

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
September 13, 2021

MEMBERS PRESENT: Curtis Benjamin, Lacey Boschetto, Steve Carlsen, Marilyn Cuch, Nichelle Frank, Dennis Garner, Tom Higbee, Malia Hite, 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: Seth Archer, Paul Barr, Chloe Christopher, April Denton, Dennise Gackstetter, Peter Mathesius, Matt Omasta, Greg Wheeler

GUESTS: Jose Chavez, Sharla Hart, Jana Johnson, Alyson Lavigne, Lisa McLachlan, Darcie Peterson, Denise Taylor

Introduction of CTE Members

ACTION ITEMS:

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

2. Course Approvals:
New course, ASTE 5635, Agriculture, Science, and Technology Study Abroad Student Teaching, 3-6 credits. Students teach agriculture, science, technology, and related sciences in secondary schools in an international setting. Under the guidance of cooperating teachers and university supervisors, student teachers demonstrate competency and professionalism in teaching through this experience. Pass/fail. Prerequisites: ASTE 3240, ASTE 4150, Student teaching placement. Not repeatable for credit.

Rationale: This course will enable student teachers to complete a study abroad student teaching experience that aligns credit hours to the time allocated to the study abroad experience. This course will streamline the process for a course designated specifically to this international study abroad program. Currently none exists. Student teachers will complete their final weeks of student teaching abroad, and this course will allow for assignments and learning experiences to be specific to the international experience.

A motion was brought forward by Scott Hunsaker to approve ASTE 5635. Greg Podgorski seconded the motion. Motion approved.

Greg Podgorski requested clarification about whether the ASTE 5635 course was part of a mixture of domestic and international student teaching, meaning they would need to register for both a domestic student teaching course as well as an international student teaching course. Sylvia Read indicated that the way they charge tuition for study abroad student teaching is by piecing it together and trying to keep it at 12 credits. If the credits exceed that amount, it costs the students a lot more money. They take 3-6 credits of student teaching stateside, plus their seminar, and then they do their international student teaching for a variable number of credits according to the length of the time that they are there. They are required to get the PPAT done before they can go and teach Agricultural Education in Italy.

New course, TEAL 6630, Leadership in the School Community, 3 credits. This course will explore theory and practice of family-school-community relationships with a focus on engaging all families, community partners, and school personnel in cultivating an inclusive, caring, safe, and supportive school community. Prerequisites: Admission to the Administrative/Supervisory Concentration or M.Ed. in Instructional Leadership programs. Learning objectives:

1. Engage in research efforts to collect and analyze data in order to make evidence-based decisions and create strategies for engaging all families and community members to support student success.
2. Demonstrate the capacity to collaboratively engage all families in strengthening student learning in and out of school.
3. Demonstrate the capacity to collaboratively engage and cultivate relationships with community members, partners, and other constituencies for the benefit of school improvement and student development.
4. Demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Rationale: This new course allows the Instructional Leadership program to address gaps in the Administrative/Supervisory Concentration coursework in meeting the Utah Educational Leadership Standards.

A motion was brought forward by Scott Hunsaker to approve TEAL 6630. Lacey Boschetti seconded the motion. Motion approved.

New course: COMD 5750, Strategies for Teaching Deaf and Hard of Hearing Students with Exceptionalities, 3 credits. Students learn strategies for teaching deaf and hard of hearing students and working with families. The course explores the special education process, accommodations, models of inclusive education, cultural and linguistic differences, and characteristics and transitional needs of exceptional learners. Learning Objectives:

This course will prepare teachers in the following areas:

1. history, legislation, and litigation which mandates special education (IDEA2004),
2. the use of Person First language including history, law, and rationale,
3. the array of services in special education with particular emphasis on inclusive education and deaf education,
4. knowing who the students are who may not qualify for special education services who are included in the exceptionality arena (e.g., Gifted/Talented, ADHD),
5. the general educator's role in the special education process (referral and delivery),
6. other laws and legislation that impact delivery in the general education classroom for students with special needs (e.g., Section 504, FERPA, HIPPA),
7. the diverse needs of exceptional students including deaf and hard of hearing students who have cultural and linguistic differences,
8. models of service delivery, peer assistance, and collaboration and consultation between special and general educators,
9. differentiated instruction and the principles of universal design,

10. Response to Intervention (RtI) and MTSS and the general educators' role,
11. curricular and instructional accommodations in academic coursework that can be used with adolescents in school and community settings,
12. tools by which to work more effectively with families,
13. effective strategies to use in the classroom for academic and behavior support,
14. the development of comprehensive, standards-based lesson plans including adaptations, modifications, and accommodations for students with exceptionalities.

Rationale: This new course is being added in response to content required for new Utah Deaf Ed licensure.

A motion was brought forward by Scott Hunsaker to approve COMD 5750. Greg Podgorski seconded the motion. Motion approved.

Lauri Nelson said COMD 5750 is a course for their bilingual-bicultural program. It is being added in response to some additional areas within their program of study that they found needed to be enhanced to meet requirements for the new Utah Deaf Education license.

3. OPI test results and admission to STEP (Secondary Teacher Education Program) –*Maria Spicer-Escalante*

World Language faculty propose that students be admitted in the STEP program if they have reached at least an Intermediate-Mid OPI score, which will allow them to continue with their coursework necessary to advance in their specific programs. However, students must earn the Advanced-Low in order to student teach. Other cases can be evaluated, on individual basis, by both Academic Advisers and the corresponding language faculty.

A motion was brought forward by Maria Spicer-Escalante to approve the changes to the OPI requirements for admission to STEP. Greg Podgorski seconded the motion. Motion approved.

Sylvia Read said there have been situations where secondary education students that are majoring in a world language want to get a waiver so they can go ahead and start the STEP program before they have earned the Advanced-Low score for the OPI. Allowing them to start the STEP program with an Intermediate-Mid OPI score would allow them to start the coursework in their specific program. Sharla thought it would be a good idea to add their OPI score and date to the advisor approval form. The Advanced-Low OPI score would be required before they would be allowed to do student teaching.

Information/Discussion Items:

1. USBE Updates – *Malia Hite*

Malia Hite shared a new resource they are developing for the field that will be available in this Google folder <https://drive.google.com/drive/folders/1wck4h84lhOZ5BxPC1IGjTx71prNzP4dX>. Every other week they will be providing a newsletter with updates for licensing. The biggest issue for licensing in the last two weeks is that they can no longer grant LEA specific licenses for any of the special education or related service areas, due to federal IDEA law. An associate license is no longer allowed for an educator who does not have a bachelor's degree in any of these special Ed or related service areas. If you have student in special education or related services who has finished all of their coursework and they only have student teaching left to do, and they do not have a bachelor's degree, they cannot qualify for an associate license. This would include majors in special education, preschool special education, and deaf education. Because it was due to federal law, they were not able to provide a year to adjust. It was something that they had to

implement right away. They are still navigating and figuring out how they can ensure that they are in compliance with the federal law while also granting as much flexibility to LEA's as they can.

Malia gave information about the Science of Literacy Assessment they are piloting this year. USU is part of the pilot program. It is not yet required for licensing, but they are collecting data. The Science of Literacy Assessment is required for elementary, early childhood, and special education students. It also applies to any degree that covers those grades where they would be teaching literacy. This includes programs in deaf education. Sylvia Read indicated that the state will be funding this, so it will not be a financial burden to our students. USU decided to go ahead and participate in the pilot because it will help us to know whether or not there are gaps that we need to be addressing in our coursework so that our students are prepared for this assessment. Lisa McLachlan said they will have everything in place by October so they can start doing training with anticipation that they will start taking the assessment in Spring 2022.

Malia Hite said their alternate programs, which are the APPEL programs housed at the LEA, can now recommend for early childhood education, in addition to the elementary, secondary, and CTE. All the competencies are still the same as if they were to go through a university program.

Malia shared information about an online program called 240 Tutoring Online. It is a monthly subscription and some of the other rural LEA's and regional service centers have used this program to help prepare their students to take the Praxis exams and have had a 100 percent success rate. They have a money back guarantee that if you pay for the app and you take the test and don't pass, they will give you your money back.

Some of the subtests with the Praxis 5001: Elementary Multiple Subject tests are no longer aligned with their standards. The Praxis is also biased to students of color and non-English speakers. They are thinking of taking the best three scores in the subtest, if a student has taken the subtest more than once.

In the next year, they will be trying to establish what the elementary level content competencies would be in Language Arts, Science, Math, History, Social Studies, Health, and Fine Arts that are outlined in Rule. They have the Praxis that is required, but it is really a remnant of "no child left behind" and isn't necessarily great at measuring what they really want it to measure. They are also looking at coursework as a way to demonstrate that competency. Hawaii is using this process to demonstrate their competency. Their students can take the Praxis or complete a designated number of credits in their content areas. Lisa McLachlan said this past year they had their committees review the competencies for the secondary content areas and they also have new endorsement forms they are starting to implement this year. Some of the content areas are keeping the Praxis as an option to demonstrate certain competencies, one or two are requiring it for all options, and some don't want to use the Praxis at all. If the endorsement area is not their major, they will just need to complete the requirements on the new endorsement forms

<https://www.schools.utah.gov/licensing/endorsements?mid=5266&tid=1>.

With the current (retiring) endorsement requirements, they are required to take the Praxis, and that will be a valid option until June of 2023. In the new competency-based endorsement, if they have taken a course or courses that cover the competencies in each of the content areas, they do not need to take the Praxis.

Lauri Nelson asked Malia if their students with Deaf Education majors were required to take the Praxis exam in order to license. Malia said they were still working that out. In order to get a professional license, as recommended through the university, they are not required to take the Praxis, but they are working to make sure they are in compliance with IDEA.

2. District Feedback – *Steven Carlsen, Alison Riddle*

Steven Carlsen said they had a busy hiring season. They had all of their teachers hired by March or April, but because of unforeseen circumstances, they had to rehire for some of those positions before school started. They were able to hire some very good teachers and most of them were USU graduates.

Alison Riddle from Davis District said they have a lot of USU students who choose to do student teaching in their district as they come back home, but they rarely have practicum students. During the past year, she worked with Dr. Parker Fawson and Ray Reutzler digging into practicum experiences to make them more personalized and more dedicated to being at the school more often. They have a small cohort of four USU Elementary Education students who have come to Davis district, and they have been taking courses with Marla Robertson. Alison did an optional course with them, which was a field study, to analyze what it really takes for an Elementary Education teacher to prepare for the year. They focused on six areas of study and attended the course two weeks before school started as well as the first week of school. They are continuing the course through the rest of the semester. Davis District has students participating in practicum experiences from Utah State University and Weber State University at the same time, but not in the same classrooms. They are able to see some very powerful teaching.

3. PPAT Updates – *Sharla Hart*

Sharla Hart said they have had to reiterate that students must use the the PPAT-specific permission slip instead of a district's or school's overall permission slip, but it is getting better.

4. COVID-19 waivers for all field experiences in elementary, secondary, and special education programs.
All of the clinical students completed COVID-19 waivers, and they may need to have supervisors who are going into the schools sign COVID-19 waivers as well.

5. Secondary Education Clinical reminders:

- a. If a student fails the clinical, they should not get an incomplete. There is no money to pay a mentor teacher for an incomplete. Money to pay the mentor teacher is generated through fees (non-SCED prefixes) or through differential tuition (SCED prefixes).
They can be given an incomplete if it is May and they just need to finish up a few hours, but it should not go into the next semester.
- b. Background check and acceptance to STEP program is required PRIOR to registering for any clinical course. Please don't authorize students into a clinical without these prerequisites having been met.

Curtis Benjamin expressed appreciation to USU, and particularly to Sharla Hart, for the student teacher kick-off and making the presentation. He said teaching in the pandemic is hard and stressed the importance of listening to educators, for licensing, school safety, and negotiations. He was also very grateful for the superintendents and administrators he works with that have great perspective.

Next meeting: October 18, 2021