

**Summary of the Case (from the Inquiry Brief)  
Brigham Young University  
Educator Preparation Program<sup>1</sup>  
Audit Dates: April 7-10, 2009**

*The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.*

**Authorship and approval of the *Inquiry Brief*:**

The *Inquiry Brief* was prepared by members of the Educator Preparation Committee (Nancy Wentworth, Marie Tuttle, Al Merkley, M. Winston Egan, Janet Young, Kendra Hall, Tina Dyches, Charles Graham, Aaron Popham, Gary Kramer, Coral Hansen, and Jay Oliver). It was approved by the University Committee on Teacher Education on January 15, 2009; the Secondary Education Committee on January 23, 2009; the Department of Counseling, Psychology and Special Education on February 10, 2009; and the Department of Teacher Education on February 12, 2009. On March 18, 2009, the *Inquiry Brief* was emailed to all EPP faculty who teach educator licensure courses and they were asked to sign an approval statement before April 1, 2009.

**Introduction:**

Brigham Young University (BYU), a private institution sponsored by The Church of Jesus Christ of Latter-day Saints, is located 45 miles south of Salt Lake City, on a 600-acre campus in Provo, Utah. Founded under the direction of Brigham Young in 1875 as a small parochial normal school, BYU has since grown into the largest privately owned church-related university in the United States, with approximately 33,000 students, 1,300 full-time faculty, and 900 part-time faculty<sup>1</sup>. Initially accredited by NCATE in 1954 as the "College of Education," the name and many administrative aspects of the college were changed to the David O. McKay School of Education (MSE) in 1996.

In 2003, the Educator Preparation Program (EPP) was formed to build strong collaboration among the School of Education, the public schools, and the arts and sciences departments of the university, and to serve as the accreditation unit. One of the largest teacher preparation programs in the nation, the EPP consists of eight colleges and 21 departments, only three of which are under the umbrella of the School of Education. (These are licensure areas in Early Childhood Education, Elementary Education, and Special Education.) The governing body of the EPP is the University Council on Teacher Education (UCOTE), led by the Associate Academic Vice President for Undergraduate Studies and the Dean of Education and consisting of deans or associate deans of nine colleges at BYU, the executive director of the BYU/public school partnership, and the chair of the department of teacher education. The EPP

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<sup>1</sup>Demographic information comes from "Y Facts" on the [www.BYU.edu](http://www.BYU.edu) website, 3/23/09.

Executive Council meets twice a month to monitor program quality. The *Inquiry Brief* includes undergraduate educator preparation in Early Childhood Education, Elementary Education, and Special Education (in the McKay School of Education) and Secondary Education (with majors or minors from 32 different academic disciplines).

In the 2007-08 academic year, there were 85 full-time tenure-track faculty, 21 clinical faculty, and 24 instructors and adjunct faculty (for a total of 130 faculty); 107 students majored in Early Childhood Education; 507 majored in Elementary Education; and 110-111 majored in Special Education. In Secondary Education, there are 1,219 students with a major in an academic discipline (history has 203; mathematics has 189; and English has 171), and 324 students with a minor in an academic discipline. A total of 2,267 or 2,268 students are currently in EPP. The program had 1,110 graduates in 2007-08: 42 in Early Childhood Education, 262 in Elementary Education, 55 in Special Education, and 751 in Secondary Education.

The educational goal of the Educator Preparation Program, like that of the university, is to blend academic excellence and moral/ethical character development. The program has adopted the framework of the four moral dimensions of teaching as defined by John Goodlad and others (1990, 1994) to help it meet this goal: (a) enculturation for democracy, (b) access to knowledge, (c) nurturing pedagogy, and (d) stewardship of schools.

### **Program claims:**

The program's four claims are embedded in the four Moral Dimensions of Teaching with expectations for how students will demonstrate their mastery of these broad goals.

1. Enculturation for democracy: Candidates design instruction and create learning environments to engage students in critical thinking, problem solving, communicating respectfully, and modeling civility.
2. Access to knowledge: Candidates know the subject(s) they will teach and design instruction to promote learning for all students.
3. Nurturing pedagogy: Candidates know how to design and implement lessons to support the intellectual, social, and personal development of students; how to assess students on their learning and progress; and how to teach in a caring manner.
4. Stewardship for schools: Candidates collaborate with colleagues, parents, and community representatives to improve teaching and learning.

The program claims align with TEAC's quality principles and cross-cutting themes, the INTASC standards, and Utah licensure requirements.

### **Evidence supporting the claims:**

Evidence that candidates meet the EPP claims comes from five sources.

(1) Clinical Practice Assessment System (CPAS) Claims 1, 2, 3, and 4; QP1.1, 1.2, 1.3, Learning How to Learn, Multicultural Perspectives, and Technology  
Based on the 10 INTASC standards, the Clinical Practice Assessment System is used by university supervisors and mentor teachers to rank candidates on a 1 (emerging) to 5 (exceptional) scale and to write a narrative description of the candidate's strengths and weaknesses. In a comprehensive set of eleven tables, faculty reported means that ranged between 3.13 to 5.00 on various CPAS elements related to the program's claims.

(2) Teacher Work Samples (TWS) Claims 2, 3, and 4, QP1.1,1.2, 1.3, Learning How to Learn, Multicultural Perspectives, Technology  
The Teacher Work Sample is the capstone assignment for all candidates except special education and is assessed by faculty teams, using rubrics adapted from the *Renaissance Partnership for Improving Teacher Quality* (2001), in terms of seven elements: contextual factors, learning goal and objectives, assessment plan, design for instruction, instructional decision-making, report of student learning, and reflection and self-evaluation. In a comprehensive set of eleven tables, faculty reported means that ranged between 2.33 to 5.00 on various TWS elements related to the program's claims.

Students in Special Education Mild/Moderate and Severe have been assessed by a teaching portfolio and that data is unavailable in the *Inquiry Brief*. Beginning with the Fall 2009 students, Special Education will report results from the Teacher Work Sample assessment.

(3) Candidate Disposition Scales (CDS) Claims 2 and 4, QP1.3, Multicultural Perspectives  
The Candidate Disposition Scale is administered to students at entry into the program and asks them to report on their responsibility to develop as a candidate and improve the learning of their students, their aspirations and commitment to teaching, and their views regarding diverse students. In a comprehensive set of eleven tables, faculty reported means that ranged between 2.34 to 4.82 on the three CDS elements related to the program's claims.

(4) Praxis II licensure tests Claim 2, QP 1.1  
Students applying for teaching licenses in four program options take Praxis II licensure tests, and faculty report that mean scores meet or exceed the Utah passing scores for all tests.

(5) GPA in the major Claim 2, QP1.1

Students are required to have a 2.85 GPA when they apply for student teaching. The major GPA does not include grades from general education courses. Faculty report means for students in all program options that range from 3.21-3.87.

Indirect measures of candidate work include completion of program requirements, responses to the BYU Senior Survey, BYU Alumni Survey, and the Employer Survey created by Educational Benchmarks Inc. (EBI). In addition, the Professional and Interpersonal Behavior Scale (PIBS) is required in some classes and alerts faculty to potential problems that may initiate remediation.

#### **Internal audit:**

Members of the EPP Executive Committee designed the Quality Control System map and conducted an internal academic audit to review program requirements, policies, and practices. Reviewing material from at least 10% of the candidates in each program option, they examined:

- the syllabi and assignments in courses required for licensure;
- faculty hiring and promotion, evaluation, and professional development;
- candidate files with admission, advising, and assessment data;
- facilities and resources.

The faculty determined through their internal audit that there was a lack of continuity between the candidates' hard copy folder and the various databases used by the various departments of the EPP. The program is in the process of exporting data to a new database that will allow better access.

#### **Plan for program improvement:**

The faculty has begun to track students who express an early interest in education and determine ways to encourage them to enter the program. The EPP Executive Committee will continue to review program data and refine the assessment system on a regular basis and is in the process of revising the disposition instruments. In addition, BYU is working with other educator licensure programs in Utah to create a uniform instrument to be used by principals to evaluate teachers in their first, third, and fifth years of teaching.

#### **Evidence of commitment and capacity:**

**4.1 Curriculum:** All program options are state-approved, and the number of credits required for a degree is slightly higher than those required by other majors because of the professional education component that includes student teaching hours.

**4.2 Faculty:** The faculty have approved the *Inquiry Brief* and accepted the goals described therein; faculty are appropriately qualified for their instructional assignments.

- 4.3 Facilities:** Classrooms, faculty offices, and college equipment and supplies are sufficient and adequate.
- 4.4 Fiscal & Administrative Capacity:** The financial condition of the university is sound and the institution is financially viable. The EPP invests in faculty support and development and EPP faculty's workload obligations are commensurate with those at the university.
- 4.5 Student Support Services:** Services particular to program students include department and college advisement centers, and career placement advisors. BYU provides additional services including technology support in every classroom, computer labs, library and media services, college store, dining hall, health and medical services, center for conflict resolution, international and multicultural services, tutoring, among others.
- 4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising:** The program actively recruits students to select teaching as a profession, assigning mentors who are juniors or seniors in the program to incoming freshman interested in education. Calendars, grading policies, charges and refund policies, and academic credentials of faculty and administrators are reported in the catalog and on the website.
- 4.7 Student Feedback:** The university has a formal grievance procedure, and each department and college is required to keep a file of student feedback and complaints.

The faculty concluded that Brigham Young University and the McKay School of Education are committed to the Educator Preparation Program.

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<sup>1</sup> **The Educator Preparation Program includes undergraduate options in early childhood, elementary, secondary, and special education, and Utah, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates.**