

**MINUTES**  
**COUNCIL ON TEACHER EDUCATION MEETING**  
**December 16, 2019**

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MEMBERS PRESENT: Seth Archer, Curtis Benjamin, Marilyn Cuch, April Denton, Dennise Gackstetter, Tom Higbee, Alden Jack, Francine Johnson, Sonia Manuel-Dupont, Eric Mohr, Amy Piotrowski, Greg Podgorski, Sylvia Read, Jessica Rivera-Mueller, Kady Schneider, Maria Spicer-Escalante, Tyson Sorensen, Michelle Wilson, Jose Chavez for Peter Mathesius, Tressa Haderlie for Camille Odell

MEMBERS EXCUSED: Tiffanee Bird, Steve Carlsen, Sheri Haderlie, Peter Mathesius, Camille Odell, Matt Omasta, Travis Rawlings, Edward Reeve, Leslie Timmons, Kathy Trundle, Julie Wheeler, Scott Hunsaker

GUESTS: Sharla Hart, Shawnda Moss, Denise Taylor

ACTION ITEMS:

1. Approval of Minutes:  
Minutes for October were approved as written.

2. Course Approvals:

- **COMD 4780 and 6780—Socio-Cultural Aspects of Deafness**

*Proposed action:* Add prerequisite (ComD 3010), effective Spring 2021.

*Justification:* Prerequisite being updated to reflect skillset needed for curriculum.

*Description:* This course leads students to understand how society, political institutions, and education have impacted the Deaf culture.

- **COMD 5610—Introduction to Education of the Deaf and Hard of Hearing**

*Proposed action:* Add prerequisite (ComD 3010), effective Spring 2021.

*Justification:* Prerequisite is being updated to reflect current content requirements.

*Description:* This course provides an overview of the history of educating children who are deaf and hard of hearing. It presents an overview of techniques, anatomy of the ear, and different philosophical views for teaching people who are deaf and hard of hearing.

***Greg Podgorski motioned to approve the proposed prerequisites to COMD 4780, 6780, and 5610. Maria Spicer-Escalante seconded the motion. Motion passed.***

- **ELED 3002—Foundations Practicum**

*Proposed action:* Prefix changing from TEAL to ELED; add prerequisite (ELED 3100, or TEAL 1010, HDFS 1500 or FCHD 1500, ELED 3000 or ELED 3001 - must be taken concurrently), effective Fall 2020.

*Justification:* Aligning with other courses in Preparation Anchor.

*Description:* This course introduces students to the many constituents and actors in public schools. Helping student to understand the perspectives of the actors, preparing students for their work in schools.

***This course only affects students who have already been admitted into the Teacher Education program.***

***Sharla Hart motioned to approve the proposed changes to ELED 3002.***

***Greg Podgorski seconded the motion. Discussion was held regarding how these changes will affect graduation timing. Motion passed.***

- **ELED 3100—Classroom Reading Instruction**

*Proposed action:* Add prerequisite (ELED 1010 or TEAL 1010, HDFS 1500 or FCHD 1500), delete corequisite (ELED 3000 or ELED 3001) alignment, effective Summer 2020.

*Justification:* Aligns course sequence better to remove a bottleneck in the program.

*Description:* This course introduces students to teaching and learning processes of reading instruction in elementary schools, emphasizing competencies for teaching phonological awareness, phonics, fluency, vocabulary, and comprehension while focusing on instructional techniques, methods, and materials for whole-class ready instruction.

***Students can take this course before they are admitted into the Teacher Education program and fixes a bottleneck in the program.***

***Sharla Hart motioned to approve the proposed prerequisite to ELED 3100. Dennise Gackstetter seconded the motion. Motion passed.***

- **ELED 4020/4021—Teaching Science in Elementary School**

*Proposed action:* Add corequisite (ELED 4030) alignment, effective Fall 2020.

*Justification:* Realigning methods courses to streamline practicum experiences.

*Description:* This course includes the investigation and practical application of science programs, materials, and techniques of instruction for the teaching of science.

- **ELED 4031—Teaching Language Arts**

*Proposed action:* Add corequisites (ELED 4021, ELED 4051, ELED 4063, ELED 4065), effective Summer 2020.

*Justification:* Change in methods block configuration to better address practicum needs.

*Description:* Students study language development in children, curriculum development, instructional methods, and assessment.

- **ELED 4050/4051—Teaching Social Studies in Elementary School**

*Proposed action:* Add corequisite (ELED 4030), effective Fall 2020.

*Justification:* Align methods courses to streamline practicum experiences.

*Description:* Students develop necessary knowledge and skills to plan and implement an appropriate social studies program consistent with the nature of the child and our democratic society.

- **ELED 4056/4065—Elementary Content Practicum**

*Proposed action:* Add corequisite (ELED 4030), credit hour change (from 3 credits to 4), effective Summer 2020.

*Justification:* Aligning methods courses to streamline practicum experiences. Additional credit needed to consolidate practicum experiences.

Students retaking this course with the higher number of credits should receive the higher number of credits. The new grad should be posted for both this course and ELED 4030, of which the previous 1 credit was merged into this course.

*Description:* Students apply instructional strategies in the curriculum areas of mathematics, science, and social studies under the guidance of cooperating classroom teachers and university faculty.

- **ELED 4062/4063—Teaching Elementary School Mathematics II: Number, Operations, and Algebraic Reasoning**

*Proposed action:* Add corequisite (ELED 4030), effective Fall 2020.

*Justification:* Align methods courses to streamline practicum experiences.

*Description:* Students develop pedagogical content knowledge in number, operations, and algebraic reasoning for teaching grades preschool to grade six. Including methods for designing and implementing mathematics instruction, assessment, remediation, and intervention.

***These courses comprise the Content Block in the ELED program. Dennise Gackstetter motioned to approve the proposed changes to ELED 4020, 4021, 4031, 4050, 4051, 4056, 4065, 4062, and 4063. Tyson Sorensen seconded the motion. Motion passed.***

- **SCED 3500—Teaching Social Studies**

*Proposed action:* Add prerequisites (STEP admission, SCED 3300 or SCED 4300 – must be taken concurrently), effective Spring 2021.

*Justification:* The corequisites provide field experience in applying course content.

*Description:* This methods course focuses on social studies curriculum and instruction for preservice secondary teachers with teaching majors or minors in history or any of the social sciences. It should be taken at Level 1. A grade of C or better is required in this course for advancement to student teaching.

***Students were taking this methods course without being admitted into STEP (Secondary Teacher Education Program) and therefore without a background check. A methods course and clinical experience must be taken at the together.***

***Eric Mohr motioned to approve the proposed prerequisite change to SCED 3500. Michelle Wilson seconded the motion. Motion passed.***

- **SPED 5010—Applied Behavioral Analysis I: Principles, Assessment, Analysis (QI)**

*Proposed action:* Prerequisite change Admission SPED 5040 and admission to special education major with a grade of B- or higher, or instructor permission and course description change.

*Justification:* Part of the curricular complexity project. The courses in the special education program build upon each other. To be successful in one class, students must have the background knowledge from a previous class. Currently the prerequisite for SPED 5010 is Admission to the Special Education major or instructor permission. We want to change the prerequisite to the course needed to be successful in SPED 5010 (SPED 5040) 5040 with a grade of B- or higher) or instructor permission. Effective semester changed back to Spring 2020 once realizing it was part of the Curricular Complexity project.

*Description:* This course covers topics related to collecting data, using data to make decisions, analyzing data, graphing data, and applying principles of behavior management and instruction to children and youth.

- **SPED 5050—Applied Behavioral Analysis 2: Applications**

*Proposed action:* Course description change. Prerequisite change: Admission SPED 5010 and admission to special education major with a grade of B- or higher, or instructor permission

*Justification:* The courses in the special education program build upon each other. To be successful in one class, students must have the background knowledge from a previous class. Currently the prerequisite for SPED 5050 is Admission to the Special Education major or instructor permission. We want to change the prerequisite to the course needed to be successful in SPED 5050 (SPED 5010) 5010 with a grade of B- or higher) or instructor permission

*Description:* Expands This course expands students' knowledge of basic applied behavior analysis principles. Develops Students develop skills for remediating behavior problems using functional behavioral assessment.

- **SPED 5060—Consulting with Parents and Teachers**

*Proposed action:* Course description change. Prerequisite change: Admission SPED 5010, (minimum grade B-) and SPED 5070 and admission to special education major or OR, (minimum grade B-) with grades of B- or higher, or instructor permission

*Justification:* The courses in the special education program build upon each other. To be successful in one class, students must have the background knowledge from a previous class. Currently the prerequisite for SPED 5060 is Admission to the Special Education major or instructor permission. We want to change the prerequisite to the courses needed to be successful in SPED 5060 (SPED 5010 and SPED 5070 with grades of B- or higher) or instructor permission

*Description:* This course provides strategies for communicating with parents and teachers, as members of a multidisciplinary team, to assist parents and other teachers in collaborative problem solving.

- **SPED 5070—Policies and Procedures in Special Education**

*Proposed action:* Course description change. Prerequisite change: ~~Admission to the Special Education major or~~ Admission to SPED 5040 and admission to special education major (minimum with a grade B-) of B- or higher, or instructor permission

*Justification:* The courses in the special education program build upon each other. To be successful in one class, students must have the background knowledge from a previous class. Currently the prerequisite for SPED 5070 is Admission to the Special Education major or instructor permission. We want to change the prerequisite to the course needed to be successful in SPED 5070 (SPED ~~5040~~) 5040 minimum grade B- ) or instructor permission. Effective semester changed back to Spring 2020 once realizing it was part of the Curricular Complexity project.

*Description:* ~~Provides~~ This course provides an understanding of federal and state laws for persons with disabilities and procedures for organizing a special education classroom and auxiliary staff.

- **SPED 5320—Teaching Content Areas and Transition to Students with Mild/Moderate Disabilities**

*Proposed action:* Course description change. Prerequisite change: All prerequisite courses require a grade of B- or higher: SPED 5010 (minimum grade B-), SPED 5070 (minimum grade B-), SPED 5310 (minimum grade B-), SPED 5340 (minimum grade B-) and SPED 5410, 5410 (minimum grade B-) 5410 OR, or instructor permission

*Justification:* The courses in the special education program build upon each other. To be successful in one class, students must have the background knowledge from a previous class. Currently the prerequisite for SPED 5320 is Admission to the Special Education major or instructor permission. We want to change the prerequisite to the courses needed to be successful in SPED 5320 (SPED 5010, 5070, 5310, 5340 and ~~5410~~) 5410 all with minimum grades of B- or higher) OR instructor permission. This change is part of the curricular complexity initiative.

*Description:* Students learn to teach content area material, learning strategies, and transition-related skills to students with mild/moderate disabilities. ~~Also~~ The course also includes assessment and ~~decision making~~ decision-making strategies related to these curricular areas.

- **SPED 5014—Foundations in Assessment**

*Proposed action:* Course description change. Prerequisite change: ~~Admission to the Special Education major or~~ Admission to the Special Education major or SPED 5011 and SPED 5012 with grades of B- or higher OR, or instructor permission

*Justification:* The courses in the special education program build upon each other. To be successful in one class, students must have the background knowledge from a previous class. Currently the prerequisite for SPED 5014 is Admission to the Special Education major or instructor permission. We want to change the prerequisite to the courses needed to be successful in SPED 5014 (SPED 5011 and SPED ~~5012~~) 5012 with grades of B- or higher) or instructor permission.

*Description:* This course covers types of assessment, including norm-referenced, criterion-referenced, and curriculum-based assessment styles, as well as the purposes of assessment, such as eligibility, program planning, and progress monitoring for students with disabilities.

- **SPED 5310—Teaching Reading and Language Arts to Students with Mild/Moderate Disabilities**

*Proposed action:* Course description change. Prerequisite change: All prerequisite courses require a grade of B- or higher: ~~SPED 5040, SPED 4000, TEAL 3660~~ ELED 3100 (minimum grade B-), MATH 2010 (minimum grade B-), MATH 2020 (minimum grade B-), SPED 4000 (minimum grade B-), SPED 5040 (minimum grade B-), and ELED 3100 TEAL 3660; (minimum grade B-) OR, or instructor permission.

*Justification:* The courses in the special education program build upon each other. To be successful in one class, students must have the background knowledge from a previous class. Currently the prerequisite for SPED 5310 is Admission to the Special Education major or instructor permission. We want to change the prerequisite to the courses needed to be successful in SPED 5310 (SPED 5040, SPED 4000 (minimum grade B-), TEAL 3660 (minimum grade B-), MATH 2010 (minimum grade B-), MATH ~~2020~~) 2020 (minimum grade B-))OR instructor permission. This change is part of the curricular complexity initiative.

*Description:* ~~Curriculum~~ This course covers curriculum, instructional methods, assessment, and data-based decision making related to teaching reading and language arts to students with mild/moderate disabilities.

- **SPED 5312—MM (Mild-Moderate) K-12 Math Content, Applications, and Co-Teaching**

*Proposed action:* Prerequisite change: Admission SPED 5311 and admission to the Special Education major (minimum with a grade B-) of B- or higher, or instructor permission

*Justification:* The courses in the special education program build upon each other. To be successful in one class, students must have the background knowledge from a previous class. Currently the prerequisite for SPED 5312 is Admission to the Special Education major or instructor permission. We want to change the prerequisite to the course needed to be successful in SPED 5312 (SPED ~~5311~~) 5311 minimum grade B-) or instructor permission

*Description:* This course covers instructional methods, assessment, data-based decision making, co-teaching, and applications to teach math skills and problem solving to students with mild/moderate disabilities.

- **SPED 5530—Technology for Teaching Exceptional Learners**

*Proposed action:* Prerequisite change: Admission SPED 5010, (minimum grade B-) and SPED 5070, and admission to Special Education major or OR (minimum grade B-) with grades of B- or higher, or instructor permission

*Justification:* The courses in the special education program build upon each other. To be successful in one class, students must have the background knowledge from a previous class. Currently the prerequisite for SPED 5530 is Admission to the Special Education major or instructor permission. We want to change the prerequisite to the courses needed to be successful in SPED 5530 (SPED 5010 and SPED ~~5070~~) 5070 both with minimum grades of B-) or instructor permission

*Description:* This course familiarizes students with existing technology (IT and AT), federal and state technology legislation, and resources to fund technology in the classroom. It teaches methods for evaluating technology needs of individuals with disabilities.

***Tom Higbee explained that these changes are part of the curricular complexity project. These changes eliminate using “add slips,” which facilitates the registration process.***

***Dennise Gackstetter motioned to approve the proposed changes to SPED 5010, 5050, 5060, 5070, 5320, 5014, 5310, 5312, 5530. Jessica Rivera-Mueller seconded the motion. Motion passed.***

- **SPED 5711—Introduction to Instruction for Preschoolers with Disabilities**

*Proposed action:* New course effective Fall 2020.

*Justification:* The special education distance certification program is being reorganized to better serve early childhood special education teachers working under letters of authorization and special education paraprofessionals. Content has been sequenced to provide critical instructional behavior management knowledge and skills early in the coursework, as the teacher candidates are already in the classroom. The new set of courses provides all required content for licensure, and is sequenced to better meet the needs of teacher candidates that are currently working in classrooms.

*Description:* This course provides information on instructional strategies, curricula, progress monitoring of children’s IEP goals, service environments, and staffing roles for preschool special education teachers.

*Learning objectives*

Demonstrate knowledge of general and Special education curricula.

Describe Utah’s Early Childhood core standards and their application to the classroom curriculum and the identification and development of functional IEP goals and objectives.

Describe the importance of inclusion for young children with disabilities from all cultures and ways to enhance instructional planning with successful inclusion.

Describe child engagement strategies used in routines-based instruction and develop these plans for children.

Identify the characteristics of intensive (discrete trial) instruction and describe when and how this instructional strategy is used.

Describe knowledge of prompting sequences and components of the effective teaching cycle.

Identify components and construct instructional plans that reflect Utah Early Childhood standards

Write IEP goals and objectives that include all necessary components and reflect the child's needs based on assessment information and family input

Develop a system for collecting data to track children's progress, including maintenance and generalization.

Identify issues related to collaboration and teaming with school personnel, families, community agencies, and strategies to address these issues

Describe the impact of culture on education

- **SPED 5712—Advanced Instructional Strategies for Preschoolers with Disabilities**

*Proposed action:* New course effective Fall 2020.

*Justification:* The special education distance certification program is being reorganized to better serve early childhood special education teachers working under letters of authorization and special education paraprofessionals. Content has been sequenced to provide critical instructional behavior management knowledge and skills early in the coursework, as the teacher candidates are already in the classroom. The new set of courses provides all required content for licensure, and is sequenced to better meet the needs of teacher candidates that are currently working in classrooms.

*Description:* This course expands on the knowledge of instructional strategies, curricula, and progress monitoring. It addresses strategies for developing early literacy and numeracy skills, strategies for working with children with autism, and the historical development of preschool services and the array of environments.

*Prerequisites:* SPED 5711 with a grade of B- or higher, or instructor permission

*Learning Objectives:*

Identify the characteristics of intensive (discrete trial) instruction and describe when and how this instructional strategy is used.

Plan, implement, and monitor routines-based instructional (RBI) programs for children that reflect their needs, respect their diversity, encourage active participation in learning environments and are responsive to ongoing assessment.

Identify environmental and physiological factors related to challenging behaviors

Describe strategies for addressing challenging behaviors including preventative and reductive strategies

Describe transition issues for children birth to age 5 and their families and strategies to successfully address these issues

Describe laws and ethical issues related to behavior management.

Describe behavior management plans that reflect least restrictive behavioral interventions (MTSS) and facilitate integration into various settings

Develop and monitor daily lesson plans that address individual educational goals for children and incorporate activities and materials that reflect children's interests

Describe the historical and philosophical trends in, and legal basis for, services to young children with disabilities.

Identify communication skills required for coaching another teacher and apply models of team process in another early childhood classroom to improve outcomes for children.

Identify professional publications, resources, and organizations related to the field of special education/ early childhood special education which represent and promote evidence-based practices to assist in becoming a lifelong learner

Describe the recommended practices for ethical behavior as listed by the Council for Exceptional children, and Division of Early Childhood for preschool teachers of children with disabilities.

- **SPED 5713—Early Intervention: Services for Infants and Families**

*Proposed action:* New course effective Fall 2020.

*Justification:* The special education distance certification program is being reorganized to better serve early childhood special education teachers working under letters of authorization and special education paraprofessionals. Content has been sequenced to provide critical instructional behavior management knowledge and skills early in the coursework, as the teacher candidates are already in the classroom. The new set of courses provides all required content for licensure, and is sequenced to better meet the needs of teacher candidates that are currently working in classrooms.

*Description:* This course covers awareness of how the presence of a child with a disability affects family functioning. It reviews practices in services to infants and toddlers and their families, infant development, medical, health, and safety issues. Students participate with families and early interventionists in homes.

*Prerequisite:* SPED 5712 with a grade of B- or higher, or instructor permission

*Learning objectives:*

Explain the history of early intervention.

Describe the roles of early interventionists as they interact with families in a family centered approach.

Gather information from the family in order to meet individual needs.

Describe the evaluation and assessment process for infants and toddlers and their families.

Identify common medical concerns in young children and describe how they impact families.

Identify intervention strategies for infants and toddlers and explain how use them to support parent/infant interaction.

Describe the impact of motor, communication, and sensory impairments on the development of infants and toddlers.

Demonstrate how to develop an appropriate Individualized Family Service Plan.

- **SPED 5714—Early Childhood Development: Implications for Intervention**

*Proposed action:* New course effective Fall 2020.

*Justification:* The special education distance certification program is being reorganized to better serve early childhood special education teachers working under letters of authorization and special education paraprofessionals. Content has been sequenced to provide critical instructional behavior management knowledge and skills early in the coursework, as the teacher candidates are already in the classroom. The new set of courses provides all required content for licensure, and is sequenced to better meet the needs of teacher candidates that are currently working in classrooms.

*Description:* This course provides information on instructional strategies, curricula, progress monitoring of children's IEP goals, service environments, and staffing roles for preschool special education teachers.

*Learning objectives:*

Addresses how to use knowledge of typical early childhood development to inform instruction and program development for preschool children, with emphasis in communication and social/ emotional development;

Principles of child development and their relationship to working with young children with disabilities;

How children develop and learn within the social, language, cognitive and motor domains;

How overall development is impacted by a disability;

The adult role in guiding and encouraging a positive self-concept, pro-social behavior, independence, empathy, communication and decision-making skills in young children with and without disabilities;

Classroom procedures to increase teacher effectiveness when interpreting children's behavior and implementing appropriate strategies that enhance children's social and communication competence;

Developmental theories and the unique perspectives that each adds to understanding the development of young children;

How cultural differences influence relationships within the community, school, and home environment.

**Tom Higbee explained that the Special Education Department reorganized the distance education licensure programs and created one program out of five. These two new courses add in the Early Childhood teaching licensure program. courses. These courses were previous offered were offered through ATP (Alternative Teacher Preparation program) and will now be part of the online teaching program and is available for student in a 1<sup>st</sup> or 2<sup>nd</sup> bachelor's program.**

**Eric Mohr motioned to approve the proposed changes to SPED 5711, 5712, 5713, and 5714. Maria Spicer-Escalante seconded the motion.**

**A discussion was held. Motion passed.**

- **TEAL 3660 – Educational Psychology for Teachers**

*Proposed action:* Add prerequisites (ELED 1010 or TEAL 1010, HDFS 1500), effective Summer 2020.

*Justification:* Aligning courses into a block for better enrollment management.

*Description:* Students learn the principals and practices for development of conditions for effective learning.

**Item was not correctly recorded in the agenda. Dennise Gackstetter was concerned about the prerequisites. No vote was taken. Scott and Sylvia will confer with Denise Taylor, and it will be added to January agenda if necessary.**

- **TEAL 4755/6755 – Family and Community Involvement for ELs**

*Proposed action:* New Course, Add Cross Listed/Dual Listed Course (TEAL 6755), Credit Hour, effective Fall 2020.

*Justification:* To align graduate and undergraduate requirements for this course and separating out field experiences.

*Description:* Students learn the role and contribution of family and community in the cognitive, linguistic and social development of students. Candidates provide support and advocacy for ELs (English Learners) and their families and understand the history, laws, and policies of ESL (English as a Second Language) teaching.

**This new course will align the undergraduate and graduate requirements and also separates field experiences. This is a course that students take if they are getting the ESL (English as a Second Language) endorsement.**

**Tressa Haderlie motioned to approve the proposed new course TEAL 4755 and 6755. Greg Podgorski seconded the motion.**

**A discussion was held regarding the use of acronyms in a title of a course. Titles have no character limit; however, short titles are limited to 40 character or less.**

**Motion passed.**

- **TEAL 4770/6770 – ESOL (teaching English to Speakers of Other Languages) Instruction Strategies in the Content Areas**

*Proposed action:* Course Description, Reactivate Course, Add Cross Listed/Dual Listed Courses (TEAL 6770), effective Summer 2020.

*Justification:* Comply with university cross-list policy. Course is required for DLI (Dual Language Immersion) Endorsement.

*Description:* This course focuses on methods which help English language learners in content-area classrooms to increase academic learning and integration into the larger school community. Additional coursework is required for those enrolled in the graduate-level course.

**Dennise Gackstetter motioned to approve the changes to TEAL 4770 and 6770. Sharla Hart seconded the motion. Motion passed.**

- **TEAL 4790/6790 – ESOL (teaching English to Speakers of Other Languages) Field Experience**

*Proposed action:* New course effective Fall 2020.

*Justification:* Provides greater flexibility in arranging practicum experiences for those preparing to earn an ESL (English as a Second Language) endorsement. Variable credits 1-3.

*Description:* Students apply what they are learning in coursework from the ESL courses in a field setting. Students receive instructor feedback on their instructional design and assessments, analyses of effective and ineffective practices, and engagement with families and community members. Additional coursework is required for those enrolled in the graduate-level course.

***Dennise Gackstetter motioned to approve the new course TEAL 4790/6790. Tyson Sorensen seconded the motion. Motion passed.***

- **TEAL 6930 – Supervision and Administrative Internship Seminar**

*Proposed action:* Course description change, Credit Hour (from 2 to 3), effective Summer 2020.

*Justification:* The credit hour changes results from combining with another course to reduce student confusion. Course description change reflects current state rule.

The credits for a student who retakes the course should be handled by using the higher number of credits.

*Description:* This course provides experience in supervision and administration in elementary and secondary school settings as they relate to the performances of the seven Utah Educational Leadership Standards.

***Dennise Gackstetter motioned to approve the proposed change to TEAL 6930. April Denton seconded the motion. Motion passed.***

- **TEAL 6940 – Supervision and Administrative Internship**

*Proposed action:* Inactivate Course effective Summer 2020.

*Justification:* Course is being inactivated to reduce confusion among ASC students as to internship requirements.

*Description:* Jointly (with TEAL 6930) provides experience (minimum 200 hours) in supervision and administration in elementary and secondary school settings as they relate to the performances of the six Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

***Greg Podgorski motioned to approve inactive TEAL 6940. Maria Spicer-Escalante seconded the motion. Motion passed.***

- **TEAL 6945 – Supervision and Administration Internship**

*Proposed action:* Change grade rule to pass/fail effective Summer 2020.

*Justification:* To make this course consistent with other practicum experiences that are typically pass/fail.

*Description:* This course provides experience in supervision and administration in school systems.

***Dennise Gackstetter motioned to approve the proposed changes to TEAL 6945. Greg Podgorski seconded the motion. Motion passed.***

- **TEAL 6980 – Portfolio Project**

*Proposed action:* Credit hour change from 1-3 variable to 1 credit and pass/fail grade effective Summer 2020.

*Justification:* This course has been reconfigured to match the new Master's degree with pedagogy concentration which replaces the old ARL (Alternative Route to Licensure) Master's. Students will use this credit to get support to take the Praxis Pedagogical Assessment for Teachers (PPAT).

***Tressa Haderlie motioned to approve the proposed changes to TEAL 6980. Maria Spicer-Escalante seconded the motion. Motion passed.***

### **3. R401 for Department of Special Education**

*Proposed action:* We are seeking a name change to better reflect the structure of the distance special education teacher certification programs. We have combined our distance certification programs into a

single streamlined program, while continuing to provide the same content and field experiences that align to Utah State Board of Education Standards. This approach reduces administrative costs and increases sustainability of the programs, while also facilitating marketing and student recruitment.

*Current title:* Severe Alternative Teacher Preparation, Early Childhood Alternative Teacher Preparation, Mild Moderate Alternative Teacher Preparation, Severe Distance Program Mild Moderate Distance Program  
*Proposed title:* Online Practical Teacher Training (OPTT)

*Type of degree:* BA, BS (credits vary if 1st BS/BA or 2nd BS/BA - 1st BS/BA is 120, 2nd BS/BA is 34-35)

*Rationale:* The Department of Special Education and Rehabilitation requests changing the name of several distance teacher certification programs (Severe Alternative Teacher Preparation, Early Childhood Alternative Teacher Preparation, Mild/Moderate Alternative Teacher Preparation, Severe Distance Program, Mild/Moderate Distance Program) to a single combined program: OPTT (Online Practical Teacher Training). This name change is requested to streamline the administration of these programs, eliminate redundancy, reduce overhead costs, and facilitate marketing of the programs and student recruitment by combining all distance special education certification programs under the OPTT name. The content of the courses, which must continue to align with the Utah State Board of Education Standards (<https://www.schools.utah.gov/curr/licensing/educatorendorsements?mid=2457&aid=1>), remains the same. We have renumbered some of the classes so that we can offer content that applies to all specialization areas in a single course offering.

*Labor market demand:* There is a severe shortage of Special Educators nationwide. It is an extreme need for Utah School Districts who often have special education classrooms and no trained teachers available. According to the Teaching Field Index of Criticality for Utah, Severe Disabilities and SPED Mathematics are #1 and #3 as the most critical shortage for Utah. Mild/Moderate and Preschool Special Education are not far behind. Rural districts are especially hard hit by this shortage. Our programs have been meeting this need for years and will continue to help meet this need with our new name.

*Consistency with institutional mission and institutional impact:* The OPTT program fulfills the land grant mission of USU by delivering special education certification programs in early childhood, K-12 severe disabilities, and K-12 mild/moderate disabilities across the state of Utah. This name change request is part of streamlining the overhead of delivering multiple programs statewide; thus, it will support the long-term sustainability of these programs. In fact, this streamlined approach allows the program to reach more students across the state of Utah.

*Finances:* No substantial new costs are anticipated with this change in program name. There are anticipated cost savings, as we are combining several certification programs into one program which reduces the administrative costs. The only financial costs associated with this name change would be the minimal costs of rebranding recruitment materials. No new facilities are needed and this change will have no budgetary impact on other programs and units.

***Dennise Gackstetter motioned to approve the proposed name change in this R401 for the Department of Special Education. Greg Podgorski seconded the motion. Motion passed.***

#### Information/Discussion Items:

1. USBE Updates – *Travis Rawlins/Shawnda Moss*

Shawnda Moss gave updates from the USBE. The associate educator licensure application and modules associated with the licensure will not be available until March 1, 2020. Individuals are welcome to start the application process prior to March 1 (background check, PRAXIS test, etc.); however, the modules will

not be available until March 1. Between the months of March 1 and July 1, educators who are approved for an associate license could receive a letter of approval; however due to the system software upgrades, they will not receive the license until after July 1.

The associate license is good for 2 years, with the option to extend 1 year. For the 1-year extension to be granted, the educator must show evidence that the school district is supporting them and show progress towards the license. If they don't pass the PPAT within 3 years, the only option would be for the LEA (Local Education Agency) to provide the support to the educator and then recommend them for licensure.

To advance from the associate license to the professional license, educators must to pass either the PPAT or EdTPA. All Utah state institutions will be using the PPAT, except for UVU who uses EdTPA and Western Governor's University who uses both EdTPA and PPAT.

To get an associate license, one must show competence in four areas by completing the four modules:

- Introduction into Special Education Law
- Classroom Management and Instruction
- Utah Effective Teaching Standards
- Professionalism and Ethics

The courses needed for these modules are:

- SPED 4000 in place of the Special Education Law module.
- If they are a secondary student they should take SCED 5100 – Classroom Management. If they are an ELED student they should take ELED 5105 – Classroom Management.
- There is another secondary course that is planning and assessment – SCED 6270.

Anyone can take these courses as a “non-degree seeking” student.

If an individual has a bachelor's degree but wants a teaching endorsement, they must take the PRAXIS in the endorsement area, along with the courses needed to receive the endorsement. The only exception (for not taking the PRAXIS) would be if the degree and the licensure matches exactly.

The Praxis content test will not be required for secondary and CTE students who have a major in the area they will be licensed in. Elementary major students must always take the Praxis.

Students who complete the Teacher Education Program and take the PPAT will be recommended for a professional license upon graduation.

## 2. Out of state student teaching – *Sharla Hart*

Out of state student teaching is NO longer available through the School of Teacher Education and Leadership (TEAL) due to funding and resource support issues. Students can student teach out of state as long as the school is within a 100 miles radius of the Utah border. International student teaching in Mexico is still possible because the costs are covered through study abroad tuition.

Departments willing to financially support their own out of state student teaching are responsible for the following:

- MOU with district: the department must prepare an MOU with the out of state district, which is good for 5 years, if the same district is being used repeatedly.
- Insurance: the department must prepare the insurance contract between USU and the out of state district.

- Placing the student in school with specific mentor teacher(s): the department must work with the out of state district to find the school and mentor teacher(s) for the student teacher.
- Finding the supervisor: the department must work with a local university, the out of state district, or school principal to find a supervisor for the student(s).
- Supporting student to take the PPAT: the department must support the out of state student with the resources to take the PPAT.
- Covering the costs of supervision, mentor teacher, and travel: the department must cover all costs for the supervisor and mentor teacher, which includes travel costs. These costs are typically much higher than in-state costs.

### 3. Internship changes (attached below agenda) – *Sharla Hart and Tom Higbee*

The Associate Teacher Agreement Form for TEAL and SPED students replaces the Internship. Under the new state board rule, there is no mention of student teachers or interns. If a school district or charter school wants to hire one of our students, then the student will apply for the associate license through the USBE and be hired at full-pay. The Office of Field Experiences will support them through one semester with a supervisor and support to take the PPAT, and then the student can graduate and be recommended for professional licensure; after graduation the LEA (local educational agency) will provide the support.

Students completing a traditional student teaching experience will not need to apply for the associate license. Once they pass the PPAT they will be eligible for the professional license and the CEHS Office of Educator Licensing will provide the institutional recommendation for these students for an professional license.

### 4. PPAT Reminder – *Sylvia Read*

All student teachers must take the PPAT starting Spring 2020 semester. The cost of the PPAT is \$300. The Emma Eccles Jones College of Education and Human Services will pay \$150 and the student will pay \$150. Students who take their student teaching seminar and student teaching course credits with a non-SCED prefix will have the PPAT subsidy for Spring 2020 only.

Students have been notified that, once they have registered correctly for their student teaching courses, Elementary Students must email Shannon Johnson and Secondary students must email Caitlin Robertson to receive their PPAT keycode. Registrations will be verified and the student will be emailed their assigned PPAT keycode. The SPED department has been given codes to assign to their students.

To learn more about the PPAT, please become familiar with the ETS website. Here are the links.

For Test Takers: <https://www.ets.org/ppa/test-takers/teachers/about>

For Educator Preparation Programs: <https://www.ets.org/ppa/educator-programs/teachers/about>

You can require students to watch these videos as part of an assignment in the course. Sharla Hart can share her modules if you are interested. She has included 4 tasks and 4 modules in the course. Ensure that students use the video permission slip from ETS and upload it to PPAT. Sharla is the contact for PPAT questions ([sharla.hart@usu.edu](mailto:sharla.hart@usu.edu); 435-797-0958). Sharla can also add the any instructors to the SCED course to view the discussion items. Task One – the students have to complete a student interest study. One of the discussion items will be “what are you going to do for your interest study?” Another subtask is “what are the district and school resources?” The students will be able to share resources with each other.

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

April Denton mentioned how much she appreciated the student teaching orientation at the beginning of the semester and the closing social that Logan District had with the mentor teachers and student teachers. All the faculty appreciate the relationship they have with USU and how wonderful it is to send these educators out into the field feeling like professionals and knowing they are valued. Everyone had a wonderful experience with their student teachers and got very attached to them. If any other district wants to get on board with having an orientation and closing social with the mentor teachers and student teachers, April would be happy to help. These students have built a relationship with these mentor teachers and know that Logan faculty will always support them. They hope that they will be hired in their district.

Alden Jack expressed appreciation for the collaboration that has been made with all the changes in the teacher licensing areas. It is nice to how the districts can best prepare individuals who are looking into the teaching profession and in the second level of support and training for these entry-level teachers starting their career. Specifically, Alden mentioned that Dr. Sarah Pinkelman and Dr. Tyler Renshaw from the Special Education and Rehabilitation and Psychology departments have been collaborating with the Cache District on “student well-being” screener as part of MTSS (multi-tiered systems of support) model. This screening tool enables school counselors to move a little faster with kids who need extra support.

Alden also mentioned the regional principal partnership network. It has been great to meet with other principals in the area. They meet at a school site work on a problem of practice protocol. They recently visited the Edith Bowen Lab School. North Park Elementary School will be hosting the principal partnership network on January 15<sup>th</sup> and everyone from the CTE committee is welcome to attend. They will start at 9:15 a.m. with a few minutes of observing and then go through a problem of practice protocol in their school.

Next meeting: January 13, 2020



Associate Educator Agreement

Under Rule R277-301-4:

The LEA may hire a USU student, with an Associate Educator license, as teacher of record at full salary and benefits. The USU student is eligible for hire upon recommendation from the student’s degree program and completion of all course work except student teaching courses. If hired:

- a. The LEA will provide a mentor teacher who will support the Associate Educator in meeting the Utah Effective Teaching Standards as required by USBE. The mentor teacher will complete 2 USU formative evaluations and 1 USU summative evaluation to document competency.
- b. The USU student registers for all required student teaching coursework and is assigned a USU University Supervisor who will complete 4 formative evaluations and 1 summative evaluation to document competency.
- c. The USU student must complete the PPAT and a seminar course during the student teaching semester.
- d. Upon successful completion of PPAT, seminar course, and summative evaluations, USU will recommend the graduate for Professional Educator License.
- e. Should the USU student fail to successfully complete requirements for the PPAT, USU will not recommend the student for a Professional Educator License. Upon the USU student’s successful completion of a bachelor’s degree, the LEA assumes responsibility to recommend candidate for Professional Educator License upon completion of necessary requirements.

District:	School:
District Contact:	Principal:
Email:	Email:
Phone:	Phone:
Position Description/Grade Level:	
Hire date:	
Mentor Teacher:	Email:

Office of Field Experience Only	Student Teaching Semester:
Associate Educator:	Email:
Supervisor:	Email:

Special Education Associate Educator Agreement

Under Utah State Board of Education (USB E) Rule R277-301-4 the Local Education Agency (LEA) may hire an associate educator licensed individual who is currently enrolled “in a university-based Board-approved educator preparation program that will result in a bachelor’s degree or higher from a regionally accredited institution.”

Utah State University (USU) students with an Associate Educator license who are the teacher of record will receive full salary and benefits. The USU Special Education student is eligible for hire upon recommendation from the student’s degree program and completion of all course work prior to the student teaching semester.

If hired:

- a. The LEA will provide a district mentor who will support the Associate Educator in meeting the Utah Effective Teaching Standards as required by USB E. The district will complete at least four observations using the university digital forms, complete one USU formative evaluation and one USU summative evaluation to document competency, and grade the student teaching assignments on behavior, collaboration and IEPs.
- b. The USU student registers for all required student teaching coursework.
- c. The USU student must complete the Praxis Performance Assessment for Teachers (PPAT) and all student teaching coursework during the student teaching semester.
- d. License Recommendation
  - Should the USU student successfully complete the PPAT, student teaching course(s), observations, formative evaluation and summative evaluation, USU will recommend the graduate for a Professional Educator License.
  - Should the USU student fail to successfully complete requirements for the PPAT, USU will not recommend the student for a Professional Educator License. Upon the USU student’s successful completion of a bachelor’s degree, the LEA assumes responsibility to recommend the candidate for Professional Educator License upon completion of necessary license requirements.

District:	School:
District Contact:	Principal:
Email:	Email:
Phone:	Phone:
Position Description/Grade Level:	
Hire date:	
District Mentor:	Email:

SPED Student Teaching Office Only	Student Teaching Semester:
Associate Educator:	Email: