

**MINUTES**  
**COUNCIL ON TEACHER EDUCATION MEETING**  
October 19, 2020

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**MEMBERS PRESENT:** Paul Barr, Curtis Benjamin, April Denton, Dennise Gackstetter, Dennis Garner, Sheri Haderlie, Tom Higbee, Malia Hite, Scott Hunsaker, Alden Jack, Francine Johnson, Cindy Jones, Jose Chavez for Peter Mathesius, Eric Mohr, Camille Odell, Matt Omasta, Greg Podgorski, Sylvia Read, Jessica Rivera-Mueller, Marla Robertson, Kady Schneider, Maria Spicer-Escalante, Leslie Timmons, Julie Wheeler

**MEMBERS EXCUSED:** Seth Archer, Steve Carlsen, Marilyn Cuch, Elizabeth Drake, Gary Stewardson, Michelle Wilson

**GUESTS:** Jose Chavez, Greg Cox, Sharla Hart, Lisa McLachan, Darcie Peterson, Denise Taylor

**ACTION ITEMS:**

1. Approval of Minutes:

Minutes for September were approved as written.

2. Course Approvals:

TEAL 1001 – Professional Relationships

- Proposed Action: New course, 1 credit, effective Fall 2021.
- Justification: This create a new course in the Paraprofessional Certificate proposed by TEAL. It covers content not already covered in other teacher preparation courses.
- Description: This course introduces communication and team building strategies that will help paraprofessionals develop productive professional relationships within the school system.

TEAL 1002 – Assessment for Paraprofessionals

- Proposed Action: New course, 1 credit, effective Fall 2021.
- Justification: This create a new course in the Paraprofessional Certificate proposed by TEAL. It covers content not already covered in other teacher preparation courses.
- Description: This course discusses the ways education paraprofessionals assist in the administration of classroom, school, district, or state assessments.

TEAL 1003 – Instructional Strategies for Paraprofessionals

- Proposed Action: New course, 1 credit, effective Fall 2021.
- Justification: This create a new course in the Paraprofessional Certificate proposed by TEAL. It covers content not already covered in other teacher preparation courses.

- Description: This course focuses on the instructional practices that education paraprofessionals need to know and use in order to support student learning and contribute to the community of learning within their schools.

#### TEAL 1004 – Safe Schools

- Proposed Action: New course, one credit, effective Fall 2021.
- Justification: This create a new course in the Paraprofessional Certificate proposed by TEAL. It covers content not already covered in other teacher preparation courses.
- Description: This course focuses on the rationale and practices that create safe schools, including the professional, procedural, and legal cases for creating and maintaining a safe school.

#### TEAL 1005 – Educator Self-Awareness

- Proposed Action: New course, 1 credit, effective Fall 2021.
- Justification: This create a new course in the Paraprofessional Certificate proposed by TEAL. It covers content not already covered in other teacher preparation courses.
- Description: This course prepares education paraprofessionals in self-awareness to understand their own personal strengths and weaknesses in the classroom relating to self-care, and to make sound judgements in the classroom while using initiative and problem-solving skills as paraprofessional.

Scott Hunsaker motioned to approve the new courses mentioned above. Greg Podgorski seconded the motion. Motion passed.

Scott explained that a certificate program of completion for paraprofessionals in education has been developed. These new courses (TEAL 1001-1005) represent the sequence that paraprofessional will complete as they move towards a paraprofessional certificate. A taskforce was created 2 years ago with colleagues from the USU Uintah Basin faculty Campus, Duchesne and Uintah and Duschesne school districts. A set of standards were created for with a curriculum map within the ELED and SCED degree programs. These courses cover standards that aren't already in the program and relate to the needs of paraprofessionals. An R401 will be presented at the next CTE meeting. This program will be implemented online Fall 2021 in the Uintah Basin. After the first-year pilot program, it will be offered to other statewide campuses. The instructors will be from TEAL but will have a partnership with school districts who have paraprofessionals. Semester hires from the local school districts will be made on a case-by-case basis. An Associate of Education degree will be presented in the next few months.

#### Discussion Items:

##### 1. 3000 and 4000 level classes and 4-year degree plans – *Paul Barr, Vice Provost*

Paul explained that the Board of Regents has combined technology colleges and higher ed institutions into one governing body. Their idea is to have one system in the State of Utah with seamless transfers of programs in institutions as students get degrees that are stackable. A study was completed that showed that students who transfer have credits at one institution and extra credits at another institution. Students should be able to transfer between institutions and complete their degree with minimal interruption. With this in mind, USHE is looking at reorganizing associate degrees. As students transfer from a 2-year institution to a 4-

year institution, they found that there are 4-year programs that have 3000 level courses in the first 2 years and these students are not able to complete these courses at a 2-year institution. If we don't have 3000 and 4000 level courses in the first 2 years, this would allow students to take 1000 and 2000 level classes at a 2-year institution. Due to accreditation reasons some courses need to be taken at a certain institution. Each college was sent a spreadsheet identifying the 3000 and 4000 level classes that are taken in the first 2 years. Departments need to look at their degree programs and make the changes to these courses or to their 4-year plans as soon as possible in order to comply with USHE guidelines that 3000 and 4000 level courses occur only during years 3 and 4 of 4-year plans. A discussion was held.

Scott Hunsaker explained that without 3000 level courses in the first 2-years of the teacher education program, the opportunity to complete dual or composite degrees is narrowed and/or eliminated. Sylvia mentioned that for accreditation, an audit of students indicated that the reason students graduate with excess credits is due to: 1) changing of degrees, 2) concurrent enrollment, and 3) AP courses.

Paul explained that it will take time to make these adjustments and there isn't a timeline set.

## 2. USBE Updates – *Malia Hite*

- Recent graduates are having an issue with how their license shows up in CACTUS. The endorsement is showing an associate level endorsement rather than professional. The system will be fixed next week. These individuals should contact the licensing office if they have questions.
- All the content specialists are working on the competency-based endorsements and defining what specific competencies are required to teach the subjects or courses associated with the endorsements, then, determining if each competency can be met through a course or other resource. The draft form of these competencies should be ready for feedback in February.
- USIMS is the new system that will replace CACTUS. It won't be available until Summer 2021. There will be 3 parts: first will be the educator portion, second will be the teaching and learning and how licensing interacts with the data, and the third part will be LEA's and universities.
- The cut scores for the PPAT will still be implemented August 2021. Sylvia wondered if the implementation date could perhaps be revisited given that most everyone thought that this fall would be back to "normal" and "business as usual," whereas, things are actually not back to normal.

## 3. Well-being of student teachers – *Dennise Gackstetter*

- Dennise wanted to know how others are supporting student teachers during this difficult time with the COVID-19 pandemic and PPAT tasks. A discussion was held.
- Curtis Benjamin has sent "self-care" packages over the summer with tips on self-care and to let teachers know they are appreciated and to open communication. Anything you can do to reach out during this time is welcomed.

- Julie Wheeler indicated that their department has sent care packages but feels like their students are getting great support from mentor teachers, along with a discussion board held every week.
- Sharla Hart indicated that some students have high anxiety which she has reminded them that there are several supports at USU through CAPS and also homepage of [my.usu.edu](http://my.usu.edu) for Student Well-being and Involvement Resources. Plus, there is a workshop this Friday on Managing Stress and Anxiety. Also, the Psychology department has resources. Here are some links:  
[https://aggiewellness.usu.edu/groups/workshops?\\_ga=2.154216888.1029897610.1603120061-148140110.1554310307](https://aggiewellness.usu.edu/groups/workshops?_ga=2.154216888.1029897610.1603120061-148140110.1554310307)

<https://sccc.usu.edu/services/act-guide/>

#### 4. PPAT Updates – *Sharla Hart, Darcie Peterson*

- Sharla Hart explained the changes and challenges with the PPAT in ELED/SCED.
- Task 1 is asking the student teacher to have an open dialogue with parents instead of the traditional one-way communication letter that is sent home.
- We are tracking quarantine dates and soft closures which has put an added stress on the students. If students need an extension with the due dates on their PPAT tasks, they are asked to contact ETS. Extension dates will probably be reflected in PPAT scores this semester.
- Student Teachers are asked to focus on two students in the classroom. In some cases, COVID has affected the students and they are no longer in the classroom.
- COVID is also affecting the number of students who are being hired after the beginning of the school year, mid-semester. They are being moved from their student teaching placement into a full-time or part-time teaching position, or even a long-term substitute position at a different school. This affects the flow of the PPAT throughout the semester.
- Darcie Peterson explained the challenges with the PPAT in SPED.
- COVID has really impacted the SPED students with the PPAT tasks. It would be nice if the cut score date could be moved from Fall 2021 to a later date. We don't want to jeopardize students for something that is out of their control.

#### 5. District Feedback – April Denton

April Denton reported from Logan High School. She has the same feelings that have been expressed in the meeting today with trying to figure everything out, along with the stress and anxiety that goes along with it. She is going to mention the issues of student wellbeing in her professional development meetings. Sylvia mentioned that we acknowledge the stress that mentor teachers are going through, let alone mentoring student teachers and clinical students.

If there are items you would like on the agenda, email Sylvia the week prior to the meeting.

**Next meeting will be held on November 16, 2020**