

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

Academic Year
September 1, 2016 - August 31, 2017



INTRODUCTION

During the past year, September 2016 - August 2017, the University Council on Teacher Education (CTE) 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 CTE 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 CTE 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 CTE 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 CTE for the 2016-2017 academic year is identified on page 6 of the report.

The CTE meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of CTE members in the affairs of the CTE. During the past year, approximately 69% of the membership was in attendance at all meetings.

ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

Action Items—Program Changes

The CTE approved the following program changes:

1. All teacher education students are required to take TEAL 5500, "Innovative Integration of Technology in Teaching." This replaces ITLS 4015, which is no longer offered. Departments that had previously received permission to waive the ITLS 4015 course must now require their students to take TEAL 5500. In addition, methods courses should be integrating technology into the course content.

2. MATH 1051 has been created and approved as an alternative to MATH 1050 for special education, early childhood education, and elementary education majors. The course is successful, and teacher preparation programs would like to see the course offered more widely.
3. A Computer Science teaching minor was approved.
4. Course changes in the geography section of the Social Studies Teaching Composite Major were approved.
5. Course approvals were made for the following programs: Computer Science Education, Elementary Education, Math, Music Education, Secondary Education, Special Education, Theater Education, and Technology and Engineering Education.

Information Items

1. DHA waivers. DHA waivers were approved to accommodate a course requirement by the Utah State Board of Education. The waivers are entered into the database system when students are approved for admission to teacher education, not when they are admitted to the university. At the beginning of the Spring 2017 semester, the Utah State Board of Education (USBE) was requiring either TEAL 4710-Language and Cultural Diversity in Education or TEAL 4745-Second Language/Literacy Acquisition and Development. The USBE then changed the requirements and stated that we did not have to have a specific class; we just had to demonstrate that we had the content in our coursework. The content has now been integrated into and Learning in the Content Areas SCED 4210-Assessment and Curriculum Design and SCED 4200-Language, Literacy, which allowed us to remove the class as a requirement. The DHA waiver is still in place and necessary in order to accommodate the two extra credits required with the TEAL-5500 Innovative Integration of Technology in Teaching course. The DHA waivers were approved for 3 years (starting November 2016).
2. As a common program assessment, beginning academic year 2017-2018, all teacher education students will be completing a Teacher Work Sample as a culminating project and performance assessment during student teaching. The data from the Teacher Work Sample will allow programs to assess learning outcomes as defined by the Utah Effective Teaching Standards.
3. Technology and Engineering Minor/Endorsement was approved by USU's curriculum approval process and the Utah State Board of Education (USBE) for a Technology and Engineering (TEE) minor/endorsement. This minor/endorsement would allow a student in any teaching area to add a TEE minor/endorsement by taking 5 additional TEE courses. It does not require a clinical and students would apply directly through the USBE. Doug Livingston is the USBE Specialist for the TEE endorsement. Students who complete the minor would be able to teach TEE classes at the middle school level. Elementary education majors would also be able to add this endorsement.
4. Secondary math endorsement requirements were changed. A level 2 math endorsement will now require students to have successfully completed Calculus I. All math endorsements will now require: MATH 3010-Pedagogical Foundations of Algebra or MATH 4400-History of Mathematics and Number Theory, MATH 3110-Modern Geometry, and STAT 3000-Statistics for Scientists. Math 3010, which is a new course, will be offered for the first time in Spring 2018. Changes are effective October 1, 2017.
5. The Department of Special Education will no longer approve out of state student teaching placements. States vary so much in their special education practice and licensure that when students are placed out of state, they often are unable to fulfill Utah's special education

licensure requirements. The department may be willing to override this policy on a case-by-case basis if extreme circumstances arise for students.

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 394 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2016 through August 31, 2017. This total represents an increase of 7.7 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 2015-2016 and 2016-2017. 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 indicates 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 forty-two (342) students admitted into the Teacher Education Program during the 2016-2017 academic year submitted ACT scores. The mean composite ACT score of these 342 students was 26.37. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.8. The 394 students admitted into the Teacher Education Program had a mean USU GPA of 3.11 and a mean cumulative GPA of 3.16. The Registrar's Office at the university reported a mean GPA for all sophomores at USU for fall 2016 of 3.18.

In addition, there were 157 students admitted to post-bachelor's education licensing programs. This represents a 2.5% decrease. 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 Licensing

There were 498 students recommended for educator licensing and endorsements. This total is a decrease of 8.5 percent in 2016 as compared to 2015 (see Table 6). Three hundred eight-seven (387) students were recommended for initial licensing in 2016. This total is a decrease of 5.6 percent in the number of initial licenses granted.

Praxis Content Testing

Table 7a shows that there were 1,764 tests attempted in the ETS Praxis II Content test in the student's major area, and 1,297 (74%) passed. Pass rates for each content area ranged from 40% to 100%. The following content areas had a 100% pass rate: Agriculture Education, Biology, Business, Early Childhood, Earth Science, Family and Consumer Science, French, Geography, Health, Library Media, Music, Physics, Reading, School Psychology, Special Education, and Technology and Engineering 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. Table 7b shows that 145 students attempted the PLT and 135 passed the exam, resulting in an 85% pass rate.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. In 2017 a total of 525 graduates were recommended to the Utah State Board of Education for initial licensing or additional endorsement areas. Four hundred twenty-four (81%) responded to our placement survey. Of these, 352 (83%) were employed in Utah and 19 (4.5%) accepted teaching contracts out-of-state. These percentages represent a 93 percent placement rate for those seeking teaching positions (see Table 8). The 2017 placement rate is lower than the rate achieved in 2016, which was 94 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 50% (theater education) to 100%. Additional statistics are as follows: 18 (3.4%) were still seeking a teaching position; 16 (3%) were not seeking a teaching position; 10 (2%) had secured other employment, and 9 (1.7%) were continuing their education.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the Teacher Education Program for the 2016-2017 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program.

The membership of the CTE is cognizant of the need to provide well-prepared teachers for our public, private, and charter schools. In response to this challenge, the CTE will continue with its efforts to provide leadership, service, and accountability for the teacher education programs at Utah State University. The intent is to use data and stakeholder input to continuously improve our high quality pre-service teacher education programs that will attract potential teachers from diverse populations. 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 (CTE)
MEMBERSHIP 2016-2017 through 2018-2019***

*Terms expire May 30

College and Number	Department or Area	2016-17	2017-18	2018-19
CEHS (1)	Dean			Beth Foley, Chair
CEHS (1)	Associate Dean		Francine Johnson	Sylvia Read
Administration (1)	Vice Provost			Ed Reeve
Agriculture (2)	Ag. Education, Family, Consumer Sci	Becki Lawver*		
	Engineering (TEE)	Gary Stewardson*		
Education (6)	Teacher Ed and Leadership			Ben Lignugaris/Kraft
	Secondary Education		Eric Mohr	
	Inst Tech			Sheri Haderlie
	Comm Disorders & Deaf Ed		Michelle Wilson	
	Special Education & Rehabilitation			Tim Slocum
	HPER			Peter Mathesius
Humanities and Social Sciences (2)	Psychology	Carrie Madden*		
	English			Sonia Manuel Dupont
Caine College of Arts (2)	History		Dan McInerney	
	Fine Arts		Dennise Gackstetter	
Caine College of Arts (2)	Theater Arts			Cory Evans
	Geography			
Natural Resources (1)				
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
Public Schools District Representatives (2)	Principal – Box Elder			Corey Thompson
	Teacher – Cache			Kim Panter
Society of Supts. (1)	Superintendents			Frank Schofield
USUSA (1)	ASUSU	Teigan Beck*		
RCDE (1)	Regional Campus	Sylvia Read	Amy Piotrowski	

Table 1
A Comparison of Students Accepted into the Teacher Education Program, 2015-2016 and 2016-2017, by Programs

	2015-16	2016-17	DIFFERENCE
Early Childhood	36	21	-15
Elementary Education (1-8)	121	124	3
Elementary Education (K-6)	15	31	16
Composite, Elem Educ & Deaf	6	3	-3
Composite, Elem Educ & Spec Educ	25	11	-14
Composite, Spec Educ & Early Child	1	3	2
Special Education	31	49	18
Secondary Education Majors			
Chemistry	1	1	0
English	32	16	-16
French	0	0	0
Geography	0	1	0
German	1	0	-1
Health Education	4	1	-3
History	9	10	-1
Mathematics	5	13	8
P.E.	4	9	5
Physics	3	0	-3
Spanish	5	3	-2
Composite Majors			
Agricultural Education	11	20	9
Art Education	4	6	2
Biological Science	5	6	1
Business Education	0	3	3
Earth Science	3	3	0
Family & Consumer Sciences Education	12	20	8
Mathematics/Statistics	5	10	5
Music	4	11	7
Physical Science	3	1	-2
Social Studies	10	12	2

	2015-16	2016-17	DIFFERENCE
Technology Engineering Educ (TEE, ETE, TIED)	6	2	-4
Theatre Arts	4	4	0
Teacher Education-Majors TOTAL	366	394	25
Secondary Education Minors (Numbers not included in Total Admits)			
American Sign Language	4	5	1
Chemistry	8	7	-1
Chinese	0	0	0
English	2	7	5
French	0	1	1
Geography	2	4	2
Health Education	0	0	0
Minor			
History	12	6	-6
Latin	0	0	0
Math	3	1	-2
P.E./Coaching	2	1	-1
Physics	0	4	4
Political Science	6	3	-3
Psychology	11	23	12
School Library Media	1	1	0
Sociology	2	2	0
Spanish	5	6	1
Speech Communication	3	0	-3
Theatre Arts	0	0	0
Post Bachelors Licensing Program-4			
Administrative Supervisory Certificate	57	58	1
Communicative Disorders (SLP)	13	11	-2
Alternative Special Education	32	52	20
Graduate Route Licensing SCED	2	2	0
School Counseling	57	34	-23
Post BS TOTAL	161	157	-4
GRAND TOTAL	527	551	24

Table 2
Students Admitted into the Teacher Education Program
Categorized by Admission Criteria
2016-2017

Category	Number of Students Admitted			
	2015-2016	% of Total	2016-2017	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	224	61%	248	63%
ACT Scores \geq 21 in at least one area	99	27%	93	23%
ACT Scores < 21 in <u>ALL</u> four areas	2	.5%	1	.4%
2 nd BS Degree (GPA of \geq 3.0 on last 45 credits)	2	.5%	2	.6%
No ACT Score available	39	11%	52	13%
TOTAL	366		396	

Table 3
Act Scores of Students Admitted to Teacher Education
by Test Area
2015 - 2016 and 2016 - 2017

ACT Test Area	Number of Students Admitted			
	2015-2016		2016-2017	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	293 (90%)	28 (9%)	309 (90%)	30 (9%)
Mathematics	272 (84%)	51 (16%)	284 (83%)	56 (16%)
Social Sciences	291 (90%)	25 (8%)	313 (92%)	24 (7%)
Natural Sciences	288 (89%)	27 (8%)	308 (90%)	29 (8%)
	N=325		N=342	

Table 4
Students Admitted into the Teacher Education Program
Categorized by Admission Criteria, by Program
September 1, 2016 - August 31, 2017

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	20	16	0	4
Art Education	6	4	0	2
Biological Science	6	6	0	0
Business Education	3	3	0	0
Chemistry	1	1	0	0
Composite, El Ed & Deaf Educ	3	3	0	0
Composite, El Ed & Spec Educ	11	10	0	1
Composite, Spec Ed & Early Child	3	3	0	0
Early Childhood Education	21	6	0	15
Earth Science	3	3	0	0
Elem Education (1-8)	124	112	0	12
Elem Education (K-6)	31	27	0	4
English	16	12	0	4
Family & Consumer Science Ed	20	20	0	0
French	0	0	0	0
Geography	1	1	0	0
German	0	0	0	0
Health Education	1	1	0	0
History	10	7	1	3
Math	13	13	0	0
Math/Stat	10	10	0	0
Music	11	10	0	1
Physical Education	9	8	0	1

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
Physical Science	1	1	0	0
Physics	0	0	0	0
Social Studies	12	10	0	2
Spanish	3	1	0	2
Special Education	49	42	1	7
Technology Engineering Educ	2	2	0	0
Theatre Arts	4	4	0	0
TOTAL	394	336	2	58

Table 5
***Students' Mean Composite ACT Scores, USU GPA,
 Cumulative GPA by Program, at the Time of Admission into the Teacher Education Program
 September 2016 through August 2017***

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	20	16	4	0	26	3.37	3.36
Art Education	6	4	2	0	25.69	3.67	3.68
Biological Science	6	6	0	0	23	3.40	3.65
Business Education	3	3	0	0	26	3.47	3.53
Chemistry	1	1	0	0	24	3.46	3.51
Composite, El Ed & Deaf Ed	3	3	0	0	21	3.41	3.27
Composite, El Ed & Spec Ed	11	10	1	0	32	3.58	3.58
Composite, Spec Educ & EC	3	3	0	0	24.25	3.35	3.34
Early Childhood Education	21	6	15	0	26	3.43	3.43
Earth Science	3	3	0	0	23.75	3.59	3.62
Elem Education (1-8)	124	112	12	0	24.25	3.46	3.61
Elem Education (K-6)	31	27	4	0	22.25	3.54	3.53
English	16	12	4	0	27.75	3.41	3.41
Family & Consumer Science Education	20	20	0	0	28.75	3.53	3.69
French	0	0	0	0	0	0	0
Geography	1	1	0	0	22.75	3.03	3.03
German	0	0	0	0	0	0	0
Health Education	1	1	0	0	22.25	3.08	3.08
History	10	7	3	1	26.75	3.58	3.50
Math	13	13	0	0	27.75	3.56	3.55
Math/Stat	10	10	0	0	27.50	3.61	3.71
Music	11	10	1	0	30	3.30	3.66
Physical Education	9	8	1	0	24	3.39	3.39
Physical Science	1	1	0	0	33.75	3.94	3.94
Physics	0	0	0	0	0	0	0
Social Studies	12	10	2	0	30.75	3.39	3.36
Spanish	3	1	2	0	25.25	3.61	3.66
Special Education	49	42	7	1	30.75	2.98	3.58

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
Tech Engineering Ed (TEE)	2	2	0	0	32	3.46	3.41
Theatre Arts	4	4	0	0	24	3.69	3.56
TOTAL	394	336	58	2	26.37	3.11	3.16

Table 6
Teacher Education Program Graduates
Recommended for Teacher Licensing
2010-2017

	2010	2011	2012	2013	2014	2015	2016	2017
Composite	31	29	8	8	29	38	34	30
Early Childhood	4	4	17	17	19	21	23	23
Elementary	112	123	109	139	138	116	110	109
Elementary K-6	8	7	17	15	11	9	5	3
Secondary	105	167	113	117	127	101	119	99
Endorsements	46	79	85	107	120	110	76	64
Art	2	8	5	7	5	8	5	6
ComD	13	20	13	28	21	26	15	14
HPER	20	17	27	16	17	16	13	10
Lib Media	15	1	4	4	2	3	6	3
Music	10	10	8	9	15	8	10	8
School Counseling	34	19	52	26	47	28	57	34
School Psychology	1	2	3	5	3	3	2	4
Special Education	94	89	75	79	82	97	69	91
TOTAL (initial certificates)	495 (425)	558 (416)	536 (407)	577 (470)	636 (457)	584 (418)	544 (410)	498 (387)

Table 7a
Praxis Attempts of Teacher Education Program Graduates
Recommended for Licensing
2013-2017

Program	Praxis Test Number and Name	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Admin/Supervisory Certificate	0411/5411- Educational Leadership & Supervision	151	43	39 (91%)	54	49 (91%)	63	57 (90%)	59	54 (92%)	57	56 (98%)
Ag Education	0700/5701- Agriculture	520	12	10 (83%)	14	13 (93%)	4	4 (100%)	11	11 (100%)	19	19 (100%)
Art Education	0134/5134- Art: Content Knowledge	158 #	4	3 (75%)	11	10 (91%)	6	6 (100%)	11	7 (64%)	7	5 (71%)
Biology	0235/5235- Biology: Content Knowledge	149	6	6 (100%)	10	10 (100%)	18	18 (100%)	18	18 (100%)	6	6 (100%)
Business	5101-Business Education: Content Knowledge	154	n/a	n/a	2	2 (100%)	1	1 (100%)	3	3 (100%)	3	3 (100%)
Chemistry	0245/5245- Chemistry: Content Knowledge	151	5	3 (60%)	8	4 (50%)	9	4 (44%)	28	14 (50%)	19	10 (52%)
Chinese	5665-Chinese-Mandarin: World Language	164 #	n/a	n/a	1	0	1	0	1	1 (100%)	1	0
Early Childhood	0022/5022/5025 Early Childhood	160	n/a	n/a	4	4 (100%)	1	1 (100%)	6	6 (100%)	3	3 (100%)
Earth Science	0571/5571- Earth Sci: Content Knowledge	153	0	0	3	0	2	2 (100%)	4	4 (100%)	6	6 (100%)

Program	Praxis Test Number and Name	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Elementary Education	0014/5014– Elementary Ed: Content Knowledge	150	19	17 (89%)	2	2 (100%)	n/a	n/a	n/a	n/a	n/a	n/a
Elementary Education Early Childhood	5032/5002- Elementary Ed: Reading/Language	165	275	227 (83%)	307	247 (80%)	321	242 (75%)	342	233 (68%)	341	230 (67%)
Early Childhood/Deaf Ed	5033/5003- Elementary Ed Mathematics	165	308	180 (58%)	384	234 (61%)	337	267 (79%)	302	252 (83%)	276	232 (84%)
Early Childhood/Elem Ed Elem/Deaf Education	5034/5004- Elementary Ed Social Studies	155	289	196 (68%)	340	245 (72%)	350	237 (68%)	377	246 (65%)	352	220 (63%)
Elem/Special Education Special Education	5035/5005- Elementary Ed Science	159	290	218 (75%)	312	249 (80%)	317	259 (82%)	315	238 (76%)	305	225 (74%)
English	0041/5041-English Lang: Literature & Composition: Content Knowledge	168	19	17 (89%)	2	1 (50%)	0	0	0	0	n/a	n/a
English	5038/5039- English Language Arts- Content Knowledge	162#	n/a	n/a	33	32 (97%)	30	25 (83%)	44	37 (84%)	32	30 (94%)
Family & Consumer Science	0121/5121/5122- Family & Consumer Sciences	159	13	12 (92%)	19	18 (95%)	31	18 (58%)	17	14 (82%)	11	11 (100%)
French	5174-French: Content Knowledge	160 #	5	4 (80%)	4	1 (25%)	1	1 (100%)	1	1 (100%)	1	1 (100%)
Geography	0921/0920/5921-: Geography	630	0	0	1	1 (100%)	6	4 (67%)	1	1 (100%)	3	3 (100%)

Program	Praxis Test Number and Name	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Physical Science	0481-Physical Sci: Content Knowledge	150	0	0	6	5 (83%)	0	0	0	0	0	0
Physics	0265/5265- Physics: Content Knowledge	136	4	4 (10%)	8	8 (100%)	6	6 (100%)	9	6 (67%)	6	6 (100%)
Political Science	0930/5931– Government/ Political Sci	660 #	2	2 (100%)	2	1 (50%)	4	4 (100%)	6	5 (83%)	4	3 (75%)
Psychology	0390/5391- Psychology	620	0	0	0	0	0	0	3	3 (100%)	3	2 (67%)
Reading Endorsement	0204/5204-Teaching Reading	154	5	4 (80%)	10	10 (100%)	5	4 (80%)	6	6 (100%)	6	6 (100%)
Sch Counseling	0421/5421-Sch Guidance & Counseling	156 #	18	18 (100%)	51	50 (98%)	40	40 (100%)	54	49 (91%)	53	50 (94%)
Sch Psychology	0401/5401/5402- School Psychologist	165	4	4 (100%)	1	1 (100%)	5	5 (100%)	9	9 (100%)	5	5 (100%)
Social Studies	0081/5081-Social Studies: Content Knowledge	159	24	13 (54%)	26	22 (85%)	28	17 (61%)	21	15 (71%)	13	9 (69%)
Sociology	0950/5952-Sociology	550 #	0	0	0	0	0	0	1	1 (100%)	0	0
Speech	0220/5221-Speech Communication	144 #	0	0	0	0	0	0	1	1 (100%)	0	0
Spanish	0191-Spanish: Content Knowledge	165 #	9	7 (78%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Spanish	5195 Spanish World Language	168	n/a	n/a	3	2 (67%)	8	6 (75%)	10	6 (60%)	12	9 (75%)

Program	Praxis Test Number and Name	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Special Education	0354/5354-Educ of Exceptional Students: Core Content Knowledge	151 #	6	6 (100%)	6	6 (100%)	10	9 (90%)	8	8 (100%)	13	13 (100%)
Special Education	0543/5543-Special Education Core Knowledge Mild Moderate	158 #	n/a	n/a	6	5 (83%)	20	17 (85%)	12	12 (100%)	20	18 (90%)
Special Education	5545- Special Education Core Knowledge & Severe to profound Applic	158 #	n/a	n/a	2	2 (100%)	3	3 (100%)	1	1 (100%)	1	1 (100%)
Special Education	5047-Middle School English/Language Arts	155	7	4 (57%)	24	7 (29%)	6	2 (33%)	6	5 (83%)	6	4 (67%)
Technology Engineering Education	0051/5051-Technology Education	159 #	8	8 (100%)	6	6 (100%)	7	7 (100%)	7	6 (86%)	4	4 (100%)
Theatre	0640/0641/5641-Theatre	630	1	1 (100%)	3	3 (100%)	2	2 (100%)	4	2 (50%)	2	2 (100%)
		TOTAL	1593	1183 (74%)	1860	1373 (74%)	1817	1369 (75%)	1892	1393 (74%)	1764	1297 (74%)

- No Utah cut-off score established

Table 7b
Praxis Test (Principles of Learning & Teaching)
Attempts of Teacher Education Program Graduates
Recommended for Licensing
2013-2017

Praxis Test	Praxis Test Number	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Principles of Learning & Teaching: Early Childhood	0621/5621	160	6	5 (83%)	1	1 (100%)	7	6 (86%)	3	2 (67%)	4	3 (75%)
Principles of Learning & Teaching: Grades K-6	0622/5622	160	81	80 (99%)	93	85 (91%)	73	72 (99%)	82	80 (98%)	77	76 (99%)
Principles of Learning & Teaching: Grades 5-9	0623/5623	160	5	4 (80%)	3	3 (100%)	2	2 (100%)	4	4 (100%)	7	6 (86%)
Principles of Learning and Teaching: Grades 7-12	0624/5624	160	57	52 (91%)	78	77 (99%)	57	55 (96%)	54	53 (98%)	57	50 (88%)
		TOTAL:	149	141 (95%)	175	166 (95%)	139	135 (97%)	143	139 (97%)	145	135 (85%)

Table 8
Placement of Teacher Education Program Graduates
Recommended for Initial Licensing for the Period
September 1, 2016 Through August 31, 2017

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
Ad/Supervisory	58	36	33	0	1	2	0	0	92%	92%
Ag Ed	10	9	7	1	0	0	1	0	89%	100%
American Sign Lang	0	0	0	0	0	0	0	0	0	0
Art Ed	3	3	2	0	0	0	1	0	67%	100%
Biological Science	12	9	9	0	0	0	0	0	100%	100%
Business	1	1	1	0	0	0	0	0	100%	100%
Chemistry	6	4	4	0	0	0	0	0	100%	100%
Chinese	0	0	0	0	0	0	0	0	0	0
Com Dis/SLP	11	11	11	0	0	0	0	0	100%	100%
Composite Majors	30	25	18	2	0	1	3	1	80%	95%
Early Childhood	3	2	2	0	0	0	0	0	100%	100%
Earth Science	3	3	3	0	0	0	0	0	100%	100%
Elem Ed (1-8)	109	96	81	6	2	4	2	1	91%	94%
Elem Ed (K-6)	2	2	2	0	0	0	0	0	100%	100%
English	25	23	19	1	0	2	0	1	87%	91%

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
FCSE	11	9	7	0	0	2	0	0	78%	78%
French	0	0	0	0	0	0	0	0	0	0
Geography	1	1	0	0	1	0	0	0	0	0
German	1	0	0	0	0	0	0	0	0	0
Health Education	4	3	1	1	0	0	1	0	67%	100%
History	18	18	15	1	1	0	1	0	89%	94%
Math	27	22	19	0	0	0	1	2	86%	100%
Music Ed	8	5	4	0	0	1	0	0	80%	80%
PE	6	6	3	2	0	0	0	1	83%	100%
Physical Science	2	2	2	0	0	0	0	0	100%	100%
Physics	2	2	1	0	0	0	0	1	50%	100%
Political Science	6	5	3	0	1	0	1	0	60%	75%
Psychology	9	7	4	1	0	0	1	1	71%	100%
Sch Library Media	3	1	1	0	0	0	0	0	100%	100%
School Counselor	34	28	26	0	1	1	0	0	93%	93%
Sch Psychology	4	3	2	0	0	0	0	1	67%	100%
Social Studies	7	5	4	0	1	0	0	0	80%	80%
Sociology	1	1	1	0	0	0	0	0	100%	100%
Spanish	6	3	2	0	0	1	0	0	67%	67%
Special Education	38	31	24	1	2	1	3	0	81%	89%
Spec Ed Alt	52	40	37	2	0	1	0	0	98%	98%
Speech	4	3	1	1	0	1	0	0	67%	67%

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
Theater	3	2	1	0	0	1	0	0	50%	50%
TEE/EET/ITE/TIED	4	3	2	0	0	0	1	0	67%	100%
TOTALS	524	424	352	19	10	18	16	9	88%	93%

NOTES

1. Column 10 percent = (Col 4 + Col 5) / Col 3
2. Column 11 percent = (Col 4 + Col 5) / (Col 3 - Col 8 - Col 9)
3. Graduate may be teaching in major or minor content area.