

**MINUTES**  
**COUNCIL ON TEACHER EDUCATION MEETING**  
February 12, 2024

---

**MEMBERS PRESENT:** Carrie Bala, Jessica Baxter, Curtis Benjamin, Lacey Boschetto, Jeni Buist, Steven Camicia, Marilyn Cuch, Amanda Dawson, Dennise Gackstetter, Sharla Hart, Tom Higbee, Jana Johnson (for Peter Mathesius), Brynja Kohler, Jessica Koltz, Max Longhurst, Lisa McLachlan, Kelli Munns, Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Lynette Tervort, Nate Trauntvein, Greg Wheeler

**MEMBERS EXCUSED:** Ekaterina Arshavskaya, Paul Barr, Nichelle Frank, Spencer Holmgren, Lauri Nelson, Chloe Richmond

**GUESTS:** Greg Cox, Bobbi Crabtree, Darcie Peterson

**ACTION ITEMS:**

1. Approval of Minutes: <https://usu.box.com/s/bv9ql0cofdakegpglj14ps1jxoav28h>  
Minutes for January 2024 were approved as written.

2. Course/program changes:

**R401 Abbreviated Program Proposal for Instructional Technology and Learning Sciences  
School of Teacher Education and Leadership – Instructional Coaching K-12 Endorsement**

**AND**

**R401 Abbreviated Program Proposal for Instructional Technology and Learning Sciences  
School of Teacher Education and Leadership – Instructional Coaching - Post-Baccalaureate  
Certificate**

The Department of Instructional Technology and Learning Sciences (ITLS) and the School of Teacher Education and Leadership (TEAL) propose a *Post-Baccalaureate Certificate* in **Instructional Coaching** to prepare students to work in K-12 school settings and industry-based instructional leadership roles (e.g. learning and development). The certificate will require 9 credits (3 courses) to deepen theoretical knowledge and implement evidenced-based strategies that develop skilled and effective instructional coaches.

The K12 endorsement and the post-baccalaureate certificate aim to provide practicing teachers with the training and expertise needed to excel as effective Instructional Coaches. The courses will make up the 9 credits required for the endorsement to ensure that these students are acquiring the skills and knowledge needed by instructional coaching professionals and to fulfill the USBE Instructional Coaching competencies/application endorsement requirements.

The endorsement and post-baccalaureate certificate will be of interest to students who are:

1. Licensed educators seeking the USBE Instructional Coaching endorsement;
2. Licensed educators pursuing a graduate degree and would like to take elective or additional courses that fulfill the USBE Instructional Coaching endorsement requirements.

Kelli Munns motioned to approve the R401's for Instructional Technology and Learning Sciences School of Teacher Education and Leadership – Instructional Coaching K-12 Endorsement and Post Baccalaureate Certificate. Dennise Gackstetter seconded the motion. Motion passed.

Kelli Munns said this was an exciting collaboration between ITLS and TEAL to put together. They already had two of these courses approved by USBE (ITLS 6720, ITLS 6520, and ASTE 6160) and are currently offered, and the ITLS/TEAL 6400 Foundations of Instructional Coaching course is in the approval process to be offered in the 2024-25 academic year. Once it is approved, it will complete the requirements for this endorsement so that graduate students can apply for their instructional coaching endorsement. They will have other things they need to do to finish, but we will offer the portions of the competencies in the endorsement so they can apply these courses for university credit as electives towards either an MEd in TEAL or an MEd in ITLS. Darcie Peterson asked if students in their MEd programs for Special Education would be able to take these courses to earn this endorsement/certificate. Sylvia said if their department was willing to accept these courses, their students could earn it as well.

### **Information/Discussion Items:**

1. PPAT and AI (see below for ETS guidance on plagiarism) – Jessica Rivera-Mueller  
Sylvia Read said she went over the PPAT Handbook and could not find anything on AI and there was nothing on their website either. She shared information at the bottom of the agenda from the Candidate Educator Handbook on plagiarism and essay similarity detection, and it does say “it must be entirely your work”. When you are advising students, you need to be clear with them about the essay similarity detection and emphasize the phrase “must be entirely your work”, and then give them parameters for that. Jessica Baxter said that is what they noticed in their curriculum committee meetings. She asked how the other departments were handling coaching students through writing their answers. It is a good test taking strategy when you use the language of the questions to answer the questions to make it easier for exam readers. Jessica was concerned that if a response looks too much like the library of example responses, the system might flag it and it would be evaluated. Sylvia asked Lacey Boschetto to address this topic since she is a reader of the exams. Lacey said, from a reader’s perspective, if they can answer with the prompt using that same terminology, it makes it much easier to check off to ensure that they are meeting every single part of that prompt. Her recommendation to her students is to make sure they include that prompt question in their answer. She also recommended that students only answer what it's asking for and avoid elaborating.

Amanda Dawson said she stresses using the language of instructional strategies and learning activities and refers her students back to the examples on the PPAT web site. Her challenge is reading her students answers and thinking they have a great answer, but when their scores come back, they are not as high as she expected.

Lacey said it's all just based on the discretion of the rater. There is a double rating system. Rater one will do their review and then it gets compared to their mentor rater. She said they have not been told anything about processing it to see if it looks like they have used AI, but they have just been encouraged to make sure they check to see that students have followed the steps. For example, the first step is asking if they are planning, and the fourth step is having them reflect on the lesson. They have seen students just copy and paste, so they have been told to make sure that they are changing the intent behind their answer because the prompt sounds very similar.

## 2. USBE Updates – *Lisa McLachlan*

### a. What is the status of [R277-328](#)?

Lisa McLachlan said they are just waiting and watching the legislative session to see what will come out of that and where they need to make some adjustments. As far as Bill 328 goes, she watched about 80% of that 24-hour discussion. She said they did not dissolve Bill 328, so it still exists in some form. They did pass some amendments and she is waiting to see what those are before they adjust some of the information they have for their programs. She said there were probably around 100 amendments that were proposed, and they voted on each one. She will share the list of amendments that passed when she receives it.

Lisa said they will be starting the process of updating the guiding documents for the general teacher preparation competencies that would apply to all teaching programs as well as the elementary content competencies this summer. The new competencies will need to be implemented into programs by September 1, 2025, for candidates who enroll at that time. This next school year they will be reaching out to programs to ask for documentation of how their programs are aligning to those competencies, which may require a change in course schedule.

## 3. [HB 221 Stipends for Future Educators](#) (Peterson/Wilson) - Senate Education Committee Today (2/8) 8am - Unanimous support. Public Education Appropriations [Priorities & Motions](#): Student Teaching Stipends (\$8.4M one-time). Approved by the House. Now goes to the Senate. It's a #4 priority by appropriations. \$6000 would be the stipend. Candidate cannot be an employee of an LEA; candidate must be in a traditional student teaching placement, but they are allowed to substitute. Candidate cannot be supported by Grow Your Own funds (the funding for which is about to end).

Sylvia Read said the money would flow from the State to the LEA and the stipend would be paid to the student by the LEA. It wouldn't necessarily come on the first day of their student teaching. It could be the 90th day of student teaching. Lisa McLachlan said this Bill passed the Senate committee on Friday, so it just needed to go to the Senate floor. She said Public Education has already appropriated the money for the stipend, so it will go through executive appropriations next.

Sylvia said we had two USU students who went and addressed the committee who expressed what they were experiencing with financial hardship. Steven Camicia said they were very compelling and came across very well. Students will need to apply for the stipend. Max Longhurst asked if there was any feedback from the districts as to whether they wanted to receive this money in terms of it is one more headache for their financial department to

disperse these funds. Allison Riddle said she could not imagine they would be irritated in any way by that extra responsibility. Sylvia said it really incentivizes not having them as the teacher of record so that they can have a fully supported, high quality student teaching experience. There is evidence to show that that people tend to persist in the profession longer when they aren't thrown in the deep end too early. Dennise Gackstetter asked if anybody knew how this was going to affect students' ability to get financial aid since this will be considered income. Allison Riddle said it was her understanding when she watched and listened to the discussion on it that they intend to keep the stipend completely separate from tuition, and students would have to apply for financial aid before they would find out if they received the stipend. Scholarships would also be determined before this stipend was paid to them. The stipend was designed to allow the student to use the funds for whatever they need it for.

4. [HB 208 Educator Licensing Amendments](#) (Thurston/Fillmore) - House Education Committee Today (2/8) 2pm. If the bill passes, the notions within it need to be "considered." It also eliminates a pedagogical performance assessment. The state board has not yet (as of February 8 at 10 am) taken a position on this bill. Apprenticeship could be seen as a way to meet the concerns of this bill. Representative Thurston views degrees as a barrier in terms of both time and resources. Sylvia directed the CTE members to the link on the agenda if they wanted to look at the bill or watch the video.

5. Foundations of Reading updates.

Standard Operating Procedures for Foundations of Reading Assessment Results Analysis (Lori) [SOP EPP data sharing.docx](#)

Cut score has been recommended by SOR faculty, but has not yet been approved by the Superintendent. Cut score is in effect if a student is going to be recommended for Professional Educator License after September 1, 2024. Best attempt is the score that will count. Programs must meet the 75% pass rate (disaggregated by early childhood, elementary, special education) by September 1, 2024.

Sylvia Read said the Science of Reading faculty recommended a cut score of 233, but we do not have that final approval from the Superintendent. When we do have a cut score, if they score within the standard error of measurement, there will be a flex option that Pearson offers where they can resubmit the charts that they need to improve on. The third option is the micro credential pathway, which is a competency-based pathway, and is an option after they have taken the test once. Our university level performance on this will actually be disaggregated by early childhood, elementary, and special education and each program must meet the 75% pass rate. We are very close to that pass rate since we are at about 73%.

Marla Robertson said that the Flex option allows them to redo one of the constructive response questions, but they cannot redo the multiple choice section. Jake Downs has been keeping track of the student's scores for early childhood and elementary education and if the cut score ends up being 233, we are over the 75% pass rate. Our students are improving all the time. If we don't hit the 75% pass rate, we would be offered extra support by the USBE.

6. District Feedback – *Jeni Buist, Spencer Holmgren, Allison Riddle, Lynette Tervort*

Jeni Buist said they have an elementary teacher screening for next year on February 13 at the district office from 4:00 to 5:30 pm. There will also be another one on Wednesday, February 21. It gives individuals that are looking at getting a job in Cache District for next year to come

and get a screening interview. It is a great opportunity for them to come and be seen. They will also be at the job fair on Wednesday. They just had an ELA adoption and they went K-12 for the first time ever in Cache District. They will have a different curriculum and have adopted Wonders in the elementary K-5 because in a couple of years their 6th graders will be going back to the middle schools. For the secondary curriculum they adopted Common Literacy 360. Sylvia Read asked how they handled out-of-state applicants. Jeni said it was the same way that they handle any applicant. They still do Zoom interviews for out of state applicants and they still post their positions on their website as well.

Allison Riddle said they just had their semester student teaching celebration last Friday with about 60 student teachers. It was really fun celebrating them. Davis District will be at the Career Fair as well and will be bringing two Aggies who currently teach in Davis district; 4th grade and 1st grade. They are excited to be there with them at their district table talking to the teacher candidates that come up. They will also have 6 principals coming. They will be interviewing candidates for a new school opening up in West Point next fall. They are closing Fremont Elementary, which is a very small school, so they will still have 63 elementary schools. They will continue to work on their language arts adoption, but it won't be implemented for another year.

Lynette Tervort said they were in the process of creating newsletters that go out once a month for the year to the parents of children who will be attending kindergarten. The newsletters will include ideas for math, writing, and social skills that parents can do with their kids to help them be ready for kindergarten. Potty training was on the very first newsletter she just created. Sylva Read said she noticed in the new language arts standards that concepts of print are now a Pre-K skill. Lynette said there were quite a few skills that moved to Pre-K. They still have to check the skills because a lot of kids don't go to preschool. Preschool is not required, and neither is kindergarten.

7. Northern Utah UniServ Updates – *Curtis Benjamin*

Curtis Benjamin said it was great to see all of the support for Bill 221 and how well that's going. It is just such a great opportunity for our student teachers, and he was so glad it got traction and was making it through. He said they were concerned about a couple of bills that are going through. One has to do with their association voice with House Bill 285. It is the bill that would curtail or put limits on access to the buildings, to cause them to recertify every five years, to be the negotiating agent, and would also cause people to affirmatively declare that they want payroll deduction to continue for their dues to be deducted. Curtis said all those things are kind of unnecessary in a right to work state where people can voluntarily join their association. He also mentioned the recent request for appropriations having to do with the student scholarships for private education. He said they asked for about 150 million and now 50 million is more the realistic ask. They prefer that instead of pushing that public money that direction, to wait until they actually have the program started and use the appropriated funds from last year.

8. Educator Licensing Newsletter for January 2024:

<https://docs.google.com/document/d/1g8KKN0mFwIXqW8RVzcpHFn2TM6nJ2201qicfHLvn95U/edit>

**Next meeting: March 18, 2024**

p. 31 of the [ETS Candidate Educator Handbook](#)

### Plagiarism

ETS reserves the right to cancel your scores at any time when, in its judgment, there is evidence that the submitted response includes:

- text submitted is substantially similar to that found in other performance assessment responses and/or training materials, such as, but not limited to, the Library of Examples
- quoting or paraphrasing, without attribution, language that appears in any published or unpublished sources, including sources from the Internet and/or sources provided by any third party

### Essay Similarity Detection

Each task response in the assessment, whether submitted during the original submission window or during the resubmission window, **must be entirely your work**. While we encourage you to seek support from your EPP supervising instructor and mentor, each task must be distinctly and solely your own work. Software is utilized to scan all responses for overlap with previous candidate's submissions, with another candidate's submissions and with the Library of Examples. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an investigation with the ETS Office of Testing Integrity (OTI) may be initiated and scores could be voided at any time. If a task response is the subject of a review, the following steps will occur.

- Your overall assessment scores will be placed on hold before scores are released.
- You will be informed that your scores are on administrative hold.
- You will be informed that your response is under review, and you will be provided the opportunity to submit additional materials to ETS's OTI to support your case. You will have the ability to request that ETS supply the portions of the responses that are in question.
- All materials will be independently reviewed, and an assessment of the case will be provided to ETS's OTI.
- You will receive a letter from ETS's OTI notifying you of the decision after the review has been completed.
- If it is concluded that your scores should be released, the hold on scores will be removed and you will be able to view your score report online.
- If it is concluded there is substantial evidence to support cancellation of your scores, the scores will be voided and the appropriate state agency or institution requiring the assessment will be informed of the cancellation of scores.