

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
March 15, 2021

MEMBERS PRESENT: Seth Archer, Jessica Baxter (for Dennis Garner), Curtis Benjamin, Marilyn Cuch, Tom Higbee, Malia Hite, Scott Hunsaker, Alden Jack, Francine Johnson, Eric Mohr, Camille Odell, Matt Omasta, Greg Podgorski, Sylvia Read, Jessica Rivera-Mueller, Marla Robertson, Kady Schneiter, Gary Stewardson, Greg Wheeler, Julie Wheeler, Michelle Wilson

MEMBERS EXCUSED: Paul Barr, Steve Carlsen, April Denton, Elizabeth Drake, Dennise Gackstetter, Sheri Haderlie, Cindy Jones, Peter Mathesius, Maria Spicer-Escalante

GUESTS: Jose Chavez, Greg Cox, Felicia Dixon, Arden Grace, Sharla Hart, Lisa McLachlan, Darcie Peterson, Anita Shuman, Denise Taylor

ACTION ITEMS:

1. Approval of Minutes:
Minutes for January 2021 were approved as written.

Information/Discussion Items:

1. PPAT terminology alignment with coursework – Sylvia Read
The PPAT Assessment Glossary document is easily accessible on the ETS website. Using the terminology in the glossary is one of the efforts that programs need to make in their methods courses, so that students are prepared for this performance assessments that will happen during student teaching. There are different kinds of terminology, such as content area vocabulary, academic language, or instructional strategies. If you have been using different terminology, please start using this terminology. We want to make sure students are thinking about and including it in their lessons plans. Sylvia Read asked if there were any terms that stand out that students have not understood. Sharla Hart said students were confused with baseline data and how they get the baseline data. They also seem to believe that they must use reading scores done by DIBELS for their PPAT when they could use a more simple assessment. They need to be aware that they can use anecdotal notes, a short formative evaluation, a quiz, or a homework assignment. It can also be an informal assessment as defined in the glossary. Scott Hunsaker explained how they can use a Quick Sort as a baseline data. He said you use an assignment a student has handed in and take a quick glance at it and sort those into exceeding standard, meeting standard, and not meeting standard. You can also choose a four-level approach or an exit ticket. Based on those groupings, you make the determination about what the flexible groups are that you need to work on for the next day or what content you need to reemphasize. Sylvia Read indicated that our students need to pick focus students to reflect on specifically for their PPAT assignment. Darcie Peterson said that instructional strategies and learning activities overlap in students minds, so they went back to their curriculum courses and defined those two things for students because that is not the language they have been using. The other thing that was very confusing this semester was Task 2. We understood the directions to mean one thing and had several meetings to try to figure them out. Sharla Hart and Julia Lyman contacted PPAT and came back with a whole different scenario than what their directions seem to indicate. Scott Hunsaker said instructional strategies can be embedded within a learning activity, or instructional strategies can be something you decide you need to do because of immediate formative assessment. Darcie Peterson said instructional strategies are where you would

be teaching large groups, small groups, or using some specific strategy for teaching the students and the learning activities are where you apply that strategy. The learning activity is in the lesson. The instructional strategy is a conceptual strategy. Lisa McLachlan noted that instructional strategy is what the teacher does to facilitate the learning and the learning activity is the bigger context in which it happens. Scott is writing a curriculum mapping survey related to PPAT and would like the partner departments to participate in that. Scott will send the survey out sometime in April.

2. PPAT Updates – *Sharla Hart, Darcie Peterson*

Sharla said one of the problems our students have had this semester is getting permission slips and the timing of the PPAT exam. We have one student who had three permission slips returned and another student that had six, and the principal and mentor teacher let them know that this was typical response. There are still schools that would prefer not to use the PPAT permission form and would like to either send out a survey or use the one that the school has in place, which has been a challenge. We also have some students who are in schools that are run on trimesters and some that are run on semesters. They get permission slips at the beginning of their student teaching experience, then switch to a different class schedule in February. Task 4 takes place with a different group of students. Students are trying to redo the work that they've done first trimester and trying to get the permission slips in quickly before needing to video for the final task. Students are taking days off in the classroom to go and finish the PPAT on time. Sharla is concerned about the PPAT and the stress it places on the students and how it will play out in their professional career. Scott Hunsaker was concerned that, if students opted to not take the PPAT before they graduate and got hired on an Associate license by a district, they may risk having to take the edTPA instead, depending on what their district requires for the pedagogical performance assessment.

Julie Wheeler said they are thinking about doing a lighter load during the first few weeks of student teaching while they finish PPAT and picking up full-time after it's finished. Sylvia Read said one of things we learned this semester is that the filming that they do for Task 4 needs to match the lessons in Task 4. So they can think of Tasks 2 and 3 as a practice run for Task 4 and do a different set of lessons for Task 4. Task 2 and 3 are worth 12 points and 16 points respectively, but Task 4 is worth 32 points. Students get interim feedback and can then that use that information to decide how to respond to Task 4. Students who are accustomed to earning A's feel like they need to get an overall score of 60 on the PPAT, but the cut-off score beginning Fall 2021 will be 36. Sharla Hart stressed the need to communicate to principals and mentor teachers that our student teachers need a lighter load for a certain number of weeks and they can increase the load after the PPAT is complete. The challenge is communicating this to the mentor teacher. We just need to let them know what our cut score is. Beginning September 1, 2022, the cut score will be 36. In order to be recommended for professional licensure, those applying for a license after September 1, 2022 will need a 36 or higher on the PPAT.

3. USBE Updates – *Malia Hite*

PPA Memo – For the next school year they have had extensive conversations with many stakeholders; the University Deans, the APPEL Directors, LEA Level, as well as their specialists and the Board. We have recommended that there is still a requirement to take the PPA, that is part of their Board Rule. If a teacher candidate wants to be recommended for a Professional license, they need to complete a pedagogical performance assessment. They are allowing each individual institution to determine their own cut score for the 2021-2022 academic year, and have the choice to make it zero. September 1, 2022 is when the Utah State Board of Education will begin requiring the cut score of 36 for the PPAT. This allows each institution to get another year of data. Sylvia Read indicated that Information regarding the PPAT scores for each student has been sent to each department so they know how their candidates have been doing and could be thinking about how to modify or

supplement course work prior to student teaching. We have been strategizing ways to enhance our orientation so that students get that just-in time learning before they need to start implementing it. Our programs already prepare them for the PPAT, but we need to make sure they understand the technicalities of the tasks and the terminology that ETS uses.

A Bill was approved this year for literacy preparation assessment and has been funded this year for elementary teachers. They are doing a pilot program, where the state will pay for educators to take the test. The first attempt will be paid for by the State for the first three years. Institutions can opt into this pilot, so that their students can take this test around the science of reading. USU has decided to opt in for the elementary literacy pilot. The USBE is in the process of writing a request for proposals (RFP). If anyone wants to be involved in that process to help define what specific things we want out of this assessment, they can contact Lisa McLachlan. Marla Robertson indicated she would like to be involved. They need to have it selected and in place by the end of summer since the funds are available beginning July 1, 2021. This next year will be the pilot, and the next year it will be required, but there is not cut score. Scott Hunsaker brought up the inequity in assessment burdens. Secondary education students are no longer required to take the Praxis, but elementary education and special education students are still required to take the Praxis and will now be required to take the literacy assessment. Darcie Peterson was also concerned about the extra expense that will be placed on the students. Curt Benjamin with Northern Utah UniServ/UEA had concerns with load, impact, cost, and equity placed on teachers entering the profession and his hope they remain in the profession as well. The Association inserted themselves to help with the Praxis for students who felt like they needed a little more training. He said if there's a place that the Association can assist, vocalize, or be helpful, they are willing to help with these concerns.

The Utah State Board of Education is in the license renewal season right now for educator licenses and the process is much simpler. USIMS is set to be released in May, but may end up being pushed back. USIMS is the replacement for CACTUS.

4. District Feedback – *April Denton, Alden Jack, Steven Carlsen*

Alden Jack said in their March Principals meeting last week there was a discussion about the alternate path for those seeking professional licensure and what school districts need to do to assist these teachers. He said their instructional coaches are looking at it, and they anticipate that it's probably something that will happen more often with the secondary than in the elementary students. One of their coaches has been looking at their coaching model to see how students are being prepared for the professional licensing. Alden would like to stay connected so he knows how they can play a part to help student teachers and professionals who might be entering and looking for the alternate path, and how they can be supportive.

Sylvia Read requested information from Alden Jack about what she had read in students' weekly reflections to prepare for PPAT regarding TAG Teams. Alden explained that their TAG Team is their version of a site-based problem-solving team. TAG stands for Teacher Assistance and Guidance. Their goal is to help people realize that the site-based problem-solving team is for academic, behavior, and social emotional problem-solving. They work with school counselors and other general behavior supports. He said the Family Place and the Bear River Mental Health Department are two of the best community resources. Alden said it would be wonderful if our students attended one of the School Community Council meetings that are held each month. Sylvia Read asked Camille O'Dell if she would be willing to compile a short list of typical kinds of resources school counselors use in communities. Camille indicated they have a class called Consultation in the Schools, and it is taught by a terrific instructor. She will ask him if he would be able to make available the resources he encourages students to use. Camille liked Alden Jack's suggestion that if people are looking for something, they approach those school counselors or even our interns. It is an opportunity for our

school personnel and teachers, as well as student teachers, to cross paths and really make some connections about what is needed. Camille will talk with their instructor for the consultation course and will email Sylvia if there is anything else she thought would be a great inclusion.

5. STEP levels and prerequisites for SCED 5200 – *Scott Hunsaker*

Scott Hunsaker said they were alerted to a situation in the STEP program with students in majors that only had one clinical experience before student teaching. They met with the Department Head and also got feedback from other faculty, who teach SCED 5200, that were not able to attend the meeting. If students are in a major that has only has one clinical and students also do not have a minor, which would then create the need for a second clinical experience before student teaching, it is acceptable to override that requirement for their first clinical in step one of the STEP program as a prerequisite. This would allow them to take their clinical closer to their student teaching experience.

6. Secondary Education Teaching Degrees in Degree Finder – *Scott Hunsaker and Ben Renard-Viart*

Scott Hunsaker and Ben Renard-Viart have been working to improve the publicity for Utah State University when searching for education or teaching in Degree Finder. When you take a look at the STEP page, which summarizes the General STEP program, and click on Course Listing, only Chemistry and Biochemistry are listed. Scott asked what the CTE Council thought about either listing all of the programs, or not listing any of them. Most departments indicated they would like to list them all. Denise Taylor thought they should list them all, but with a link to who the advisor is, so students are not confused about who they should talk with. The STEP Advisors are happy to help students, but they want to avoid giving the students the run around.

Currently, when you click on the Chemistry and Biochemistry link, it takes you to the core curriculum and degree map. Keeping it up to date would be difficult. Gary Stewardson said he thought Course Listings should be STEP courses. Maybe a new tab needs to be listed with programs, courses, and advisors. Trying to make it more accessible for prospective students to find the programs they are looking for. Link goes to link for degree maps. General STEP program, course listings, specific majors, then links to degree maps, which then show course listings. Scott Hunsaker shared, that according to Ben Renard-Viart, the most important thing is the advertising information you list under the heading, About This Degree. It should be different than what is listed in the Course Catalog description for you degree.

Darcie Peterson said that on their Special Education section, under Course Listings, it shows their different degrees, and then they are linked to the degree maps and the courses are listed at the bottom of the degree maps. Darcie said if you click on the Locations heading, there is a section below where you could add additional information. Sylvia Read suggested the heading could be Programs and Courses instead of Course Listings. We have 22 partner departments, so that means we have approximately 22 advisors. Scott suggested having headings for STEP and Content Advisors. Partner Departments can submit changes or upgrades they would like for their department page listings. Scott would be happy to help them with changes and how to submit the changes. They are trying to make this particular search engine something that is useful and up-to-date.

Next meeting: April 19, 2021