

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
November 16, 2020

MEMBERS PRESENT: Seth Archer, Paul Barr, Curtis Benjamin, Steve Carlsen, Sheri Haderlie, Tom Higbee, 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 Schneiter, Gary Stewardson, Leslie Timmons, Julie Wheeler,

MEMBERS EXCUSED: Marilyn Cuch, April Denton, Elizabeth Drake, Dennise Gackstetter, Dennis Garner, Malia Hite, Maria Spicer-Escalante, Michelle Wilson

GUESTS: Joe Cochran, Jose Chavez, Sharla Hart, Lisa McLachlan, Darcie Peterson, Denise Taylor, Brian Warnick

ACTION ITEMS:

1. Approval of Minutes: Minutes for October 2020 were approved as written.
2. Course Approvals:

CAAS – BUSN 3000 – Clinical Experience I in Business Education

- *Proposed Action:* Course description and grade type change, effective Summer 2021.
- *Justification:* This is a department-specific Clinical 1 experience in Business Education. This is the first clinical practicum (30 hours minimum) in middle and secondary schools, arranged by instructors. It is required for students in Level 1 of the Secondary Teacher Education Preparation (STEP) program. In order to conform with other department-specific Clinical 1 experiences and the STEP program requirements, we would like to change the course from “graded credit” to Pass/Fail only.
- *Description:* This course includes in-school clinical observation experience. Students observe management and assist in teaching. This course is designed to provide familiarity with the business education classroom.

Greg Podgorski motioned to approve the course description and grade type change for BUSN 3000. Julie Wheeler seconded the motion. Motion passed.

Brain Warnick explained that this course approval is to bring the clinical experience in alignment with the secondary education program requirements.

CAAS – FCSE 2700 – FCSE Housing and Interiors

- *Proposed Action:* Course number change from 3700 to 2700 and description change, effective Fall 2021.

- *Justification:* The Board of Regents is mandating that the programs of study for bachelor's degrees include only 1000 and 2000-level courses.
- *Description:* This course emphasizes the identification and use of the elements and principles of design. Other topics include furniture arrangement basics, floor plan evaluation, space planning, and design-related careers as they relate to the associated high school courses taught in FCSE.

Greg Podgorski motioned to approve the course number and description change to FCSE 2700. Julie Wheeler seconded the motion. Motion passed.

Brian Warnick explained that this course is currently listed as 3000 level course and is taught during the sophomore year. As teacher education requirements have expanded there was no room other than to push this course into the sophomore year. Due to the mandate from the Board of Regents, we have been asked to not teach 3000 or higher courses in the first two-years of any Bachelor's degree programs.

Greg Podgorski questioned the justification (as written in Curriculog) for this course because it did not specify that the mandate pertains to the first two years of a bachelor's degree. Sylvia will include that in the comment section in Curriculog when she records the CTE decision.

CAAS – FCSE 3790 – Housing and Interior Design Teaching Methods

- *Proposed Action:* Prerequisite change, effective Fall 2021.
- *Justification:* The Board of Regents is mandating that the programs of study for bachelor's degrees include only 1000 and 2000-level courses. We have requested a course number change for FCSE 3700 to become FCSE 2700. As a result, the prerequisites for this course will need to be FCSE 2700 or 3700.
- *Description:* This course mirrors Utah's State Board of Education standards for housing and interior design. Students review housing and interior design content, and then generate teaching strategies appropriate for teaching that content at the high school level.

Greg Podgorski motioned to approve the prerequisite change to FCSE 3790. Gary Stewardson seconded the motion. Motion passed.

Greg Podgorski again questioned the justification for the proposed change because it should specify the first two years of a bachelor's degree. Sylvia include that in the comment section in Curriculog when she records the CTE decision along with suggested wording for increased clarity. Brian will revise the justification in curriculog.

R401 – CEHS/TEAL Education Paraprofessional Certificate of Completion

Purpose: The School of Teacher Education and Leadership (TEAL) requests the approval of an Education Paraprofessional Certificate of Completion. Number of minimum/maximum credits – 33.

Proposed Action and Rationale: The School of Teacher Education and Leadership provides bachelor's degrees leading to licensure in Elementary and Secondary Education. In discussions with school leaders about what the School could do to assist school districts with the current teacher shortage, the idea of a dynamic credentialing

opportunity was broached as a solution to help districts “grow their own” teachers by supporting the career advancement of paraprofessional educators already working in the school. This certificate program was then developed through a collaborative task force representing the USU-Uintah Basin Campus, the School of Teachers Education and Leadership, and the Uintah and Duchesne School Districts. Initially to be instituted in these school districts, the certificate program is already attracting attention from other statewide campuses and will play an integral role in fulfilling the university’s land-grant mission.

Program Curriculum Narrative: A Paraprofessional Task Force consisting of representative from TEAL, USU-Uintah Basin, and local school districts developed this program. Because no standards for paraprofessional, other than in the field of special education, were available, the task force developed standards that would be used for the development of the program. These development efforts included focus groups conducted with principals, teachers, and paraprofessionals from the two school districts. The standards were used for a curriculum mapping survey of TEAL’s teacher preparation programs. From this, gaps between the standards and the programs were identified, and new courses focusing specifically on the needs of the paraprofessionals were developed to address those gaps. As a result, the curriculum will consist of five one-credit courses called the Paraprofessional Sequence. The courses in this sequence are Professional Relationships, Assessment for Paraprofessionals, Instructional Strategies for Paraprofessionals, Safe Schools, and Educator Self-Awareness. The remaining 28 credits in the certificate will be filled by students completing their Communications Literacy, Quantitative Literacy and Intensive, and Breadth Education courses, as well as the initial courses in the Preparation Anchor section of TEAL’s current teacher licensing program (i.e., ELED 1010, HDFS 1500). This coursework is necessary as TEAL intends to eventually propose an Associate’s degree that will follow this certificate as part of a “dynamic credentialing” effort by the school.

Finances: In the implementation of the certificate program, part of the goal for teaching courses is to use local school district leaders and teachers to teach courses in the Paraprofessional Sequence (TEAL 1001, 1002, 1003, 1004, 1005) as well as other courses in the program (e.g., TEAL 1010). Local educators who teach one of these one credit courses would be paid at the \$1,200 per credit rate within the budget of the hosting USU statewide campus. In addition, if courses in the Paraprofessional sequence are taught by USU statewide faculty, their compensation would be addressed through summer month salary at the established rate commensurate with their degree through the budget of hosting USU statewide campus.

Labor Market Demand: Utah employs over 15,000 education paraprofessionals each year, assisting a teaching core of over 30,000 (Utah State Board of Education, USBE). The U. S. Office of Employment Statistics (OES) estimates that most employment of education paraprofessionals will be due to replacement rather than job growth, indicating that Utah will have about 550 openings per year. However, according to Utah Workforce Services (UWS), during the 2018-2019 school year, the demand in Utah was 1,210 openings, more than doubling the OES estimate. More than 1/3 of these openings

(446) were off the Wasatch Front, even though counties not on the Wasatch Front comprise only about 12% of Utah's population.

UWS data indicate there will be a greater demand for education paraprofessionals than any other education profession. The data should also be understood in the context of the high job turnover for teachers in Utah, with about 11% of teachers leaving the profession each year in the first three years (USBET), resulting in a general teaching shortage, with 75% of Utah districts indicating that they started the 2019 school year without a teacher hired for every classroom.

In response to the demand for teachers, many districts are searching for ways to "grow your own" teachers. Tapping into the paraprofessional ranks to provide a pathway to teacher licensure is one strategy for achieving this. For example, within the two school districts that participated in this collaboration, 106 individuals are serving as teachers without a teaching license, and these two relatively small districts are currently employing 396 paraprofessionals.

Within TEAL, at the various stages of the elementary teacher preparation program, 33 current paraprofessionals are already enrolled. About 1/3 of these come from the single statewide section of the final course students take before being formally admitted to the program. These numbers indicate both an interest on the part of paraprofessionals advancing their careers, especially at the statewide campuses, and an audience that could be more effectively tapped by TEAL.

Institutional Mission & Impact: According to the USU mission statement, "A core characteristic of USU is engagement with communities and people in economic development, improvements to quality of life, and human capital." The Education Paraprofessional Certificate of Completion meets these purposes by providing the beginnings of a route to address the shortage of teaching professionals that primarily rural school districts often face. This program represents a "grow your own" solution to the teacher shortage problem. Initially to be piloted in the Uintah Basin, this program has the potential to affect teacher preparation at other statewide campuses and centers as well.

No similar certificate program exists at other USHE institutions. However, the U of U Neighborhood Partners currently has a "grow your own" program moving paraprofessionals into the teaching ranks that exclusively serves Salt Lake City School District. USU's program would serve districts across the state, especially focusing on USU statewide campuses and centers. Associate's degrees in Education are currently available at DSU, UVU, and WSU. The degrees at DSU and UVU both focus on Early Childhood Education preparing individuals for roles working with young children in settings such as "private and corporate centers, Head Start, and public education tuition preschools" (UVU Catalog). The WSU degree is a pre-major program that prepares students for later work in Elementary Education or Special Education. The USU program would be the only program in the state that focuses specifically on the needs of education paraprofessionals to enhance the knowledge and skills needed in that role, while providing a dynamic credentialing pathway that would permit the paraprofessional to make important career decisions along the way. Through the Certificate of Completion as an Education Paraprofessional, or through the Associate of

Science in Education, the paraprofessional could choose to remain a highly qualified paraprofessional (with some districts already agreeing that paraprofessionals who achieve these benchmarks would receive wage enhancements), or they could determine to continue towards the bachelor's degree and teacher licensure, with all courses in the certificate and A.S. programs counting toward the bachelor's degree.

No faculty or staff structures will be impacted by the program and the program will be delivered only within USU's service area. Courses within the certificate program that are taught in other departments will not be impacted because only service courses already provided by these departments will be used, and participants will be absorbed into spaced already available within the teacher preparation programs. Indeed, the impact will be positive in moving teacher preparation programs at USU closer to full capacity.

Scott Hunsaker motioned to approve the proposed R401 – CEHS/TEAL Education Paraprofessional Certificate of Completion. Marla Robertson seconded the motion. Motion passed.

Scott Hunsaker explained that this paraprofessional certificate of completion has been a discussion item in the last two CTE meetings. Later there will be an associate's degree as part of the stackable degree program. A discussion was held.

Information/Discussion Items:

1. Canvas sandbox for methods students – *Joe Cochran*

Joe Cochran is a doctoral student in TEAL and is currently teaching a social studies methods course for secondary students. He offered to share some ideas about having students in a methods course creating a Canvas sandbox.

Joe shared his Canvas course screen and explained the sandbox and how it's a blank teacher course, which is basically a playground for instructors. He would like to see students not just view Canvas as students but have access to use Canvas by creating videos and quizzes, etc. Students get sandbox training in the instructional technology course (ITLS 5500) but they say they aren't using it. Due to the situation with Covid this year, if a teacher doesn't know how to use Canvas, then that causes an additional level of frustration to teaching.

Students who have the knowledge and skill to use Canvas will have a huge advantage on getting a quality teaching job. If you look in Canvas Commons, you can find CochranUSU Practice Module, CochranUSU Canvas Lesson Plan Assignment, and CochranUSU Practice Quiz (no space is intentional to make them easier to find using the search function). Students can create a sandbox with their USU account and transfer it to their school district or a location of their choice. There are two ways to transfer: 1) share to public commons, anyone can find it, which is the easiest way; 2) or they can export course content and then import it. Make sure to create a unique name so that people can find it. Students can put in their resume that they are "Canvas proficient" and provide a link. Administrators don't need to bring the individual in for an interview to find out what their Canvas skills are. Not only can I say I'm proficient, but I can prove it. It's like the digital portfolio. If you have any additional questions for Joe, you can

email him at: joe.cochran@usu.edu. Superintendent Carlsen (Box Elder) was impressed and praised Joe for teaching his students to use Canvas, which will be very helpful to districts who hire them.

2. USBE Updates – *Malia Hite, Lisa McLachan*

Lisa shared information regarding verifying background checks through CACTUS. If students have cleared a background check after July 1, 2015 then they are in the “continuous review process” and don’t need to do a background check again. After 5 years they will be removed from the “rapback” if they don’t have a teaching assignment or license. Kristin Campbell is the contact for CACTUS. In the past, when a student has been cleared through [UPPAC](#) for their background check, the state office has contacted USU’s licensing office, however, the state is no longer contacting institutions. This means that USU’s licensing office will need to access CACTUS through the background tab, under the resolutions, which will indicate if the background has been cleared. If it says, “under review” reach out to Kristin Campbell.

3. PPAT Updates – *Sharla Hart, Darcie Peterson*

The state has asked that all teacher candidates take a pedagogical performance assessment in order to be professionally licensed, effective Fall 2021. To prepare for that date, we have required our students to attempt the assessment at USU. This product was developed by ETS, the same group who developed PRAXIS tests. It requires students to upload lesson plans, reflections on student data, and videos, which are scored by trained scorers. Task 1 is scored inhouse. Tasks 2 and 3 scores are not “terrible” but indicate some areas for improvement. We suspect that some students know that there is not a “cut score,” or for Covid reasons, they have not done as well.

Sharla Hart explained that for ELED and SCED student teachers, the pandemic has made it very difficult to complete the requirements. Going back and forth between online and in-person instruction, or being quarantined, has caused issues. We are tracking quarantine dates through a questionnaire, which will give us the data to compare with our records along with a comment area where they can share their experience in trying to complete the PPAT during the pandemic. Some students are reconsidering student teaching in the spring due to COVID. The other issue is that they have to pick two focus students and if these students become sick or need to quarantine then that becomes problematic for completing their tasks.

Darcie Peterson explained that SPED has been giving extensions for circumstances. The SPED students are doing fairly well but are stressed with the deadlines, student teaching, and the pandemic. It’s been a very rough semester. Student teaching is stressful in the best of times and now the situation is added to it.

Spring semester, students were not able to complete the PPAT tasks but this semester (Fall) they will be able to complete them, which will give us scores.

In the future if there are teachers who want to do an alternative route through their school district, they would either need to complete the PPAT (Praxis Performance Assessment for Teachers) or EdTPA in order to earn a professional license.

Teachers who are working in a school district and have an associate license and want to get a professional license, can take a graduate level courses that would fulfill the pedagogy requirements of the APPEL program if districts want to use USU's courses. The PPAT course is a one-credit course. It would be up to the district to communicate with the teacher on how they would like them to move forward. Then they would have to pay tuition for these graduate courses. They could have a district APPEL specialist who would coach them through it. There may be other options for the pedagogy courses. All districts had to submit to the state if they wanted to become education preparation program.

4. District Feedback – April Denton, Alden Jack, Steven Carlsen

Superintendent Carlsen reported that Box Elder High School has gone into a two-week quarantine. They have asked the State Board of Education for a waiver of the 990 hours rule and one-hour a day less so that teachers have the time to take care of the students on quarantine. The pandemic has not only affected teachers, but bus drivers, and food service workers. About two weeks ago, the health department gave them supplies to implement rapid testing. They have five nurses for whom half of their day is spend with Covid testing.

If you have any items for the next meeting, please email or call. There will be a meeting in December if there are course approves in Curriculog that need to be approved.

Next meeting: December 21, 2020 (if needed)