

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
January 25, 2021

MEMBERS PRESENT: Curtis Benjamin, Steve Carlsen, Marilyn Cuch, April Denton, Dennise Gackstetter, Dennis Garner, Tom Higbee, Malia Hite, Scott Hunsaker, Francine Johnson, Cindy Jones, Camille Odell, Matt Omasta, Greg Podgorski, Sylvia Read, Jessica Rivera-Mueller, Marla Robertson, Kady Schneiter, Maria Spicer-Escalante, Greg Wheeler, Julie Wheeler

MEMBERS EXCUSED: Seth Archer, Paul Barr, Elizabeth Drake, Sheri Haderlie, Alden Jack, Peter Mathesius, Eric Mohr, Gary Stewardson, Michelle Wilson

GUESTS: Jose Chavez, Greg Cox, Lisa McLachan, Darcie Peterson, Denise Taylor

Sylvia Read welcomed Greg Wheeler as a new member to the Council on Teacher Education. He is replacing Leslie Timmons because she retired at the end of December.

ACTION ITEMS:

1. Approval of Minutes:
Minutes for November 2020 were approved as written.

2. Course Approvals:

ELED course approvals:

- ELED 3001 – Historical, Social, and Cultural Foundations of Education

Proposed Action: Corequisite, Prerequisite, effective Summer 2021.

Justification: Aligns prerequisites and corequisites with those for its companion course, ELED 3000 while maintaining the distinct corequisites needed for Early Childhood Education majors.

Description: This course is an introduction to the historical, social, and cultural foundations of education. Students examine the interdependence of school and society, along with the influence of that interdependence on curricular and instructional practices.

Scott Hunsaker motioned to approve the corequisite and prerequisite change for ELED 3001. Greg Podgorski seconded the motion. Motion passed.

- ELED 3101 – Classroom Reading Instruction

Proposed Action: Delete Course effective Summer 2021.

Justification: We've arranged some blocks of courses in our program that makes this course unnecessary as we no longer need a General Studies Lane version of the course.

Description: Prospective teachers are introduced to teaching and learning processes of reading instruction in the elementary school. Emphasis is based on developing competencies for teaching phonological awareness, phonics, fluency, vocabulary and comprehension including instructional techniques, methods, and materials for whole-class instruction.

Scott Hunsaker motioned to delete course, ELED 3101. Marie Spicer-Escalante seconded the motion. Motion passed.

Sylvia Read explained that this is a course we put preprogram, in part, so we could be sure students had at least some of the content necessary to help them with the Praxis ELED Multiple Subjects test. Students can now take this course before they are admitted.

- ELED 4021 – Teaching Science in Elementary School

Proposed Action: Prerequisite effective Summer 2021

Justification: The prerequisite change ensures that only students admitted to the ELED General Studies Lane enroll in the course, eliminating confusion with a previous restriction code.

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 (CI)

Proposed Action: Prerequisite effective Summer 2021. General Studies Lane Designation, ELED 3000, ELED 3002 and ELED 3100

Justification: The ELED 3101 course has been deleted so it is no longer needed as a prerequisite.

Description: Student study language development in children, curriculum development, instructional methods, and assessment in the areas of writing and spelling.

- ELED 4041 – Reading Assessment and Intervention (CI)

Proposed Action: Prerequisite effective Summer 2021

Justification: The ELED 3101 course has been deleted, so it can longer be used as a prerequisite.

Description: This course prepares undergraduate students to use data from reading assessments to identify students' reading strengths and needs and plan interventions.

- ELED 4043 – Reading Assessment and Intervention Practicum

Proposed Action: Prerequisite effective Summer 2021

Justification: One of the prerequisite courses is being deleted.

Description: Students use reading assessments to identify elementary students' reading strengths and weaknesses and plan instruction. Special attention is given to provide explicit differentiated reading instruction to students who struggle with learning to read.

- ELED 4051 – Teaching Social Studies in Elementary School

Proposed Action: Prerequisite effective Summer 2021

Justification: The prerequisite change ensures that only students admitted to the ELED General Studies Lane enroll in the course, eliminating confusion with a previous restriction code.

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 4063 – Teaching Elementary School Mathematics II: Numbers, Operations, and Algebraic Reasoning

Proposed Action: Prerequisite effective Summer 2021

Justification: The prerequisite change ensures that only students admitted to the ELED General Studies Lane enroll in the course, eliminating confusion with a previous restriction code.

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.

- ELED 4064 – Teaching Elementary School Mathematics I: Rational Numbers, Operations, and Proportional Reasoning

Proposed Action: Prerequisite effective Summer 2021

Justification: The prerequisite change ensures that only students admitted to the ELED General Studies Lane enroll in the course, eliminating confusion with a previous restriction code.

Description: Students develop pedagogical content knowledge in rational numbers, operations, and proportional reasoning for teaching grades preschool through grade 6. Characteristics of instruction, assessments, and intervention are considered critically.

- ELED 4065 – Elementary Content Practicum

Proposed Action: Prerequisite effective Summer 2021

Justification: The prerequisite change ensures that only students admitted to the ELED General Studies Lane enroll in the course, eliminating confusion with a previous restriction code.

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 4151 – Assessment and Differentiation Across the Curriculum

Proposed Action: Prerequisite effective Summer 2021

Justification: The prerequisite change ensures that only students admitted to the ELED General Studies Lane enroll in the course, eliminating confusion with a previous restriction code.

Description: Students explore the cyclical nature of assessment and instruction. This course provides the knowledge, skills, tools, and dispositions necessary to effectively use assessment information to make differentiated instructional decisions.

- ELED 4480 – Early Childhood Education Kindergarten Through Grade 3

Proposed Action: Prerequisite, effective Summer 2021

Justification: Removing prerequisites to make the course available within the "Professional Anchor" part of our program because the state board has changed the structure of teacher licensure so that students with an Elementary Education license can now teach in Kindergarten.

Description: This is a study of early childhood (K-3) curriculum, methodology, and learning environments.

Scott Hunsaker motioned to approve the proposed changes to ELED 4021 through ELED 4480. Dennise Gackstetter seconded the motion. Motion approved.

Scott explained that when we first created the General Studies lane, the Registrar's Office thought they had created a restriction code for that lane, but this code had already been assigned, so students were getting approved for the Licensure lane courses. A new code was created for General Studies lane students. Sylvia clarified that the General Studies lane allows students to begin the program without having passed two of the Praxis Elementary Education: Multiple Subjects subtests. Denise Taylor had concerns over what changes had been made to ELED 4480. Scott Hunsaker confirmed that it was just the removal of HDFS 2600 and HDFS 2630.

- ELED 5106 – Motivation and Classroom Management

Proposed Action: Delete Course effective Summer 2021

Justification: Because ELED 5105 can be taken prior to lane designation in the program, a General Studies Lane version of the course is no longer needed.

Description: The purpose of this course is to provide students with the knowledge and skills needed to effectively manage classroom behavior, as well as engage and motivate students.

Scott Hunsaker motioned to approve the proposed changes to ELED 5106. Marla Robertson seconded the motion. Motion approved.

EMTH course approvals:

- EMTH 5030 – Mathematics for Teaching K-8: Numbers and Operations

Proposed Action: Delete Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: The EMTH courses are no longer offered as the funding formula for teacher workshops was changed to a CEU basis. The course continues to be offered at the graduate level.

Description: This course, for K-8 teachers, will cover the content of Number and Operations to develop comprehensive understanding of our number system and relate its structure to computation, arithmetic, algebra, and problem solving.

- EMTH 5040 – Mathematics for Teaching K-8: Rational Numbers and Proportional Reasoning

Proposed Action: Delete Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: The EMTH courses are no longer offered as the funding formula for teacher workshops was changed to a CEU basis. The course continues to be offered at the graduate level.

Description: To provide practicing teachers a deeper understanding of rational numbers, operations with rational numbers, and proportionality, and instructional strategies to facilitate the instruction of this content for elementary students.

- EMTH 5050 – Mathematics for Teaching K-8: Algebraic Reasoning

Proposed Action: Delete Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: The EMTH courses are no longer offered as the funding formula for teacher workshops was changed to a CEU basis. The course continues to be offered at the graduate level.

Description: To provide practicing teachers a deeper understanding of algebraic expressions, equations, functions, real numbers, and instructional strategies to facilitate the instruction of this content for elementary students.

- EMTH 5060 – Mathematics for Teaching K-8: Geometry and Measurement

Proposed Action: Delete Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: The EMTH courses are no longer offered as the funding formula for teacher workshops was changed to a CEU basis. The course continues to be offered at the graduate level.

Description: To provide practicing teachers a deeper understanding of the geometry and measurement context that exists in the state core and instructional strategies to facilitate the instruction of this content.

- EMTH 5070 – Mathematics for Teaching K-8: Data Analysis and Problem Solving

Proposed Action: Delete Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: The EMTH courses are no longer offered as the funding formula for teacher workshops was changed to a CEU basis. The course continues to be offered at the graduate level.

Description: To provide practicing teachers a deeper understanding of probability and data representation and analysis.

Greg Podgorski motioned to approve the proposed changes to EMTH 5030 through EMTH 5070. Dennise Gackstetter seconded the motion. Motion approved.

Sylvia explained that EMTH stands for Elementary Math. These were the 5000 level versions of these courses that could be offered to school districts in clusters, at a different rate.

- SPED 5230 – Special Education Student Teaching

Proposed Action: Course Description, Prerequisite, and Title change effective Summer 2021

Justification: This course was previously used for student teaching in our alternative teacher preparation (ATP) program. An R401 was approved last year for our new distance teacher preparation program Online Practical Teacher Training (OPTT). SPED 5230 will now be the student teaching course for OPTT. The course prerequisite is to complete all the needed courses, field experiences, Praxis testing, background check and Educator Ethics review required for the ED4 code.

Description: This course consists of student teaching for students in the Online Practical Teacher Training programs (OPTT).

Darcie Peterson motioned to approve the proposed changes to SPED 5230. Maria Spicer-Escalante seconded the motion. Motion approved.

Darcie Peterson explained that this course was used for the Alternate Teacher Preparation program, and that program no longer exists, so they are just updating it to be more consistent with how they are using it for the Online Practical Teacher Training (OPTT) program. When this course approval is complete, they will come back and request the CI designation.

TEAL course approvals:

- TEAL 4630 – Methods for Teaching Middle Level Mathematics

Proposed Action: Course Description, Prerequisite change effective Summer 2021

Justification: The ELED 4060 course has been replaced by ELED 4062 due to changes in requirements for mathematics developed at the Utah State Board of Education.

Description: This course enables students to know the content topics of school mathematics and plan, teach, and reflect on lessons for middle school grades. Students learn to identify and use instructional strategies to teach equitably, allowing mathematics access for all learners. Additional coursework is required for those enrolled in the graduate-level course.

Scott Hunsaker motioned to approve the proposed changes to TEAL 4630. Greg Podgorski seconded the motion. Motion approved.

- TEAL 4770 – ESOL Instructional Strategies in the Content Areas

Proposed Action: Inactivate Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: We are inactivating only TEAL 4770. TEAL 6770, with which it is cross-listed, will not be inactivated. Currently, we believe that students need more classroom experience to benefit from this course.

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.

Scott Hunsaker motioned to approve the proposed changes to TEAL 4770. Tom Higbee seconded the motion. Motion rejected.

Scott Hunsaker explained that they were inactivating this course in case they wanted to bring it back again. Denise Taylor was concerned about students who were seeking a Dual Language Immersion (DLI) endorsement and what course would be taking the place of this course. Maria Spicer-Escalante had not been involved in previous discussions concerning this course. Maria stated they were in the process of reviewing the curriculum for the DLI endorsement with the Utah State Board of Education. TEAL 4770 is a required course to get the DLI endorsement. More discussion needs to happen concerning this course, so the motion was rejected and this course will be revisited at a later date. Sylvia Read will notify Sarah Braden that this change was rejected and copy Maria Spicer-Escalante on the email.

- TEAL 5710 – Instruction for Linguistically and Culturally Diverse Learners

Proposed Action: Prerequisite effective Summer 2021

Justification: Changes are being made so that this course matches its ELED General Studies Lane equivalent, which is TEAL 5711.

Description: This course explores social, cultural, and political factors impacting the education of English language learners. Students examine instructional and social issues related to ESL students/families and schools.

- TEAL 5711 – Instruction for Linguistically and Culturally Diverse Learners

Proposed Action: Prerequisite, Title Change effective Summer 2021

Justification: Changes are being made so that this course matches its Licensure Lane equivalent, which is TEAL 5710.

Description: This course explores social, cultural, and political factors impacting the education of English language learners. Students examine instructional and social issues related to ESL students/families and schools.

Scott Hunsaker motioned to approve the proposed changes to TEAL 5711. Greg Podgorski seconded the motion. Motion approved.

Scott explained that the titles for TEAL 5710 and TEAL 5711 did not match so they are just changing the title so it matches its licensure lane equivalent.

- TEPD 5521 – Mathematics for Teaching K-8: Numbers and Operations

Proposed Action: Delete Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: The TEPD courses are no longer offered as the funding formula for teacher workshops was changed to a CEU basis. The course continues to be offered at the graduate level.

Description: This course, for K-8 teachers, will cover the content of Number and Operations to develop comprehensive understanding of our number system and relate its structure to computation, arithmetic, algebra, and problem solving.

- TEPD 5522 – Mathematics for Teaching K-8: Rational Numbers and Proportional Reasoning

Proposed Action: Delete Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: The TEPD courses are no longer offered as the funding formula for teacher workshops was changed to a CEU basis. The course continues to be offered at the graduate level (TEAL 6000 level).

Description: To provide practicing teachers a deeper understanding of rational numbers, operations with rational numbers, and proportionality, and instructional strategies to facilitate the instruction of this content for elementary students.

- TEPD 5523 – Mathematics for Teaching K-8: Algebraic Reasoning

Proposed Action: Delete Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: The TEPD courses are no longer offered as the funding formula for teacher workshops was changed to a CEU basis. The course continues to be offered at the graduate level (TEAL 6000 level).

Description: To provide practicing teachers a deeper understanding of algebraic expressions, equations, functions, real numbers, and instructional strategies to facilitate the instruction of this content for elementary students.

- TEPD 5524 – Mathematics for Teaching K-8: Geometry and Measurement

Proposed Action: Delete Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: The TEPD courses are no longer offered as the funding formula for teacher workshops was changed to a CEU basis. The course continues to be offered at the graduate level (TEAL 6000 level).

Description: To provide practicing teachers a deeper understanding of the geometry and measurement context that exists in the state core and instructional strategies to facilitate the instruction of this content.

- TEPD 5525 – Mathematics for Teaching K-8: Data Analysis and Problem Solving

Proposed Action: Delete Course, Remove Cross Listed/Dual Listed Course(s) effective Summer 2021

Justification: The TEPD courses are no longer offered as the funding formula for teacher workshops was changed to a CEU basis. The course continues to be offered at the graduate level (TEAL 6000 level).

Description: To provide practicing teachers a deeper understanding of probability and data representation and analysis.

Scott Hunsaker motioned to approve the proposed deletion and cross listing/dual listing of courses TEPD 5521 through TEPD 5525. Dennise Gackstetter seconded the motion. Motion approved.

Sylvia explained that these courses were workshop courses. The Utah State Board of Education is changing the Math Endorsement and it also applies to the CEU policy.

- THEA 1310 – Theatre Education Seminar

Proposed Action: Credit Hour effective Fall 2021

Justification: Increase the credit hours to be in line with course requirements. The .5-credit requirement will still be part of the old catalog years. If it's changed now, students in older catalogs will meet the credit requirement, it's just that each year they will be receiving progressively more credits. It'll take 6 years for it to fully cycle through, but Degree Works will track those requirements so it shouldn't be a problem.

Description: This course reviews contemporary issues in theatre arts education and applied theatre, including evolving views on best practices; changes in educational policy at the university, local, state, and national levels; and engages students in artistic, educational, and/or service projects.

Matt Omasta motioned to approve the proposed changes to TEAL 4630. Dennise Gackstetter seconded the motion. Motion approved.

Matt Omasta explained that they are changing the credit requirement from .5 to 1 credit, to better match the workload.

Information/Discussion Items:

1. PPAT scores from fall 2020 – Sylvia Read

Fall 2020 PPAT	N	Points possible	Mean	Median	Range
Task 2	120	12	6.5	6.5	0-12
Task 3	120	16	11.5	11.5	0-15
Task 4	120	32	20.25	23	0-24
Total	120	60	38.47	42	0-53

35 out of 120 (29%) scored below the future cut score of 36

If you would like to have data on how your students scored by program, contact Sylvia.

The three tasks that are scored by ETS are Task 2, 3, and 4. Task 1 is a practice test. Sylvia corrected the points possible for Task 4, points possible. The points possible should be 32.

Our students are being given the opportunity to learn what they need to know to do well on the PPAT. When there are small numbers in a program, it is better to look at the raw data and think about where the students are having problems. They tend to have problems in using student data to make instructional decisions. One of the reasons we are asking the Utah State Board of Education office to extend the consequential cut score date is so we can determine how we need to support our students to be successful. If our students do not meet the cut score, they would be recommended for an Associate Educator License and would need to pass the PPAT within 3 years of licensure through their school district. We would like them to pass the PPAT before they graduate, so they can be recommended for the Professional Educator License with initial licensure. Sharla Hart has Word templates that can be implemented into their Canvas shell to help them organize their information before they enter it into the portal they have to use for ETS. Moving forward, they will have assignments in Canvas for SCED 5500 (or partner department equivalents) to allow us to see the areas they need to improve in. The assignments force them to read the rubrics and understand what the task is asking for. Past experience shows that when students do not read the rubrics, they leave things out, are not as explicit as they could be, or information is not connected to what the prompt is asking for. It is important for each of our sub programs to take a look at the data. Tom Higbee emphasized the need to go back to our departments and stress the importance of equipping our students with the right language and experiences. If we don't prepare our students well, it will have major consequences on our students and our program.

Darcie Peterson commented that the students know the information, but we need to teach them the terminology, how to submit within the parameters, and demonstrate what they already know. Darcie also indicated that they have uploaded good examples in Canvas from past students who have given permission to share their submissions. Sylvia Read offered to meet with partner departments to help them with implementing the information in their courses. She confirmed, after the meeting, that students may consult with peers and the Writing Center for feedback.

2. USBE Updates – *Malia Hite*

Malia Hite identified two updates from the Utah State Board of Education. The first update was related to Educator Preparation, Rule 277303, clause 303-4 which states that students enrolled after January 1, 2021 and recommended by August 1, 2021 must take the PPAT. It is going to go to Full Board in February for discussion and vote to modify the August 1, 2021 date to September 1, 2021,

in response to feedback from Deans and EPPs. It also coincides with the Title II reporting deadlines. They are trying to get a good solution for all parties. Sylvia mentioned that we are already having our students take the PPAT, so this deadline change should not affect our students. A request is going forth from most of the Deans to consider putting the consequential date for the cut-off score of 36, somewhat farther out in the future, given the current circumstances with COVID-19.

The second update addressed license renewal changes for this year. They are not opening up the last step to complete license renewals until March 1, 2021, due to technology changes with CACTUS, their system, and the website host of the online renewal system.

Malia Hite shared the legislative priorities for the Utah State Board of Education. They are still fighting for the raise in Weighted Pupil Unit (WPU). (One bill that is being argued wants to take the WPU away from a school district, if they do not offer an in-person learning option.) It has passed the Senate and will be going to the House Committee this week. They are also trying to fund things that were unfunded in late spring last year, due to Covid-19. They were approved last session, and when they redid the budget, because of the lack of income tax for the State of Utah, all of those things that had been previously approved were taken away. They are looking at Early Learning Literacy (learning loss in reading due to Covid-19), and Mental Health legislation to support Mental Health Screeners for secondary schools that are now in place.

Curtis Benjamin shared the legislative priorities for UEA. In place of Educator Day on the Hill, they were planning to do a Town Hall and weekly briefings that members had signed up for. As an Association of Northern Utah, they met with legislatures in a virtual forum. They expressed gratitude to them for their work and the passing of Amendment G and the deal that was associated with it. He was very pleased with the legislature and the additional funding for the Weighted Pupil Unit of nearly 6 percent. Curtis said he had not ever seen this much frontloading for education at this point. It is a fulfillment of the promises made at the legislative session last year. He was also pleased with the \$1500 one-time bonus stipend the teachers received, but was troubled that one district decided not to give it across the board to the online teachers as well as in-person teachers.

3. Secondary Education Teaching Degrees in Degree Finder – *Scott Hunsaker and Ben Renard-Viart*
Due to limited time, this item will be discussed at a future date.
4. PPAT Updates – *Sharla Hart, Darcie Peterson*
Darcie said the Special Education and Rehabilitation Counseling department is scoring Task 1 and then giving the students feedback on the preliminary version. They are training supervisors to give that feedback.
5. District Feedback – *April Denton, Alden Jack, Steven Carlsen*
April Denton said she was teaching in person, but that they had shut down for one week before Christmas because they had 9 cases in one day from students who were together practicing for a play.

Steve Carlson indicated that 70% of teachers and staff in the Box Elder School District signed up for the Covid-19 vaccine and received the first dose last week. They will receive the second dose on February 8 and 11. Sylvia indicated that the Office of Field Experience at USU was contacted by the Bear River Health Department and our student teachers were invited to participate along with the teachers.

Next meeting: February 8th