

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
October 18, 2021

MEMBERS PRESENT: Lacey Boschetto, Steve Carlsen, Marilyn Cuch, April Denton, Nichelle Frank, Dennise Gackstetter, Dennis Garner, Tom Higbee, Malia Hite, Scott Hunsaker, Jessica Koltz, Eric Mohr, Lauri Nelson, Matt Omasta, Greg Podgorski, Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Kady Schneider, Maria Spicer-Escalante

MEMBERS EXCUSED: Paul Barr, Curtis Benjamin, Chloe Christopher, Alden Jack, Cindy Jones, Peter Mathesius, Andy Walker, Greg Wheeler

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

ACTION ITEMS:

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

2. Course Approvals:
ASTE 5640 – Modified Agricultural Education Student Teaching
 - *Proposed Action:* New Course, effective Summer 2022.
 - *Justification:* This course will enable student teachers to complete student teaching in various locations and for various amounts of time, including study abroad student teaching, and have a variable credit option that reflects more realistically the amount of time engaged in the student teaching practicum. Currently, there is no option for agriculture student teachers to register for variable credits for student teaching. This change is needed specifically for study abroad student teaching experiences where students register for the study abroad student teaching reflecting the appropriate credit hours for the weeks abroad, but the variable credit is not available for local student teaching, thus forcing students to register and pay for more credits than necessary. This course will streamline the process for a course designated for student teaching abroad, so the total student teaching credits (study abroad + local) remain at 10.
 - *Description:* This course is a culminating practicum experience for students seeking to earn variable student teaching credit. Students teach agriscience courses in secondary school settings under the guidance of supervisors and demonstrate competency and professionalism in teaching throughout the experience.
ELED 3000 – Historical, Social, and Cultural Foundations of Education (CI)
 - *Proposed Action:* Prerequisite, effective Summer 2022.
 - *Justification:* The course essentially holds the same place it always has had in the sequence of course, however, we're now reserving the course for those who are admitted to the program as data has revealed that very few students who were nonmajors were enrolling.
 - *Description:* This is an introduction to the historical, social, and cultural foundations of education. Students examine the interdependence of school and society, along with the influence of that interdependence on curricular and instructional practices in PreK-12 classrooms.
ELED 3001 – Historical, Social, and Cultural Foundations of Education
 - *Proposed Action:* Corequisite, Prerequisite, effective Summer 2022.

- *Justification:* This course will become the "general studies" lane option for students who wish to begin their study leading to a potential teaching license, but who do not yet meet the requirements for program admission.
- *Description:* This is an introduction to the historical, social, and cultural foundations of education. Students examine the interdependence of school and society, along with the influence of that interdependence on curricular and instructional practices.

ELED 3002 – Foundations Practicum

- *Proposed Action:* Corequisite, Prerequisite, effective Summer 2022.
- *Justification:* This course will now be available to majors in TEAL only. We tried to open up this course to premajors to see if we could retain more in teacher education. The data indicate this did not happen, so we are returning it to a major only course.
- *Description:* This course introduces students to the many constituents and actors in public schools, helping students to understand the perspectives of these actors, preparing students for their work in schools.

ELED 3003 – Foundations Practicum

- *Proposed Action:* New Course, effective Summer 2022.
- *Justification:* This course will become the companion practicum course in the General Studies Lane for ELED 3001.
- *Description:* This course introduces students to the many constituents and actors in public schools, helping students to understand the perspectives of these actors, preparing students for their work in schools.

A motion was brought forward by Scott Hunsaker to approve ELED 3000, ELED 3001, ELED 3002, and ELED 3003. Marla Robertson seconded the motion. Motion approved.

Scott said the ELED courses are part of our foundations block and they determined it was a wiser course to have students admitted to their program before they take the foundations block. They experimented for two years to see if students took two courses before they made the admission decision, it would increase their enrollment, but they found that it did not, so they are going back to the way they previously organized the courses. In the past, if students were regular elementary education students, they took ELED 3000 prior to officially being admitted to the program. They will now take ELED 3000 after they are admitted to the program. Because of that, we have the general studies lane for students who did not meet the qualifications for entering the licensure lane of the ELED teacher education program. We permit them to take the courses on a space available basis, so that when they do meet the qualifications they are not behind. That is the purpose for the ELED 3001 and 3003 courses. Students will continue to take the courses in the same sequence as they did before. The prerequisites will change now, so instead of requiring specific courses like the ELED 1010 course and the HDFS 1500 course, they will change to licensure lane designation or general studies lane designation, which is equivalent to admission in to the licensure lane of the ELED program. Greg Podgorsky asked if these courses were identical in what they are doing, meaning that students take them from the same instructor taught at the same time, but register for different classes. Scott explained: yes, and the reason it was set up that way is to give students who have met the qualifications for admission into the licensure priority registration for these classes. Registration for these courses is not available for the general studies lane students until one week prior to when the classes begin. So far, there has always been room for those who wanted to register for the courses. The designation between the licensure lane and the general studies lane is determined by the number of Praxis subtests they have passed. Licensure lane students are required to have passed at least two of the ELED Multiple Subjects Praxis exam (5001), whereas general studies lane students have passed one or fewer subtests. They both complete the same application and then are placed in the licensure lane or general studies lane according to the qualifications they have met.

3. USBE now allows for Praxis alternate scoring using highest sub-scores for a subtest.

[Link to score chart conversion table.](#)

Should we use this alternate scoring for admission to Elementary Education, Early Childhood, and Special Education?

Sylvia Read said that we are now allowed to use an alternate conversion method for determining ELED Praxis passing scores for licensure. She indicated this same method could be used for admission to teacher education. It is calculated by taking the highest sub-scores in each specific subtest for the multiple attempts they have made for one ELED Praxis subtest to recalculate the overall score on that ELED Praxis subtest. This would affect elementary education, early childhood education, special education, and deaf education students. Lisa Christensen and Christine Jeppesen have the Praxis Conversion Table and have access to most of the students' Praxis scores. The student needs to have taken the same subtest at least twice in order to have their raw scores and scaled scores calculated with the conversion table. For instance, if a student has taken the Social Studies subtest more than once, we could use the conversion chart to select the highest SubType score for each of the three sections from both attempts.

SubType	Score Report 1	Score Report 2	Highest Raw Score	Scaled Score
I. United States History, Government, and Citizenship	14.00	10.00	37	164
II. Geography, Anthropology, and Sociology	5.00	15.00		
III. World History and Economics	8.00	4.00		

Sylvia asked if Tom Higbee and Scott Hunsaker would like to take this back to their departments for discussion or if they would like to vote to adopt the alternate Praxis conversion formula for admission to teacher education. They both agreed that they would be in favor of approving this method for their admission to teacher education programs.

Tom Higbee motioned to approve the alternate Praxis scoring for admission to Elementary Education, Early Childhood Education, and Special Education. Scott Hunsaker seconded the motion. Motion approved.

Information/Discussion Items:

1. USBE Updates – Malia Hite

In regard to the alternate scoring for the Praxis 5001 Elementary Multiple Subjects exam, Malia Hite said the technical manual for all Praxis scores gives the conversion formula to deduce the scaled score from the raw score. It is essentially a linear function for all tests that get a scaled score. The impetus for looking for this method of scoring was because Malia said she had been hearing stories about educators who were leaving the field, and others were saying they were going to leave the field because they couldn't pass the Praxis. She started looking at our Utah data and found our scores to have a massive discrepancy between candidates of color and those learning English and those who are white native English speakers. Because it is in Board rule as a requirement for licensure, they still needed to keep the Praxis exam, but they looked at how they could meet what's currently in Board rule and still grant enough flexibility to see some of these candidates find success. Malia said that for the candidates she has reviewed who have taken a subtest more than once, roughly 25 percent of the candidates would meet the requirements with the new alternate scoring. They also ran a correlation between Praxis scores and student achievement by looking at Utah scores for student achievement in the areas where we have RISE and SAGE data. The data showed that statistically, as someone's score goes up, their student achievement goes down slightly. They determined that the Praxis does not predict if someone will be a good educator. The two options they are considering with the Praxis exam include getting rid of it completely, or still allowing educator preparation programs to use it as a program admittance, especially with the CAEP accredited institutions because they have more limitations than others. Malia said any proposal will have to be approved by the Board before they make those changes and are hoping that will happen in March.

Denise Taylor asked how students would be notified if they now pass their subsections using the new alternate scoring conversion. Sylvia said her office staff will need to go through our enrolled students and check Praxis tests and then notify the students that they have passed. Lisa Christensen asked if this would be retroactive for students who have already completed the program but were unable to pass the Praxis. Sylvia said it would apply to them as well.

As part of that work, they are writing the elementary content competencies to determine what the actual factors are they need to know and the skills they need to be able to do to teach elementary school. Right now, they are not listed as competencies, but as a very brief list of topics. In addition to the elementary content competencies, they are also developing general pedagogical competencies so they can provide additional pathways for people to show their competencies since a standardized test is not the best way. Tom Higbee asked if each one of these competency committees had a member from higher education in the group. Malia said each content group has at least one higher education faculty member and a district representative. The content groups are led by the content specialists in Teaching and Learning at USBE. The competencies will be built into the methods courses we offer.

Allyson Riddle asked Malia Hite if there would be any changes to Board rule to include changes for dual immersion teachers who have now been required to get a professional license. Allison also asked if Malia would like feedback from individual districts and university programs on this to help guide the process. Malia Hite said as far as the Dual Language Immersion Programs go, she was not sure about that one yet, but it's only kindergarten that is required to have the 5001 Praxis. Internally, if they are a homegrown DLI teacher, it would certainly apply to those individuals as well. They are sharing this with the APPEL directors who run the LEA based prep programs. They are also trying to find a systematic way of finding out who these people are and processing them and making sure the data are correct in their systems.

Sylvia Read asked Malia to explain what the LAGG is. Malia said LAGG is the Licensing Applause Guidance Group, is similar to an advisory group. It is a smaller group of individuals that represent a variety of stakeholders. They have a superintendent from a rural school district, Human Resource directors, Charter directors, some of the USBE internal people, and Sylvia Read is serving on this group for higher education. The task of this group is to make sense of all the feedback they receive, make recommendations, and then take those recommendations out to the field. As they get more feedback, LAGG then determines the recommendations they will make to the Board. This will help them to be more thoughtful about licensing.

Dennise Gackstetter said she was serving on the Secondary Arts Competency Committee, and they have been asked to come up with ways to demonstrate competency for secondary education students besides coursework. Because portfolios will no longer be used, she asked Malia what she thought competency would like for these students. Malia shared a variety of ways to show competency for specific endorsements. If they have someone who is coming into the field through an alternate route, it may not be reasonable to have them go back and take 15 courses in music or other area. In some of the CTE areas they have a field certification that is specific to their area. In music, if a student was in a professional symphony, that could demonstrate that they have competencies to read music without having to take a course. The other thing that is coming is a wider variety of microcredentials, which are these ways to present the evidence that an educator has particular competencies. In mathematics they are looking at a GRE score, so if a student took the GRE, it is a test that shows they have a level of knowledge at a certain score, so they don't need to take the course work. For the Fine Arts competencies, looking at a portfolio is oftentimes the professional standard for visual arts, so that makes sense for those cases. Sylvia said there is a difference between content competency and pedagogical competency. If an individual has an LEA license in arts, but they can submit through a microcredential, video evidence or images and a lesson plan that shows that they were able to successfully teach students to do X, Y or Z with their art content. In that case, they would be getting the competency after they have a group of students with whom they can show competency. For some competencies you need to have a group of students and that would either happen through a methods course, student teaching, clinical, after you're already hired somewhere, or a PPA. There are a lot of competencies built into the PPAT for pedagogy.

2. District Feedback – *April Denton, Alden Jack, Steven Carlsen, Allison Riddle*

Steven Carlson said their teachers are doing quite well right now, but they just don't have enough substitutes and it is burning their teachers out because they are having to cover for each other. Sylvia asked him if their paraprofessionals were able to substitute for them. Steven said they were, but if they use them then they can't do their reading groups and math breakout groups. This issue is happening throughout the state as well as nationwide. Many districts use Kelly Services for their substitutes, so they are battling for the same substitutes. Lately, they have been filling at about 80% which means that when they need 120 substitutes, they are only able to fill about 100 of the requests. The principals are then scrambling to try to make arrangements for the other 20. They do pay their teachers when they substitute for each other (their daily rate divided by $7\frac{1}{2}$), but they need that prep time to be prepared or they have to do it during their own time. Lisa McLachlan asked if there is still a rule that doesn't allow retirees to substitute. Steve said they could, but the Utah Retirement System has a rule that if they have been retired for less than one year, they can only make around \$17,000 per year or it changes their retirement status. If they have been retired for over a year, they can make as much money as they want. Steve said they need to work on the legislature to see if they can do away with that year sitting out. One of the things that happened 16 to 18 months ago when we shut down in March, we paid everybody except substitutes. So, if they wanted that extra money they had to go out and find other work. It really depleted our substitute pool.

Allison Riddle said they were enjoying all the USU practicum students. She shared information about the LETRS training that the state has launched. Davis District's K-3 elementary teachers are heavily involved in that. She wondered if the university was aware of LETRS, because it is something that all the elementary teachers are doing. Marla Robertson said she was familiar with it, and it was very similar to the types of things we already teach in our program. Sylvia Read said our programs are heavily based on the science of reading for literacy already and we try not to teach specific programs but rather evidence-based, research-based practices, instead of a program. Sylvia thought it might be interesting to compare the LETRS program and the Pearson Foundations of Reading test to see if there is an alignment with all of those concepts.

Marla Robertson believes we cover all of the concepts, but that we may need to cover them more in depth for the students to be able to answer some of the questions on the Pearson test. They know the terms and have been introduced to them, but we may need to work more on the level of application of them. The Pearson Foundation of Reading test will be offered in Spring 2022 for the first time. It will be required for all students in 2023 but the cut score will not be decided for a few more years.

Allison Riddle said in the new world of education, our K-12 teachers are frequently having to design instructional experiences for kids at home when a student is absent on quarantine. She thought it would be wonderful if, at the university level, the students could learn, at the same time they are learning to design lessons and assessments, what it would look like if they had to modify their lesson plan and put it in Canvas.

April Denton said she did not get a student teacher this Fall. She was assigned one, but they got a different job, so she was disappointed because she has always had a student teacher. She had a student teacher last year who had signed up with Kelly Services, so she was able to substitute for her last year. She thought it would be a good idea to make our student teachers aware of this opportunity since they only need to pass a background check and sign up with Kelly Services. Sylvia said it is allowable by the State Board Rule, and they can substitute and get paid, but we want to be mindful that they are not being pulled away from their primary role and can continue to be having experiences in their content area. April said it was mentally stressful to be at home sick and not know if you have a substitute lined up to cover your class. It would ease that stress if they were able to have their student teacher be the substitute since they will already be in the class anyway. Sylvia said she would speak with the Office of Field Experience and see if they would like to make that more explicit in their orientation or send it out in an email. If the principal does not want them to substitute, we must defer to the

principal's decision on that. Sylvia will send a notice out to the students to let them know they cannot be paid to substitute if they are not registered with Kelly Services.

3. PPAT and/or ST Updates – *Darcie Peterson*

Darcie said they did not have any items to report concerning PPAT or Student Teaching.

Next meeting: November 15, 2021