates continues to be of interest to the Council. In 2016 a total of 544 graduates were recommended to the Utah State Office of Education for initial licensing or additional endorsement areas. Four hundred seventeen (77%) responded to our placement survey. Of these, 368 (88%) were employed in Utah and 14 (3.4%) accepted teaching contracts out-of-state. These percentages represent a 94 percent placement rate for those seeking teaching positions (see Table 8). The 2016 placement rate is

lower than the rate achieved in 2015, which was 96 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program are informed that the probability for employment in some majors may not be as favorable as in other teaching areas. Placement rates for each major ranged from 80% to 100%. Additional statistics are as follows: eight (1.9%) were still seeking a teaching position; 18 (4.3%) were not seeking a teaching position; 4 (1%) had secured other employment, and five (1.2%) were continuing his/her education.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the status of the Teacher Education Program for the 2015-2016 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by our public, private, and charter schools. This need, as a minimum, requires the preparation of highly motivated, well-trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control for the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares

favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

**UTAH STATE UNIVERSITY
COUNCIL ON TEACHER EDUCATION MEMBERSHIP
2015-2016 through 2017-2018***

*Terms expire May 30

College and Number	Department or Area	2015-16	2016-17	2017-18
Dean, CEHS (1)	Chairman			Beth Foley
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			Janet Anderson
Agriculture (2)	Ag. Education, Family, Consumer Sci		Becki Lawver	
	Engineering (TEE)		Gary Stewardson	
Education (6)	Teacher Education and Leadership			Mary Roe
	Inst Tech	Sheri Haderlie*		
	Comm Disorders & Deaf Education			Michelle Wilson
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Rolayne Wilson
	Psychology		Carrie Madden	
Humanities and Social Sciences (2)	English	Sonia Manuel Dupont*		
	History			Dan McInerney
Caine College of Arts (2)	Fine Arts			Dennise Gackstetter
	Theater Arts	Matt Omasta*		
Natural Resources (1)	Geography			Andree' Walker Bravo
Science (2)	Mathematics		Brynja Kohler	
	Biology		Richard Mueller	
State Department of Public Instruction (1)	Teacher Personnel			Travis Rawlings
University (1)	Educ. Policy Com.			Scott Hunsaker
UEA (1)	Public Schools			Tom Nedreberg
Society of Supts. (1)	Superintendents	Steve Norton		
USUSA (1)	ASUSU	Jennifer Dutdut*		
RCDE (1)	Regional Campus			Sylvia Read

TABLE 1

**A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION
PROGRAM, 2014-2015 AND 2015-2016, BY PROGRAMS**

MAJOR	2014-15	2015-16	DIFFERENCE
Early Childhood	23	36	13
Elementary Education (1-8)	108	121	13
Elementary Education (K-6)	27	15	-12
Composite, Elem Educ & Deaf	8	6	-2
Composite, Elem Educ & Spec Educ	19	25	6
Composite, Spec Educ & Early Child	4	1	-3
Special Education	39	31	-8
Secondary Education Majors			
Chemistry	2	1	-1
English	12	32	20
French	0	0	0
Geography	0	0	0
German	0	1	1
Health Education	5	4	-1
History	6	9	3
Mathematics	6	5	-1
P.E.	3	4	1
Physics	1	3	2
Spanish	4	5	1

TABLE 1 (cont.)

MAJOR	2014-15	2015-16	DIFFERENCE
Composite Majors			
Agricultural Education	3	11	8
Art Education	1	4	3
Biological Science	8	5	-3
Business Education	1	0	-1
Earth Science	3	3	0
Family & Consumer Sciences Education	7	12	5
Mathematics/Statistics	15	5	-10
Music	15	4	-11
Physical Science	3	3	0
Social Studies	7	10	3
Technology Engineering Educ (TEE, ETE, TIED)	1	6	5
Theatre Arts	0	4	4
Teacher Education-Majors TOTAL	331	366	35
Secondary Education Minors * (Numbers not included in Total Admits)			
American Sign Language	2	4	2
Chemistry	9	8	-1
Chinese	0	0	0
English	3	2	-1
Geography	1	2	1
Health Education	0	0	0

TABLE 1 (cont.)

MAJOR	2014-15	2015-16	DIFFERENCE
History	2	12	10
Latin	0	0	0
Math	2	3	1
P.E./Coaching	3	2	-1
Physics	3	0	-3
Political Science	7	6	-1
Psychology	7	11	4
School Library Media	0	1	1
Spanish	4	5	1
Sociology	2	2	0
Speech Communication	4	3	-1
Theatre Arts	0	0	0
Post Bachelors Licensing Program			
Administrative Supervisory Certificate	57	57	0
Communicative Disorders (SLP)	17	13	-4
Alternative Special Education	46	32	-14
Graduate Route Licensing SCED	6	2	-4
School Counseling	28	57	29
Post BS TOTAL	154	161	7
Grand TOTAL	485	527	42

TABLE 2

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM
CATEGORIZED BY ADMISSION CRITERIA
2015-2016**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2014-2015	% of Total	2015-2016	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	211	64%	224	61%
ACT Scores \geq 21 in at least one area	85	26%	99	27%
ACT Scores $<$ 21 in <u>ALL</u> four areas	0	0	2	.5%
2 nd BS Degree (GPA of \geq 3.0 on last 45 credits)	8	2%	2	.5%
No ACT Score available	35	11%	39	11%
TOTAL	331		366	

TABLE 3

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION
BY TEST AREA
2014- 2015 AND 2015-2016**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2014-2015		2015-2016	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	271 (92%)	24 (8%)	293 (90%)	28 (9%)
Mathematics	258 (87%)	38 (13%)	272 (84%)	51 (16%)
Social Sciences	270 (91%)	17 (6%)	291 (90%)	25 (8%)
Natural Sciences	263 (89%)	21 (7%)	288 (89%)	27 (8%)
	N=296		N=325	

TABLE 4

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM
CATEGORIZED BY ADMISSION CRITERIA, BY PROGRAM
SEPTEMBER 1, 2015 - AUGUST 31, 2016**

Program	Total # of Students Admitted	# students with ACT scores > 21 in at least one area	# students with B.S. degree	# of students with no ACT scores
Agricultural Education	11	11	0	0
Art Education	4	4	0	0
Biological Science	5	4	0	1
Business Education	0	0	0	0
Chemistry	1	1	0	0
Composite, El Ed & Deaf Educ	6	6	0	0
Composite, El Ed & Spec Educ	25	25	0	0
Composite, Spec Ed & Early Child	1	1	0	0
Early Childhood Education	36	19	0	17
Earth Science	3	2	0	1
Elem Education (1-8)	121	109	0	12
Elem Education (K-6)	15	14	0	1
English	32	29	0	3
FCSE	12	12	0	0
French	0	0	0	0
Geography	0	0	0	0
German	1	1	0	0

Program	Total # of Students Admitted	# students with ACT scores > 21 in at least one area	# students with B.S. degree	# of students with no ACT scores
Health Education	4	4	0	0
History	9	9	0	0
Math	5	5	1	0
Math/Stat	5	5	0	0
Music	4	4	0	0
Physical Education	4	3	0	1
Physical Science	3	3	0	0
Physics	3	3	0	0
Social Studies	10	10	0	0
Spanish	5	5	0	0
Special Education	31	28	1	3
Technology Engineering Educ	6	4	0	2
Theatre Arts	4	4	0	0
TOTAL	366	325	2	41

TABLE 5

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,
CUMULATIVE GPA BY PROGRAM, AT THE TIME OF ADMISSION INTO THE TEACHER EDUCATION PROGRAM
SEPTEMBER 2015 THROUGH AUGUST 2016**

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	11	11	0	0	24.25	3.31	3.31
Art Education	4	4	0	0	27.75	3.52	3.63
Biological Science	5	4	1	0	24.25	3.34	3.40
Business Education	0	0	0	0	n/a	n/a	n/a
Chemistry	1	1	0	0	25.75	3.37	3.37
Composite, El Ed & Deaf Ed	6	6	0	0	32.75	3.67	3.70
Composite, El Ed & Spec Ed	25	25	0	0	26.25	3.49	3.62
Composite, Spec Educ & EC	1	1	0	0	22.00	3.13	3.13
Early Childhood Education	36	19	17	0	22.00	3.46	3.45
Earth Science	3	2	1	0	24.75	3.10	3.18
Elem Education (1-8)	121	109	12	0	21.75	3.39	3.56
Elem Education (K-6)	15	14	1	0	22.50	3.22	3.51
English	32	29	3	0	25.25	3.50	3.50
FCSE	12	12	0	0	27.75	3.62	3.53
French	0	0	0	0	n/a	n/a	n/a
Geography	0	0	0	0	n/a	n/a	n/a
German	1	1	0	0	25.75	3.67	3.09
Health Education	4	4	0	0	28.00	3.19	3.35

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
History	9	9	0	0	25.75	3.41	3.42
Math	5	5	0	1	24.00	3.23	3.40
Math/Stat	5	5	0	0	32.25	3.79	3.81
Music	4	4	0	0	21.75	3.62	3.52
Physical Education	4	3	1	0	20.75	3.40	3.45
Physical Science	3	3	0	0	33.50	3.65	3.68
Physics	3	3	0	0	29.00	3.84	3.84
Social Studies	10	10	0	0	28.50	3.49	3.50
Spanish	5	5	0	0	21.00	3.47	3.46
Special Education	31	28	3	1	28.00	2.96	3.50
Tech Engineering Ed (TEE)	6	4	2	0	23.75	3.28	3.20
Theatre Arts	4	4	0	0	21.25	3.53	3.56
TOTAL	366	325	41	2	25.56	3.43	3.47

TABLE 6
TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR TEACHER LICENSING
2009-2016

	2009	2010	2011	2012	2013	2014	2015	2016
Composite	44	31	29	8	8	29	38	34
Early Childhood	0	4	4	17	17	19	21	23
Elementary	149	112	123	109	139	138	116	110
Elementary K-6	n/a	8	7	17	15	11	9	5
Secondary	113	105	167	113	117	127	101	119
Endorsements	57	46	79	85	107	120	110	76
Art	3	2	8	5	7	5	8	5
ComD	23	13	20	13	28	21	26	15
HPER	16	20	17	27	16	17	16	13
Lib Media	11	15	1	4	4	2	3	6
Music	9	10	10	8	9	15	8	10
School Counseling	18	34	19	52	26	47	28	57
School Psychology	2	1	2	3	5	3	3	2
Special Education	120	94	89	75	79	82	97	69
TOTAL	565 (466)	495 (425)	558 (416)	536 (407)	577 (470)	636 (457)	584 (418)	544 (410)

*Numbers in parenthesis indicate the number of **initial** certificates for that year.

Table 7

**PRAXIS ATTEMPTS OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR LICENSING
2012-2016**

Program	Praxis Test Number and Name	Passing Score	2012		2013		2014		2015		2016	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Administrative/Supervisory Certificate	0411/5411-Educational Leadership & Supervision	151	60	55 (91%)	43	39 (91%)	54	49 (91%)	63	57 (90%)	59	54 (92%)
Ag Education	0700/5701-Agriculture	520	7	6 (88%)	12	10 (83%)	14	13 (93%)	4	4 (100%)	11	11 (100%)
Art Education	0134/5134- Art: Content Knowledge	158 #	5	5 (100%)	4	3 (75%)	11	10 (91%)	6	6 (100%)	11	7 (64%)
Biology	0235/5235- Biology: Content Knowledge	149	8	8 (100%)	6	6 (100%)	10	10 (100%)	18	18 (100%)	18	18 (100%)
Business	5101-Business Education: Content Knowledge	154	n/a	n/a	n/a	n/a	2	2 (100%)	1	1 (100%)	3	3 (100%)
Chemistry	0245/5245-Chemistry: Content Knowledge	151	3	2 (67%)	5	3 (60%)	8	4 (50%)	9	4 (44%)	28	14 (50%)
Chinese	5665-Chinese-Mandarin World Language	164#	n/a	n/a	n/a	n/a	1	0	1	0	1	1 (100%)
Early Childhood	0022/5022/5025 Early Childhood	160	n/a	n/a	n/a	n/a	4	4 (100%)	1	1 (100%)	6	6 (100%)
Earth Science	0571/5571- Earth Sci: Content Knowledge	153	0	0	0	0	3	0	2	2 (100%)	4	4 (100%)
Elementary Education	0014/5014–Elementary Educ: Content Knowledge	150	89	79 (89%)	19	17 (89%)	2	2 (100%)	n/a	n/a	n/a	n/a
Elementary Education Early Childhood Early Childhood/Deaf Ed Early Childhood/Elem Ed Elem/Deaf Education Elem/Special Education Special Education	5032/5002-Elementary Ed Reading/Language	165	n/a	n/a	275	227 (83%)	307	247 (80%)	321	242 (75%)	342	233 (68%)
	5033/5003-Elementary Ed Mathematics	165	n/a	n/a	308	180 (58%)	384	234 (61%)	337	267 (79%)	302	252 (83%)
	5034/5004-Elementary Ed Social Studies	155	n/a	n/a	289	196 (68%)	340	245 (72%)	350	237 (68%)	377	246 (65%)
	5035/5005-Elementary Ed Science	159	n/a	n/a	290	218 (75%)	312	249 (80%)	317	259 (82%)	315	238 (76%)

Program	Praxis Test Number and Name	Passing Score	2012		2013		2014		2015		2016	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
English	0041/5041-English Lang: Literature & Composition: Content Knowledge	168	25	19 (76%)	19	17 (89%)	2	1 (50%)	0	0	0	0
English	5038/5039- English Language Arts-Content Knowledge	162#	n/a	n/a	n/a	n/a	33	32 (97%)	30	25 (83%)	44	37 (84%)
Family & Consumer Science	0121/5121/5122-Family & Consumer Sciences	159	13	12 (92%)	13	12 (92%)	19	18 (95%)	31	18 (58%)	17	14 (82%)
French	5174-French: Content Knowledge	160 #	3	2 (67%)	5	4 (80%)	4	1 (25%)	1	1 (100%)	1	1 (100%)
Geography	0921/0920/5921-: Geography	630	0	0	0	0	1	1 (100%)	6	4 (67%)	1	1 (100%)
German	5183-German: Content Knowledge	160 #	1	1 (100%)	0	0	0	0	0	0	3	2 (67%)
Health Education	5551 Health Educ	670	11	7 (66%)	5	5 (100%)	7	7 (100%)	2	1 (50%)	7	6 (86%)
History	0941/5941- World & US History: Content Knowledge	156	39	20 (51%)	32	20 (63%)	20	10 (50%)	30	15 (50%)	26	14 (54%)
Integrated Science	0435/5435-General Sci: Content Knowledge	166	19	11 (58%)	7	4 (57%)	15	11 (73%)	5	4 (80%)	5	5 (100%)
Latin	0600-Latin	610	2	2 (100%)	2	2 (100%)	0	0	1	1 (100%)	0	0
Library Media Endorsement	0311/5311-Library Media Endorsement	141#	n/a	n/a	n/a	n/a	3	3 (100%)	5	5 (100%)	4	4 (100%)
Marketing	0561- Marketing Education	144#	n/a	n/a	n/a	n/a	1	1 (100%)	0	0	0	0
Math Level II Endorsement	0069/5169-Middle School Mathematics	145	59	55 (93%)	99	85 (86%)	92	48 (52%)	80	41 (51%)	59	36 (61%)
Mathematics/ Math/Stats	0061/5061/5161- Mathematics: Content Knowledge	138	53	43 (81%)	42	38 (90%)	39	25 (64%)	36	19 (53%)	70	32 (46%)

Program	Praxis Test Number and Name	Passing Score	2012		2013		2014		2015		2016	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Music	5113-Music Content Knowledge	156	8	6 (75%)	22	18 (82%)	6	6 (100%)	6	6 (100%)	11	10 (91%)
Physical Education/ PE/Coaching	0091/5091- Physical Ed: Content Knowledge	152	0	0	7	7 (100%)	12	12 (100%)	10	9 (90%)	9	9 (100%)
Physical Science	0070-Chemistry, Physics, General Sci	570	1	1 (100%)	1	1 (100%)	0	0	0	0	0	0
Physical Science	0481-Physical Sci: Content Knowledge	150	1	1 (100%)	0	0	6	5 (83%)	0	0	0	0
Physics	0265/5265- Physics: Content Knowledge	136	9	6 (69%)	4	4 (10%)	8	8 (100%)	6	6 (100%)	9	6 (67%)
Political Science	0930/5931–Government/ Political Sci	660 #	0	0	2	2 (100%)	2	1 (50%)	4	4 (100%)	6	5 (83%)
Psychology	0390/5391- Psychology	620	3	3 (100%)	0	0	0	0	0	0	3	3 (100%)
Reading Endorsement	0204/5204-Teaching Reading	154	13	12 (92%)	5	4 (80%)	10	10 (100%)	5	4 (80%)	6	6 (100%)
Sch Counseling	0421/5421-Sch Guidance & Counseling	156 #	63	58 (92%)	18	18 (100%)	51	50 (98%)	40	40 (100%)	54	49 (91%)
Sch Psychology	0401/5401/5402- School Psychologist	165	5	5 (100%)	4	4 (100%)	1	1 (100%)	5	5 (100%)	9	9 (100%)
Social Studies	0081/5081-Social Studies: Content Knowledge	159	2	2 (100%)	24	13 (54%)	26	22 (85%)	28	17 (61%)	21	15 (71%)
Sociology	0950/5952-Sociology	550 #	0	0	0	0	0	0	0	0	1	1 (100%)
Speech	0220/5221-Speech Communication	144 #	0	0	0	0	0	0	0	0	1	1 (100%)
Spanish	0191-Spanish: Content Knowledge	165 #	0	0	9	7 (78%)	n/a	n/a	n/a	n/a	n/a	n/a
Spanish	5195 Spanish World Language	168	n/a	n/a	n/a	n/a	3	2 (67%)	8	6 (75%)	10	6 (60%)
Special Education	0354/5354-Educ of Exceptional Students: Core Content Knowledge	151 #	1	1 (100%)	6	6 (100%)	6	6 (100%)	10	9 (90%)	8	8 (100%)

Program	Praxis Test Number and Name	Passing Score	2012		2013		2014		2015		2016	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Special Education	0543/5543-Special Education Core Knowledge Mild Moderate	158#	n/a	n/a	n/a	n/a	6	5 (83%)	20	17 (85%)	12	12 (100%)
Special Education	5545- Special Education Core Knowledge & Severe to profound Applic	158#	n/a	n/a	n/a	n/a	2	2 (100%)	3	3 (100%)	1	1 (100%)
Special Education	5047-Middle School English/Language Arts	155	7	4 (57%)	7	4 (57%)	24	7 (29%)	6	2 (33%)	6	5 (83%)
Technology Engineering Education	0051/5051-Technology Education	159 #	3	3 (100%)	8	8 (100%)	6	6 (100%)	7	7 (100%)	7	6 (86%)
Theatre	0640/0641/5641-Theatre	630	0	0	1	1 (100%)	3	3 (100%)	2	2 (100%)	4	2 (50%)
		TOTAL	621	526 (85%)	1593	1183 (74%)	1860	1373 (74%)	1817	1369 (75%)	1892	1393 (74%)

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2012		2013		2014		2015		2016	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Principles of Teaching & Learning: Early Childhood	0621/5621	160	5	5 (100%)	6	5 (83%)	1	1 (100%)	7	6 (86%)	3	2 (67%)
Principles of Teaching & Learning: Grades K-6	0622/5622	160	70	66 (94%)	81	80 (99%)	93	85 (91%)	73	72 (99%)	82	80 (98%)
Principles of Teaching & Learning: Grades 5-9	0623/5623	160	3	3 (100%)	5	4 (80%)	3	3 (100%)	2	2 (100%)	4	4 (100%)
Principles of Teaching & Learning: Grades 7-12	0624/5624	160	90	84 (93%)	57	52 (91%)	78	77 (99%)	57	55 (96%)	54	53 (98%)
		TOTAL:	168	158 (94%)	149	141 (95%)	175	166 (95%)	139	135 (97%)	143	139 (97%)

- No Utah cut-off score established

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Geography	3	1	1	0	0	0	0	0	100%	100%
German	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Health Education	3	1	0	0	0	1	0	0	0	0
History	13	6	5	0	0	1	0	0	83%	83%
Math	24	21	18	1	1	0	0	1	90%	95%
Music Ed	10	6	3	1	0	1	0	1	67%	80%
PE	9	6	4	0	1	0	1	0	67%	80%
Physical Science	2	1	1	0	0	0	0	0	100%	100%
Physics	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Political Science	5	4	3	0	0	0	0	1	75%	100%
Psychology	9	7	7	0	0	0	0	0	100%	100%
Sch Library Media	6	3	3	0	0	0	0	0	100%	100%
School Counselor	57	42	38	1	0	3	0	0	93%	93%
Sch Psychology	2	1	1	0	0	0	0	0	100%	100%
Social Studies	14	11	8	0	1	0	0	2	73%	89%
Sociology	3	3	3	0	0	0	0	0	100%	100%
Spanish	8	4	4	0	0	0	0	0	100%	100%
Special Education	35	30	28	2	0	0	0	0	100%	100%
Special Education Alternative	32	27	26	0	0	0	1	0	96%	100%
Speech	5	3	2	0	0	0	1	0	67%	100%
Theater	3	1	1	0	0	0	0	0	100%	100%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
TEE/ETE/ITE/TIED	4	3	3	0	0	0	0	0	100%	100%
TOTALS	544	417	368	14	4	8	18	5	90%	94%

NOTES: Percent (Column 10) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

*graduate may be teaching in major or minor content area

