

EXECUTIVE SUMMARY
WSU Department of Teacher Education
Self-Study Document, Fall 2013

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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself.

Mission Statement of the Weber State University Teacher Education Department:
We work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.

Teacher Education has made substantive changes to curriculum based on a self-study conducted over the past two years (Google Teacher Ed). These changes include rearrangement of courses within levels and new courses for practicum work in schools. In addition, the department has adopted the Utah Pre-service Teacher Learning Outcomes (UPTLO), which are aligned to the Utah Effective Teacher Standards. Each course within the program collects formative assessments aligned to UPTLO

Teacher Education is supported through several external community partners. These are primarily associated with local school districts and include concurrent enrollment, curriculum consortia, and advisory groups.

The enrollment in undergraduate and graduate programs increased following the economic downturn, but has since decreased to levels more similar to 2008-09 school year. Teacher Education primarily uses adjunct faculty in student teaching supervisory roles, but has some adjunct faculty for program courses. The adjunct faculty have credentials that are well aligned to their assignments and to the criteria used when hiring tenure-track faculty, i.e., experience in K-12 settings.

Teacher Education has not conducted program review in the past, relying on external accreditation. However, the work from Google Teacher Ed is ongoing and includes the development of new assessments, alignment of courses and outcomes, validation of measures, and strengthening of community partnerships.

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