

**MINUTES**  
**COUNCIL ON TEACHER EDUCATION MEETING**  
September 11, 2023

---

**MEMBERS PRESENT:** Carrie Bala, Jessica Baxter, Curtis Benjamin, Lacey Boschetto, Jeni Buist, Steven Camicia, Marilyn Cuch, Amanda Dawson, Nichelle Frank, Dennise Gackstetter, Tom Higbee, Jana Johnson (for Peter Mathesius), Brynja Kohler, Max Longhurst, Lisa McLachlan, Kelli Munns, Sylvia Read, Chloe Richmond, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Lynette Tervort, Nate Trauntvein

**MEMBERS EXCUSED:** Ekaterina Arshavskaya, Paul Barr, Sharla Hart, Spencer Holmgren, Jessica Koltz, Lauri Nelson, Maria Spicer-Escalante, Greg Wheeler

**GUESTS:** Greg Cox, Bobbi Crabtree, JanaLee Johnson, Alyson Lavigne

**ACTION ITEMS:**

1. Approval of Minutes: <https://usu.box.com/s/lrbemmvse5k7k6art5m3ga0khbe8qiiy>  
Minutes for April 2023 were approved as written.
2. Course/program changes:

**Abbreviated R401 for Administrative Supervisory Concentration**

The purpose of this R401 abbreviated submission is to reduce the credit hours of the existing Administrative/Supervisory Concentration (ASC) program from 30 credit hours to 27 credit hours.

**Abbreviated R401 for M.Ed. in Instructional Leadership**

The purpose of this R401 abbreviated submission is to reduce the credit hours of the existing M.Ed. in Instructional Leadership from 36 credit hours to 30 credit hours.

*Tom Higbee motioned to approve the Abbreviated R401's for Administrative Supervisory Concentration and M.Ed in Instructional Leadership. Steven Camicia seconded the motion. Motion passed.*

*Sylvia Read explained that the Administrative Supervisory Concentration program is for students who already have a master's degree, so it is a standalone licensure program, and they are reducing the credit hours from 30 to 27. She indicated that we would see another abbreviated R401 in the future to change the name to School Leadership, so we are aligned with the license area designated with the Utah State Board of Education.*

*Alyson Lavigne said their M.Ed. in Instructional Leadership program used to be more than 36 credit hours. They reduced it to remain competitive with other programs in the state of Utah. The change from 36 to 30 credit hours helps them align the work that curriculum and instruction is doing so that they can market their 30 credit hour programs together. It has also given them an opportunity to rethink some of their internship components by embedding their first internship course in their principal preparation program with their first principal leadership course to make them more coherent across the board.*

*Lisa McLaughlin asked if the reduction from 36 to 30 credits would mean we would be dropping two courses. Alyson clarified that it is not a drop in coursework, but more of a combining of two courses. Sylvia reaffirmed that we are not losing any content, just streamlining it for the students.*

### **Abbreviated R401 for Earth Science Teaching**

The purpose of this request is to change the name of the Earth Science (Composite Teaching) - BA, BS degree program to Earth Science Teaching.

Rationale: The current name of this degree program, Earth Science (Composite Teaching) - BA, BS, does not reflect changes made in required coursework during the last year in conformance with State of Utah mandates. Essentially, it no longer is a composite teaching degree. Consequently, it is requested that the name be changed simply to Earth Science Teaching to reflect the true nature of this degree accurately.

[Note: This request aligns with the name of the secondary endorsement:

<https://www.schools.utah.gov/file/4618ff28-0ac8-4263-bfe8-e88a3e23caa8>]

*Brynja Kohler motioned to approve the Abbreviated R401 for Earth Science Teaching. Max Longhurst seconded the motion. Motion passed.*

### **New Course: KIN 3500 Adaptive Physical Education**

Course Description: This course prepares Physical Education students to accommodate special needs learners, providing strategies for designing, implementing, and evaluating an inclusive PE curriculum. The introduction of this new course will enhance our Physical Education bachelor's program by fostering a more inclusive learning environment. It will provide our students with a profound understanding of both congenital and acquired disabilities, offering practical strategies for successful integration of these students into a PE curriculum. This preparedness will enhance our students' pedagogical skills, making them better equipped for diverse classrooms and promoting empathy and respect for individuals with special needs. Furthermore, this knowledge can lead to expanded career opportunities within and beyond the educational field, including specialized physical therapy, adaptive sports programs, and inclusive recreation. Thus, the course diversifies our program and equips our students with critical skills for a versatile teaching career.

Learning Objectives:

1. **Understand Special Needs:** By the end of the course, students will be able to describe the range of congenital and acquired disabilities they might encounter in a physical education context. They should be able to differentiate between different types of disabilities and understand how each can affect a student's ability to participate in physical activities.
2. **Design and Implement Inclusive Curriculum:** Students will be able to design, implement, and evaluate a physical education curriculum that effectively integrates students with special needs. They should understand how to modify activities to ensure they are accessible and beneficial to all students, regardless of their physical capabilities.
3. **Develop and Evaluate Behavior Treatment Plans:** Students will learn to develop a behavior treatment plan using principles of behavioral analysis. They will learn how to collect, analyze, and evaluate data to assess the effectiveness of an Individualized Education Program (IEP).
4. **Incorporate Competitive Sport Experiences:** Students will be able to identify and implement techniques for providing competitive sport experiences tailored to the needs, interests, and abilities of students with disabilities. They should be capable of organizing and facilitating inclusive competitive events.

5. **Navigate IEP Procedure:** Students will demonstrate competency in understanding the process, protocol, and timeline for requesting and obtaining "prior formal consent to test" under the IEP framework. They should be capable of ensuring compliance with legal and procedural requirements for special needs education.
6. **Promote an Inclusive and Respectful Environment:** Students will learn strategies for promoting a respectful and inclusive physical education environment for students with special needs. They should understand how to cultivate a classroom culture that values diversity and inclusion.

*Nate Trauntvein motioned to approve the KIN 3500 Adaptive Physical Education course. Jenny Buist seconded the motion. Motion passed.*

*Sylvia Read said all PE teaching majors and minors will be taking this course. The learning objectives match precisely with the competencies that are in the teaching endorsement the state has. We would love to see special education teachers take this class, but they could also get the endorsement. It would be nice to see some elementary teachers getting the PE endorsement as well. This would allow teachers in the state who have this endorsement to teach PE on a professional license. Marilyn Cuch asked if this course would be available throughout statewide campuses. Currently it is not available at the statewide campuses, but maybe something we need to think about for the future.*

#### **Course Modifications**

Clinical experience courses: SCED 3300, SCED 4300, SCED 6305, TEE 3300, TEE 4300

Proposed modifications: Change course descriptions to specify that 45 hours are required (instead of 30). Changes go into effect in Fall 2024.

*Carrie Bala motioned to approve the course modifications for SCED 3300, SCED 4300, SCED 6305, TEE 3300, and TEE 4300. Tom Higbee seconded the motion. Motion passed.*

*Sylvia Read said that nothing changes for this year in terms of expectations for these clinical courses. The changes will go into effect beginning Fall 2024. This also puts us in line with national standards for preparation prior to student teaching that students have enough hours, especially if they only have one clinical, prior to student teaching. This allows them to get some exposure as to what they are getting into to see if it is a good fit for them. It will also give them some feedback from their mentor teacher before they start student teaching.*

*Dennise Gackstetter said she created a task list worth 100 points that her students must complete to pass their clinical. The tasks are worth different amounts of points according to what is involved with the task. She said it has been very helpful. One of the tasks is teaching a mini lesson or a full lesson depending on what the teacher will allow them to do. It gives them a range of options and when students show their mentor teacher their list, then the mentor teachers can help them figure out how to help them implement the tasks in their class. Sylvia will help each of the partner departments get their clinical courses updated and ready for a vote in future CTE meetings.*

#### **Information/Discussion Items:**

1. USBE Updates – Lisa McLachlan  
Utah Effective Teaching Standards, [new revised version approved](#)

Lisa McLachlan said the Utah Effective Teaching Standards have been approved by the Board, but they are on hold until they have established their evaluation system. They are mostly talking about in-service teachers, not preservice teachers. They have committees that are working on new general teacher preparation competencies that align to the new Effective Teaching Standards, and they anticipate they will be ready by spring of 2024. Then they can talk about how they are going to evaluate those, but they anticipate there will be rubrics on how to evaluate the competencies so they would align with the new Utah Effective Teaching Standards. Sylvia Read indicated that Marla Robertson, Marilyn Cuch, and Special Education have been incorporating them into our syllabi this year, but as far as having a student teaching evaluation instrument that is aligned, that is on hold until we see the competencies.

Lisa McLachlan reminded everyone about getting their secondary content areas aligned with the new endorsement forms. They are going to be sending out an e-mail with an update on that process. She said Utah State is one of the better institutions at being proactive and submitting plans on how they are going to align with the new competencies. Lisa said they are still waiting for the World Languages department submission and Theatre Arts for USU is under review. Sylvia said she would work on the World Languages competencies as well as the PE competencies.

Greg Cox said this will be an ongoing process. They are going to have new specialists and new competencies once they review their programs. In the future, if they do make any changes, the same rule will apply to incorporating competencies, giving universities a two-year leeway to incorporate any changes that they may make at the state level.

Jessica Rivera-Mueller asked Lisa McLachlan if there were any updates on how the Board advises teachers to engage with new legislation such as what we discussed last year. Lisa said there was a lot of discussion in the board meeting last week about conscientious objection. At their last UCEDD meeting last month, they shared some guiding principles on educator preparation programs on curriculum and it incorporates a lot of the legislation that has been passed so far. The guiding principles can be found here:

<https://acrobat.adobe.com/link/review?uri=urn%3Aaid%3Aascds%3AUS%3Ae19265a9-567c-3390-a947-9d030aa98097>

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

Jeni Buist said Cache County School District hired a new superintendent after 27 years. His name is Dr. Todd McKee. He came from Provo School District. She said there is a new policy and procedure for special education for the state. This is the third one in three years. Jeni said two weeks ago their Board approved that Cache County will be going to bond again, so there will be a bond on the November ballot. They are bonding for two new middle schools; one in Nibley, and one in North Logan/Hyde Park area, just north of Green Canyon High School. They are also bonding for an elementary school in the Hyde Park/Smithfield area, because that is where most of their student growth is right now. They plan to recapture Spring Creek Middle School as an elementary school. They would then put 6th grade back into the middle schools. They will also upgrade safety measures. All of their schools are now locked down with video systems, but if there are vestibules as you walk into a school you can go left past the office and no one would even know somebody was in the building before it was too late. At this point, they're asking for \$139 million, but it won't change the tax rate because they have refinanced and paid off other things.

Allison Riddle said they hired about 72 first-year elementary teachers and they have around 50 student teachers this semester. They also have about 8 BTS arts integration teachers. They are licensed, so they can model and coach teachers in our elementary schools to integrate arts and their goal is to get one in each of their elementary schools. They also have full-day kindergarten in each one of their schools, but not exclusively. Some schools have both half day and full day options, but they were thrilled the bill passed and they have been able to fill all those positions. They have about 1,200 students in their district that are in some way homeless at some point during the year. All but two of their high schools have a teen center that their Foundations have been able to raise money and build into these schools. The teen centers are places where kids can come, do their laundry, bathe, and do their homework. They cannot stay overnight, but they provide snacks and other kinds of needs for them. They are working with an organization in Layton City that is creating a center where kids could stay overnight.

Allison said she loved the conversation about our clinical experience modifications. In their two model schools in Davis District, they work hard to train their teachers there specifically on how to mentor and engage a university student that is not yet a student teacher. She is hopeful that they can keep the conversation going with all of the districts in Utah to start to create a pattern of understanding and action where districts get excited about training teachers and provide a more meaningful experience for practicum students to be able to assist in learning instead of just observing. It is an important part of recruiting and retaining teachers. Sylvia stressed that our elementary students get approximately 200 hours prior to student teaching, so this was an effort to get our secondary students somewhat closer to that standard of meeting the expectations for breadth and depth of clinical practicum experiences.

Lynette Tervort said they have completely gone to full-day kindergarten in her elementary school. They have 112 students in her building. They had six students at the beginning of the year who chose to go to the half day, and they have already had two of them switch to going full day, so they only have four students in their entire district going half day kindergarten.

### 3. Testing Updates

- a. The PPAT cut score of 36 is now in effect. If our students do not get a 36 on this exam for Fall 2023 semester, we will be asking them to resubmit one or more of their tasks to be rescored. If they choose not to resubmit, or resubmit and still don't earn the 36 score, they will not be prevented from graduating, but they will not be recommended for the Professional Educator License upon graduation, so it is rather consequential for licensure.
- b. The Foundations of Reading predicted cut score is 240. Any student seeking K-3, K-6, or Special Education (exception, preschool special education) licensure on or after September 1, 2024 will need to have scored 240 or higher regardless of when the test was taken. We are telling students this semester that they may end up licensing after September 1, 2024, so they need to do their best on this test. We got an A+ from NCTQ and we are teaching this content and working on different things. Sylvia talked to our new Science of Reading Professor, Jake Downs, and he is having them practice their constructed responses in ELED 4030, so they will get practice for the hard part of that test where they write essays that are answers to scenarios. Our students do well on the multiple-choice parts, so we just need to work on the essay writing. It will actually help them with the PPAT as well because a lot of this is about being able to elaborate in writing about what you are doing to meet the needs of students based on assessment data, whether it is in reading or in any other content area.

4. 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). Incompletes are for situations where a medical issue arises, or some other extenuating circumstance and there is justification for giving an incomplete.
  - 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. We cannot send them out to the schools without a cleared background check.
  
5. Educator Licensing Newsletter folder:  
<https://drive.google.com/drive/folders/1wcK4h84lhOZ5BxPC1IGjTx71prNzP4dX>  
The Educator Licensing Newsletter serves a couple of audiences. It serves school districts as well as licensing programs. You may view it to see if there is any information that is relevant to your program. The most recent newsletter is from August, 2023:  
[https://docs.google.com/document/d/18tDWRoDRSRar1loFokrv27kzx0Ja\\_lgmTDf5SX-01Z0/edit](https://docs.google.com/document/d/18tDWRoDRSRar1loFokrv27kzx0Ja_lgmTDf5SX-01Z0/edit)
  
6. ASTE Articulation Agreement with University of Alaska Southeast—Michelle Burrows  
Michelle Burrows was unable to attend the meeting. Sylvia Read said the ASTE department is working on an articulation agreement with University of Alaska Southeast and it was very interesting and innovative. Michelle will attend the October CTE meeting.
  
7. Northern Utah UniServ Updates – Curtis Benjamin  
Curtis Benjamin said there is a lot of interest in new teachers belonging to their professional association. He is going to go meet with the building representatives to do some training on their role of representing the voices of educators.

**Next meeting: October 16, 2023**