

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
April 15, 2024

MEMBERS PRESENT: Ekaterina Arshavskaya, Carrie Bala, Jessica Baxter, Curtis Benjamin, Lacey Boschetto, Jeni Buist, Steven Camicia, Greg Cox (for Lisa McLachlan), Marilyn Cuch, Amanda Dawson, Nichelle Frank, Sharla Hart, Tom Higbee, Brynja Kohler, Jessica Koltz, Kelli Munns, Lauri Nelson, Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Nate Trauntvein

MEMBERS EXCUSED: Paul Barr, Dennise Gackstetter, Spencer Holmgren, Jana Johnson (for Peter Mathesius), Max Longhurst, Chloe Richmond, Lynette Tervort, Greg Wheeler

GUESTS: Bobbi Crabtree, Darcie Peterson

ACTION ITEMS:

1. Approval of Minutes: <https://usu.box.com/s/ye59pyfk2qc1rvtt81hni30deizxqfxt>
Minutes for March 2024 were approved as written.

Information/Discussion Items:

1. USBE Updates – *Greg Cox*

Details in USBE Educator Licensing Newsletter:

<https://docs.google.com/document/d/15tBF0k9d8kgUYx9wCJPFGoaka0Mj-GA8XVcKsH6Lu6Q/edit>

Greg Cox talked about updates in the USBE licensing newsletter, particularly the rule changes related to [HB 208](#) implementation. He said there was a lot of back and forth about what that law actually meant. They thought that they had a fix for it, but they said that was not the intention of the law, so they had to do a lot of last-minute changes. The Law and Licensing Committee approved Board Rules [R277-303 Draft 2](#) and [R277-301 Draft 4 related](#) to educator licensing on Friday, April 5, 2024. Amendments were based on feedback from a variety of stakeholders. Greg said it would go to full board for review at the beginning of May.

Starting May 1, 2024, when the law goes into effect, one of the following two options will be required to meet the PPA licensing requirement that is in current Board rule for a professional teaching license:

1. Approved PPA (PPAT, edTPA, or Davis PPA) with a cut score of zero.
2. Microcredential Stack ([High Quality Instruction Part 1](#), [High Quality Instruction Part 2](#), and [Strategies for Working with Diverse Learners](#))

Should the draft rules approved by the Law & Licensing Committee be approved by the full Board in May, then neither the PPA or microcredential stack would be required for a professional teaching license area recommendation starting mid-June.

Sylvia Read said in addition to these rule amendments, there was a change to the [EPP General Teacher Preparation Competencies \(January 2024\)](#), referenced in R277-304. The change is under the first Professional Responsibility competency to align with R277-328. She has been involved in a working group with several other universities across the state to redesign the student teaching

evaluation to match the General Teacher Competencies which also match the new Utah Effective Teaching Standards. They were waiting for the competencies to come out before they really dug into this because that gives them concrete language. Sylvia said they have discussed renaming the competency levels to be the following:

- Not effective would be changed to Not meeting expectations
- Beginning would be changed to Approaches expectations
- Developing would be changed to Meets expectations
- Preservice effective would be changed to Exceeds expectations

Allison Riddle suggested instead of using Exceeds expectations, we change it to Consistently demonstrates expectations. Sylvia agreed that performance language makes more sense than the language they used. She said they will be putting all 37 of the competencies in this student teaching evaluation and will be submitting it to the Utah State Board of Education this summer. Departments would have flexibility to add small, program specific assignments they want to measure or have evidence of. It will replace the current student teaching evaluation we deploy through Qualtrics. These will also be the instruments we use along with an alumni survey, employer survey, and dispositions instrument we use for our accreditation process. They have not determined what this instrument will be called for sure. They are still working on that.

Greg indicated he had sent a form to Sylvia regarding the general competencies and elementary competencies that she could share with the members of the council. He would like feedback on any changes that could be made to make it easier for programs to understand and fill out. The form asks where in your courses are these things being taught or expected. Sylvia said we might need some help understanding the difference between the application and demonstration. Greg said the key point was that the definition of demonstration says it is done in a classroom setting with children. The other two don't have to be but there are still some confusing parts to it.

2. District Feedback – *Jeni Buist, Allison Riddle*

Jeni Buist said they were doing a lot of interviewing right now for all positions. Overall, as a district, they don't have as many openings as they have had in the past. For special education, they don't have as many openings, but they don't have as many applicants either, so maybe that was a good thing. They are starting the Readiness Improvement Success Empowerment testing and getting those end of year assessments moving. Their district administration is working on the legislation and how they are going to move forward with that.

Allison Riddle said she usually does a big session in May with all of their Year 1 elementary teachers. It's a final reflection session where they go through their reflection process about their year and getting them excited and ready for the next year. They have something cool coming up in June. Every year their district holds a professional learning conference for their teachers. It's called their R and R Conference and every year the R and R stands for something different. It is on June 4th and 5th. They have all kinds of sessions on best practices of instruction; some are content related; some are just on practice, and some on tech. One of their keynote speakers this year is Juliana Urtubey. She was the 2021 National Teacher of the Year. She is from Nevada and has got a rich background, having been one who immigrated to the United States as a child and then became an educator. Sylvia Read said our ITLS 5500 class is becoming ITLS 2500 and this is one of the ways we are meeting the competency or providing content towards being a competency. It provides intentional tools and technology to design and implement activities that promote active student technology use. It is also in the new draft AAQEP standards. There is a stronger emphasis on technology there.

3. Northern Utah UniServ Updates – *Curtis Benjamin*

Curtis Benjamin said this is the negotiation time of year where their member leaders and members of their negotiation's teams get the opportunity to talk with the district representatives about how to increase opportunities for educators to be able to attract, retain, improve and discuss those things that could happen in the working environment. They are grateful for the opportunity to be able to do that. They will be offering a summer leadership academy that they do each year for their members, and it's an opportunity for them to learn the gamut from social justice, racial justice issues, retirement, and educating in the classroom. April is also the time when they do some of their governing. I think there's an impression sometimes that NEA and UEA kind of have a monolithic quality to them that what the UEA said or the position UEA took and really it is member driven and member led. The House of Delegates is the place where they get their members together and as representatives delegates to be able to vote on those stands that the state association takes.

Curtis said that one of the pieces of legislation that was passed was one that he was personally curious about because it has a local connection here. It is SB173 and that was the market-based pay for educators and offered from \$5,000 up to \$10,000 for educators who met certain criteria. The reason why there's a connection there is because the USU Center of the School of the Future is involved in that, so he would like to learn a little bit more about what the center does beyond what he can look up on the web. He asked if there was an opportunity for anybody in this setting or if there's somebody else that he could talk to, he would really like to understand that role. Allison Riddle said she works closely with Dr. Parker Fawson and the center with their academy school, so he could contact her, and she would share how they supported what they are doing. Sylvia Read said she could reach out to Parker and have him come and talk to us about the process in the Fall.

Sylvia also said there is legislation that is affecting this whole concept of inclusion and safe working space. This is something that one of our new faculty members, Roman Ziba, is doing in his courses. Under classroom climate in the general competencies, the very first classroom climate competency is, create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma-informed practices and restorative practices. This is something that we are working to include more intentionally in our coursework and making sure that it is consistent across coursework.

Next meeting: September 2024