

Summary of the Case (from the Inquiry Brief)
Southern Utah University
Professional Teacher Education Program ¹
Audit Dates: October 6-7, 2008

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 written primarily by David Lund, with Prent Klag and Bobbie Jensen, and was approved by the Beverley Taylor Sorenson College of Education & Human Development faculty on November 13, 2007.

Introduction:

Southern Utah University was founded in 1897 in rural Cedar City as the Branch Normal School of the University of Utah, the region's first teaching school. Independent since 1965, SUU is now a comprehensive regional university committed to superior teaching and quality student service which has earned recognition from Consumer's Digest and the Princeton Review as a regional standout.

Teacher education has remained the "heart and soul" of SUU, with the College of Education and Human Development (COEHD) enrolling approximately one-third of students on campus, including 1200-1500 in undergraduate teacher licensure options and 1400 in graduate study, with an average of 194 students recommended for licensure over each of the past three years.

The COEHD's Professional Teacher Education Program (PTEP) is based on a Program Success Model which emphasizes focus on the individual, reflective practice; standards-based programs; personalized, high quality instruction; well-trained, highly-qualified teaching faculty; and relevant, practical, and cutting-edge curriculum. Candidates for teacher licensure may enroll at the undergraduate or the graduate level, which have recently become more closely aligned along the model of the undergraduate options. Areas of emphasis include elementary and secondary options as well as K-12 physical education and special education. [See end of summary for complete listing of [program options](#).]

Program claims:

With reference to TEAC Component 1.1 (**subject matter knowledge**), the faculty claim that PTEP program completers are knowledgeable educators who construct in-depth knowledge of content and pedagogy and acquire the skills and dispositions necessary to transform knowledge and theory into instructional practices, which actively engage students in the learning process (Claim 1).

With reference to TEAC Component 1.2 (**pedagogical knowledge**), the faculty claim that PTEP program completers are knowledgeable educators who are competent and reflective practitioners and decision makers (Claim 2).

With reference to TEAC Component 1.3 (**teaching skill**), the faculty claim that PTEP program completers adopt an ethic of caring, which includes the development of a kind, thoughtful, and compassionate approach to teaching and learning and an attitude that invites success and brings out the best possible self in both student and teacher (Claim 3).

With reference to the TEAC cross-cutting theme of **learning how to learn**, the faculty claim that PTEP candidates understand the value of life-long learning and are prepared to instill this value in their future students.

With reference to the TEAC cross-cutting theme of **multicultural perspectives and accuracy**, the faculty claim that PTEP candidates understand and are prepared to work with diverse populations.

With reference to the TEAC cross-cutting theme of **technology**, the faculty claim that PTEP candidates understand available technologies and are prepared to utilize them appropriately to enhance instruction.

Evidence supporting the claims:

- **Clinical Practice Evaluations (Claim 1, Claim 2, Claim 3, all cross-cutting themes)**

The Clinical Practice Evaluations are assessments of the final teaching practicum. Overall mean subscores for 168 undergraduate students rated between 2003 to 2008 (during which time the graduate options were not using this version of the Clinical Practice Evaluations) were 1.86 or higher for each area, on a scale of 0 (unacceptable), 1 (acceptable), and 2 (target).

- **Professional Portfolio (Claim 1, Claim 2, Claim 3, all cross-cutting themes)**

The portfolio consists of artifacts with accompanying rationales that relate to the INTASC standards and align to each of the claims and cross-cutting themes. Overall mean subscores for 68 undergraduate students rated on the e-Portfolio between 2003 to 2008 (during which time the portfolio option was not implemented for graduate options) were 2.0 or higher for each area, on a scale of 1 (not present), 2 (on target), and 3 (exceeds expectations).

- **Teacher Work Sample (Claim 1, Claim 2, Claim 3, all cross-cutting themes)**

The Teacher Work Sample (TWS) consists primarily of a lesson plan addressing each of the claims and cross-cutting themes. Overall mean

subscores on the TWS for 251 undergraduate students rated between 2003 to 2008 (during which time the graduate-option TWS was not closely aligned with the undergraduate version) were 1.84 or higher for each area, on a scale of 0 (standard not met), 1 (standard partially met), and 2 (standard met).

- **Surveys (Claim 1, Claim 2, Claim 3, Learning how to Learn, Multicultural Understandings)**
The faculty have developed a self-report post-graduation survey which is sent to as many 1st, 3rd, and 5th year graduates as they could locate, with items assessing Claim 1, Claim 2, Claim 3, and the cross-cutting theme of learning to learn. They also issue a pre- and post-survey to candidates in the multicultural-themed Teaching All Conference. Of the 212 graduates returning the post-graduation survey, most rated their education as above average in each area. A t-test performed on the pre- and post-test scores of multicultural assessment indicated significant growth overall as well as in specific areas.
- **Praxis II (Claim 1, Claim 2)**
The Praxis content exams, which PTEP students must pass to exit the program, are designed to measure subject matter knowledge, while the Praxis Principles of Learning and Teaching (PLT) exams test the knowledge on which good pedagogy is based. The pass rate for the 610 students who took the content exams between 2003 and 2008 was 73%; and for the 341 who took the PLT over the same span, 88%.
- **GPA (Claim 1, Claim 2)**
The faculty consider admission GPAs of 2.75 or higher as indication of a good grasp of content knowledge, and GPAs at program completion of 3.0 or above as reflective of caring teaching which is measured in part through course-embedded performance evaluations. The mean admissions GPA for 751 undergraduate-option students and 71 graduate-option students between 2003 and 2008 was 3.40, and the mean end-of-program GPA over the same span was 3.44 for 271 undergraduate-option students and 3.91 for 37 graduate-option students.
- **Educator Dispositions Assessment (Claim 2, Claim 3)**
The Educator Dispositions Assessment is based on INTASC standards and the PTEP Program Success Model, and is administered at intervals throughout the program. It is based on a three-level rubric (standard not met, standard partially met, and standard met) and is used to identify exemplary professional dispositions and to track development in dispositions. Of 991 students rated on 10 pedagogical items and 13 caring teaching items in Fall

2007 and Spring 2008, only 18 (2%) were judged to have not met the standard for all of the items.

- **Course outcomes (Learning how to Learn, Multicultural Perspectives, Technology)**

The faculty note that these cross-cutting themes are infused throughout the curriculum and that course syllabi specifically list ways in which they are addressed. A sample of 62 syllabi indicated that 77% of the courses addressed lifelong learning, 89% addressed multicultural perspectives, and 81% addressed technology.

- **Graduate school records (Learning how to Learn)**

The faculty interpret the pursuit of additional education following graduation as evidence that completers have become lifelong learners. Of the 281 graduates since the 2003-2004 academic year, 59 (21%) have returned to Southern Utah University for additional training. The program does not track completer's graduate education at other institutions.

Internal audit:

The internal audit was conducted by four PTEP members, using all 954 candidates in the program since the 2003-2004 academic year to probe the quality of student learning, and 60 current and 30 graduated students to probe the quality of the program and faculty. Their findings include:

Quality Principle I (Evidence of student learning): Examination of 360 graduated and 25 current student files and all available course syllabi revealed that student files were complete although not all information was recorded in the database, and that most syllabi included the matrix of claims, objectives, and standards.

4.1 Curriculum: Examination of all courses submitted for approval in the last three years revealed that approval processes were appropriately followed.

4.2 Faculty: Examination of 18 faculty records indicated that hiring, leave, and promotion/tenure policies were appropriately followed.

4.3 Facilities: The faculty all have personal computers, the program has the most modern facilities on campus, and funds are available to purchase needed equipment.

4.4 Fiscal & Administrative Capacity: Examination of university budget and bonding revealed no significant concerns.

4.5 Student Support Services: The faculty determined that no grievances regarding student support services were filed in the last two years.

4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising: In general, print and online catalogs are in agreement.

4.7 Student Feedback: The office of the vice president for student affairs identified no outstanding complaints against the program, and examination of student course evaluations revealed 80% of students rate faculty highly.

Plan for program improvement:

1. Make appropriate curricular changes to address low Praxis scores, especially in Special Education and Physical Education.
2. Reconsider use of the CAAP as an admission requirement as it provides insufficient information about content knowledge.
3. More consistently align the TWS, the e-Portfolio, and the practicum observations for purposes of data triangulation.
4. Explore ways of collecting data about graduates' competence in the field, including self-report and employer surveys.
5. Revise the graduate options to make them more closely mirror the undergraduate options in terms of admission, courses required, and benchmarks and assessments required.
6. Develop a method of contacting declared but not admitted candidates and to provide encouragement and assistance in planning coursework in teacher education.

Evidence of capacity and commitment:

4.1 Curriculum: The equivalent of a major in the subject area and a minor in pedagogy is required of all PTEP completers. PTEP curricula is state-approved. Degree requirements in the PTEP meet or exceed institutional standards.

4.2 Faculty: The program has somewhat fewer faculty members with terminal degrees and at higher ranks than in SUU overall, due to a previous practice of employing a large number of faculty in clinical roles.

4.3 Facilities: The program administrators are housed in a recently-renovated building with state of the art facilities, and faculty offices and program courses are all in a new state-of-the-art building.

4.4 Fiscal & Administrative Capacity: Salaries for program faculty are commensurate with teacher educator salaries nationwide and with salaries at SUU overall.

4.5 Student Support Services: Student support services include those offered to all students at the institution as well as services especially tailored to students in the college.

4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising: The program adheres to institutional policies regarding admissions, recruiting, grading, and calendar, and the *Brief* is consistent with other published material.

4.7 Student Feedback: Student evaluations for program faculty are somewhat more positive than those for faculty overall.

The faculty concluded that Southern Utah University is committed to the Professional Teacher Education Program.

¹ The program includes options in the following areas and New Utah, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:

Undergraduates seeking elementary licensure may major in Elementary Education or in Special Education Mild/Moderate Dual Major, specializing in one of the following eight areas:

- Elementary Education Art
- Elementary Education English as a Second Language
- Elementary Early Childhood Education
- Elementary Education English/Language Arts
- K-8 Mathematics Education
- Elementary Education Music
- Elementary Education Science Education
- Elementary Integrated Studies Requirements

Undergraduates seeking secondary licensure may choose a major or minor from among the following:

- Art
- Biology
- Business Education
- Chemistry
- Communications
- Computer Science
- Dance Education
- English
- English as a Second Language (ESL)
- Family and Consumer Sciences
- French
- Geography
- Geology
- German
- Health Education
- History
- Library Media
- Marketing Education
- Mathematics
- Music
- Physical Education
- Physical Education (Coaching)
- Physical Science
- Physics
- Psychology
- Reading K-12
- Social Science Composite Major
- Spanish

Summary of the Case: Southern Utah University

©TEAC ♦ One Dupont Circle ♦ Suite 320 ♦ Washington, DC ♦ 20036 ♦ 202/466-7236 ♦
www.teac.org

-
- Special Education Mild/Moderate
 - Technology Education
 - Theatre Arts

Undergraduates seeking K-12 licensure in physical education major in physical education and may emphasize teaching/coaching or health education.

Graduate students seeking licensure may enroll in the Graduate Education Licensure Program (GELP) and choose one of the following areas of emphasis:

- Elementary Education Licensure Program (ELITE)
- Secondary Education Licensure Program (SELCT)
- Special Education Mild/Moderate Licensure Program (SPED)
- English as a Second language Endorsement (ESL)
- Reading Endorsement/Specialist Endorsement Program
- Instructional Technology Endorsement
- Administrative/Supervisory Licensure (LEAD)

Graduate students currently in a special education teaching position in the state of Utah may pursue the Special Education Alternative Licensure (SEAL). Candidates who complete the program receive a Special Education teaching license.