

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
January 10, 2022

MEMBERS PRESENT: Jessica Baxter, Curtis Benjamin, Lacey Boschetto, Marilyn Cuch, Nichelle Frank, Tom Higbee, Scott Hunsaker, Cindy Jones, Jessica Koltz, Eric Mohr, Lauri Nelson, Matt Omasta, Greg Podgorski, Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Kady Schneiter, Andy Walker, Greg Wheeler

MEMBERS EXCUSED: Paul Barr, Steve Carlsen, Chloe Christopher, April Denton, Dennise Gackstetter, Malia Hite, Alden Jack, Peter Mathesius, Maria Spicer-Escalante

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

Action Items

1. Approval of November 2021 Minutes - <https://usu.box.com/s/fhi9bcd16di2ksk6p6f9x3s6il1gnh50>
Minutes for November 2021 were approved as written.

2. Course/curriculum approvals:

BSED 4210, FCSE 4210, ASTE 4210, TEE 4210

These courses will be crosslisted and the course descriptions have been updated. With the split of the ASTE and AVTE departments, we need to establish a new course prefix for Business Education in order for all relevant Business Education Teacher Education courses to report to ASTE instead of the AVTE department where the current BUSN prefix is located. The new prefix of BSED will be listed in Banner and Curriculog under ASTE. BSED will be the new prefix for Business Education coursework.

Course description for BSED/FCSE/ASTE/TEE 4210: Overview of the various methods used to measure and evaluate student achievement, within the cognitive, affective, and psychomotor domains with emphasis on performance based and authentic assessment specific to the Career and Technical Education classroom.

A motion was brought forward by Lacey Boschetto to approve BSED 4210, FCSE 4210, ASTE 4210, and TEE 4210. Greg Podgorski seconded the motion. Motion approved.

Mathematics Education Minor-Proposed Action: Modify Existing Program

Clarification of Requirements

Requirements:

MATH 1210 Calculus I (QL)

STAT 3000 Statistics for Scientists (QI)

MATH 1220 Calculus II (QL)

MATH 2210 Multivariable Calculus (QI)

MATH 2250 Linear Algebra and Differential Equations (QI) **or** MATH 2270 Linear Algebra (QI) **and**

MATH 2280 Ordinary Differential Equations (QI)

MATH 3110 Modern Geometry

MATH 3310 Discrete Mathematics

MATH 4200 Foundations of Analysis (CI)
MATH 4310 Introduction to Algebraic Structures (CI)
MATH 4400 History of Mathematics and Number Theory
MATH 3300 School Laboratory for Mathematics Teachers Level I
MATH 4300 School Laboratory for Mathematics Teachers Level II
MATH 4500 Methods of Secondary School Mathematics Teaching
MATH 5010 Technology for Teaching Mathematics
STAT 4010 Probability and Statistics for Teachers
MATH 5020 Mathematical Cognition and Assessment of Mathematical Achievement
SPED 4000 Education of Exceptional Children
SCED 3210 Educational and Multicultural Foundations (DSS/CI)
SCED 5100 Motivation and Classroom Management
SCED 5200 Language, Literacy and Learning in the Content Areas (CI)

Note: Completion of the Secondary Teacher Education Program (STEP) for the student's secondary education major is also required. Admission to the STEP requires an overall GPA of 3.00 and a C or better in all requirements. The STEP is normally completed during the last three semesters of study and consequently nearly all the mathematics courses in the Mathematics Education Minor must be completed before beginning the STEP. Acceptance to Teacher Education is required prior to enrolling in SCED 5100, SCED 5200, MATH 4300, MATH 4500, and MATH 3300. This acceptance requires an overall GPA of 3.00 and passing a criminal background check.

A motion was brought forward by Greg Podgorski to approve the Math Education Minor. Kady Schneider seconded the motion. Motion approved.

Sylvia Read said they were modifying the Math minor to make it clearer. There are two clinicals, MATH 3300 and MATH 4300, and one methods course, MATH 4500. Both clinicals are taken in the same semester. They would use the SCED prefix courses for their student teaching since it is for their major and they would get a math placement as part of that student teaching experience. The math minor students do not take our ITLS course. They take MATH 5010, Technology for Teaching Mathematics, instead. Students with the Math minor would be recommended for the Mathematics 4 endorsement. Tom Higbee brought to our attention that the course title for SPED 4000 was not correct. Sylvia said we would correct the title for the course.

Information/Discussion Items:

1. American Sign Language Teaching Minor-Discontinuation – *Sylvia Read*
The Department of Communicative Disorders and Deaf Education will discontinue the ASL Teaching minor due to the department's inability to provide necessary coursework and supervision of practicum experiences. They still have an ASL Language minor, but not an ASL Teaching minor.
2. USBE Updates – *Lisa McLachlan, Greg Cox*
Sylvia Read asked if a student already has an Elementary Education license and are applying for a Secondary Education license, would they need to complete the PPAT before being recommended for the other license area. Lisa McLachlan said if the student already has a Professional Teaching License in Utah in one teaching area, they would have already met the general teaching pedagogy requirements as well as the pedagogical assessment requirements, so they would not need to complete the PPAT.
3. All secondary teaching majors and minors need to be reviewed (and possibly updated) to ensure alignment with the new secondary endorsements. Geography and Psychology teaching minors were recently updated and approved by USBE. See <https://www.schools.utah.gov/licensing/endorsements?mid=5266&tid=1> for details.

Sylvia Read recommended getting USBE approval prior to Curriculog catalog updates. For the Geography and Psychology minors, Sylvia Read sent the proposed revisions to Greg Cox at the USBE. They were then passed on to the teaching specialist at the USBE for approval and were then ready to go into Curriculog. This is a more efficient process. We tried to get approval for our Health teaching minor, but we were missing a key course. However, we figured out that the students could take several courses toward the health teaching endorsement while they are attending USU and then get the remaining professional development course after they graduate. They could then add the endorsement to their license. We want to be sure that when students are graduating, we can recommend them for everything they are qualified for. The best way to do that is to make sure that we are aligned with those new recommendations and those often do not include a Praxis test. A question that we get a lot is, do we need a Praxis for this teaching minor? Currently, if they use the old endorsement, and if the Praxis is listed in the old endorsement, then the answer is yes. After the summer of 2023 the answer will be no, in most cases, because the new endorsement does not include Praxis as a way to signify that you have the competency to teach that content. Lisa McLachlan said they realize that some of the new fine arts endorsements are not available yet, but they hope to see them in the next month or so. Greg Cox said we can go through him to get our Computer Science minor program approved through the CTE Specialist at the USBE. We want to be part of providing computer science teachers for the state, so we want to be sure that our coursework counts for something or prepares them for a particular task. Scott Hunsaker questioned if it was necessary to approve the secondary minor program changes through Curriculog. He will verify with Michele Hillard and individuals who make changes to the catalog to see what the process should be.

4. PPAT scores from Fall 2020 showed some improvement over Spring 2020. The cut score of 36 goes into effect in Fall 2022 [update as of 2/10/22, the cut score will go into effect Fall 2023]. The students who take the PPAT exam seriously seem to pass. More than 70 percent of our students are getting passing scores. Those who do well have much more detail and specificity. It is a matter of getting their thoughts down in writing and that is difficult for some students. They may be planning lessons with student data in mind, but not writing it that way. Our support for them is showing them how to make their thinking visible and provide the evidence that they are able to use data to inform instruction.

Allison Riddle said she had spoken to a few other universities that have noticed the stress that the performance exam causes during the student teaching rotation. She wondered if we had found any solutions to help mitigate the stress of the sheer amount of work the PPAT requires while they are supposed to be transitioning into greater responsibility in their student teaching.

Sylvia Read said there really aren't any answers for that except that Sharla Hart has created some guiding documents to help them. The documents give the students a space to draft their answers to all the PPAT prompts and then they can use that to copy and paste their information into the ETS system. The students who just compose right into the box in ETS do not do very well. They can submit the draft in a Canvas course, so we are able to go in and see their scores and see what the difference is for those who score low and high. The difference was in detail and specificity. Each semester Sharla has enhanced the support for students in the student teaching course and in the seminar. Sylvia suggested that Lisa McLachlan and Greg Cox take these concerns and feedback to USBE.

Marilyn Cuch said they want to make sure that as they are talking about improving the scores that they have a plan and they have it documented as to how they are going to do it, so it is articulating across not only the STEP program, but across those methods courses too. Now that they understand that, and have more student examples, she thought they could build it in a stronger and more deliberate way. Sylvia suggested Marilyn reach out to Scott Hunsaker because he was formulating a survey that she may be able use and adapt to send to the relevant departments. Each department has a different constellation of courses and different kinds of students, and they know the most logical ways for them to address those.

Lacey Boschetto said in the ASTE department they have created their own Canvas course for their students with examples from every PPAT task. They provided them with a similar guiding document and tutorial videos.

Lacee has also used this in her courses throughout the trial period, but the other instructors in ASTE will be implementing it into their courses as well. Lacee thought it might be beneficial to be a grader so we could best mimic tasks for the benefit of our students. Lisa McLachlan said ETS and Pearson had openings listed last month for readers but she could no longer see it. The window for applying may have closed.

Allison Riddle said the Davis District created their own performance assessment with their APPEL students. It was approved by the State Board late last fall. They started it and have been doing the initial meetings to share the structure of the exam with those teachers that are qualified to use it. They are outsourcing the scoring of the exam, so it is not going to be done by people in their department. She said they were calling their performance assessment the DPPA. The state office allows them to complete it over a couple of years so that's a great help. Sylvia Read said this is something we would not be able to do because our students need to graduate and get licensed.

5. District Feedback – *Allison Riddle*

Allison Riddle said they had 64 student teachers starting in their district and 8 of them are from USU. They are still hiring new teachers. They have had a lot of mid-year hiring this year for elementary education teachers. Allison said they finished their performance exams, and they are reviewing and developing them and how they share them with people who are on the alternate route. They are doing well in both their induction programs for elementary and secondary education. They also include special education and dual immersion teachers in these induction programs. They are well supported by the Board and Superintendent.

Sylvia Read asked Allison how things were going in their district regarding the Omicron virus. Allison said they had one of their high schools that had nearly 50% of their students out with the Omicron virus. They have not had any test-to-enter schools, so they were pleased about that, considering they have 90 schools in their district. She said it is a social norm to be out of school or masked, and a higher percentage of students and teachers are wearing masks.

Curtis Benjamin indicated the legislative session starts on February 18, 2022. Some of the concerns they plan to address for educators are the workload and preparation time for teachers. Teachers are feeling overwhelmed with schedules and not enough time to prepare, additional pressures of teaching during a pandemic, higher expectations, etc. He said there have also been positive things come from the pandemic, like an increased investment in schools, and salary schedules have been enhanced. They are hoping to carve out dedicated time for teachers to prepare individually and to go to conferences they would like to attend. Curtis encouraged everyone to reach out to their legislator and share with them their concerns from the vantage point of working in teacher education. He requested they let them know what the needs are of the educators and what they can see for those they have stewardship over that are coming into the profession.

Allison Riddle said they just started their first Davis District Teacher-Leader Fellowship. They are following the teacher-leader roles that the State Board recently released. On the last Friday in February, they will be bringing their group of 16 teachers up to the Capitol building. Their attorney and a member of their superintendency will be briefing them on the important bills that will be coming up. They will advocate for teachers, students, and learning.

Next meeting: February 14, 2022