

**MINUTES**  
**COUNCIL ON TEACHER EDUCATION MEETING**  
April 19, 2021

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**MEMBERS PRESENT:** Seth Archer, Curtis Benjamin, Marilyn Cuch, April Denton, Dennise Gackstetter, Dennis Garner, Tom Higbee, Malia Hite, Scott Hunsaker, Alden Jack, Francine Johnson, Cindy Jones, Camille Odell, Matt Omasta, Greg Podgorski, Sylvia Read, Jessica Rivera-Mueller, Marla Robertson, Kady Schneider, Maria Spicer-Escalante, Julie Wheeler

**MEMBERS EXCUSED:** Paul Barr, Steve Carlsen, Elizabeth Drake, Sheri Haderlie, Peter Mathesius, Eric Mohr, Gary Stewardson, Greg Wheeler, Michelle Wilson

**GUESTS:** Jose Chavez, Greg Cox, Felicia Dixon, Sharla Hart, Lisa McLachlan, Darcie Peterson, Denise Taylor

**ACTION ITEMS:**

1. Approval of Minutes:  
Minutes for March 2021 were approved as written.

**Information/Discussion Items:**

1. Advisement Regarding Praxis Content Tests for Secondary Teaching Majors – *Sylvia Read*  
If secondary education students are planning to apply for a license outside of Utah, it would be wise to take the Praxis in their content area. Idaho and Nevada still require most of the Praxis tests. Wyoming requires the Social Studies Praxis test. Colorado requires some of the Praxis tests. Denise and Sylvia will share this information with advisors so they can let their students know that other states are still requiring the Praxis exams, so if they plan on applying out of state, they should take the Praxis for their content area(s). Even with a professional license in Utah, they would be required to take the Praxis to teach in other states. There are also states who require their own specific tests. Praxis tests are still required for minor content areas. The OPI is also required in most states, as well. Sharla Hart pointed out that cut scores for the Praxis tests can be different from state to state.
2. Clinical Experiences for Secondary Students – *Sylvia Read*  
Students should be required to teach lessons based on what they are learning in corresponding methods course(s), not just observe. It would be helpful if assignments in methods courses included having students write and teach a lesson plan. The more uniform and higher our expectations are, the less likely we are to get any pushback from students or mentor teachers. If their first in-class teaching experience is during student teaching, our students are underprepared. Jessica Rivera-Mueller said she assigned a lesson design and delivery in her methods class, and it has worked for all mentor teachers. Greg Cox noted that R277-304-2: Clinical experience means a structured opportunity in which a program candidate is mentored by a licensed educator in order to develop and demonstrate competency in the skills and knowledge necessary to be an effective teacher. Marla Robertson stated that elementary preservice teachers must teach content lessons in reading, science, math, writing and sometimes social studies. A few members of the Council said they contact each mentor teacher individually, letting them know their expectations. Sylvia said they could consider increasing the number of hours required to 40 for the 1-credit requirement.
3. PPAT Updates – *Sharla Hart, Darcie Peterson*  
Sylvia said she received scores from Task 2 and Task 3 of the PPAT but will wait until Task 4 scores come in before she disaggregates them by program. The two lowest scores on average were the

reflection scores. Task 3.4.1 was 2.74, and Task 3.4.2 was 2.45. Sharla Hart said there were a few challenges with Task 4 and students had issues with uploading their videos. Some of the students missed the deadline for uploading Task 2 and Task 3. Sharla also had concerns about their performance on the PPAT exam in relation to how well they do in the classroom. She said they had one student this semester who did very well on the PPAT but had to be removed from student teaching. Sylvia Read stressed the need for specificity in rationale and communicating their choices and how they link them together. Scott Hunsaker indicated that the last thing student teachers think about when they look over their assessment data is their own instruction. We need to teach them that when they see a problem in the assessment data, their first assumption should be that something is going on with their instruction and understand that this is the area we need to put as first priority. We need to model this in our own teaching and have the mentor teachers model this as well. Dennise Gackstetter said she has her students write scripts for instruction and it helps them to determine if it is clear and if they are breaking things down well. Then the students swap scripts and have another student assess them. Last fall she had her students create instructional videos that they could watch on their own time, where they had to present an activity. It was very helpful in evaluating their ability and instruction. Sylvia Read emphasized that we want our student teachers to think about how the students in their classes were able to receive and interact with what they were teaching instead of how well their delivery went. Darcie Peterson stated the importance of having them do reflective writing throughout their program and expanding these tasks. If they are not fluent in reflection, it shows up on their PPAT exam.

#### 4. USBE Updates – *Malia Hite*

Malia Hite said if anyone was interested in an overview of the new licensing system, they could view it on the [USBE YouTube Channel](#). Elementary Education teachers that want to get an Associate License, prior to completing their program, must pass the Praxis 5001 Elementary Education Multiple Subjects test.

Malia also informed the council that they now have a pathway for the Associate Educator License in Special Education that includes the Praxis 5001 exam and the USBE Law course. It is a 20-hour training and is available on [MIDAS](#) for educators who are working in Special Education as the hired teacher.

Utah is working on a venture with the following three groups: Lifelong Learner Project, Randa Solutions, and Credential Engines. They are creating a digital wallet for teachers and other professional educators. All the educator's data and original documents would be housed in their digital wallet. Malia Hite will send the link to Sylvia Read for students to create their educator wallet for free. They can attach their ETS account, so their original Praxis and/or PPAT scores will be in their wallet. They can share their wallet with anyone they want. They are also looking at being able to have transcripts and licenses in their educator wallet, so when they have graduated, and want to teach in another state, they can share their wallet to verify their credentials. The PPAT scores will not be available to districts. They will be able to see if the educator passed or failed, but not until Fall 2022. If a district is requesting the PPAT score report for an employment decision, they would need to work with the educator to get that data. With the digital wallet, not only would you get the transcript, but you would get the entire name of the course and the course description from the catalog year and the semester the student took the course. This will be very helpful when they are applying for different endorsements or verifying courses for out-of-state applications. It is really helping the educator data to be transferable, consumable, reliable, and verified, making it so much more detailed than it is today. <https://randasolutions.com/solutions/the-wallet-by-randa/>

Sylvia Read asked why the Associate Educator License applications were taking so long to get processed. Malia Hite responded that the delays in processing the Associate Educator License

applications have been due to technology and being short-staffed. They have solved the technology issues and are working on getting the staff hired to help process the applications. Sylvia inquired if it would be possible for the Utah State Board of Education Office to administer the follow-up survey for first-year teaching students and employers and possibly extend the surveys 2-3 years for the graduates and their employers. Most universities in the state use the same questions, so it would be nice to have a state administered questionnaire and that would enable us to have a state benchmark and be able to compare ourselves.

5. District Feedback – *April Denton, Alden Jack*

For future CTE meetings, they will most likely be held in a conference room but will also be available via Zoom. This would allow us to invite other districts to attend. Sylvia Read will check to see if that is in the bounds of the code. April Denton suggested that it would also be nice to add a School Counselor.

April Denton said they made it through the year and the students are starting to feel like things are more normal. They are still required to wear masks, but they will be able to have graduation and they are really excited about that. They had a good student teacher experience this last year at Logan High School and they were successful, considering all the challenges they had to deal with. Dennise Gackstetter asked if April thought that with the experiences from this last year, which afforded students and teachers more options on how instruction was delivered and how they attended school, if some sort of innovation would result from that. April said she was part of the Innovations program at Logan High School and felt like last year's experience has definitely changed things. They have teachers presenting in the classroom that goes along with the online program. It made the district see the need for students to be able to stay home if they need to. They realized that they could make those exceptions and students could still succeed.

Alden Jack said they were thinking about how they could better implement strategies with their instructional coaching and the coaching they are doing with behavior to help students shift away from thinking about their delivery and being reflective about their practice and how they can become better at what students are learning.

Alden Jack said Jennifer Thronsen sent them a draft a couple of weeks ago of the Portrait of a First-Year Teacher document. He sat in on one of the collaborative chats on that document and they have been looking into a skilled progression of knowledge turning to skills that could be put into practice in teaching dispositions. Alden asked what the next step would be. Malia Hite said they are working on more clearly defining our Board Rule competencies. They will use the Portrait of a First-Year Teacher to help inform what those competencies might be and how they might assess them. Right now, in Board Rule, it just says they must have the dispositions to be an educator, but they are not defined at all. They are looking at aligning the Utah Effective Teaching Standards so there is cohesion. The intent of this document is not only to provide a portrait of a First-Year Teacher, but to define more clearly what we mean when we say a teacher in the state of Utah that has finished their preparation activities and are professionally licensed, and then to have them carry between the Portrait of a Graduate for K-12 students. [Portrait of a First Year Teacher—PDF](#).

Curtis Benjamin, from the Northern UniServ Association, said their interest as an association is to continue to make sure that educators come into an environment where they thrive, so their students can thrive, and making the profession a place where educators want to come and stay.

**Next meeting: September 20, 2021**