

**MINUTES**  
**COUNCIL ON TEACHER EDUCATION MEETING**  
May 6, 2019

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**MEMBERS PRESENT:** Seth Archer, Dennise Gackstetter, Sheri Haderlie, Scott Hunsaker, Francine Johnson, Peter Mathesius, Eric Mohr, Richard Mueller, Camille Odell, Kim Panter, Amy Piotrowski, Travis Rawlings, Sylvia Read, Kady Schneiter, Tim Slocum, Tyson Sorensen, Leslie Timmons, Kathy Trundle, Julie Wheeler

**MEMBERS EXCUSED:** Curtis Benjamin, Marilyn Cuch, Bryce Day, Sonia Manuel-Dupont, Matt Omasta, Edward Reeve, Frank Schofield, Maria Spicer-Escalante, Deidra Thomas, Michelle Wilson

**GUESTS:** Tom Higbee, Sharla Hart, Shawnda Moss, Darcie Peterson, Denise Taylor

**ACTION ITEMS:**

1. Approval of Minutes:

The minutes for March 18<sup>th</sup> were approved as written.

Tim Slocum, department head for Special Education and Rehabilitation, introduced Tom Higbee, who is now the interim department head for SPER.

2. R401 for discontinuation of K-6 programs, attached as PDF:

Scott Hunsaker shared information concerning the K-6 license. The state is removing the grade-level distinctions on the elementary licenses. Travis Rawlins explained the reasoning behind the change. Students can either license in Early Childhood or a dual license in Elementary and Early Childhood. An Elementary license prepares individuals to teach in a K-6, and with the appropriate content endorsement, they could teach 7<sup>th</sup> and 8<sup>th</sup> grade in a middle school. This will not affect K-12 Arts. There will not be a grade designation for an Early Childhood license; however, these individuals can teach in grades K-3. An Elementary license that allows graduates to teach kindergarten is beneficial for rural areas, because early childhood labs are not available at all the regional campuses; thus the early childhood major cannot be offered at all regional locations. Scott indicated that EPC has already approved the change.

*There was a motion to accept the R401 discontinuation of the K-6 programs. Tim Slocum seconded the motion. Motion passed unanimously.*

3. PPAT as pedagogical performance assessment, attached as PDF:

Sylvia shared the PPAT comparison document. The TEAL and SPED faculty have already voted to use the PPAT. Students who enroll after January 1, 2020, will graduate with an associate license;

however, to be recommended for a professional licensure, they will need to have pass the PPAT. The Dean has agreed to pay half of the PPAT cost (\$300) from the differential tuition for all students. This will replace the PRAXIS. We will contact ETS to arrange for training and a pilot program. Course work may need to be modified to support it. ETS will address second language learners when training the scorers. Once we are trained we will be able to assess what supports students will need moving forward during the phase-in stage. Travis indicated that both the EdTPA and PPAT meet the state requirements. Secondary students will only need to take the PPAT once in their major.

The EdTPA and PPAT are both externally validated, reliable, and used in many states. They both include four main sections: contextual factors, lesson plans and video, assessment of student learning, and reflection. They are much like the teacher work sample, except for the video. The main difference is that EdTPA must be done in a three-week block of time during student teaching. The PPAT can be completed during different semesters. This flexibility benefits our students. Students can submit each section separately and have feedback prior to completing the entire PPAT. Additionally, PPAT utilizes task specific scorers and the scorers are monitored. Students would submit the PPAT electronically.

Kathy Trundle mentioned that she has had previous experience with EdTPA. The EdTPA is more summative and the timing is onerous for students. PPAT is more flexible and can be implemented in a more humane way for students and faculty. In terms of the rigor and structure of both tests, the EdTPA and PPAT are similar; however, PPAT has more flexibility which is beneficial for our programs.

Tim Slocum indicated that from the SPED perspective, the national perspective is positive. The PPAT requires less test-specific skills as opposed to teaching students to teach effectively.

*There was a motion and a second to accept the PPAT as the USU pedagogical assessment. Motion passed unanimously.*

#### Information Items:

1. USBE Updates – *Travis Rawlings/Shawnda Moss:*

Travis explained that they now have a plan for the transition from the PLT.

2. Title II Pass Rates by test for 2017-2018, attached as PDF:

At the March CTE meeting, Sylvia promised to bring the Title II Pass Rates report to the next meeting. You can see the pass rates for the past year and she can also get the last 5 years, if anyone is interested.

3. Model code of ethics, update. SCED 3210 and TEAL 3000 both cover professional ethics extensively.

The board currently has a task force looking at the model code of ethics very closely.

4. USBE Updates District Feedback

Kim Panter shared that the RISE testing has been fraught with technical difficulties.

5. AAQEP – *Sylvia Read*

Sylvia was pleased to announce that the AAQEP Accreditation Commission has granted full accreditation for 7 years to Teacher Education (elementary, secondary, and special education), Instructional Leadership, and School Counseling. All three programs were praised for their concise and insightful reports and ample evidence to support accreditation. Sylvia thanked all those who helped with self-studies; data mining and analysis; site visit; and support of the process. An official letter will arrive in approximately 30 days.

**Next meeting will be held on Monday, September 16**

**Utah System of Higher Education  
Changes to Existing Academic Program Proposal  
Cover/Signature Page - Abbreviated Template**

**Institution Submitting Request:** Utah State University

*Current* *Proposed (if applicable)*

**Program Title:** K-6;  
Dual K-6/Special Education  
Birth to 5;  
Dual K-6/Special Education  
Mild/Moderate;  
Dual K-6/Special Education  
Severe

**Sponsoring School, College, or Division:** Emma Eccles Jones College  
of Education and Human  
Services

**Sponsoring Academic Department(s) or Unit(s):** School of Teacher Education  
and Leadership

**Classification of Instruction Program Code<sup>1</sup>:** 13.1202; 13.1015; 13.1017      13.1017 applies to Mild/Moderate

**Min/Max Credit Hours for Full Program Required:** Min Cr Hr      / Max Cr Hr      Min Cr Hr      / Max Cr Hr

**Proposed Effective Term for Program Change<sup>2</sup>:** Spring      2020

**Institutional Board of Trustees' Approval Date:**

**Award Type:** BS

**Program Change Type (check all that apply):**

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input checked="" type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_

Date: \_\_\_\_\_

I understand that checking this box constitutes my legal signature.

1 For IP code classifications, please see <http://nces.ed.gov/ipeds/datacenter/ipedscode/definitions.asp>.

2 "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

## Program Change Description - Abbreviated Template

### Section I: The Request

Utah State University requests approval to discontinue K-6;  
Dual K-6/Special Education Birth to 5;  
Dual K-6/Special Education Mild/Moderate;  
Dual K-6/Special Education Severe effective Spring 2020. This action was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Change Description/Rationale

*Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.*

All K-6 degree programs leading to teacher licensure are to be discontinued. The Utah State Board of Education (USBE) revised its rules concerning teacher licensure. This new rule becomes effective in January 2020. Faculty of the School of Teacher Education and Leadership discussed the rule change and determined that it would be necessary to discontinue the four K-6 options to comply with the new rule.

1. K-6 - This program resulted in licensure to teach kindergarten through grade six.
2. Dual K-6/Special Education- Birth to 5 - This program resulted in licensure to teach regular education grades kindergarten through grade six and to teach special education birth through age five.
3. Dual K-6/Special Education - Mild/Moderate Specialization - This program resulted in licensure to teach regular education grades kindergarten through grade six and special education K-12 mild/moderate.
4. Dual K-6/Special Education - Significant Cognitive Disabilities Specialization - This program resulted in licensure to teach regular education grades kindergarten through grade six and special education K-12 severe.

Licensure options in the new rule include early childhood education and elementary education, as well as the special education categories such as Birth to 5, Mild/Moderate, and Severe. Degree options at Utah State University already exist for these licensure areas singly and in combination. For example, students will still be able to earn a license in Elementary Education or Elementary Education/Mild/Moderate. Only the K-6 option is being discontinued.

Utah State University (USU) benefits by bringing its degree options in line with the rule. This also streamlines the offerings for a Bachelor's degree within the School of Teacher Education and Leadership (TEAL), which simplifies the decision for students as to what their licensure choice will be.

#### Consistency with Institutional Mission/Institutional Impact

*Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/) . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/) . Will faculty or staff structures be impacted by the proposed change?*

This action is consistent with USU's mission of "serving the public." USBE changed its rule to streamline the licensure process specifically in response to the current teacher shortage. By aligning with the rule, TEAL better serves its students when they complete their programs and apply for teacher licensure. Faculty and staff structures will not be impacted by this change as other licensure options in elementary education, early childhood education, and dual or composite degrees with special education and deaf education will continue.

### **Impact of Discontinuation**

*Indicate the statewide impact of discontinuing this program. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.*

USB E hopes that streamlining the licensure rule will lead to more individuals being able to take advantage of various routes to licensure, thus ameliorating the current teacher shortage. TEAL faculty support this change and will continue to be active in providing multiple options to students on the Logan campus and at regional campuses and centers to achieve teacher licensure. Students currently completing K-6 majors will be able to finish under their current program of study as all courses needed for these majors will continue to be offered because they are also required in the remaining licensure options.

### **Finances**

*What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.*

No new costs or savings are anticipated as new students will be directed to other majors that remain. Enrollment levels will be maintained and, potentially, increased.

**Pedagogical Performance Assessment Choices**

COO (Create Our Own)	PPAT (Pedagogical Performance Assessment for Teachers)	edTPA (Teacher Performance Assessment)
<ul style="list-style-type: none"> <li>Teacher work sample combined with end of student teaching evaluation as a pedagogical performance assessment system.</li> <li>Would require externally established demonstration of validity and reliability.</li> </ul>	<p>Developed by a National Advisory Committee of 26 educators and teacher-educators from 16 states. ETS test development researchers guided the committee through an evidence-centered design process.</p> <p><a href="#">4 tasks:</a></p> <ol style="list-style-type: none"> <li>1: Knowledge of students and the learning environment (resources and procedures), scored locally</li> <li>2: Assessment and data collection to measure and inform student learning</li> <li>3: Designing instruction for student learning</li> <li>4: Implementing and analyzing instruction to promote student learning (Includes video comprised of one continuous unedited 15-minute segment or three separate unedited 5-minute segments combined into one file).</li> </ol> <ul style="list-style-type: none"> <li>Task 1 is submitted first and separately; can be completed before student teaching (early clinical/practicum) and scored by supervising instructor</li> <li>Tasks 2 (12 points total) and task 3 (16 points total) are created and submitted at the same time. Students receive scores before they submit Task 4.</li> <li>Task 4 is submitted last (32 points)</li> <li>Recommended passing score is 40/60</li> <li><a href="#">Sample score report</a></li> <li><a href="#">Task 1 rubric</a></li> <li><a href="#">Task 2 rubric</a></li> <li><a href="#">Task 3 rubric</a></li> <li><a href="#">Task 4 rubric</a></li> <li>Two focus students for each task; can be 2 different students for each task or the same</li> <li>Scores and feedback along the way</li> <li>Transparent, everything on ETS website, guides for use in coursework and field experiences</li> </ul>	<p>Developed by SCALE (Stanford Center for Assessment, Learning and Equity) and administered by Pearson.</p> <p>3 tasks with 15 rubrics (5 per task).</p> <p>Task 1: Planning for Instruction and Assessment Task 2: Instructing and Engaging Students in Learning (includes video of no more than 15 minutes). Task 3: Assessing student learning Must be completed during extended practicum with one teaching unit</p> <ul style="list-style-type: none"> <li>Specific edTPA tests for specific licensure areas, e.g., agriculture, business, elementary literacy, elementary math,</li> <li>Visual arts, world languages, etc. Specific rubrics for specific tests, but they all cover the same 3 tasks.</li> <li>Scorers are teachers and teacher educators who are rigorously trained and score only in their area of expertise (literacy, math, family consumer sciences, etc.)</li> <li>The edTPA assessment typically includes 15 rubrics, each of which is scored on a scale of five points, which sum to a total maximum possible score of 75. Following a multi-step standard-setting process in summer 2013, the standard-setting panel which consisted of educational stakeholders from K–12 and higher education recommended a score of 42 points as the professional performance standard (PPS).</li> </ul>

	<ul style="list-style-type: none"><li>• Scorers are teachers, teacher educators, nationally board-certified teachers with ongoing calibration</li><li>• Scorers are chosen based on content expertise</li><li>• Data shows how candidates performed around specific competencies</li><li>• Numeric and descriptive scoring</li><li>• Includes professional growth plan</li><li>• Fee is \$300</li><li>• Resubmission fee is \$75 per task</li><li>• Students can apply for fee reduction of \$100 if they are <a href="#">eligible</a></li></ul>	<ul style="list-style-type: none"><li>• Two focus students with evidence of learning for each.</li><li>• Fee is \$300</li><li>• Retake is \$100 per task</li></ul>
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1-yr. Pass Rate: Attending Institution Data  
 Utah State Board of Education  
 Institution: Utah State University  
 Test:--All Tests Included--  
 Test Year: SEP-2018 TO AUG-2019  
 Highest Score  
 Include All Delivery Modes: Yes

Database was refreshed on: 04/29/2019 15:08:20 EST

Test Name	Testing Year: SEP-2018 TO AUG-2019		
	Total N	# Pass	% Pass
Agriculture (5701/0701)	16	16	100.00
Art: Content Knowledge (5134/0134)	4	*	*
Biology: Content Knowledge (5235/0235)	2	*	*
Business Education: Content Knowledge (5101/0101)	4	*	*
Chemistry: Content Knowledge (5245/0245)	2	*	*
Ed Leadership: Admin and Supervision (5412/0412)	27	27	100.00
Elem Ed: MS Mathematics Subtest (5003/0003)	116	98	84.48
Elem Ed: MS Reading Lang Arts Subtest (5002/0002)	125	98	78.40
Elem Ed: MS Science Subtest (5005/0005)	123	96	78.05
Elem Ed: MS Social Studies Subtest (5004/0004)	131	95	72.52
English Lang Arts: Content & Analysis (5039/0039)	26	25	96.15
Family and Consumer Sciences (5122/0122)	19	17	89.47
French: World Language (5174/0174)	1	*	*
General Science: Content Knowledge (5435/0435)	3	*	*
Geography (5921/0921)	1	*	*
Government/Political Science (5931/0931)	1	*	*
Health Education (5551/0551)	3	*	*
Library Media Specialist (5311/0311)	3	*	*
Mathematics: Content Knowledge (5161/0161)	14	9	64.29
Middle School English Language Arts (5047/0047)	1	*	*
Middle School Mathematics (5169/0169)	14	9	64.29
Middle School Science (5440/0440)	1	*	*
Music: Content Knowledge (5113/0113)	8	8	100.00
Physical Education: Content Knowledge (5091/0091)	12	12	100.00
Physics: Content Knowledge (5265/0265)	2	*	*
Principles of Learn Teach: Early Child (5621/0621)	1	*	*
Principles of Learn Teach: Grades 5-9 (5623/0623)	1	*	*
Principles of Learn Teach: Grades 7-12 (5624/0624)	43	41	95.35
Principles of Learn Teach: Grades K-6 (5622/0622)	48	46	95.83
Professional School Counselor (5421/0421)	8	8	100.00
Psychology (5391/0391)	2	*	*
Social Studies: Content Knowledge (5081/0081)	15	14	93.33

Spanish: World Language (5195/0195)	4	*	*
Special Ed: Core Know Mild/Moderat App (5543/0543)	10	9	90.00
Special Ed: Core Know Severe/Prof App (5545/0545)	2	*	*
Special Ed: Core Knowledge & Applic (5354/0354)	10	9	90.00
Special Ed: Ed of Deaf & HOH Students (5272/0272)	1	*	*
Teaching Reading (5204/0204)	9	9	100.00
Theatre (5641/0641)	4	*	*
World Language Pedagogy (5841/0841)	1	*	*
World and US History: Content Knowledg (5941/0941)	15	12	80.00

Notes:

\* No data are displayed because the test taker count is fewer than 5.