

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
January 9, 2023

MEMBERS PRESENT: Paul Barr, Jessica Baxter, Lacey Boschetto, Jeni Buist, Steven Camicia, Marilyn Cuch, Amanda Dawson, Nichelle Frank, Dennise Gackstetter, Tom Higbee, Jana Johnson (for Peter Mathesius), Jessica Koltz, Kelli Munns, Lauri Nelson, Greg Podgorski, Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Kady Schneider, Maria Spicer-Escalante, Lynette Tervort, Nate Trauntvein, Greg Wheeler

MEMBERS EXCUSED: Curtis Benjamin, Spencer Holmgren, Lisa McLachlan, Adrianna Mortensen

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

ACTION ITEMS:

1. Approval of Minutes: <https://usu.box.com/s/lh733gkgwiu4nubhcdi6fengiuijvr0x>
Minutes for November 2022 were approved as written.
2. Secondary Education Clinical hours, increase from 30 to 45 (effective Fall 2024)
Sharla Hart motioned to approve the Secondary Education Clinical hours increase from 30 to 45, beginning Fall 2024. Nate Trauntvein seconded the motion. Motion passed. (Had 2 opposing votes.)

Sylvia indicated the TEAL Department had already voted on the clinical hours increase and were in favor of it. She said in all of our clinicals for secondary education, the USU Catalog shows they are supposed to have 30 hours in the schools for their clinicals. She thought this information dated back to the quarter system. Sylvia had done a site visit for accreditation at another university in another state and the professor said they have them do 45 hours for their clinical because it is worth one credit. Some of our secondary students only have one clinical so they are only getting 30 hours out in the schools before student teaching, which is definitely not adequate. We would like to get it to 45 hours minimum for the secondary education clinical courses. Dennise Gackstetter inquired as to if it was 45 hours total or 45 hours per course. Sylvia confirmed it was 45 hours per course. We know that our students who have minimal experience before student teaching are more likely to struggle. Several partner department CTE members felt that 45 hours was too much. It is not about the number of hours they observe, but what they do with those hours. They are currently struggling to get 30 hours of classroom time in. Sharla Hart said many of our statewide students get hired for their student teaching and have only had 30 hours in a classroom, prior to being hired. This is where we see a lot of students struggle and they are not being successful and have the pressures of the PPAT on top of that. One of the concerns would be finding the mentors that would provide them with effective hours. Our special education students get 90 hours in the classroom and our elementary teachers get 4 weeks minimum, but most of the time it is more than that. We would like to make this uniform across majors if we can figure out how to shift our recommended schedule around. It would take a full Curriculum cycle before we could implement it and make the necessary changes. The suggested change would not go into effect until the Fall 2024 catalog. This would give us plenty of time to adjust our internal expectations and the expectations with our external stakeholders.

Information/Discussion Items:

1. PPAT Results, Fall 2022 – *Sylvia Read*

We had a higher percentage of students who scored at least a 36 on their PPAT exam. Our average score for Spring 2022 was a 36.4, whereas our average score for Fall 2022 was 38.78. We are moving in the right direction. The table below shows that Task 4 Step 3 is where we have the lowest average score. This is the task where our students have to attach data from two focus students and there are a lot of zeros on that one because they do not attach any data so it brings our average score down.

Fall 2022 % passing	72%
Spring 2022 % passing	61%
Spring average score	36.4

PPAT scores Fall 2022

Major	Average Overall Score	N	Average Task 2 Step 1	Average Task 2 Step 2	Average Task 2 Step 3	Average Task 2 Total	Average Task 3 Step 1	Average Task 3 Step 2	Average Task 3 Step 3	Average Task 3 Step 4	Average Task 3 Total	Average Task 4 Step 1	Average Task 4 Step 2	Average Task 4 Step 3	Average Task 4 Step 4	Average Task 4 Total
COMD/DEAF	19.50	2	2.00	1.00	1.00	4.00	2.50	2.25	0.75	2.00	7.50	1.00	1.00	1.00	1.00	8.00
ELED	38.73	80	2.65	2.60	2.67	7.92	2.58	2.37	2.63	2.42	9.99	2.68	2.63	2.44	2.63	20.74
Ag Ed	43.00	1	3.00	3.00	3.00	9.00	3.00	3.00	3.00	3.00	12.00	3.00	2.50	3.00	2.50	22.00
Business	32.00	1	2.00	2.00	2.00	6.00	2.00	2.00	2.00	1.50	7.50	3.00	2.00	2.50	1.50	18.00
English	39.83	12	2.83	2.92	2.75	8.50	2.54	2.58	2.83	2.67	10.63	2.75	2.71	2.04	2.79	20.58
FCSE	39.78	9	2.89	2.78	2.89	8.56	2.83	2.72	2.67	2.67	10.89	2.94	2.56	2.33	2.28	20.22
History	36.67	6	2.58	2.50	2.50	7.58	2.67	2.33	2.50	2.25	9.75	2.67	2.58	1.83	2.50	19.17
Kinesiology	38.75	4	2.38	2.50	2.50	7.38	2.63	2.00	2.50	2.38	9.50	2.75	2.50	2.75	2.88	21.75
Math	39.28	18	2.53	2.72	2.58	7.83	2.90	2.71	2.58	2.41	10.60	2.77	2.74	2.33	2.58	20.85
Music	38.50	2	2.25	2.75	2.50	7.50	3.00	3.00	3.00	3.00	12.00	3.00	2.50	1.50	2.50	19.00
Social Studies	34.67	3	2.50	2.17	2.33	7.00	2.50	1.67	2.50	2.33	9.00	2.67	1.83	2.17	2.50	18.33
TEE	43.33	3	2.83	3.17	2.67	8.67	3.33	3.00	3.33	2.67	12.33	3.00	3.00	2.00	3.17	22.33
Theatre	42.00	1	3.00	2.00	2.00	7.00	3.00	2.50	2.50	2.50	10.50	3.00	3.00	3.00	3.00	24.00
SPED	39.73	26	2.73	2.77	2.75	8.25	2.71	2.71	2.75	2.60	11.31	2.73	2.58	2.35	2.63	20.58
Science	38.71	7	2.71	2.64	2.57	7.93	2.71	2.86	2.71	2.64	10.93	2.50	2.36	2.43	2.57	19.71
Grand Total	38.78	175	2.66	2.65	2.64	7.95	2.67	2.50	2.64	2.48	10.37	2.70	2.59	2.34	2.60	20.45

2. PPAT cut score and passing student teaching – Sylvia Read

Sylvia Read shared some options on how we might handle the situation if students do not get the passing score for the PPAT exam. She suggested one option would be to give them a “T” grade, which is a temporary grade, in the student teaching seminar course or in student teaching, and they would not receive a grade until they had a 36 on the PPAT exam. Grades must be posted within 45 days of the end of the semester in order for them to graduate in that semester. For example, if they were trying to graduate in fall of 2023 and they had to retake the PPAT, they could resubmit a task for rescoring. Results were received by December 2nd this past year, so they could resubmit and get the score back in time for them to graduate in December in that scenario. If they needed to do more with their student teaching, we could allow them to continue on in their placement until the holiday break and even come back in January to complete whatever they needed for the task they were resubmitting. Tom Higbee said if the PPAT replaced what we used to require for the portfolio, he had concerns about the additional resources required for helping them to pass their failed components. Almost every time they have given students the benefit of the doubt and given them extra chances, the students have not been successful and still have not passed. Greg Podgorski said he would be in favor of giving a “T” grade and providing at least one more opportunity to pass the PPAT with the consequence of an exam failure being not recommended for licensure. Dennise Gackstetter said she didn’t think it would be fair to not let them graduate because they didn’t pass an external review even though they have passed all of their classes with above average scores. She said many of her students don’t feel like it is worth the bother of going through licensure when they can do an alternate path to licensure. She has had to explain to them that they will still be required to do it. Jana Johnson said some of their secondary education students opt out of STEP and complete whatever they need to graduate, but not have a license. It was stressed that we need to have consistency and uniformity about our expectations with each department.

Jeni Buist said that teachers are floundering now, but they are floundering in a different way. She didn’t know if it was a generational thing or the fact that kids are hard, and our teachers are coming to the schools not ready to handle some of the significant behaviors. The academics are different and it is harder to get a student qualified with a disability. She is worried that if they don’t have all of the components, then they flail and just quit. Greg Cox said it would be important for Special Education students to graduate because they need a bachelor’s degree in order to have the associate educator license. Sylvia said we want our Special Education students to graduate with a professional license for sure, because they need to be able to sign on IEP’s. Allison Riddle she would like to see graduation and the PPAT exam separated so students would be able to graduate with a lesser license while working toward the professional license. If they did very poorly during student teaching and scored low on the PPAT, then that shows consistency so they may need to repeat student teaching again. A question was posed to Greg Cox that if students graduated and we recommended them for an associate license, would they need to be in an APPEL program or could they just work on passing the PPAT. He said it would depend on who would be recommending them for the professional license. If the APPEL program was going to be the one taking charge of the PPAT and recommending them for licensure when they have passed it, then it would go through the APPEL program. If USU wanted to work with them and complete the recommendation after they graduated, then it would go through us. The Utah State Board of Education has approved both programs. Lacie Boschetti said she was a certified grader for PPAT, Task 4. The main thing she has learned from the process is that the students need to be very explicit and be able to explain their artifacts. The graders have a limited amount of time to go through every single submission. They cannot dig through the artifacts so they need to be easy and accessible.

3. District Feedback – Jeni Buist, Allison Riddle, Lynette Tervort

Jeni Buist said they have an Educational Equity Director now so they are working on different things as far as recommendations from state trainings. They just received approved definitions for equity types of terms. She said the other thing they have been having conversations about that affect universities are just the training for general education students that are harder to deal with.

Lynette Tervort said it was a fascinating conversation and she enjoyed listening to the whole thing. She said she definitely felt like more hours in the schools would be better because kids are harder. Not just teaching the lessons but managing students in a class is probably a bigger deal than it used to be and the parents are harder, too.

4. USBE Updates – *Greg Cox*

Greg Cox requested we add the licensing newsletter to the minutes so everyone would be aware of licensing changes and updates. He said Malia Hite and Lisa McLachlan also wanted him to mention the Pearson Foundations of Reading test. The cut score won't be determined until 2024. He said they had an upcoming meeting where they would be receiving updates on the Foundation of Reading scores from other institutions throughout the state, so that would be interesting to see how each institution is doing.

Link to licensing newsletters:

<https://drive.google.com/drive/folders/15b6wlcytg7TojbOfvESScmAYr2fEFJEK>

5. Northern Utah UniServ Updates – *Curtis Benjamin (was unable to attend)*

Next meeting: February 13, 2023