

**MINUTES**  
**COUNCIL ON TEACHER EDUCATION MEETING**  
September 19, 2022

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**MEMBERS PRESENT:** Paul Barr, Jessica Baxter, Curtis Benjamin, Lacey Boschetto, Jeni Buist, Steven Camicia, Marilyn Cuch, Amanda Dawson, Nichelle Frank, Dennise Gackstetter, Tom Higbee, Peter Mathesius, Kelli Munns, Lauri Nelson, Greg Podgorski, Sylvia Read, Allison Riddle Jessica Rivera-Mueller, Marla Robertson, Kady Schneider, Maria Spicer-Escalante, Lynette Tervort, Nate Trauntvein, Greg Wheeler

**MEMBERS EXCUSED:** Spencer Holmgren, Jessica Koltz, Lisa McLachlan, Adrianna Mortensen

**GUESTS:** Greg Cox, Sharla Hart, Darcie Peterson, Bobbie Crabtree

Introductions

**ACTION ITEMS:**

1. Approval of Minutes: <https://usu.box.com/s/0jii5nlcvpvg1ohhiz0cti7bxzbekw43>  
Minutes for April 2022 were approved as written.

2. Course Approvals:

HDFS 4980: Practicum, change to course description and prerequisites.

**Old description:** This is a placement experience in applying skills and knowledge in community agencies. The application deadlines are May 1st for Fall semester, October 1st for Spring semester, and February 1st for Summer semester.

Prerequisites, HDFS 4900, Junior standing, Completion of a total of 24 HDFS credits, Completion of the practicum application, Enrollment limited to HDFS majors only.

**New description:** This course is a placement experience in applying skills and knowledge in community agencies.

Prerequisites: Junior standing; Enrollment limited to HDFS majors only.

Greg Podgorski motioned to approve the proposed changes to the course description and prerequisites. Sharla Hart seconded the motion. Motion passed.

**Information/Discussion Items:**

1. USBE Updates – *Greg Cox*

Sylvia Read shared a link for the new revised version of the Utah Effective Teaching Standards, [new revised version approved](#). Sharla Hart was on that committee. There were many people from other educator preparation programs in the state on this committee as well. Part of the materials they gave this committee to use was the personalized, competency-based learning. At this point, the old effective teaching standards are still relevant and are still approved, so we have two sets of standards. There is going to be a project to work on mapping the old to the new so we can see where we might need to make any changes, but we have a couple of years before we need to be concerned about that. The other piece that this affects is our student teaching evaluation form, so because our student teaching evaluation form is based on the Utah Effective Teaching Standards, we are going to

need to revise that somewhat. The hope is that we will be able to maintain those parts of the evaluation form that still make sense, so we are not changing too much. There is also a committee working at the state level to revise the Teacher Evaluation protocol for the whole state. We will not revise our student teaching evaluation form until they revise the teacher evaluation form. We won't be able to have a perfectly parallel system with that, but we will develop something that matches closer. The old Utah Effective Teaching Standards were based on the INTASC standards. The new standards are not. They are entirely a Utah creation. The deadline for adopting the new standards is two to three years out. The committee that Sylvia oversees will probably start meeting in January to think about how to revise our current student teaching evaluation. Julia Lyman serves on this committee, so we have good special education representation this time.

Greg Cox explained what is happening with the Pearson Foundations of Reading test right now. Students are able to take the this test up to three times. Starting in 2024, universities are going to be held accountable to provide some assistance to help them successfully pass the test. Sylvia asked if universities would be expected to provide support to students who did not pass the PPAT if they graduated. Greg's concern was that when they leave our program, they need a classroom to complete that task in. If they are not hired because they do not have a professional license, it is going to be hard for them to complete that test. Sylvia pointed out they would have an associate license, but Greg said most of the districts they have talked to said if they were given the choice of hiring a teacher candidate with a professional license versus an associate license, they would choose the teacher candidate with the professional license. Sylvia said we may need to think hard about whether they should graduate, or whether they should have to repeat student teaching in order to have another attempt at the PPAT. Darcie suggested we might have them take an additional field experience course. Sylvia said we could possibly offer a modified student teaching course. We may need to tie not only licensure to the PPAT, but graduation as well. Otherwise, how do we support them? This is something we need to be anticipate as to how we will manage that in terms of our own internal policies so that we are setting our students up for success.

2. District Feedback – *Jeni Buist, Allison Riddle, Lynette Tervort*

Allison Riddle said it was a big hiring year in Davis School District. They are thrilled to have nine Aggie student teachers in their district this semester. About a week ago, three more Aggies, who are doing their practicum exercises at their Teacher Academy Schools program, were doing their observations and ABC Channel 4 came out and did a story about their Teacher Academy schools and these 3 students represented Utah State very well. They talked about why they chose to become teachers and the power of being able to do more practicum. Allison is involved with new teachers in their first three years and developing their confidence in their practice and working with practicum students from four different universities. She said it really does come down to more application in classrooms and being connected to the things that they are studying in class, especially with classroom management. As she has had conversations with practicum students, those that are in university programs all talk about how meaningful it is for them to be with teachers, and to have teachers who will support them before they do something so that the practicum student knows what to look for and can be part of the process of co-constructing learning experiences for kids. Sylvia also stressed the importance of having more time in the classrooms before student teaching because so many of them are being hired as the teacher of record during student teaching.

Lynette Tervort said there is a major push in Box Elder District for foundational reading. They are doing the LETRS program, and it is really helping them understand the details of how to teach reading, especially for fifth and sixth graders, because there are so many students who are so far behind. Helping kids who are not at the grade level is one of the biggest things they are focusing on.

Marla Roberts said they had 138 students who were in the last two blocks before student teaching take the Utah Foundation screening test. They are looking at that data to see the difference between

the ones who took the exam two semesters before student teaching, versus the ones that took it the semester before student teaching. They had a little over 50 percent pass the exam with a score of at least 240, which is Pearson's suggested cut score. We don't yet know what our cutoff score is going to be in Utah, but we are doing some deep diving into our courses to make sure that we are covering all the content and adding some depth to some of the topics. We are thinking about how they are assessing the quizzes and finals because the Pearson test is very scenario-based. We are changing the types of questions they ask in coursework to be more scenario based.

Jeni Buist said they had a huge hiring year again. They were able to fill all their positions. One of the biggest things they are pushing this year, from her perspective in Cache County School District, is the inclusion of all students with disabilities. This year they have really transitioned to a system in which all of their students who have severe cognitive disabilities are registered under a general education teacher and not a special education teacher. One of the biggest hurdles they are facing is that teachers are more than happy to do it, but they just don't know how to accommodate and modify their curriculum to be appropriate for kids who can't necessarily access that curriculum and make it meaningful for them as well as the other kids in class. The special education teachers are trying to support the general education teachers, but they also have their caseload as well. Sylvia Read asked if this differs by district in terms of how much inclusion is going on? Jeni said, essentially, the child's need should drive the idea of the services, but a lot of times, especially in smaller districts and even medium districts, you don't have all of the services that some of the bigger districts do.

Darcie Peterson said they have talked quite a bit about resources that both elementary and secondary education instructors can use in some of the methods courses and courses that all majors take. There will be a proposal coming through to increase the number of credits for SPED 4000. Right now, it is two credits but across the state it is three credits. They want to include more information for regular or general education teachers to know how to make those accommodations, especially for kids with more significant disabilities, so they are not just sitting in the class or doing a coloring page but are actually learning content. Tom Higbee said they are very much in agreement that everyone deserves inclusion and certainly the IEP drives where the instruction takes place, and for some kids a more specialized setting is good for learning certain sets of skills. SPED faculty are excited to collaborate with TEAL partners to work on strategies for how they can model that here at the university and prepare them for what they are going to face when they get out in the districts. Tom said this generation of students is primed to learn this sort of thing because they have the mindset for social justice and inclusivity in general. Inclusion includes individuals with disabilities.

### 3. PPAT Updates—*Sharla Hart and Darcie Peterson*

USBE mandates that all students take a performance assessment as part of their teaching preparation program, but currently a passing score is not required. USU uses the PPAT for this requirement. In Fall of 2023 the passing score of 36 will be consequential for licensure.

Darcie Peterson said their students are registered for PPAT and students had to turn in PPAT Task 1 September 19. They are taking a more scaffolded approach to PPAT. For instance, in the mild/moderate emphasis, they are doing a practice version of Task 1 over the year. So, in practicums this semester they are doing Step 1 of Task 1. Next semester they will do Task 2 and other emphasis areas are doing something like that so that they know what an instructional strategy is, and they know what a learning activity is in their content area before they get to student teaching, and it is all overwhelming. It is a good assessment, and it does assess something we value, but they don't know the terminology. Learning that terminology ahead of time is going to set them up for success when they take it during student teaching. Doing PPAT Task 1 is not going to replace PPAT Task 1 in student teaching, they will do it again, but it is giving them practice.

Marla said in ELED they were doing something similar in Content Block. They have a discussion thread setup while students are in their practicum to answer similar types of questions to the PPAT Task 1, so they can catch them early if they are not adding enough detail or description in their work.

Sylvia Read asked Marilyn Cuch and Sharla Hart to share what they have been doing to enhance the SCED 5210, Learning Theory, Curriculum, and Assessment. Marilyn Cuch said they want to make sure that students know the vocabulary that is used in the PPAT. The emphasis in SCED 5210 is that they are able to do practice versions of PPAT tasks 2 and 3 throughout the class and be able to design instructional strategies that are beneficial for students in their lesson plans and using backwards design. They have made sure that they know informal and formal assessments, how to collect baseline data, and how they make instructional decisions based on that. Sharla Hart said they would be refreshing that course later in the year and adding the PPAT vocabulary. She said ETS changed the PPAT registration website and did not inform anyone. It was very confusing and not as intuitive and none of the links were working for the students. Nevertheless, the TEAL students are now all registered for the PPAT.

Sylvia thanked all of those in the secondary education partner departments who came to some discussions they had prior to and during the first week of the semester about the PPAT and how they can be incorporating those kinds of tasks and vocabulary in methods courses. Maria Spicer-Escalante has been having her students do Task 1 in her methods course as one of their assignments. She has also invited a former student to come to her class to talk to them about some of her experiences with the PPAT and another student who scored well on the PPAT will come and share their sample. Maria asked if there was anything else she should emphasize in her class when her former students come to talk to her class. Sylvia said the competency that our students score the lowest on is being able to use data to make instructional decisions, especially when it comes to individual students, but also for the whole class. Sometimes it just means they forgot to attach something, like an artifact. If they don't attach an artifact, they get a zero. On a 4-point scale, they score about a 2. Sylvia suggested they set learning goals for the students and then adjust instruction accordingly and accommodate for students who need adjustments in instruction. This is where the two focus students come in. Jessica Rivera Mueller asked what would happen if students did not get a 36 overall score on the PPAT. Sylvia Read said they be required to revise or resubmit a task or a step of a task. Dennise Gackstetter had questions about the APPEL requirements. Sylvia explained that APPEL teachers have an Associate License and have 3 years to complete the requirements for the professional license, including the PPAT. Dennise inquired as to whether our own students would be able to graduate and get an Associate License if they do not pass the PPAT. Sylvia said they would, but we would probably need to provide them with support to pass it because they came from our program.

#### 4. Secondary Education Clinical Reminders

Sylvia Read shared the following Secondary Education Clinical reminders. If a student fails the clinical, they should not get an incomplete unless there are extenuating circumstances or medical reasons. 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). If a student does not complete the requirements, they should receive an "F" grade and would need to repeat the clinical. A cleared background check and acceptance to the STEP program is required PRIOR to registering for any clinical course. She stressed the importance of not authorizing students into a clinical without these prerequisites having been met. Students should not be in the schools without a cleared background check.

#### 5. New course: History of American Education, HIST 3780, cross-listed as TEAL 3780

Sylvia said there was a new course that came through Curriculog that really doesn't affect licensure but is an option for a course students can take. The course is HIST 3780, History of American Education, and it is cross-listed as TEAL 3780. It was created by the History Department. This course examines the historical foundations, structures, and expansion of educational systems in the United States from the colonial era to the present. Students trace the evolution of important themes and engage with scholarly material on the history of education. Learning Objectives are: 1) Identify foundational themes in the history of American education and how they connect to contemporary issues through written and oral presentation, 2) Assess major questions and issues in educational policy and practice through critical reading and discussion, 3) Explore the historical impact of educational policy on one's self and on others through personal written reflection, and 4) Demonstrate proper analysis and application of social science research methods. TEAL 3780 will increase the course offerings for the Social Studies Composite major. It can provide important context related to their field. This course will not negatively affect our curriculum.

6. Educator Licensing Newsletter:  
[https://docs.google.com/document/d/1v4KWbOFUZw3Ji7nZygTZlmdXWj6mc\\_SrslvQzxOwZ0/edit](https://docs.google.com/document/d/1v4KWbOFUZw3Ji7nZygTZlmdXWj6mc_SrslvQzxOwZ0/edit)

**Next meeting: October 17, 2022**