

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
January 13, 2020

MEMBERS PRESENT: Tiffanee Bird, Steve Carlsen, Marilyn Cuch, April Denton, Dennise Gackstetter, Tom Higbee, Scott Hunsaker, Francine Johnson, Peter Mathesius, Camille Odell, Matt Omasta, Amy Piotrowski, Greg Podgorski, Travis Rawlings, Sylvia Read, Jessica Rivera-Mueller, Kady Schneider, Michelle Wilson, Maria Spicer-Escalante

MEMBERS EXCUSED: Seth Archer, Curtis Benjamin, April Denton, Sheri Haderlie, Alden Jack, Eric Mohr, Ed Reeve, Tyson Sorensen, Leslie Timmons, Kathy Trundle, Julie Wheeler

GUESTS: Jose Chavez, Sharla Hart, Shawnda Moss, Darcie Peterson, Melanie Stein, Denise Taylor

ACTION ITEMS:

1. Approval of Minutes:

Minutes for December 2019 were approved as written.

2. Course Approvals:

- THEA 5631 – Student Teaching in Secondary Schools Out of State

Proposed Action: New course, effective Summer 2020. Prerequisites: STEP Level 1 and Level 2 completion; student teaching placement. Corequisites: THEA 5390, Student Teaching Seminar

Justification: Students need an opportunity to take an out of state student teaching course for theatre ed due to changes in the College of Education and Human Services student teaching policies.

Description: This course is a thirteen-week minimum culminating teaching practicum in theatre arts and applicable minor fields in which students assume full-time teaching responsibilities under the direction of cooperating teachers and university faculty supervisors.

Matt Omasta motioned to approve the proposed new course THEA 5631. Greg Podgorski seconded the motion. Motion passed.

Matt explained the rationale for the new course is that the TEAL Department not being able to financially support that is needed for out of state student teaching due to university regulations regarding student fees.

Partner departments wishing to place students out of state will be responsible for:

- *finding the placement for the student (mentor teacher and supervisor);*
- *complete the MOU with USU and out of state district;*
- *complete the insurance policy form with USU and out of state district;*
- *responsible for honorarium payment to the mentor teacher and supervisor (which could be higher than in state honorariums);*
- *give support to out of state students, which can be challenging;*
- *give students the support needed for the PPAT.*

SPED course approvals:

- SPED 5330 – Eligibility Assessment for Students with Mild/Moderate Disabilities
- SPED 5340 – Teaching Math to Students with Mild/Moderate Disabilities
- SPED 5410 – Practicum: Direct Instruction Reading and Language Arts for Students with Mild/Moderate Disabilities
- SPED 5420 – Practicum: Teaching Mathematics to Students with Mild/Moderate Disabilities
- SPED 5510 – Curriculum for Students with Severe Disabilities

- SPED 5520 – Curriculum for Secondary-Level Students with Severe Disabilities
- SPED 5540 – Assessment of Persons with Severe Disabilities
- SPED 5600 – Practicum: Instruction of Academic Skills
- SPED 5610 – Practicum: Instruction in Daily Living Skills
- SPED 5710 – Young Children with Disabilities: Characteristics and Services
- SPED 5730 – Intervention Strategies for Young Children with Disabilities
- SPED 5810 – Seminar and Field Experiences with Infants and Families
- SPED 5820 – Preschool Practicum with Young Children with Disabilities in Community Environments
- SPED 5840 – Practicum: Working with Young Children with Autism
- SPED 5880 – Assessment for Early Childhood Special Education

Proposed Action: Add course specific prerequisites with grade of B- or better **higher** OR instructor permission. Effective Fall 2020.

Justification: The courses in the special education program build upon each other. To be successful in one class, students must have the background knowledge from a previous class. Currently the prerequisites for these courses is Admission to the Special Education major or instructor permission. We want to change the prerequisite to the specific courses needed to be successful in these courses. These changes are a part of the curricular complexity initiative.

Scott Hunsaker motioned to approve the proposed changes to SPED 5330, 5340, 5410, 5420, 5510, 5520, 5540, 5600, 5610, 5710, 5730, 5810, 5820, 5840, 5880. Maria Spicer-Escalante seconded the motion. Motion passed.

Darci Peterson explained that these courses are being changed from having program admission as the prerequisite to specific prerequisites. Students were given an add slip for registration. Now the prerequisites will be built-in to each course. These changes are a part of the curricular complexity initiative.

Gifted and Talented endorsement course approvals:

- TEAL 5420/6420 – Learning, Development, and Individual Differences in Gifted Education (new title). Education of Gifted and Talented Learners (old title).

Proposed Action: delete corequisite, course description revision, credit hour change (from 2 to 3), title change

Justification: Changes meet new requirements of Utah State Board of Education. As a three-credit course, this course combines what used to be TEAL 5420/6420 for 2 credits and TEAL 5430/6430 for 1 credit. When a student takes the course under the 3 credits, the new grade should replace the 5420/6420 grade and the grade for TEAL 5430/6430 should be computed, for GPA purposes, as P if the new 5420/6420 grade is B- or higher.

Description (new): Students learn the characteristics and needs of gifted children and youth, types of programs available, the historical and philosophical foundations required of professionals in the field, the history of the gifted child movement, and advocacy for gifted children and youth. Additional coursework is required for those enrolled in the graduate-level course.

- TEAL 5450/6450 – Learning Environments for Gifted Student (new title). Social and Emotional Needs of Gifted and Talented Learners (old title).

Proposed Action: delete corequisite, courses description revision, credit hour change (from 2 to 3), title change

Justification: Meeting new requirements from Utah State Board of Education. As a three-credit course, this course combines what used to be TEAL 5450/6450 for 2 credits and TEAL 5455/6455 for 1 credit. When a student takes the course under the 3 credits, the new grade should replace the 5450/6460 grade

and the grade for TEAL 5455 should be computed, for GPA purposes, as P if the new 5450 grade is B- or higher.

Description (new): Students learn to create learning environments that foster emotional well-being, positive social interaction, leadership, and cultural understanding, and learn of the impact of giftedness and diversity on social-emotional development, becoming enabled to design responsive environments within a continuum of services. Additional coursework is required for those enrolled in the graduate-level course.

- TEAL 5460/6460 – Assessment in Gifted Education

Proposed Action: delete corequisite, course description revision, credit hour change (from 2 to 3)

Justification: Meeting new requirements from Utah State Board of Education. As a three-credit course, this course combines what used to be TEAL 5460/6460 for 2 credits and TEAL 5470/6460 for 1 credit.

When a student takes the course under the 3 credits, the new grade should replace the 5460/6460 grade for TEAL 5470/6470 should be computed, for GPA purposes, as P if the new 5460/6450 is a B- or higher.

Course Description (new): Students learn to modify curriculum and instruction by using a variety of assessments, and to understand the importance of using non-biased, technically adequate, and equitable approaches to identify students from diverse backgrounds for gifted programs. Additional coursework is required for those enrolled in the graduate-level course.

- TEAL 5480/6480 – Curriculum and Instructional Planning in Gifted Education (new title). Methods and Materials in Gifted Education (old title).

Proposed Action: delete corequisite, course description revision, credit hour change (from 2 to 3), title change, add dual/cross-listed course

Justification: Meeting new requirements from Utah State Board of Education. As a three-credit course, this course combines what used to be TEAL 5480/6480 for 2 credits and TEAL 5490/6490 for 1 credit.

When a student takes the course under the 3 credits, the new grade should replace the 5480/6480 grade and the grade for TEAL 5490/6490 should be computed, for GPA purposes, as P if the new 5480/6480 grade is a B- or higher.

Description (new): Students apply curricular and instructional models appropriate for students with gifts and talents and plan, select, adapt, and create curriculum using a repertoire of instructional strategies to ensure specific student outcomes. Additional coursework is required for those enrolled in the graduate-level course.

- TEAL 5430/6430 – Practicum: Individual Case Study
- TEAL 5455/6455 – Practicum: Gifted Social and Emotional Needs Application
- TEAL 5470/6470 – Practicum: Gifted Assessment Applications

Proposed Action: inactivate courses.

Justification: Meeting new requirements from the Utah State Board of Education.

- TEAL 5490/6490 – Practicum: Gifted Strategies Applications

Proposed Action: delete courses.

Justification: Meeting new requirements from the Utah State Board of Education.

Scott Hunsaker motioned to approve the proposed changes to TEAL 5420/6420. Greg Podgorski seconded the motion. Motion approved.

Scott explained that the State Board of Education has changed the requirements for the Gifted and Talented endorsement. There are 4 courses for which the USBE has specifically designated a title, and they have also indicated that a practicum should be embedded into these courses. Sylvia noted that TEAL 5490/6490 should be inactivated instead of deleted and indicated that in Curriculum and communicated same to Chenese Boyle.

Discussion Items:

1. TEAL 3660: In last month's agenda, the proposed changes for TEAL 3660 were listed incorrectly. A discussion has been held in the department to rescind the request and it has been rejected in Curriculum.

2. USBE Updates – *Travis Rawlings, Shawnda Moss*

Shawnda Moss explained that the associate license and alternative licensure program for LEAs (Local Education Agencies) will be available March 1. The USBE (State Board of Education) will be meeting with some districts and charter schools who have agreed to pilot the application and process. It is anticipated that further discussions will be held with universities to partner with districts for possibly offering courses that educators in LEAs may need for the alternate pathway.

Two programs of study were sent Shawnda (one for Elementary pedagogy and one for Secondary pedagogy). Districts may be interested in partnering. Students (new teachers) can also take courses as non-degree seeking graduate students.

The preliminary "cut scores" for PPAT should be available in a couple of weeks. It is anticipated that these cut scores will be effective sometime after January 2021.

Travis Rawlings suggested that when we help districts prepare alternatively licensed teachers to also give them access to content courses. Most districts are focused on pedagogy, however, content is also important.

3. Background Checks:

Francine mentioned that UPPAC (Utah Professional Practices Advisory Commission) will not be notifying the Office of Graduation and Educator Licensure when a student has a violation. We will only be able to rely on the student self-disclosing. Travis explained that as part of the new system, we need to give a list of students in our program to the state office. If a student is arrested, it violates the privacy act for the state to tell the university or district. Travis suggested that we have a policy in place for students to self-disclose, which we have. This issue will be addressed by the USBE.

4. District Feedback – *Steve Carlsen, Alden Jack, April Denton*

April Denton and Alden Jack were excused from the meeting. Sylvia explained that if a teacher has a bachelor's degree then they can take our master's degree with pedagogy emphasis that can be tailored to what they teaching. They can also work in an endorsement (e.g., gifted, reading, math, dual language). Scott Hunsaker mentioned that he had a discussion with our Brigham City administration and they weren't sure if the K-12 Teaching as a Profession CTE pathway in Box Elder high schools is being used. They said they would follow-up, but it has been a couple of months and he hasn't heard anything.

5. Student Representative:

Tiffanee Bird, senator for the college, was in attendance and encouraged to give student feedback anytime.

6. Practicum Issues:

Francine Johnson mentioned that if any students are participating in any type of practicum in the schools, they MUST have a background check, even if they haven't been admitted into the program. There are "blocks" on registration and advisors are overwriting them. For safety and liability reasons, please ensure that these students have a cleared background check before they register for course work.

and are in the schools. If you aren't certain, contact the Office of Graduation and Educator Licensing (797-1443). Francine was asked to craft an email that will be sent to all the advisors.

If you are interested in the Excel file that contains the Well-Being Screener mentioned in December's CTE meeting, please contact Shannon Johnson (Shannon.johnson@usu.edu) and she will email it to you.

Next meeting will be held on February 10, 2020