

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
November 20, 2023

MEMBERS PRESENT: Ekaterina Arshavskaya, Carrie Bala, Jessica Baxter, Lacey Boschetto, Jeni Buist, Steven Camicia, Amanda Dawson, Dennise Gackstetter, Sharla Hart, Brynja Kohler, Jessica Koltz, Max Longhurst, Lisa McLachlan, Kelli Munns, Lauri Nelson, Darcie Peterson (for Tom Higbee), Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Lynette Tervort, Nate Trauntvein

MEMBERS EXCUSED: Paul Barr, Curtis Benjamin, Marilyn Cuch, Nichelle Frank, Spencer Holmgren, Jana Johnson (for Peter Mathesius), Chloe Richmond, Greg Wheeler

GUESTS: Greg Cox, Bobbi Crabtree, Jayne Gold, JanaLee Johnson

ACTION ITEMS:

1. Approval of Minutes: <https://usu.box.com/s/o4l2uo227hkg8suvvg2z9d4k9syuingvj>
Minutes for October 2023 were approved as written.

2. Program changes:

a. R401 for Communicative Disorders and Deaf Education – Deaf Education – BA, BS

The Department of Communicative Disorders and Deaf Education (COMDDE) proposes a new, fully online Bachelor of Science and Bachelor of Arts degree in Deaf Education. The core Deaf Education coursework will provide content breadth foundations to students interested in providing early intervention and/or educational services to children who are Deaf or Hard of Hearing (D/HH). The core courses will introduce students to the range of language and communication options for children who are D/HH, including American Sign Language (ASL) and Listening and Spoken Language (LSL). Core coursework will also include foundations in early intervention, child language development, special education laws and policies, and an introduction to serving children with disabilities. In addition to core coursework, students must declare one of the following emphasis paths for content depth:

Emphasis Option #1. American Sign Language/English (ASL/English)

This fully online emphasis will train students to provide K-12 educational services to children who are D/HH who use ASL and written English. The program of study includes breadth of teaching pedagogy in K-12 in all core subjects aligned with Utah Effective Teaching Standards. Upon program completion, in addition to earning a Bachelor of Science or Bachelor of Arts degree in Deaf Education, students will be eligible for a Utah Professional Educator License in Deaf Education with a Bilingual-Bicultural Endorsement issued by the Utah State Board of Education (USBE). To ensure students gain the skills and competencies needed to earn the professional educator license, COMDDE faculty will engage in partnerships with the Utah Schools for the Deaf and Blind (USDB) and other local education agencies (LEAs) in Utah and in the Intermountain Region for students to complete fully mentored hands-on practicum requirements for three semesters plus another full semester of student teaching. These partnerships will facilitate the ability of non-traditional students to have access to earning a degree and teaching license. For example, an employee serving as a teacher's aide at USDB or

within an LEA could complete the online coursework and complete the practicum requirements in their employment setting, thus allowing them to maintain employment, avoid relocating, and earn a degree that may otherwise be unattainable. The USBE affirmed on 8/23/2022 the proposed ASL/English program of study satisfies requirements for the Utah Deaf Education Professional Educator License with the Bilingual-Bicultural Endorsement.

Emphasis Option #2. Listening and Spoken Language (LSL)

This fully online emphasis will train students to provide early intervention and early educational services to children ages birth through five who are D/HH and who are developing and using LSL. Nine credit hours of coursework from the Department of Human Development and Family Studies (HDFS) is also included in the required coursework, approved by Dr. Sarah Tulane from HDFS. This collaboration between departments maximizes college and department resources and enhances student benefit by gaining skills and expertise from HDFS faculty. Upon program completion, students will earn a Bachelor of Science or Bachelor of Arts degree in Deaf Education and will have completed nine credit hours toward satisfying requirements for a Master of Education degree specializing in LSL Deaf Education currently available in the department of COMDDE, thus serving as a potential feeder for the master's program. In the LSL Master of Education program, students complete the requirements to earn a Utah Professional Educator License with the LSL Endorsement.

Brynja Kohler motioned to approve the R401 for Deaf Education – BA, BS. Nate Trauntvein seconded the motion. Motion approved.

Sylvia Read said they are reconstituting the deaf education program that used to be a master's program, as an undergraduate program, so there are some new courses that we will be approving. There will be two emphasis options. They can do the ASL/English option and get the license at the end of the bachelor's degree, or they can do the Listening and Spoken Language option, that would end in a master's degree. Lauri Nelson explained that it was a fully online program except for the practicum and student teaching experiences. They would take a number of courses together and have those foundations together and then and then go into their areas of emphasis. They would need to have a sponsoring agency so they would be employed, for example, as a teacher assistant at the school for the deaf. They would need to do 3 semesters of practicum and then a semester of student teaching. They will get a substantial amount of mentoring, but it would be under that model that there would be someone in their employment agency who agrees to serve as a primary mentor for them. USU supervisors would also be doing observations and mentoring them, but they would need to be in a placement in order to do the program. Darcie Peterson asked if this would cause an issue with national licensing if they did not have a master's degree. Lauri said the state of Utah has approved the deaf education license with a bachelor's degree. There may be hiring agencies that want a master's degree, but with most states, the licensure happens at the bachelor's level. Our program will not be eligible for accreditation under the Council for Education of the Deaf until our program has been in existence for 5 years, but it is not contingent on a master's degree.

b. **Abbreviated R401 for School of Teacher Education and Leadership – School Leadership MEd**

This proposal requests a name change from 'Instructional Leadership M.Ed.' to 'School Leadership M.Ed.' to align with the terminology used by the Utah State Board of Education (USBE). This new name aims to provide a clearer description of the program. The School Leadership M.Ed. program is designed to integrate coursework in leadership and management, addressing the evolving demands placed on today's educational leaders. It places a strong emphasis on assessment at both the school and classroom levels and the effective utilization of data to inform decision-making within educational institutions. Additionally, the program adheres to current USBE policies and program requirements by incorporating internship experiences, including clinical experiences that bridge the gap between classroom learning and the practical demands of the school settings.

c. **Abbreviated R401 for School of Teacher Education and Leadership –School Leadership Certificate**

Currently the School of Teacher Education and Leadership offers a group of courses referred to as the "Administrative Supervisory Concentration" (ASC). This is a pathway designed to meet the requirements for obtaining a school leadership license issued by the Utah State Board of Education (USBE). Approving this proposal means taking a collection of existing courses designed for post-master's students seeking a license in school leadership, now known as ASC, and creating a formal post-master's certificate under the name of School Leadership Certificate. This change will benefit us in accreditation and our standing within the Utah System of Higher Education (USHE). The School Leadership Certificate Program will benefit students, both in terms of financial savings and time efficiency. With fewer required credit hours compared to a traditional master's degree, this program is expected to provide an efficient avenue for pursuing school leadership licensure. This accessibility has the potential to diversify the student body, particularly by making the program more attainable for economically disadvantaged students.

Carrie Bala motioned to approve the R401s for School of Teacher Education and Leadership – School Leadership MEd and School Leadership Certificate. Max Longhurst seconded the motion. Motion passed.

Sylvia Read said these two R401s are essentially the same thing and just name changes. For years, we called this program Instructional Leadership. A few years ago, the state changed the nomenclature to School Leadership. We are catching up and making sure that our nomenclature matches the state nomenclature for the School Leadership license. There are two ways of getting the School Leadership license. A person could either do the master's route, or if they already have a master's degree, they can do the licensure course work only route which we have put through as a School Leadership certificate.

3. Course modifications:

THEA 3390 – Drama in the Community

- *Proposed Action:* New Course, effective Summer 2024
- *Justification:* This course will replace THEA 3380: Drama Across the Curriculum, Grades K-12 in the BFA Theatre Education curriculum. Many of our theatre students go on to work in community organizations - community/professional theatres, afterschool programs, education departments in organizations like museums, as well as traditional

classrooms. This course would give them the skills needed to apply theatre and drama-based skills in communities. It will benefit all theatre majors/minors.

- *Description:* Students engage with a range of community-based and socially engaged performance practices which take place outside of traditional theatre spaces. They develop both a critical and practical understanding of the role of a theatre facilitator in community settings.

Amanda Dawson motioned to approve THEA 3390, Drama in the Community. Darcie Peterson seconded the motion. Motion approved.

Jayne Gold, from the Theatre Arts Department, explained that this course will give their students more specialized skills needed to apply to theatre and drama-based settings in the community. They would like to spark an interest in socially engaged work and develop that with their students so they will spend some time exploring the practical and theoretical context which underpin this sort of work and will culminate in real life teaching practices in the community. Some examples of partner organizations would be local elementary schools, fast forward high schools, libraries, elderly in assisted housing facilities, and even working with new parent and baby groups. Sylvia Read asked Jayne if they would allow elementary education students to take this course. Jayne said it would require a certain amount of experience and resilience to be able to lead in these settings, but if they have that experience, it could be a possibility.

ASTE 3300 – Clinical Experience I in Agricultural Education

- *Proposed Action:* Description Change, effective Summer 2024
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools)
will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership.

ASTE 4300 – Clinical Experience II in Agricultural Education

- *Proposed Action:* Description Change, effective Summer 2024
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools)
will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership.

BSED 3300 – Clinical Experience I in Business Education

- *Proposed Action:* Description Change, effective Summer 2024
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools)
will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.

- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership.

BSED 4300 – Clinical Experience II in Business Education

- *Proposed Action:* Description Change, effective Summer 2024
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools) will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership.

FCSE 3300 – Family and Consumer Sciences Education Clinical Experience I

- *Proposed Action:* Description Change, effective Summer 2024
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools) will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership.

FCSE 4300 – Family and Consumer Sciences Education Clinical Experience II

- *Proposed Action:* Description Change, effective Summer 2024
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools) will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership.

Lacey Boschetto motioned to approve the description changes to ASTE 3300, ASTE 4300, BSED 3300, BSED 4300, FCSE 3300, and FCSE 4300. Marla Robertson seconded the motion. Motion passed.

COMD 5580 - Family-Centered Practices for Children who are Deaf/Hard of Hearing

- *Proposed Action:* New Course, effective Summer 2024
- *Learning Objectives:*
 - Explore issues, theories, research, and practices related to family-centered services in early intervention, including the importance of partnering with families, establishing effective communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers.

- Explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention.
- Apply students' understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.
- *Description:* This course explores issues, theories, models, research, and practices related to family and professional relationships in early intervention for children with hearing loss. It emphasizes early intervention needs of children with hearing loss who are acquiring spoken language.

COMD 5650 – Speech and Language Assessment and Intervention for Children who are DHH

- *Proposed Action:* New Course, effective Summer 2024
- *Justification:* This course is needed to ensure content breadth in graduate student training in the Listening and Spoken Language (LSL) M.Ed. program. It will also be available to undergraduate students in the new LSL Deaf Education Major.
- *Description:* Students explore foundations of assessment in young children who are deaf/hard of hearing, including standardized, non-standardized, curriculum-based, checklists, language samples, and so forth. Students discuss application of assessment findings to listening and spoken language service delivery implementation.

COMD 5770 – Audiology for Teachers of Children Who are Deaf or Hard of Hearing

- *Proposed Action:* New Course, effective Summer 2024
- *Learning Objectives:*
 - Describe audiometric principles that will assist and fortify practices of deaf educators and speech-language pathologists in educating children who are deaf or hard of hearing.
 - Describe the function, use, and troubleshooting of various hearing technology devices to support educational services for children who are deaf or hard of hearing.
 - Identify strategies of classroom implementation and the importance of professional collaborations.
- *Description:* This course focuses on the fields of hearing science and audiology and how information from these disciplines relates to the education of deaf and hard-of-hearing children.

Lauri Nelson motioned to approve COMD 5580, COMD 5650, and COMD 5770. Kelli Munns seconded the motion. Motion passed.

Lauri Nelson indicated that these courses already exist at the graduate level, and they would like to cross list them as 5000 level courses so they could be taken at the undergraduate level for their new undergraduate Deaf Education program. They are not so much new courses, but new cross-listed versions of existing courses.

COMD 6340 – Foundations of Listening and Spoken Language

- *Proposed Action:* Title Change, effective Summer 2024

- *Description:* Examines developmental processes underpinning audition and spoken language acquisition. Explores specific techniques, strategies, and teaching behaviors for developing listening and spoken language in young children who are deaf or hard of hearing.

COMD 6730 – Multiple Disabilities and Differentiated Instruction

- *Proposed Action:* Title Change, Description Change, effective Summer 2024
- *Description:* Students obtain a basic understanding of the problems and characteristics of children who have hearing loss and one or more disabling conditions. This course also discusses teaching strategies.

Lauri Nelson motioned to approve the changes for COMD 6340 and COMD 6730. Kelli Munns seconded the motion. Motion passed.

Lauri Nelson said the title and description changes better reflect the field and the emphasis in these two courses and provide more current terminology.

DFED 2700 – The Socio-Cultural Context of Deaf Community and Education

- *Proposed Action:* New Course, effective Summer 2024
- *Justification:* This course is part of a new Deaf Education Major in the ASL/English emphasis in the Department of COMDDE.
- *Description:* This course explores actions to promote equity and inclusion to ameliorate issues of diversity, poverty, oppression, and deprivation, while promoting equity, dignity, and ability. Students use scenarios to develop a critical analysis and plan of action.

Max Longhurst motioned to approve DFED 2700. Carrie Bala seconded the motion. Motion approved.

This course for the new Deaf Education major has a new prefix. Lauri Nelson said the course does not have a prerequisite. Currently, students must have a major in the Deaf Education program to take this course. The CDDE department does have a couple of deaf education courses that they would like to apply to be depth or breadth courses at the university because there are some that would really fit well for these requirements. However, they will need to wait until they get the courses established. Sylvia Read said this might be a nice course for special education pre majors or regular education pre majors to take. Lauri said they would welcome other majors to take these courses. Sylvia said they were working on putting together some certificates that look at things like disabilities and equity and diversity so these courses may possibly fit into these certificate requirements as an elective. Sylvia recommended Lauri verify that these courses have the box checked in Curriculum that makes sure they are routed as courses that need to be approved by the Council on Teacher Education since the Deaf Education degree leads to licensure.

Information/Discussion Items:

1. **The Department of English now offers two courses that fulfill the Gen Ed CL2 requirement: English 2010 (Research and Argument) and English 2020 (Professional Communication)**

The [comparison chart](#) emphasizes the concepts that all CL2 students will learn (the middle column), as well as provides information as to how those concepts will be approached in either English 2010 or English 2020. The English Department hopes this flyer will help advisors guide students in registering for CL2 courses.

- Both courses fulfill the CL2 graduation requirement. Although specific departments/programs may recommend one course over another, no program requires only English 2010 or only English 2020. The comparison chart includes options for what the same type of student might write about and research in either class. The chart also clarifies that both courses teach the required CL2 outcomes that prepare students for future classes and careers.
- Neither course is inherently easier or harder than the other. Both are CL2 courses that will teach written and oral communication, research, and revision (albeit using different approaches and assignments).
- English 2020 does not teach students how to write a specific document for their specific discipline. Rather, students will learn how to write discipline-specific documents in their upper-division CI courses.
- The English Department is offering approximately 50 sections of English 2010 and 10-12 sections of English 2020 for Spring 2024. Students who want to fulfill their CL2 course in Spring should be prepared to register for whatever CL2 course works with their schedule. (The balance of section offerings between these two courses may shift in future semesters once more composition instructors receive training on how to teach English 2020.)
- Both courses are capped at 23 students; the department will not over-enroll either course.
- Most English 2020 classes will be offered in person on the Logan campus (with one section being offered statewide).
- English 2010 is also offered online. There is not currently an online option for English 2020.
- As advisors discuss both English 2010 and 2020 with students, please do **not** frame the conversation as "English 2020 is this new course ...or you can take English 2010 if you can't get into 2020." Instead, please emphasize the goals and possibilities of both CL2 courses. If you have further questions about English 2010 or 2020, please contact Dr. Beth Buyserie, Director of Composition, at beth.buyserie@usu.edu.

Sylvia Read indicated the two courses are similar in learning goals and outcomes and even the kinds of writing that will happen. Students may just have higher interest in the different learning context, but it is up to them to choose. If you click on the comparison chart, the hyperlink will take you to the infographic that the composition team put together that represents the possibilities.

2. **PPAT scores for tasks 2 and 3** are, on average, higher this semester than last semester. The mean score for Task 2 is 8.48 (out of 12) and for task 3 is 11.14 (out of 16). Task 4 is worth twice the points of task 3, so if we extrapolate, we can predict that the total mean score could be ~41.9. The mean score in Spring 2023 was 40.85 with 84% of the scores above 36.

Sylvia Read said she thought we would have 90% of our students with a score above 36 for our Fall 2023 cohort. Sharla Hart has held one drop-in PPAT advice session with students in TEAL to help them decide whether or not they would need to resubmit a task. There are some students getting zeros, and that is a real reason to go ahead and plan to resubmit with the understanding that they don't have to redo the whole thing. They just need to rewrite it and make sure that their attachments are all submitted correctly. There is a fee for resubmitting, but they seem motivated to do what they need to do. Most of the students who came to the drop-in session

were not there to complain but were there for support and advice.

- 3. PPAT in-depth webinar:** Here is a link to the slides and recording for the PPAT Training held by ETS on October 26, 2023. https://drive.google.com/drive/folders/1Y1KNRjFj_LO-lz_B8N1GwEFV5PnFmal

Sylvia Read said the link above will take you to a video that is basically a deep dive into Task 4 of PPAT and is presented by people from ETS. It explains how the scorers are trained to specialize in a particular task. Individuals who have been trained to score Task 2 never score Task 3. Those trained to score Task 3 never score Task 4. Sylvia said it may be most beneficial to watch the three deep dive videos that are on the ETS website about Task 2, 3, and 4. They are very helpful and are part of the student teaching seminar that Sharla Hart teaches. The webinar explained what they mean when they say you cannot edit the video. You can edit and remove video from the front end and the back end of the video. You can crop it into three five-minute videos and just mesh them together. They don't want cutesy things like transition screens. They don't want people to edit out bloopers or massage the video. The video needs to be raw footage that is close to 15 minutes long that has not been edited in any way. If there is a student in the video, and they don't have a permission slip showing approval from their parents to video their child, they have permission to blur that child's face. Lacey Boshetto said she was a grader for Task 4 and suggested that departments let their students know that they have been noticing this year that a lot of students are trying to fake their videos by videoing with no students. They have also seen students dub voices over another lesson which is considered editing. Lacey said they are advising that, because they know that not every single student is going to get their permission slips signed, they will be looking for a minimum of three students in the group and then listening to see how many voices they are hearing in the background. They will also be looking for cues, knowing that there are a lot of fraudulent videos coming in. Lacey also suggested students use Firefox when submitting their videos to make sure they upload properly. They have found that some of the students who use Chrome to submit their videos are the ones that are coming up blank for them. Sylvia asked what happens if their video is a little shorter or a little longer than 15 minutes. Lacey said they have 40 minutes to get through the entire task including the video. They are not really strict on the length of the video. If the video goes longer than 15 minutes, they just stop grading it after 15 minutes, but the length does not affect their score. She said the most common reason for a zero on Task 4 is because they are missing artifacts which results in an automatic zero, so they should double check their submission and make sure that the video actually runs. They should always check their attachments and open them again after they have attached them, because sometimes they are blurry or not readable in some way, shape, or form. Lacey's last suggestion was when they are writing out their narrative to answer the prompt. They don't have to overthink it. The easier they can make it, the better. Sylvia said that in the deep dive videos, they show the students how they can highlight the prompt in three different colors. This helps them to check to make sure they do the blue stuff, the yellow stuff, and the green stuff. In their answers, they need to check the highlights to confirm; I answered the blue stuff, I answered the green stuff, I answered the yellow stuff. It seems kind of basic, but it keeps them accountable to make sure they are not glossing over some part of the prompt.

USBE Updates – Lisa McLachlan

Lisa McLachlan said they are hoping to get their board members in to present the new General Teaching Competencies and the Elementary Content Competencies in Board Rule to Law and Licensing in December and hoped everyone had a chance to do public comment before it closed on November 15. She said if anyone would like to watch the Board committee meeting on

December 8th, that is where they are going to be talking about it. She said it would go to full board in January. Sylvia Read asked Greg Cox if we had all of our secondary education content programs approved except for drama. He said that was correct and that he had just reached out to their content specialist last Thursday or Friday, so hopefully it won't be too much longer. Lisa McLachlan said USU had more programs approved than any other university.

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

Jeni Buist said their new Superintendent has been really good. He has a different type of leadership, but it is good. One thing that he has tasked himself with is doing a deep dive into their policies and procedures. A lot of district administration have been updating those, changing some of them, and bringing them into the current education system. They are in the middle of a K-12 ELA adoption. Not necessarily the same program, but they are looking to adopt curriculum for ELA this year in all levels of their system. The only other thing that was kind of big right now was the voting taking place on November 21. They have one of the two things on the ballot which is the bond.

Allison Riddle said their Fall student teachers would be finishing up in the next few weeks. They have 51 student teachers that will be coming in January. They just finished a really fun 2-day Educators Rising conference with their high school and junior high TAP students. She did a session on cooperative learning and tried to get them to remember some of their favorite things they experienced with the teachers in their district so they can have them come again. Allison said she did the "Four Corners Teaching Strategy", and one of her four corners were four very popular university logos. When she does this with new teachers or with preservice teachers, anyone who goes to the Utah State corner cheers. Future Aggies are as excited to be Aggies as the students that we have up here in Logan. They are trying to find fun ways to recruit. They keep bringing in their top students to observe classrooms as well as their Latinos in Action students, and they are just recruiting from within trying to send them to Logan.

Sylvia Read told Lynette Tervort that she heard a story that there was a class of kindergarten children in Box Elder District where 20 out of 27 of the kids were not potty trained. Lynette said she had heard that too, but it was not in her building. She said there was a higher number that are not potty trained than ever before. Sylvia said it was being speculated upon in a meeting that she was in that it is a post COVID thing where both parents are working, and kids are sort of raising themselves. She said there are some parenting things that are going on saying, "just let them get it when they want to" kind of attitude. Lynette said she thought it was caused by parents that don't want to parent; they want to friend their kids, not parent their kids. They are finding that in some cases, there is no actual teaching going on in the home, no basic instruction.

5. Northern Utah UniServ Updates – Curtis Benjamin

Curtis Benjamin was unable to attend the meeting.

6. Educator Licensing Newsletter for November 2023: [LINK](#)

Next meeting: January 22, 2024