

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
February 13, 2023

MEMBERS PRESENT: Paul Barr, Jessica Baxter, Curtis Benjamin, Lacey Boschetto, Jeni Buist, Steven Camicia, Marilyn Cuch, Amanda Dawson, Tom Higbee, Jana Johnson (for Peter Mathesius), Jessica Koltz, Lisa McLachlan, Kelli Munns, Lauri Nelson, Sylvia Read, Jessica Rivera-Mueller, Marla Robertson, Kady Schneiter, Maria Spicer-Escalante, Lynette Tervort, Nate Trauntvein, Greg Wheeler

MEMBERS EXCUSED: Nichelle Frank, Dennise Gackstetter, Spencer Holmgren, Adrianna Mortensen, Greg Podgorski, Allison Riddle

GUESTS: Greg Cox, Sharla Hart, JanaLee Johnson, Julia Lyman, Darcie Peterson

ACTION ITEMS:

1. Approval of Minutes: <https://usu.box.com/s/x85lqq4y12sxnjzmtneswmugvt34fwm>
Minutes for January 2023 were approved as written.

Information/Discussion Items:

1. PPAT cut score and passing student teaching – *Sylvia Read*
Sylvia said she attended a meeting on February 9 with Malia Hite, Lisa McLachlan, Greg Cox, and individuals from other teacher preparation programs in the state. All but one university plans to separate licensing from graduation. In their discussion, they said that if a student did not pass the PPAT exam but otherwise had a successful student teaching experience and met all the other requirements, they would be eligible for an Associate Educator License (AEL). Districts with an APPEL program that chose to hire them would then put them on a professional learning plan, but the only thing on their plan would be to pass the PPAT. Districts would be more likely to hire someone with a teaching degree over someone who had a bachelor's degree in a non-teaching area. It would be beneficial for students to take the PPAT exam again soon after they graduate while it is still fresh on their minds. There are some distinct circumstances that our students have, and we don't want to hold students accountable for things out of their control, like a tough class for student teaching, technical difficulties, missing a deadline and no option to take it in the summer, and issues with customer service at ETS. We need to make sure we stress that the professional license is the goal. This professional license is a portable license which allows them to apply for licensure in other states. An Associate Educator License does not transfer to other states. It is important to note that it is a smaller group that would potentially not be graduating without having passed the PPAT. The majority would be recommended for the professional license. Jessica Rivera-Mueller said the English Education Committee had reviewed the PPAT situation and they were uncomfortable with not awarding the degree if a student did not pass the PPAT. They would like graduation and licensing requirements to be separate and allow students to graduate and receive an Associate Educator License until they could pass the PPAT. Julia Lyman said they have students that are losing sleep and practically quitting the profession because of the PPAT exam. She said it would not be a long, drawn-out process for students to complete the PPAT after graduation since most of them would just need to complete one task. Jeni Buist said she would be comfortable with hiring students with an Associate Educator License who had not yet passed the PPAT because Cache County School District is having a hard time getting teachers in the classroom. They have coaches and coordinators that help with those types of things with their first-year teachers and associate licensed teachers. They are considered a large district and only have a handful of teachers in this situation, so it would be a

minimum number of teachers and would not be a huge burden. Special Education students would need to have a bachelor's degree to get an Associate License. They could apply for their Associate License when their transcript shows they have a bachelor's degree. Elementary, secondary, and special education students would apply for the Associate License directly through the Utah State Board of Education.

2. Data on retention of "interns" <https://usu.box.com/s/lbx6e2t648dw1hn8m0ry6uifx1ca7kq>
Sylvia Read said Malia Hite shared the Utah Intern and Retention and Student Outcome data with the educator preparation groups. Interns are those students hired as the teacher of record before the completion of their program. The five-year retention rate is lower for those who were hired as the teacher of record versus those who completed their program first, but there is not a significant difference in student achievement between the two groups. We don't want to just prepare teachers and graduate teachers; we want them to stay in the profession.
3. District Feedback – *Jeni Buist, Lynette Tervort*
Jeni Buist said they are looking for people to hire. Next week, Cache County School District is holding their elementary teacher screening initial interviews, trying to get a jump on things.

Lynette Tervort said she had a discussion with quite a few people this year about how teachers are beginning to see more challenges with speech difficulties in their students and they have had very limited amounts of speech training. She said half of her class this year has issues with speech which affects their foundational reading skills. She had to go to the speech teacher and ask them how to help these children with phonemic awareness and so many students who cannot produce their sounds correctly. She said LETRS training helped her a lot, but she had the background of previous information learned from speech teachers over the last ten years that solidified some of those things. There was a lot she needed to learn to help the children in her classroom because the five minutes her students are pulled out for speech help is not enough. Sylvia Read said that we might be able to implement some speech information in a module in ELED 3100, even if it's just discussion about what the issues might be and how to go about finding some information on how to help their students. ELED 4040 might be a good course to add some speech information in since it covers students with reading difficulties. Marla Robertson said the first chapter of the book they use has some of the information that is very similar to what is in LETRS training about how their mouth is supposed to be shaped and some of those kinds of things. Darcie Peterson said their students are getting some of this training in their reading class. They brought in a Speech Language Pathologist this last semester for their mild/moderate students, and she talked to them about issues they were having with students in the classroom with being able to form sounds and words.

USBE Updates – *Lisa McLachlan*

Lisa McLachlan said they were having their first APPEL Leadership Conference. They are inviting anyone who is involved in helping prepare educators to come. The first day of the conference will be breakout workshops. The second day they will be looking at some of their new general teacher preparation competencies. The ones they currently have in board rule have some strengths and some weaknesses. They are hoping to improve upon some of those weaknesses by having competencies that are actually competencies and a little more specific about what they expect teachers to know and be able to do. They have draft competencies they have been working on internally and they would like feedback from attendees at their teacher preparation competency workshop on the second day of the conference, which would be March 21st. It will be held at the Davis School District offices in Farmington. Interested participants may go to the following link to the conference website to RSVP if they would like to attend.

https://docs.google.com/forms/d/e/1FAIpQLSdHiSjBaRAZ3_lcv75g7vn9oYzFJoriTfQCH6pZX_KSMfiu7g/viewform

They are welcome to attend both days, but if they have to choose a day, they recommend coming on the second day. They will be discussing elementary, secondary and CTE competencies. They have invited APPEL Special Education teams to come as well, because the general teacher preparation competencies will involve them too.

4. Northern Utah UniServ Updates – *Curtis Benjamin*

Curtis Benjamin gave some updates on the current legislative session. He said House Bill 215 passed. This was the bill that was tied to a student scholarship for private educational opportunities to teacher salary increase. UEA opposed that, and even if people felt a little differently about the value of a voucher or student scholarship, they thought these two things should be separated and they should not have put them together in the same bill.

He said House Bill 241 concerns them a little bit. It is still in rule, so it may not be moving very fast. This bill has to do with dues payroll deduction. Their members find it a very convenient way to be able to contribute their dues to the organizations to which they belong, and this would eliminate that opportunity for UEA members. It seems to be signaling what they thought was a relationship issue between the districts and employees that want to belong to a Union or association to be able to bargain for their working conditions and compensation.

Curtis said House Bill 295 would make it so that a bachelor's degree would not be required to complete a teacher preparation program. There are already LEA specific exceptions for scenarios where people may not have a bachelor's degree but have skills or other credentials to be able to teach. UEA is concerned about the signal this might be sending about the deskilling of the teaching profession.

He said the Transparency Bill was also put out there, but it died in the committee. It basically dealt with having districts create policies for educators to show their curriculum publicly. There are already things put in place for materials and pretty good vetting processes for curriculum. Parents can be involved with that as well and it doesn't take a state law to do that.

Curtis said last thing they are keeping their eye on is the constitutional provision that makes income tax primarily for public education purposes. They also know that it helps to fund higher education and adults and children with special needs by constitutional amendment. We are unique in the nation in terms of having a direct stream like that through the income tax. If it does become part of the whole pot, what guarantees and provisions would be put in place that ensure that public education continues to be funded adequately?

Next meeting: March 20, 2023