

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
October 21, 2019

MEMBERS PRESENT: Janet Anderson, Seth Archer, Curtis Benjamin, Steve Carlsen, Marilyn Cuch, April Denton, Sheri Haderlie, Scott Hunsaker, Alden Jack, Francine Johnson, Camille Odell, Matt Omasta, Amy Piotrowski, Greg Podgorski, Sylvia Read, Kady Schneider, Julie Wheeler, Melanie Stein for Peter Mathesius, Darci Peterson for Tom Higbee, Suzann Winn for Maria Spicer-Escalante

MEMBERS EXCUSED: Tiffanee Bird, Dennise Gackstetter, Tom Higbee, Sonia Manuel-Dupont, Peter Mathesius, Eric Mohr, Travis Rawlings, Edward Reeve, Jessica Rivera-Mueller, Tyson Sorensen, Leslie Timmons, Kathy Trundle, Michelle Wilson

GUESTS: Sharla Hart, Janalee Johnson, Shawnda Moss, Darcie Peterson, Lauren Shanley, Melanie Stein, Denise Taylor

ACTION ITEMS:

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

2. Course Approvals:

- **THEA 4350, Theater for Young Audiences**

Proposed action: add prerequisite of THEA 1713 (Playscript Analysis), sophomore level or above, or permission of department

Justification: increase enrollment

Matt Omasta motioned to approve the proposed prerequisite to THEA 4350. Scott Hunsaker seconded the motion. Matt explained the justification. A discussion was held. Motion passed.

- **ELED 3000/3001, Historical, Social, and Cultural Foundations of Education (CI)**

Proposed action: add prerequisite of MATH 1050 or MATH 1051 or ACT Math 26 or higher or AP Calculus A/B or B/C with a 3 or higher; BPS or BLS requirement fulfilled and corequisite of ELED 3002 and ELED 3100. Prefix change from TEAL to ELED

Justification: Original plans to combine ELED and SCED students in this course did not work out. Students are also registering for this course too soon in their program of study. Enrollment management will be improved with an additional blocking of courses.

- **ELED 3002, Foundations Practicum**

Proposed action: change prefix, add prerequisite of ELED 3000 or ELED 3001 “must be taken concurrently.” (Banner can’t handle an OR in the corequisites)

Justification: This aligns the course with other courses in the preparation anchor.

Scott Hunsaker motioned to approve the proposed changes to ELED 3000/3001 and ELED 3002. Sharla Hart seconded the motion. Scott explained the justifications. A discussion was held. Motion passed.

- **ELED 4032/4033, Teaching Language Arts practicum**

Proposed action: delete course

Justification: Course no longer needed because practicum experiences have been rearranged.

- **ELED 4040/4041, Reading Assessment and Intervention**

Proposed action: add corequisite, ELED 4042 (with ELED 4040) or ELED 4043 (with ELED 4041)

Justification: Organization of literacy block changed to meet practicum needs.

Scott Hunsaker motioned to approve the proposed changes to ELED 4032/4033 and ELED 4040/4041. Sharla Hart seconded the motion. Scott explained the justifications and a discussion was held. Motion passed

- **ELED 4030/4031, Teaching Language Arts**

Proposed action: add corequisites of ELED 4020, 4050, 4056, and 4062

Justification: Change of configuration of methods block.

- **ELED 4042/4043, Reading Assessment and Intervention Practicum**

Proposed action: add corequisite of ELED 4040 (with ELED 4042) or ELED 4041 (with ELED 4043)

Justification: Reorganization of practicum experiences

- **ELED 4020/4021, Teaching Science in Elementary School**

Proposed action: add corequisite of ELED 4030 (with ELED 4020) or ELED 4031 (with ELED 4021)

Justification: realigning methods courses to streamline practicum experiences

- **ELED 4050/4051, Teaching Social Studies in Elementary School**

Proposed action: add corequisite of ELED 4030 (with 4050) or ELED 4031 (with ELED 4051)

Justification: Align methods courses to streamline practicum experiences

- **ELED 4062/4063, Teaching Elementary School Mathematics II: Number, Operations, and Algebraic Reasoning**

Proposed action: add corequisite of ELED 4030 (with ELED 4062) or ELED 4031 (with ELED 4063)

Justification: Aligning methods courses to streamline practicum experiences.

- **ELED 4056/ELED 4065, Elementary Content Practicum**

Proposed action: change credit hours from 3 to 4, add corequisite of ELED 4030 (with ELED 4056) or ELED 4031 (with ELED 4065)

Justification: Aligning methods to streamline practicum experiences. Additional credit needed to consolidate practicum experiences. Students retaking this course with the higher number of credits should receive the higher number of credits.

Scott Hunsaker motioned to accept the proposed changes to ELED 4030/4031, ELED 4042/4043, ELED 4050/4051, ELED 4062/4063, and ELED 4056/4065. Sharla Hart seconded the motion. Scott explained the justifications for these courses and a discussion was held. Motion passed.

- **TEAL 4755, Family and Community Involvement for ELs**

Proposed action: new course and crosslist with TEAL 6755

Justification: To align graduate and undergraduate requirements for this course and separate out the field experience

Learning objectives:

Leverage students' cultural and linguistic funds of knowledge to promote language and content learning by creating instruction (micro & macro planning) and/or programming that validates who students are by bringing them and their families into the curriculum and school community.

Explore community resources to understand local efforts to promote positive socialization and design an initiative for school and community collaboration.

Articulate how common stereotypes and biases related to language learners impact their success in schools and classrooms AND identify ways to work against re-inscribing these stereotypes in your own instructional and interactional practices and program policies.

Cite cases of successful school-community collaborations from the literature.

Cite literature on the needs, challenges, and strengths of EL parents and families to combat stereotypes.

- **TEAL 6755, Family and Community Involvement for ELs**

Proposed action: credit hour change (from 4 to 3), add crosslist with TEAL 4755

Justification: To align graduate and undergraduate requirements for this course and separate out field experience.

Scott Hunsaker motioned to accept the proposed changes to TEAL 4755 and TEAL 6755. Sharla Hart seconded the motion. Scott explained the justifications to these courses and a discussion was held. Motion passed.

Information/Discussion Items:

1. UPPAC (Utah Professional Practice Advisory Commission) Situation – Francine Johnson
Francine explained the process that occurs when violations are reported to BCI or FBI, who then reports to UPPAC, after a student has completed a background check with the State Board of Education. UPPAC then notifies the student and the Office of Graduation and Educator Licensing. The student is required to notify UPPAC with documentation clearing

the violation and once cleared through UPPAC can start the process to get a new background check cleared.

Currently, the Office of Graduation and Educator Licensing notifies the TEAL advisor. It has been recommended for future violation issues to also notify the program coordinators, and the Office of Field Experiences. In some cases, a student may need to be pulled from a practicum experience until they have received a cleared background check from the State Board of Education. Students are told to self-disclose any violations that would affect their background check. We do not require students to give details about the violation. We wait for notification from UPPAC that the student has been cleared.

2. USBE Updates — Travis Rawlings/Shawnda Moss

Nothing new to report. The social work license is still required until the academic year of 2021-22 when licensure will go through DOPL.

Camille Odell clarified with Shawnda what kind of license her students will receive when recommended for licensure by USU. Shawnda explained that school counselors will receive an associate license in place of a student teacher license and if recommended for licensure from the PSYCHOLOGY department they will get a professional license.

3. Math Ed 2nd Bachelor's – discussion on proposal (attached at bottom of agenda)

Kady Schneiter from the Math Department explained the justification for the proposed second bachelor's for secondary teachers in high-need areas. Some teachers who have a degree and a teaching license in one area (e.g., history), meet requirements to become endorsed to teach in a high-need area (mathematics) but do not qualify for the Teacher Salary Supplement Program (TSSP) bonus without a secondary bachelor's degree in Math. It is proposed that STEP requirements (including student teaching, but excluding the secondary teaching methods class in the content area) be waived for teachers pursuing a second bachelor's degree if they meet the conditions (have B.S. or B.A degree; have a Utah Secondary Teaching License; have a minimum of one-year of fulltime teaching experience in content area of the second bachelor's; and have a positive recommendation letter from principal or administrator). A discussion was held.

It was suggested to add the words "all of" to the conditions (It is proposed that STEP requirements (including student teaching, but excluding the secondary teaching methods class in the content area) be waived for teachers pursuing a second bachelor's degree who meet **'all of'** the following conditions."

Also, add the name of the new second bachelor's degree – Math Education). Kady will take the suggestions back to the Math Department and start the R401 for this second bachelor's proposal. The R401 will come back to CTE for approval.

4. Praxis Content tests for secondary teaching majors. Option to require, or not.

Effective July 1, 2020, the content PRAXIS test will not be required for secondary teaching majors. It will be up to individual departments to decide if you want the students to take the PRAXIS or not. So far no one has opted in. If we don't hear back from your department stating that you are opting in to take the content PRAXIS tests, we will assume you are opting out. This is for the teaching major only, unless they are licensing in another major. If

an endorsement or minor is a major licensing area, then the PRAXIS will need to be taken in both majors. According to Matt Omasta, Theater Arts are opting in to require students to take the Praxis before they are recommended for licensure until July 2023 OR take the new comprehensive exam in place of the Praxis. Students beginning the program during this catalog year will take a comprehensive exam as a graduation requirement instead of taking the Praxis.

5. Requirement for secondary teaching minor is still listed in degree finder, in many cases. Not true except for History. Please check degree finder for your secondary teaching degrees correct any errors. Also check the catalog to ensure the information is correct.

6. M.Ed. option for teachers with APT or ARL licenses that are about to expire.

<http://teal.usu.edu/professional-advancement/alternative-route>

USU has an M.Ed. in Curriculum and Instruction (36 credits) degree that replaces the ARL M.Ed. The degree with two concentration options: 1) elementary pedagogy and 2) secondary pedagogy. The degree does not include a licensure recommendation. This degree is meant for individuals who have an APT license or are in the middle of an ARL or they will soon be getting an associate license with a bachelor's degree. The concentrations include courses such as: classroom management, special ed law, methods planning, assessment, instructional technology, and diversity. Students will also be able to take a one-credit portfolio class, which we will use to support them as they take the PPAT for the professional license. The District or LEA would be responsible for the clinical experience and recommendation for a professional license with the state.

We are also in the process of creating a certificate program for teachers who don't want a master's degree or already have a master's degree. More details will follow at a later date.

7. District Feedback — April Denton, Alden Jack, Steve Carlsen

- Steve Carlsen, Superintendent from Box Elder mentioned that even though there is a teacher shortage across the nation and locally, they have been able to fill all of their positions, except School Psychologist positions. Among those hires have been a lot of highly-qualified USU students. He appreciates being included on this committee.
- At the last CTE meeting, April Denton mentioned that it would be helpful if student teachers could begin their student teaching experience when districts begin, which would be prior to the beginning of USU's semester start date. Janet Anderson followed through with the request to see if we could require students to start prior to USU's semester. Janet contacted USU's legal counsel who indicated that we could initiate this requirement for student teachers as long as it is explained in detail in the guidebook. Counsel felt like it was a valuable experience for students to be in the classroom when teachers are preparing for classes to start. The new state rule does not require a certain number of hours for student teaching. Before we implement this change, we need to discuss about how to make the expectations uniform, so students aren't comparing.

Starting early in the classroom would be an adjustment for both the teachers and the students but would fast become the new normal. We could try to implement the start date for Fall of 2020. We will add this as a discussion item to the agenda at the upcoming CTE meeting after discussions in TEAL and SPED undergrad meetings.

Next meeting will be held on November 18th.

PROPOSAL

Background:

In the state of Utah, some secondary teachers in high-need areas qualify for the Teacher Salary Supplement Program (TSSP) bonus. To qualify for this bonus, a teacher must have a degree in the content area. For example, to qualify for a TSSP bonus, a math teacher must have a degree in mathematics (USU's Math Education degree is sufficient). Some teachers who have a degree and a teaching license in one area (e.g., history), meet requirements to become endorsed at the highest level to teach in a high-need area (e.g., mathematics) but do not qualify for the TSSP bonus even though (through endorsement coursework, etc.) they have the substantial equivalent of a secondary education degree in the high-need area. Teachers in this situation would be able to earn the TSSP bonus with a qualifying second bachelor's degree from USU.

There also may be other reasons why licensed secondary teachers in Utah would want to pursue a second bachelor's from USU. However, requiring teachers who already have a Utah secondary teaching license to complete the STEP program in order to qualify for a second bachelor's degree seems redundant and unnecessary.

Proposal:

It is proposed that STEP requirements (including student teaching, but excluding the secondary teaching methods class in the content area) be waived for teachers pursuing a second bachelor's degree who meet the following conditions:

- B.S. or B.A. degree (first bachelor's)
- Utah Secondary Teaching License
- Current secondary teacher with the equivalent of a minimum of one year of fulltime teaching experience in the content area of the second bachelor's
- Positive recommendation letter from the teacher's principal/building administrator

Note: Should this proposal be approved, teachers with a secondary teaching license who are pursuing a second bachelor's would still be subject to:

- All USU requirements for a second bachelor's (see <https://catalog.usu.edu/content.php?catoid=12&navoid=3826>, scroll to the third section from the bottom)
- All requirements other than STEP requirements specified for the relevant secondary education degree
- Secondary teaching methods course in the content area of the second bachelor's