

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
February 14, 2022

MEMBERS PRESENT: Jessica Baxter, Curtis Benjamin, Lacey Boschetto, Marilyn Cuch, Adele Cutler (for Greg Podgorski), Nichelle Frank, Dennise Gackstetter, Tom Higbee, Malia Hite, Scott Hunsaker, Alden Jack, Cindy Jones, Jessica Koltz, Eric Mohr, Lauri Nelson, Matt Omasta, Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Kady Schneider, Nate Trauntvein, Kelli Munns, Greg Wheeler

MEMBERS EXCUSED: Paul Barr, Steve Carlsen, Chloe Christopher, April Denton, Peter Mathesius, Maria Spicer-Escalante

GUESTS: Greg Cox, Jana Johnson, Lisa McLachlan, Darcie Peterson, Anita Shuman, Denise Taylor

Action Items

1. Approval of January 2022 Minutes – <https://usu.box.com/s/4hma6futhjvix1i7ohfe4gkcsu482rwe>
Minutes for January 2022 were approved as written.

Information/Discussion Items:

1. Input from Jeni Buist (Cache County School District) and Marci Elliot (Logan City School District) on preparation of general education teachers for integrating students with severe disabilities.
Sylvia Read said Jeni Buist and Marci Elliott met last week with individuals from the Department of Special Education and TEAL to talk about ways they can make sure our teacher candidates, both elementary and secondary, are prepared to integrate students with severe disabilities into their general education classrooms. They talked about putting SPED 4000 later into the sequence of courses because, when they take that course, it tends to be too soon and then when they are ready to student teach, they have forgotten that content. They also talked about ways we can do integration into some of our other courses for students with severe disabilities. These students are being mainstreamed more often in courses.
2. Computer Science teaching minor approved by USBE – *Greg Podgorski and Sylvia Read*
Sylvia said she had met with Greg Podgorski and the Computer Science Department and has been able to get the computer science teaching minor approved by the Utah State Board of Education. If students complete the computer science teaching minor at USU, they will get three of the CTE endorsement areas in the computer science endorsement. They can continue to add the other four computer science endorsement areas after they receive their teaching license, but these are three of the most used areas. The computer science minor is something that can be completed by both secondary and elementary education students. It would allow elementary education students to teach 7th and 8th grade computer science.

All the endorsements for secondary education have been changing so we are working on making sure that we are getting all our majors and minors reviewed by USBE so that we are certain that we will be able to continue recommending students for licensure in those areas. It has been going very smoothly. Greg Cox has been invaluable as our liaison with USBE in making sure that these endorsements get routed to the right people.

3. Suspension of deaf education composite degrees (Elementary Education and Deaf Education; Early Childhood Education/Deaf Education). The teach out plan is being communicated with students.

Sylvia Read informed the Council that they have suspended the Elementary and Deaf Education and the Early Childhood and Deaf Education composite degrees. The Deaf Education Listening and Spoken Language degree, which is a master's degree program, is still being offered, but the Deaf Education Bilingual-Bicultural program has been temporarily suspended while the department how to offer this at the undergraduate.

4. USBE Updates – *Malia Hite*

Sylvia Read stated that the cut score of 36 for the PPAT exam will now go into effect fall of 2023 instead of fall of 2022. Malia indicated that one of the reasons they made this adjustment was due to the COVID 19 challenges. She also shared that they are proposing some adjustments to licensing Board rule. The biggest change is that they are proposing to eliminate the Praxis 5001 from the Elementary and Special Education license area requirements. They will add the rule for demonstration of competency criteria established by the Superintendent, but they are just going to be looking at general education requirements to demonstrate those core content requirements. Malia said there are some minor changes with CACTUS access, APPEL candidates, and background checks for individuals who already have licenses. The change will be with the R277-301 rule that is going to be updated in March.

5. District Feedback – *Allison Riddle, Alden Jack*

Allison Riddle said they just started a new group of student teachers in the Davis District and 14 were Aggies (13 secondary and 1 elementary). They had their student teaching celebration on the first Friday of February and had a breakfast and shared things they do in the Davis District and gave the student teachers suggestions for interviewing. They will be on campus at the Career Fair on Wednesday, February 16, and will be bringing principals to interview, so any students that are interested can look for teaching positions. They were at USU last week for the general career fair as well. They just started their first ever Teacher/Leader fellowship in Davis District. They are following the teacher/leader roles that were just released last fall. She suggested we look for ways to integrate the idea of teacher/leadership in our courses. There are 6 formal roles that they could reference. Allison said it was great for not just recruiting new teachers, but for letting them know there are avenues besides school leadership. We want to retain strong teachers and that is one of the reasons it is a great strategy for principals to use.

Their induction program in Davis District is both for elementary and secondary teachers. They have professional learning courses and when they meet in those courses they combine regular teachers, new teachers, special education, and dual immersion teachers, so they are all part of a shared conversation. There are some very strong conversations that can take place there. When they meet in those first three years in the professional learning courses, to have regular educators and special educators in the same room together, realizing that they have the same challenges, it has been marvelous to hear them talk together and design ways they can make those transitions more powerful and conducive to learning for the students.

Alden Jack said he recently participated in a focus group through USBE. They titled it, Reimagining Teacher Evaluation. He said it was interesting to sit in that discussion. There were four guiding questions for this focus group. The four guiding questions were:

1. What makes feedback effective?
2. What is the purpose of teacher evaluation?
3. What might the future of teacher evaluation look like to achieve such a purpose?
4. What are the best or worst parts of our current teacher evaluation system?

Alden said the general feeling he got as a takeaway, was that we need to be focused on the mentoring and coaching that student teachers are involved in for good, selective teaching, especially in those entry years. He wondered if there was a way that we can make the actual evaluation itself be a little bit more centered on that effective coaching that happens. He said there is something to the teacher/leader pathway that could do a lot for new teacher coaching or professional goal setting and growth. He thought the teacher/leader could help as

far as coaching and support that a principal, in an evaluator role, sometimes can't do. It will be interesting to see what might be in the next draft of the teacher evaluation tool and how can we use that. The work in the districts needs to look at either teacher/leaders, or the teacher induction programs, and how to support that next step. Sylvia Read will let everyone know once the state has revised its teacher evaluation instrument. That instrument may then be used to revise our student teacher evaluation instrument.

Cooperating Teacher Stipend Increase? – *Curtis Benjamin*

Curtis Benjamin said he had a couple of cooperating teachers ask him about the cooperating teacher stipend they receive. It has not changed for some time, and they wondered if it was affecting the ability to recruit, and to ask others who have been cooperating teachers before to do it again. He was wondering if there was anything in the offering that would be considered to make the cooperating teacher position be more attractive. Anita Shuman said the current rate for a stipend for cooperating teachers or mentor teachers for student teaching in elementary and secondary education is \$200. If they have two different mentor teachers who work with them then they must split the stipend. Darcie said the stipend amount was the same for special education. Anita thought some of the other universities increased their stipends to \$300 or \$350. Sylvia Read said it is complicated in the College of Education and Human Services. If the student teaching prefix is in our college, then the money to pay these stipends comes out of differential tuition. It used to be a course fee, so it was a little more obvious but now that it is differential tuition, the accounting gets rather complicated. Curtis said the information provided had been helpful to understand where the funds are allocated from and felt this was a good starting place. Tom Higbee said he would see what he could do. He is happy to consider the request, and the departments will certainly talk about it and stressed the importance of whatever we decide, needs to be coordinated across the different departments and programs so we can be as consistent as possible. We cannot pay them what they are worth, but it is more of a token of appreciation for all the excellent work that they do in helping pay it forward. Dennise Gackstetter said it is particularly tricky because those students who are not in the College of Education and Human Services are required to pay the full amount for the PPAT, which is \$300, so they are paying \$500 with student teaching included.

6. PPAT Updates – *Anita Shuman, Darcie Peterson, Sylvia Read*

University of Utah gives students writing days for the PPAT. She suggested this idea to Sharla and Anita they decided to provide two writing days for the elementary and secondary education students to help take some of the pressure off right before Tasks 2 and 3 are due. Anita Shuman said they gave them writing days on Friday, February 25 for Tasks 2 and 3, and Friday, March 25 for Task 4. The submission days for both of these tasks are Monday, February 28, and March 28. Sylvia said the tasks are due in the middle of the day and if students miss that deadline, they are required to pay a \$40 late submission fee. If the departments are thinking about ways to reduce some of the pressure for students regarding the PPAT, writing days might be something to consider. Darcie Peterson said for their special education students, they grade Task 1 and give feedback to the students to help them as they complete the other tasks. Sylvia Read said she noticed the main difference between a student who scores just below the cut score, and a student who scores above the cut score, is the level of detail in their writing and their understanding of instructional strategy and learning activity.

Sylvia said they discovered that some of our students who are going through our programs for a second time, either getting a second bachelors or adding on a license area of concentration and already have a professional license in Utah, do not need to complete the PPAT. It is important to make sure that we do not give them a PPAT key code. ETS will not refund the \$150 registration fee to a student after a certain date, and they will not replace the \$150 key code used by the student.

Next meeting: March 21, 2022