

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING

September 16, 2019

MEMBERS PRESENT: Janet Anderson, Seth Archer, Curtis Benjamin, Marilyn Cuch, April Denton, Dennise Gackstetter, Sheri Haderlie, Tom Higbee, Scott Hunsaker, Alden Jack, Francine Johnson, Sonia Manuel-Dupont, Eric Mohr, Amy Piotrowski, Greg Podgorski, Travis Rawlings, Sylvia Read, Jessica Rivera-Mueller, Kathy Trundle, Michelle Wilson

Suzann Winn for Maria Spicer-Escalante, Melanie Stein for Peter Mathesius, Derrick Harkness for Kady Schneiter, Lacey Boschetto for Julie Wheeler

MEMBERS EXCUSED: Tiffanee Bird, Steve Carlsen, Camille Odell, Matt Omasta, Edward Reeve, Tyson Sorensen, Leslie Timmons

GUESTS: Matt Wappett, Sharla Hart, Sonia Manuel-Dupont, Shawnda Moss, Darcie Peterson, Denise Taylor

Welcome and introductions of members on the council.

ACTION ITEMS:

1. Approval of Minutes:
Minutes for May 2019 were approved as written.

 2. Course Approvals:
 - BUSN 5500
Proposed Action: Add prerequisites, corequisites
Justification: This course should have always had prerequisites and a corequisite as it is restricted to students in their last semester in a teaching major. We are updating this to match other student teaching courses and their prerequisites and corequisites.
Prerequisites: BUSN 4300, BUSN 4150, Education Level 2
Co-requisites: BUSN 5630

 - BUSN 5630
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Prerequisites: BUSN 4300, BUSN 4150. Education Level 2
Co-requisites: BUSN 5500
- Tom Higbee motioned to approve the proposed prerequisites and corequisites to BUSN 5500 and 5630. Derrick Harkness seconded the motion. Motion passed.*
3. R401 Abbreviated Proposal for Minor in Disabilities Studies – Matt Wappett (document attached)

Matt Wappett, director of the Center for Persons with Disabilities, explained R401 proposal for the Disability Studies Minor. This minor will offer students an opportunity to develop skills, knowledge, and perspective to deal with disabilities in their future careers. The program will consist of at least 18 credits (9 core and 9 elective). The three core courses will give students a broad overview of disability issues in society, an opportunity for service/learning experiences with the disability community, and an introduction to the complex issues influencing services to an inclusion of people with disabilities in the community. Elective courses will give students more targeted experiences exploring disability issues in more discipline-specific settings. Sylvia explained that this doesn't affect any teacher preparation programs. Students can choose it as a minor and non-teaching programs could choose it as a minor. It has not been constructed as a teaching minor but would be a nice adjunct to anyone who is going into education, working in special ed or regular classrooms, or life in general.

Dennise Gackstetter motioned to approve the R401 proposal to implement a Minor in Disabilities Studies. Greg Podgorski seconded the motion. Motion passed.

Information/Discussion Items:

1. USBE Updates – *Travis Rawlings/Shawnda Moss*
Travis explained that this month the State Board reviewed the proposed rule on student support license areas (Speech Language Pathologist, Audiologist, School Psychologist, etc.). A big change in that rule is to discontinue state board licensing for school social workers. School social workers are already licensed through DOPL (Division of Occupational Professional Licensing). Those who have these licenses can continue but the state will not be issuing new licenses for school social workers. This rule has only passed the committee and not the full board yet and will open up to public comment in October. School Social Workers will be the only ones who will continue to license through DOPL. The DOPL license has more stringent requirements. There are only two more rules that will need to be in place before the new licensing system is in effect, which are:
 - [R277-520](#) “the appropriate assignment of teachers” (how a teacher qualifies for different things).
 - [R277-500](#) “license renewal.” The new licensing rules go into effect January 1, 2020. This means that the state office staff can start implementation of these rules. The goal is to transition from the old system to the new system at the beginning of the fiscal year July 1, 2020. A Level 2 license will become a Professional license July 1. Most everyone will remain on the same renewal license date.

This next year, the State will be creating a process on how to approve program approvals in the new system. The State no longer requires CAEP accreditation. They will pilot the new approval process with a small university and then include everyone once they have it figured out.

The last thing the State is working on this next year is the “model alternative preparation program.” Under the new rules, the State is required to provide a model program for districts and charters that will meet all the same requirements that universities meet. There will be a structure for districts and LEAs. Some requirements will need to be gained through a college course. Universities may be asked to provide districts with these resources. Each university will be asked for representation to serve on this committee.

Sylvia mentioned that TEAL has been talking about replacing the old Master's degree for ARLs. A possibility of a graduate level certificate for someone who has a Master's or doesn't want to

commit to a Master's degree. This would be something LEAs could ask their teachers who have an associate license to complete.

2. PPAT implementation timeline – *Sylvia Read* (document attached)

CTE voted to adopt the PPAT (Praxis Performance Assessment for Teachers), which is a product of ETS. The PPAT implementation timeline is attached. This semester we started a small pilot group, which consists of a total of 19 students from the departments of SPED, ELED, and SCED. Half of the pilot fee was paid by ETS and the other half by the CEHS Dean's Office. Results from these 19 students will be available Spring of 2020. We recommend all students take the PPAT starting Spring 2020; however, there will not be a "cut" score. The requirements will be to complete the PPAT but no particular score is needed yet. This way we get baseline data across all disciplines. We will then know where the students are struggling and how we can support them. Next summer, the data will be evaluated. Fall of 2020, students will be required to take the PPAT without a "cut" score. Spring of 2021, a "cut" score might be applied. By then, the State might have a standard process for determining the "cut" score, although Travis mentioned that there has been discussion about whether or not to have a state-mandated cut score. The assessment has 60 total possible points. The recommended score from ETS is 40. Many states start at a lower point with an initial score of 35 and then move it up if needed.

Beginning Spring of 2020, the fee will be split between the student and differential tuition. Students will receive a voucher for \$150 to apply to their registration fees and would pay the balance of \$150. There won't be a resubmission fees since there isn't a "cut" score set. This also applies to all partner to partner departments; however, any student teaching course that doesn't have a College of Education prefix, we are subsidizing. We will need to talk about ways to recover the \$150 subsidy. The state no longer requiring the PRAXIS PLT test, which enables teacher to move from level 2 to level 3 for a fee of \$143, so the cost of the PPAT is nearly the same.

SCED students will also save money because, according to the state rules, they do not have to take a content PRAXIS test if their major matches their licensing area. Travis mentioned that although the state is no longer requiring the content PRAXIS; however, some universities are still planning to require it for accreditation purposes. Please take this information back to your faculty – do you want your teaching major to require the PRAXIS content test or not? We can set different standards for different SCED majors.

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

Alden Jack, principal at North Park Elementary School in the Cache District, mentioned that Cache County has hired three instructional coaches for new teachers in elementary schools. They have established a Big 5 for classroom management and instruction using the LRBI manual. The coaching sections used to be held throughout the first year of teaching and now are completed within the first four months. The school district is appreciative of the teacher preparation program at USU, as they are getting strong teacher candidates.

April Denton, Logan High School Science teacher mentioned how Sharla has worked with Logan District to hold a student teaching seminar at the beginning of each semester with the assigned mentor teachers. The benefits of attending these seminars are very clear. They are targeting not only what the student teacher needs, but also what mentor teachers need. Mentor teachers get busy with their schedules and forget what the student teachers need to learn. The focus this

time has been focusing on feedback. April has been giving small pieces of feedback instead of lots of feedback, and has seen a huge change in her student teacher. At the seminar, there was a class for mentor teacher class and one for student teachers. At the end of the day they all came together to collaborate. Sometimes mentor teachers don't think they can grow by teaching other teachers, but she has seen the growth in herself as she teaches student teachers. This district seminar training has been very helpful to her and her colleagues.

April said that her student teacher started in her classroom before the beginning of the school year, which was so helpful for him to see how she sets up her classroom. When student teachers start in the classroom two weeks after the start of school, they don't get the benefit of seeing the behind the scenes work that teachers do. Could all student teachers be required to start in the classroom prior to the start of USU's semester and the school district's start date?

Sylvia mention that the problem with requiring students to start earlier that USU's semester, some students need housing and aren't able to get it until just before the semester starts. Janet Anderson will look to see if there is a policy for students starting before the beginning of the semester.

Sharla Hart mentioned that she tried having a student teaching seminar with Cache District last fall and very few attended. Now that she knows how successful this training is with Logan District, she will try to implement this seminar with Cache District again.

Next meeting October 21, 2019

Disability Studies Minor

R401 Purpose: This proposal is to establish a Minor in Disability Studies at Utah State University. It is being prepared and jointly submitted by the Department of Special Education and Rehabilitation and the Center for Persons with Disabilities in the Emma Eccles Jones College of Education and Human Services.

Proposed Action and Rationale: The Disability Studies Minor will offer Utah State University students an opportunity to develop skills, knowledge, and perspective to deal with disabilities in their future careers. The program will consist of at least 18 credits (9 core and 9 elective). Informal surveys in SPED/REHAB 1010 over the past three semesters have shown growing student interest in pursuing such a minor.

Disability is a universal part of the human experience. Over 18% of the US population self-identify as having some kind of permanent limitation preventing learning, communicating, moving about the environment, self-care, or employment (US Census, 2010). In Utah, over 300,000 citizens, approximately 17% of the population, have disabilities. Less than half of Utah adults with disabilities (46.5%) are employed and only 27% of those are employed full time. Nearly 68,000 Utah children (12.1%) have disabilities. One in five Utah citizens experience limitations caused by disability, making it one of the most far-reaching social service issues facing the state.

Forty years ago, disability issues found their way into every community in the nation because of the requirements of special education law. In the mid 1990's Congress passed the Americans with Disabilities Act (ADA), challenging every segment of the nation's economy to accommodate citizens with disabilities. More recently (2008), the US Congress reiterated its intent to eliminate discrimination against citizens with disabilities by expanding the definition of disability by amending the ADA.

A number of trends are causing the number of people with disabilities to grow. Citizens live longer and are likely to face the challenges of decreased vitality, mobility, hearing, and sight. Advances in trauma treatment have made it so that people involved in accidents who would have died just a decade ago have their lives saved, but often continue with significant limitations. Additionally, the number of children on the autism spectrum and those with other neurodevelopmental disorders is occurring at 1 in 50, much higher than in previous generations.

Disabilities is no longer just a medical issue. It is a complex educational, social, economic, political, and technological challenge for virtually every field of human endeavor. Citizens with disabilities and their family members play an increasingly vital role as professionals, consumers, community members, and political activists.

Labor demand: Expertise dealing with disability issues can be a significant value to future employees. More than 75% of the fastest growing occupations listed by the Utah Department of Workforce Services either provide direct services to customers with disabilities or deal directly with disability issues every day. Further, 80% of the top ten occupations in Utah that have the highest number of total openings each year deal directly with customers or clients who have disabilities (<https://jobs.utah.gov/wi/data/library/employment/occprojections.html>, accessed September 12, 2018).

In 2017, over 6000 students graduated from 48 different academic departments at Utah State University. Graduates from at least 39 of those academic disciplines will deal either directly or indirectly with disability issues as they pursue their careers. Students graduating from disciplines such as human services and education are highly likely to serve students or clients with disabilities. Other students, such as those graduating from the sciences, business, agriculture, engineering, and the humanities are likely to encounter disability issues in their future careers, but will have had very little direct exposure to them through their education.

Consistency with Institutional Mission and Institutional Impact: Utah State University's (USU) role as the Land Grant institution provides an important opportunity to better prepare Utah's labor force to address disability

issues in the future. The Bachelor of Science and Bachelor of Arts degrees awarded by USU represent a broad cross-section of the careers, occupations, and areas of employment that will serve Utah citizens with disabilities and their families. For 45 years, Utah State University has hosted the Center for Persons, a national university center on developmental disabilities. For over 20 years, the university has hosted the AgrAbility Program, and the Utah Assistive Technology Program, grant and state funded programs serving rural citizens with disabilities and those in the agricultural enterprises. In addition to these centers of excellence, Utah State University hosts academic departments and specialist programs addressing a wide range of disability issues: Psychology, Counseling and School Psychology, Special Education, Rehabilitation, Social Work, Communications Disorders, Audiology, and Family and Consumer Sciences.

The proposed minor in Disability Studies will only be offered to students enrolled on the Logan Campus. Current plans do not envision offering the minor via distance education, the branch campuses, or online.

Finances: Instructional costs for the proposed core courses will be covered with existing resources from the Department of Special Education and Rehabilitation (SPER) and the Center for Persons with Disabilities (CPD). Two of proposed core classes already exist; SPED 1010 is taught by SPER faculty and SPED 6500 is taught by CPD staff. These arrangements are sustainable with the increased enrollment that will be associated with the proposed minor. The single new course that will be included in the core requirements (SPED 4300) will be taught by Dr. Matthew Wappett, of the CPD as part of his contract load.

Proposed electives are currently offered by several academic units. Enrollment in the minor is not expected to significantly increase enrollment in the elective courses. In addition, we have contacted the department chairs of the affected departments and they have endorsed the proposed program of study.

Based on student interest, it is expected that enrollment in the proposed program will not exceed thirty. Therefore, the administrative costs associated with the program will not be significant and will be covered by Dr. Bryce Fifield, Professor in the Department of Special Education and Rehabilitation as part of his existing load.

Program Curriculum Narrative: A core of three courses (9 credit hours) will be required of all Disability Studies Minor participants. Students will select from a wide range of elective courses for an additional 9 credit hours. With prior approval of the teaching professor and the DMS program coordinator, students may use other courses to meet the elective requirement.

The three core courses will give students a broad overview of disability issues in society, an opportunity for service/learning experiences with the disability community, and an introduction to the complex issues influencing services to an inclusion of people with disabilities in the community. Electives courses will give students more targeted experiences exploring disability issues in more discipline-specific settings.

Academic units that offer the proposed electives have already been contacted and have agreed to participate.

Utah State University
 Disability Studies Minor
 Proposed Program Curriculum

Course Number	Course	Course Title	Credit Hours
Required Courses			
SPED/REHAB 1010		Disability and Society (already approved for General Education Requirement)	3
SPED 6500		Interdisciplinary Disability Awareness and Service Learning	3
SPED 4300		What is Normal: Introduction to Disability Studies	3
		Required Course Credit Hour Sub-Total	9
Elective Courses			
ADVS 3150		Principles of Equine Assisted Activities and Therapies	3
ADVS 3150		Techniques in Therapeutic Riding	3
ANTH 1010		Cultural Anthropology (BSS)	3
SOC 1010		Introductory Sociology (BSS)	3
SW 1010		Introduction to Social Welfare	3
SW 2400		Social Work with Diverse Populations	3
COMD 3010		American Sign Language I (CI)	3
COMD 3700		Basic Audiology	4
HDFS 1500		Human Development Across the Lifespan (BSS)	3
HDFS 2400		Marriage and Family Relationships (BSS)	3
HDFS 2660		Parenting and Child Guidance (HR)	3
HDFS 3210		Families and Cultural Diversity (CI)	3
HDFS 3500		Infancy and Childhood	3
HDFS 3700		Mental Health Awareness and Advocacy	3
JCOM 2010		Media Smarts: Making Sense of the Information Age (BSS)	3
JCOM 3320		Strategic Research Methods in Public Relations (DSS)	3
MUSIC 1310		Introduction to Music Therapy	2
POLS 1100		United States Government and Politics (BAI)	3
PSY 1010		General Psychology (BSS)	3
PSY 1100		Lifespan Development	3
PSY 2100		Developmental Psychology: Adolescence	3
PSY 3210		Abnormal Psychology (DSS)	3
PSY 3700		Mental Health Awareness and Advocacy	3
SPED 4000		Education of Students with Disabilities	2
SPED 4910		Undergraduate Research and Creative Opportunities	1-4
		Elective Credit Hour Sub-Total	9

PPAT Implementation at Utah State University	
June 2018	Stakeholders from partner departments in other colleges, TEAL, and SPED attended information sessions on edTPA and PPAT
May 2019	CTE voted to adopt PPAT as our performance assessment according to USBE's Pedagogical Performance Assessment Standards
September 5, 2019	PPAT training <ul style="list-style-type: none"> • Partner departments, TEAL, and SPED faculty (invitation sent) to determine possible adjustments to curriculum and existing curriculum alignment • Mentor teachers and supervisors of 20 students participating in pilot
Fall 2019	<ul style="list-style-type: none"> • Pilot with 20 students distributed among the ELED, SPED, and secondary programs • PPAT orientation for students participating in pilot, data TBD
Spring 2020	<ul style="list-style-type: none"> • Review results of pilot and present to stakeholders • Determine provisional adjustments to curriculum • Implement with all student teachers in Spring 2020
Summer 2020	<ul style="list-style-type: none"> • Review results of pilot • Identify trends and issues in preparation for fall • Identify a provisional cut score
Fall 2020	<ul style="list-style-type: none"> • Present results of spring pilot to stakeholders • Determine adjustments to curriculum • Implement with all student teachers using a provisional cut score
Spring 2021	<ul style="list-style-type: none"> • Implement with all student teachers • Report scores to USBE along with licensing application