



AAQEP Annual Report for 2020

Provider/Program Name: Western Governors University Teachers College

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): June 30, 2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

In 1997, Western Governors University (WGU) pioneered competency-based education measuring learning rather than time. Competency units correlate to course outcomes without regard for time it takes a student to master them. Students receive course credit when they have passed the required objective and performance assessments. WGU’s high standard of mastery has been designed to equate between a 3.00 and 4.00 on a 4.00 scale. All WGU courses are designed to equate the competency units with traditional credit hours. For example, the learning outcomes and course objectives that would be appropriate for a traditional 3-credit course are included and assessed in a 3-competency-unit course at WGU.

Founded in 2003 with a grant from the United States Department of Education, WGU’s Teachers College (TC) serves over 24,000 candidates with a global network of more than 34,000 graduates. TC is one of four colleges within WGU and is led by a Senior Vice President, an Academic Vice President (AVP), and a Vice President for Operations (VPOP). Under the overall strategic and operational direction of the Senior Vice

President, the AVP ensures program quality, adequacy of resources, faculty quality and sufficiency, and future programming. The VPOP is responsible for student-facing operations, including the areas for Field Experience, Teacher Principal Success, and Mentoring.

TC prepares professional educators by cultivating their life experiences into the qualities of nurturing practitioners. Graduates affirm the value of diversity and are cross-culturally competent; they embody equity and fairness and are committed to the belief that all students can learn.

Initial preparation programs align to the following standards: (1) national accreditation bodies like AAQEP, (2) teacher performance expectations and practices (i.e., InTASC Model Core Teaching Standards), (3) content area standards defined by the Specialized Professional Associations (SPAs), and (4) state standards (when applicable). Based on national standards and comprised of uniform courses, assessments, and experiences, TC offers programs in multiple licensure areas which meet many jurisdictional requirements. TC maintains program approvals in 10 states (Utah, California, Indiana, Kentucky, Missouri, Nevada, North Carolina, Ohio, Tennessee, and Washington) while preparing candidates to enter the workforce in all American jurisdictions.

Teachers College revised its Tenets in 2020:

1. WGU's Teachers College radically improves the way people learn and lead across the K-20+ spectrum—i.e., the K- 12, higher-education, and workforce-education sectors.
2. The surest path toward helping our students become next-generation educators is to ensure they experience high-quality, next-generation education.
3. *We know our students* and are committed to supporting each one as they work to learn well, finish strong, and launch effectively into the next phase of their learning or working journey.
4. School districts, colleges, universities, and industry employers are our customers too. Developing programming and services that meet their strategic needs matters.
5. We are a beacon of Diversity, Equity, and Inclusion (DEI) impact in both expanding access and improving attainment.
6. We own and champion larger WGU strategic goals around student outcomes and financial sustainability.
7. Our people are our college. How we recruit, hire, develop, evaluate, and culturally integrate our team is the most tangible evidence of our values and expectations around DEI, learning quality, and student care.

Programs accredited by AAQEP in 2019 are:

Bachelor of Arts, Elementary Education

Post-Baccalaureate, Elementary Education (TC retired this program in 2020)

Master of Arts in Teaching, Elementary Education
BA, Special Education (K-12), *dual licensure with special education and elementary education.*
BA, Special Education-Mild to Moderate
MAT, English Education (Secondary)
Bachelor of Science, Mathematics Education (Middle Grades)
MAT, Mathematics Education (Middle Grades)
BS, Mathematics Education (Secondary)
MAT, Mathematics Education (Secondary Education)
BS, Science Education (Middle Grades)
BS, Science Education (Secondary Chemistry)
BS, Science Education (Secondary Physics)
BS, Science Education (Secondary Earth Sciences)
BS, Science Education (Secondary Biological Sciences)
MAT, Science Education (Secondary), *includes Chemistry, Biological Sciences, Earth Sciences, and Physics.*

Please note that all data in this report were current as of August 31, 2020, accessed on December 3, 2020.

Public Posting URL

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

<https://www.wgu.edu/online-teaching-degrees/successful-student-learning-outcomes1.html>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2019-2020

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2019-20
BA, Elementary Education	Elementary Education	14,812	1,654
PB, Elementary Education	Elementary Education	193	43
MAT, Elementary Education	Elementary Education	1,570	458
BA, Special Education (K-12) <i>Note: dual licensure with special education and elementary education</i>	Elementary Education and	4,243	753
	Mild to Moderate Special Education		
BA, Special Education (K-12) <i>Note: dual licensure with special education and elementary education (Redesigned)</i>	Elementary Education and	2,474	10
	Mild to Moderate Special Education		
BA, Special Education-Mild to Moderate	Mild to Moderate Special Education	713	6
MAT, English Education (Secondary)	English Endorsement	430	114
BS, Mathematics Education (Middle Grades)	Mathematics Endorsement	675	53
MAT, Mathematics Education (Middle Grades)	Mathematics Endorsement Middle Grades	238	59
BS, Mathematics Education (Secondary)	Mathematics Endorsement Secondary	1,213	76
MAT, Mathematics Education (Secondary)	Mathematics Endorsement Secondary	178	34

BS, Science Education (Middle Grades)	Science Middle Grade	223	9
BS, Science Education (Secondary Chemistry)	Chemistry Secondary	148	6
BS, Science Education (Secondary Physics)	Physics Secondary	159	0
BS, Science Education (Secondary Earth Science)	Earth Science Secondary	276	6
BS, Science Education (Secondary Biological Science)	Biological Science Secondary	1,142	88
MAT, Science Education (Secondary) <i>(includes Chemistry, Biological Sciences, Earth Science and Physics)</i>	Science Education Secondary	397	111
TOTALS:		29,084	3,480

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Post-Baccalaureate, Elementary Education (Retired in 2020. TC is no longer enrolling candidates.)

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

1. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

29,084

<p>2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>
<p>3,480</p>
<p>3. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>WGU recommended 3,700 students in the programs listed above between 9/1/2019 and 8/31/2020. Of those 3,700, 2 were recommended in 3 different states and 118 were recommended in two different states. The higher number of recommendations than completers may be due to completers previously delayed in pursuing licensure from an earlier term.</p>
<p>4. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.</p>
<p>The overall completion rate within the expected time frames is 54.25% The overall completion rate within 1.5x of the expected timeframe is 63.33%</p>
<p>5. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</p>
<p>The overall pass rate on Praxis was 88% in 2018-2019. (This is the most recent data available.) The overall pass rate on edTPA was 95.25% in 2019-2020.</p>
<p>6. Narrative explanation of evidence available from program completers, with a characterization of findings.</p>
<p>TC systematically tracks completers after they enter the teaching profession to evaluate the WGU programs’ impact on teacher success. One tool we use is a pair of surveys sent to completers and their employers which asks the similar questions of the two groups on matters of importance to the success of all P-12 students. The survey asks the respondents to rate how well the program prepared the completer on items aligned with the INTASC Standards on a scale of Extremely Well, Very Well, Moderately Well, Slightly Well, and Not Well at All. Over 500 (N=505) initial-level program completers responded to the survey in 2019-2020. The majority of completers reported satisfaction with preparation on all standards. The total percent of completers who said they were Extremely Well and Very Well prepared ranges from 93.46% on Instructional Planning to 97.24% on Content Knowledge. Compared to the results from the Employers Survey in question 7 below, both</p>

groups agreed that the WGU TC programs are strongest in preparing teachers in content knowledge, though still strong, slightly more challenged by instructional planning

Completer Survey Results

INTASC Standards	Extremely Well	Very Well	Total
Content Knowledge	49.25%	47.99%	97.24%
Learner and Learning	51.44%	44.10%	94.54%
Instructional Planning	49.45%	44.01%	93.46%
Professional Responsibility	53.76%	40.56%	94.32%

7. Narrative explanation of evidence available from employers of program completers, with a characterization of findings.

TC systematically tracks completers after they enter the teaching profession to evaluate the WGU programs’ impact on teacher success. One tool we use is a pair of surveys sent to completers and their employers which asks the similar questions of the two groups on matters of importance to the success of all P-12 students. The survey asks the respondents to rate how well the program prepared the completer on items aligned with the INTASC Standards on a scale of Extremely Well, Very Well, Moderately Well, Slightly Well, and Not Well at All. If the completer gives WGU permission to contact their employer and provides contact information, a similar survey is sent to employer. Ninety-three of these employers responded to the survey in 2019-2020. The majority of employers reported satisfaction with the completer’s preparation on all standards. The total percent of employers who said the completer was Extremely Well and Very Well prepared ranges from 68.13% on Instructional Planning to 88.99% on Content Knowledge. The total percentage varied between completers and employers, however, both groups agreed that the WGU TC programs are strongest in preparing teachers in content knowledge, and, though still strong, face some challenge with instructional planning.

Employer Survey Results

INTASC Standards	Extremely Well	Very Well	Total
Content Knowledge	37.09%	51.90%	88.99%
Learner and Learning	27.09%	49.37%	76.46%
Instructional Planning	19.98%	48.15%	68.13%
Professional Responsibility	32.52%	43.24%	75.76%

8. Employment (and/or more schooling) rates for the immediate prior year's completers, if known.

Teaching, full time	79.30%
Teaching, part time	9.44%
Total Teaching	88.74%
Employed full time, but not in teaching	5.30%
Employed part time, but not in teaching	0.99%

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
WGU-TC is a competency-based program. All courses and all programs have embedded competencies.	In order pass a course, candidates must all demonstrate competencies at 3.0 GPA equivalent. In order to meet program completion requirements, candidates must pass all courses.	100% of completers meet program competencies.
Demonstration Teaching (DT) Final Evaluation	DT evaluation is scored and evaluated by INTASC standards, with multiple aspect ratings within each standard. Candidates need an overall score of 3.0, with all standards passed. Scoring levels are as follows: 0 = Not Observed. The candidate did not demonstrate the teaching practice.	Data reflect cumulative ratings, or all iterations of the assessments taken by all students during the designated data cycle. Spring 2019 = 3.53 Fall 2019 = 3.46 Spring 2020 = 3.57

	<p>1 = Emerging. The candidate demonstrates through their knowledge or skills that they require significant remediation to improve the teaching practice. The candidate requires sustained, intensive support in order to achieve success.</p> <p>2 = Learning. The candidate demonstrates through their knowledge or skills that they are learning and require some additional practice to fully demonstrate competency for the teaching practice. The candidate lacks professional confidence and requires additional support in order to achieve success.</p> <p>3 = Competent. The candidate demonstrates through their knowledge or skills that they are fully competent to meet the teaching practice. The candidate is generally confident, competent, and demonstrates potential for success.</p> <p>4 = Exemplary. The candidate demonstrates through their knowledge and skills above what is expected for a competent candidate related to the teaching practice. The candidate exudes confidence, composure, and competence, is able to work with increasing independence, and demonstrates a strong potential for success.</p>	
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Licensure Exams	Pass with score greater than 80%	The overall pass rate on first and second attempts on the Praxis was 88% in 2018-2019.
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
EdTPA	The overall pass rate for the edTPA for TC is greater than 90%. Candidates are expected to achieve the minimum cut score for Utah or for the licensing state if higher.	edTPA pass rates in 2019-2020: Fall 2019 = 95.8% Spring 2020 = 94.7%
Demonstration Teaching (DT) Final Observation	DT evaluation is scored and evaluated by INTASC standards, with multiple aspect ratings within each standard. Candidates need an overall score of 3.0 with all standards passed in order to successfully complete the demonstration teaching experience. Scoring levels are as follows: 0 = Not Observed. The candidate did not demonstrate the teaching practice. 1 = Emerging. The candidate demonstrates through their knowledge or skills that they require significant remediation to improve the teaching practice. The candidate requires sustained, intensive support in order to achieve success.	Data reflect cumulative ratings, or all iterations of the assessments taken by all students during the designated data cycle. Spring 2019 = 3.12 Fall 2019 = 3.40 Spring 2020 = 3.11

	<p>2 = Learning. The candidate demonstrates through their knowledge or skills that they are learning and require some additional practice to demonstrate competency for the teaching practice. The candidate lacks professional confidence and requires additional support in order to achieve success.</p> <p>3 = Competent. The candidate demonstrates through their knowledge or skills that they are fully competent to meet the teaching practice. The candidate is generally confident, competent, and demonstrates potential for success.</p> <p>4 = Exemplary. The candidate demonstrates through their knowledge and skills above what is expected for a competent candidate related to the teaching practice. The candidate exudes confidence, composure, and competence, is able to work with increasing independence, and demonstrates a strong potential for success.</p>	
Professional Portfolio	<p>Candidates must achieve competency in all performance aspects as measured by the task rubrics.</p> <p>The scoring levels are:</p> <p>1 = Not evidence</p> <p>2 = Approaching competency</p> <p>3 = Competency achieved</p>	<p>Data reflect cumulative ratings, or all iterations of the assessments taken by all candidates during the designated data cycle. All candidates must achieve a final competent rating in order to pass.</p> <p>2018/2019 = 2.78</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

TC launched the new Professional Core on July 1, 2020 and is receiving positive feedback from candidates on the changes. This revision was an opportunity to rebuild programs based on TC's internal and external evaluations and national trends. The Core will build a strong foundation for teacher performance, improve the delivery, and use of learning resources, provide relevant preparation for teaching all P-12 students, and integrate research-based practices for candidates to use in the classroom.

The new Core includes eight new courses, plus three new Mathematics for Elementary Educators courses, a Survey of the Pacific Northwest for Educators course for candidates licensing in the state of Washington, and an Inclusive Classroom course for elementary educators. Other additions include Social and Emotional Learning (SEL), family engagement, and expanded instruction on working with English Language Learners and supporting diverse populations.

Embedded within the eight courses comprising the Professional Core are 36 hours of preclinical experiences that provide candidates with a combination of observed, simulated, and authentic school-based experiences. These early preclinical experiences allow for immediate practical application and personal reflection on knowledge gained, ensure candidates have early opportunities to thoughtfully consider the realities of varied P-12 educational environments, and provide opportunities for candidates to engage early on with high leverage teaching practices (University of Michigan, Teaching Works, 2019) that positively impact student learning.

Clinical experiences "span" the preparation program and occur in three phases:

- Phase One: The course-embedded preclinical spans the early to mid-level professional preparation and consists of virtual, authentic (within school communities), and simulation experiences. Each of the designated professional core courses common to all initial licensure programs include preclinical for a total of 36 clock hours.
- Phase Two: The extended preclinical course consists of 75 classroom-based hours in two placements. The candidate and teacher collaborate and co-teach. To develop further the skills and confidence necessary to be an effective teacher, the candidate presents lessons in small- and large-group authentic teaching situations in preparation for the clinical experience.
- Phase Three: In the culminating clinical, the 1) candidate and teacher co-teach; 2) the candidate teaches, and the teacher

purposefully observes; and 3) the candidate solos with teacher support.

TC is planning improvements to MAT program offerings. A new MAT in Special Education is scheduled to launch on May 1, 2021. Changes to the MAT Elementary Education admission requirements increased enrollment by 217.72% compared to last year. Revised admission requirements for other MAT programs were launched on December 1, 2020.