

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
November 15, 2021

MEMBERS PRESENT: Curtis Benjamin, Lacey Boschetto, Marilyn Cuch, Nichelle Frank, Dennise Gackstetter, Dennis Garner, Tom Higbee, Scott Hunsaker, Alden Jack, Cindy Jones, Jessica Koltz, Eric Mohr, Lauri Nelson, Greg Podgorski, Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Kady Schneiter, Maria Spicer-Escalante, Andy Walker

MEMBERS EXCUSED: Paul Barr, Steve Carlsen, Chloe Christopher, April Denton, Malia Hite, Peter Mathesius, Matt Omasta, Greg Wheeler

GUESTS: Jessica Baxter, Greg Cox, Jana Johnson, Lisa McLachlan, Darcie Peterson, Denise Taylor, Michelle Wilson

ACTION ITEMS:

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

2. Course Approvals:

ELED 2480 – Early Childhood Education Kindergarten Through Grade 3 (3 credits)

- *Proposed Action:* Course Description, Course Number, Prerequisite, effective Summer 2022.
- *Justification:* This course is being moved from a 4000-level course that relatively few students took to a 2000-level required course that all students will take because teacher licensing at USBE now permits students with an Elementary Professional License to teach at the kindergarten level. In addition, this permits us to increase the number of lower division credits available in the program during the first two year.
- *Description:* This course comprises a study of early childhood (K-3) curriculum, methodology, and learning environments.
- *Prerequisites:* ELED 1010 or TEAL 1010 with a grade of B- or better, HDFS 1500 or FCHD 1500 with a grade of C or better. We are eliminating this as a prerequisite for ELED 5050. This creates a new requirement for all of the other listed majors, all of which are within TEAL or have been discussed with partner departments. The previous course number was ELED 4480.

Scott Hunsaker said the changes for ELED 2480 were related to a couple of different things. One, is the request from the Provost's Office that we provide more 2000 level credits in the first two years, and we avoid offering any upper division classes in the first two years of the program. They are requesting changing ELED 4480 to ELED 2480 as one strategy to meet that demand. Denise Taylor requested a few minor suggestions to the course approvals. With TEAL 2480, she would like to have it listed as ELED 1010 or TEAL 1010 and HDFS 1500 or FCHD 1500 for the prerequisite information.

ELED 3101 – Classroom Reading Instruction (3 credits)

- *Proposed Action:* Corequisite, Course Description, Prerequisite, Reactivate Course, effective Summer 2022.
- *Justification:* This is the General Studies Lane version of ELED 3100. Students who do not qualify for our teacher preparation program are permitted to continue in the program anyway on a space available basis. This number on the course permits us to prioritize those who do meet the standards for registration.

- *Description:* This course introduces students to teaching and learning processes of reading instruction in elementary schools, emphasizing competencies for teaching phonological awareness, phonics, fluency, vocabulary, and comprehension while focusing on instructional techniques, methods, and materials for whole-class reading instruction.
- *Prerequisite:* General Studies Lane designation.

ELED 3100 has been the section of our foundations course in our ELED teacher preparation program that was open to Early Childhood Education majors. Because we have made ELED 3100 now the course that requires licensure lane designation, they no longer need ELED 3101 to be an Early Childhood section, so they are transitioning it to be their General Studies lane version of that course.

ELED 4000 – Teaching Science and Practicum Level III

- *Proposed Action:* Delete Course, effective Summer 2022.
- *Justification:* This course was part of our Levels program and has been replaced in the newer Bridge to Professional Practice program with ELED 4020, with the practicum piece being included in a graded practicum, ELED 4056.
- *Description:* This course consists of the investigation and practical application of science programs, materials, and techniques of instruction for the teaching of science.

ELED 4005 – Intermediate Classroom Management

- *Proposed Action:* Delete Course, effective Summer 2022.
- *Justification:* This was a classroom management course used in the Levels program in ELED that is now obsolete.
- *Description:* This course explores essential principles of classroom motivation and management. The focus is on facilitating a learning environment where children work well independently and collaboratively, are self-governing, and make socially appropriate decisions.

Allison Riddle asked if there was a course that would be replacing ELED 4005-Intermediate Classroom Management. Scott Hunsaker said the replacement course was ELED 5105.

ELED 4042 – Reading Assessment and Intervention Practicum (1 credit)

- *Proposed Action:* Grade Rule Change: Change to Letter Grade, effective Summer 2022.
- *Justification:* This practicum course is associated with ELED 4040 and addresses the same standards. We believe that a letter grade for this course will create greater accountability for the students.
- *Description:* Students use reading assessments to identify elementary students' reading strengths and weaknesses and plan instruction. Special attention is given to providing explicit differentiated reading instruction to students who struggle with learning to read.

ELED 4043 – Reading Assessment and Intervention Practicum (1 credit)

- *Proposed Action:* Grade Format Change: Change to Letter Grade, effective Summer 2022.
- *Justification:* This is the companion course to our ELED General Studies Lane course ELED 4041. Changing to letter grade will give greater accountability for students.
- *Description:* Students use reading assessments to identify elementary students' reading strengths and weaknesses and plan instruction. Special attention is given to providing explicit differentiated reading instruction to students who struggle with learning to read.
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ELED 4065 – Elementary Content Practicum (4 credits)

- *Proposed Action:* Prerequisite, effective Summer 2022.
- *Justification:* This is a practicum course associated with the content methods block. This version of the course is for our General Studies Lane students.

- *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.
- *Prerequisite:* ELED General Studies Lane designation.
This change will not affect any of the associated courses.

ELED 4150 – Assessment and Differentiation Across the Curriculum (3 credits)

- *Proposed Action:* Credit Hour, Prerequisite, effective Summer 2022.
- *Justification:* The content and workload of this course are more suited to a three-credit course than a two-credit course. This course is typically taken in the middle of a student's teacher preparation experience. That will not change.
- *Description:* This course explores the cyclical nature of assessment and instruction and provides students with knowledge, skills, tools, and dispositions necessary to effectively use assessment information to make differentiated instructional decisions.
- *Prerequisite:* ELED 3000 or ELED 3001 with a grade of B- or better. This increase in credit hours will not affect any of the courses for which it is a prerequisite. All degree programs except the composite in Deaf Education are within our department. This change can be accounted for by reducing our "Professional Anchor" requirement by one credit. Students will still take the course midstream through their program.

Denise Taylor wanted to know why the prerequisite for ELED 4150 lists ELED 3000 or 3001 as opposed to lane designation. Scott Hunsaker said they wanted them to take these courses before they take ELED 4150. Sylvia Read indicated they also did not want students to take these courses simultaneously, so this prevents them from doing that.

ELED 5050 – Student Teaching - Early Childhood (3-9 credits)

- *Proposed Action:* Prerequisite, effective Summer 2022.
- *Justification:* Because ELED 4480 is being changed to a 2000-level course and will be required of all ELED majors, having the course as a prerequisite for student teaching is redundant.
- *Description:* This course consists of three to nine semester credit hours of student teaching in an early childhood classroom. Student teachers demonstrate competency and professionalism in teaching. An understanding of developmentally appropriate curriculum is necessary.
- *Prerequisites:* Minimum overall GPA of 3.00, Licensure Lane Designation, Approved Student Teaching Application. This change will not affect any of the listed majors as far as the flow of courses prior to student teaching is concerned.

A motion was brought forward by Scott Hunsaker to approve ELED 2480 through ELED 5050. Marla Robertson seconded the motion. Motion approved.

ELED 5050 will no longer require ELED 2480 as a prerequisite, because students can take this course any time during their program now. Everyone will be required to take ELED 5050 now because of a change in licensure in the state of Utah, where an elementary education license permits students to teach grades K-6 (8). They felt it was this was the responsible thing to do to make sure all of our students get some work in Early Childhood Education before they send them out to potentially teach Kindergarten.

SCED 3550 – Teaching Social Studies in the Middle Grades (3 credits)

- *Proposed Action:* New Course, effective Summer 2022.
- *Justification:* This course provides a social studies methods course specifically focusing on middle grades. It will be part of the Social Studies Teaching--Composite program.
- *Description:* This course explores the foundation for teaching social studies at the middle grades level (6-8) through an emphasis on curriculum and pedagogy. **Should it be taken with SCED 3300 or SCED 4300 clinical???**

- *Prerequisite:* **STEP** Program Admission

Scott Hunsaker said the addition of SCED 3550 will add a second methods course in Social Studies Composite program. Denise Taylor asked if the SCED 3550 course should list that the course should be taken with the practicum, either SCED 3300 or SCED 4300. Scott Hunsaker indicated it was not in the description he got from Andrea Hawkman, but he would go back and see if she would like that added. Denise also wondered if the prerequisite should list STEP Program admission instead of just Program admission. Scott thought that would be good idea. He will also check with Andrea to see how SCED 3300 and SCED 4300 should be listed, depending on how they will be paired with SCED 3550. There will be two methods courses and each one will have a clinical.

SCED 5200 – Language, Literacy and Learning in the Content Areas (CI) (3 credits)

- *Proposed Action:* Course Description, Prerequisite, effective Summer 2022.
- *Justification:* This would permit partner departments in secondary teacher preparation to have greater flexibility in designing their teaching major programs.
- *Description:* This course examines how theories and research about language, learning, and literacy inform the teaching practices required to motivate and enable secondary students to comprehend, interpret, analyze, evaluate, integrate, and use domain-specific and cross-curricular concepts.
- *Prerequisite:* **STEP** Program admission. This change would create greater flexibility for all of these majors.

Scott Hunsaker motioned to approve SCED 3550 and SCED 5200. Greg Podgorski seconded the motion.

SCED 5200 will help our secondary education students in some of our teaching majors and minors get through the program in a more efficient manner.

Scott motioned that we approve these secondary courses with SCED 3550 being provisionally approved, pending further direction from Andrea Hawkman about adding the additional comments to the course description. Motion approved.

SPED 5714 – Early Childhood Development and Social Competency: Implications for Intervention

- *Proposed Action:* Title Change, effective Summer 2022.
- *Justification:* The title change better reflects the content of the course and makes clear to licensing agencies and districts the preparation the student receives in this course.
- *Description:* This course addresses how to use knowledge of typical early childhood development to inform instruction and program development for preschool children, with emphasis in communication and social/emotional development.
Previous Title: Early Childhood Development: Implications for Intervention

Tom Higbee motioned to approve SPED 5714. Scott Hunsaker seconded the motion. Motion approved.

Darcie Peterson said they changed the name of the course to give licensing agencies more information so they can accept this as part of a license.

TEAL 2660 – Educational Psychology for Teachers (2 credits)

- *Proposed Action:* Course Number Change, effective Summer 2022.
- *Justification:* This adds another course to the lower-division level in response to recent instructions from the Provost's Office.
- *Description:* This course covers principles and practices for development of conditions for effective learning.
- *Prerequisites:* HDFS 1500 or **FCHD 1500** with a C or better, and one of the following with a B- or better: ELED 1010 or TEAL 1010. Previous course number: TEAL 3660

TEAL 4900 – Undergraduate Research in Teaching and Learning (1-3 credits)

- *Proposed Action:* New Course, effective Summer 2022.
- *Justification:* This course will become part of our "Professional Anchor" as an option for students interested in undergraduate research.
- *Description:* Students, under the guidance of a faculty mentor, engage in a research project that addresses a question in teaching and learning.
- *Prerequisites:* Department permission (repeatable for credit)

Scott Hunsaker explained that the Vice President for Research is getting rid of the USU 4900 undergraduate research course and requiring every department who wants to give credit for undergraduate research to create their own course number. If a student wants to add this course, they need to have a mentor. Denise Taylor asked if a freshman student would be allowed to take this course or if it would only be allowed for students who were farther in their program. Scott said it would be possible under special circumstances. They have had students that earned a Presidential Scholarship that were given a stipend to do undergraduate research in their freshman year. This course is repeatable for credit.

TEAL 5030 – Education General Studies Capstone (3 credits)

- *Proposed Action:* New Course, effective Summer 2022.
- *Justification:* This course will provide a capstone experience for students in the ELED General Studies Lane of our teacher preparation course. These students are not eligible for student teaching.
- *Description:* This capstone course provides guidance to students on how to pursue education-related careers that do not require teacher licensure.
- *Prerequisite:* Department permission.

TEAL 5030 provides General Studies Lane students who have not met admission requirements for the licensure lane to complete a capstone project. At the end of the program, these students do not student teach. Instead, they do a capstone project which is an independent study that essentially helps them understand what other education-related careers they may be able to do. They also cover other routes to licensure, such as APPEL. Sylvia asked if Scott would be the instructor for this course and what the class size would be. He indicated that he would be the instructor and would be doing this one student at a time since it is an independent study course. Scott said we need to make sure when they apply for graduation, they apply for the correct degree.

Scott Hunsaker motioned to approve TEAL 2660 through TEAL 5030. Greg Podgorski seconded the motion. Motion approved.

Information/Discussion Items:

1. USBE Updates – Lisa McLachlan

Changes to R277-301

Lisa McLachlan said she had not read through the new 301 rule completely, but from what she understood, it was a change to accommodate IDEA law that they discovered was in conflict with their rule. She was not sure if it was just for the associate level or if it was also for the professional level, but there are some allowances where they can do something besides taking the Praxis to meet the content assessment criteria. It is under public comment period and is supposed to go into effect in January. Sylvia requested Lisa McLachlan send her a copy of the draft version of the 301 Rule <https://schools.utah.gov/file/2538debf-f625-4de7-bb46-93713539b771> so they could be included in the minutes.

Foundations of Reading Test Timeline

Lisa McLachlan said she had been talking to Pearson earlier in the day and it looked like they were going to have the website up next month. They will have the system set up to get vouchers for us. Her next task will be to get some training set up. The students will have time to take the assessment by January, which is what they were aiming for. She is hoping to have more information to share in the next week or two. Marla Robertson thought it would be helpful to know a little more before the semester began in case we need to adjust any coursework. The sooner we can make the changes to our courses, the better. USU has three literacy preparation courses.

Sylvia Read shared that Marla Robertson and Amanda Deliman (another USU faculty member) signed up for LTRS training so they can see how our curriculum lines up with it. They have also volunteered to take the Foundations of Reading test. We hope that helps us see the points of similarity and alignment between LTRS Training and the Foundations of Reading test.

2. District Feedback – *Alden Jack, Allison Riddle*

Allison Riddle shared a celebration of 3 of our USU student teachers for this semester that were awarded \$500 scholarships to use on whatever they need in their student teaching. The students applied for the scholarship, and it was awarded by the Davis Education Foundation. She was able to go out to the school with a giant check and surprise them with it. Allison said she appreciated the way we focus on the courses and having so many people give their input on the effective ways to prepare students for the classroom and updating the program we are running and always keep it flowing. They are finding that classroom management is one of the toughest skills for new teachers. Any focus and any way we could embed that more in any coursework would be helpful.

Alden Jack said in many ways, this year has been more challenging than last year. He agreed with Allison Riddle with the challenges new teachers face when they have their first experience in the classroom and are trying figure out how to manage the group and individual behaviors. In the Cache District, they have instructional coaching but also new coaching specific to behavior. He keeps track of different referrals that come to him and his team. They go to different classrooms and spend time modeling targeted behavior strategies for students and working with teachers and their school teams with these things. Alden said by far, they see the most concern for these behaviors in the K-3 grade levels. Usually, they start to solve it by then, but they have some challenging behaviors in their incoming kindergarten classes. He was grateful to see that USU has been looking at the Early Childhood requirement and that students can now get a license that can go K-6 or K-8 in some cases. He loves that we are doing some things to focus on the K-3 age range because it is different challenge and anything that we can do with embedding management along with curriculum and pedagogy with K-3 syncs really well with what they are doing.

Sylvia Read asked Cindy Jones if she would pass this information on to Amanda Deliman and Kathy Trundle for the ELED 4480 and ELED 2480 course and make them aware that this course should have a classroom management component to it. She was thinking that maybe Rachel Turner would want to use Alden Jack's expertise in her thoughts about the classroom management course and in other courses. If we know what kinds of support Alden is providing, then maybe we can help students. Sylvia said it would be a good idea to let student teachers know there is a behavioral specialist they can reach out to. They need to realize that they are not alone and do not need to solve these issues by themselves. It can be overwhelming for them to think that it is their fault and their problem. Alden agreed and said the student teachers need to understand that this is bigger than them and they need to have a team to support them. If there is any way they can help our students coming into the schools get to know the support teams and strategies they have, and to provide resources for them when they are ready to go and get their first job in the state, they would be happy to assist.

3. PPAT scores for Spring 2021

Spring 2021 PPAT	N	Points possible	Mean
Task 2	233	12	7.87

Task 3	233	16	10.39
Task 4	233	32	19.65
Total	233	60	38.15

In Spring 2021, although the mean score was 38.15, 66 out of 233 (28.3%) students scored below 36.

Circumstances that Contribute to Lower Task 4 Scores

- Currently not consequential
- Focus student was in quarantine so there was not enough data to submit
- Teacher of record and was doing parent-teacher conferences when Task 4 was due

Currently, they are not requiring a specific score, but for future students, they can retake the PPAT if their score is below 36. They would still be able to graduate and could apply for an Associate License and get employed and take the PPAT again. Sharla Hart and Darcie Peterson are giving the students support and we are trying to make sure they understand the language of PPAT through teaching in the methods courses. We need to have data informed conversations to make sure students are successful. Sylvia will provide disaggregated PPAT data when we get Task 4 results. Sharla Hart has PPAT assignments she uses in her SCED 5500 course and will let any departments use them. Dennise Gackstetter imports Sharla's PPAT assignments into her 5500 classes and it has been very helpful. Dennise has them upload their drafts and then reviews them. It has helped her discover where she can improve teaching strategies in the methods courses. She feels the students this semester are understanding it better. She is aligning the language she is using and strengthening her lesson plans and unit outline. Sylvia suggested Scott Hunsaker could have Sharla share some of the drafts that are submitted for elementary education students. One of the things Scott has said is, when students are writing lesson plans and reflection plans, they don't say enough. It makes it hard for the person who is scoring their work to know if they understand the task they were supposed to do. Dennise suggested having them identify four target students and follow the protocol with all four of them, so if one checks out, they will have enough information.

Lisa McLachlan said she has superficially looked at the data for all the universities for the PPAT and Task 4 tends to be consistently lower than the other tasks. She wondered if the USBE could do some additional trainings at the state level and would like ideas on how they can help. Sylvia Read said if she was to do a hypothesis about it, she would guess it is because that is the time when they are juggling the most responsibilities. Some of them are substitute teaching as they get farther along in the semester because they do not have enough substitutes to cover all the classes, there are challenging classroom behaviors they are dealing with, and added expectations of mentor teachers. Scott Hunsaker calculated the percentages and Task 2, and 3 scores are at 65 %, Task 4 is at 61%. Sylvia suggested we look at this at the sub score level. Sometimes it is just looking at how to frame it and looking at student data and making instructional decisions. What does the conversation look like, when you are looking at a student's work and saying, "What didn't I teach them well? What do I need to go back and reteach?" We need to develop the common vocabulary and conversation about using student work to inform instructional decision making. Dennise Gackstetter said that part of the problem may be that they are focusing on creative, critical, and analytical thinking, but not reflective thinking. Sylvia said there is a stage of their performance during student teaching where they are thinking more about their performance and not the student performance. Utah Valley University uses EDTPA and they said that is the task their students struggle with as well, but they are getting better at it.

4. Student teaching evaluations for Spring 2021

Average total score	Mentor teacher	University supervisor
SPED Sp 21	58.94	60.05

ELED/EC Sp 21	59.09	62.03
SecEd Sp 21	57.01	60.83

For student teaching evaluations, 80% is the expected performance level, which translates to a total of 53 out of 66 possible points. No students scored below 53. That is because they are counseled out or they have an extra experience to learn what they need to learn so by the end, they are performing at an acceptable level. Lisa McLachlan asked if these were PAES evaluations or were we using a different evaluation. Sylvia said it was a PAES evaluation. This is the same set of questions that is used by other universities. It is a teacher preparation consortium that developed this. When the state comes out with a new educator evaluation scheme, we will modify and update this, so it is also aligned with how teachers are being evaluated.

Sylvia has turned in the USBE report and is preparing our annual National Accreditation report for AAQEP, and her annual CTE report for the Faculty Senate report because CTE is a committee of the Faculty Senate. The Student Teaching Evaluation table is part of the data that will be entered in the reports. Sylvia will include both reports in the next CTE agenda.

Next meeting: January 10, 2022 (no meeting in December)