

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
October 15, 2018

MEMBERS PRESENT: Marilyn Cuch, Sheri Haderlie, Scott Hunsaker, Francine Johnson, Sonia Manuel-Dupont, Eric Mohr, Camille Odell, Kim Panter, Amy Piotrowski, Sylvia Read, Kady Schneiter, Tim Slocum, Tyson Sorensen, Maria Spicer-Escalante, Leslie Timmons, Deidra Thomas, Julie Wheeler, Vicky Larsen for Peter Mathesius

MEMBERS EXCUSED: Curtis Benjamin, Bryce Day, Cory Evans, Dennise Gackstetter, Peter Mathesius, Richard Mueller, Matt Omasta, Travis Rawlins, Ed Reeve, Frank Schofield, Maria Spicer-Escalante, Kathy Trundle, Michelle Wilson

GUESTS: Vicky Larsen, Shawnda Moss, Darcie Peterson, Denise Taylor

ACTION ITEMS:

1. Approval of Minutes:
Minutes for September 17th were approved as written.

2. Course Approvals:
There were no new course approvals for this month, only the holdover from last month which is TEAL 5081.
 - TEAL 5081 – Integrating Arts into Academic Learning
Action requested – approved new course
Justification – provides alternate course for those not meeting state requirements for admission to teacher education so that those who meet the requirements can be given priority registration.
Scott Hunsaker explained that this course is not needed and moved to reject the proposal to approve TEAL 5081 as a new course. Tim Slocum seconded the motion. Motion carried.

Discussion Items:

1. USBE Updates – *Travis Rawlings*
Shawnda Moss gave the updates for the USBE. A draft has been written for the pedagogical performance assessment standards, which has been submitted to the board to review at the November meeting. A draft of the standards has also been forwarded to a professional educational consultant who was hired to conduct a professional review as

well as collect public comment on the standards. The draft is not available at this time. In order to move from an associate to a professional license, teachers (and teacher candidates) will need to complete a pedagogical performance assessment. A focus group has written the performance assessment standards. Each institution and educator preparation program can choose and submit for approval whatever assessment they would like that fits within the standards. USBE will create a list of assessments that can be used throughout the state.

It is likely that the edTPA and PPAT will be approved. ETS's Note could also be a possibility if it fits the standards. It's always a possibility for an institution or educator preparation program to create its own test, as long as it meets the standards and is valid and reliable. The pedagogical performance standard will go into effect for students who enroll in a teacher preparation program after program January 1, 2020.

The USBE passed Rules 301 (Educator Licensing, restructuring the licensing with Associate and Professional categories instead of level 1, 2, 3) and 303 (Educator Preparation Program Review and Approval) which will go into effect January 2020; however, current rules stay in effect until that time.

2. Injury to student teachers – policy needed? – *Sylvia*

There was an injury to a student and do we need to have a policy to cover student teachers? A student teacher in early childhood/special ed was bitten by a child and it broke the skin. Risk management was contacted and took care of the situation. This opened up the idea to other situations that could occur.

3. Liability for students in the schools in case of lawsuit? *Sylvia*

Sylvia asked for volunteers to participate on a committee to create a draft policy to protect students in the event of injury and/or liability when off campus during their student preparation program. A discussion was held. Scott Hunsaker will chair the committee. Other members include: Kim Panter, Marilyn Cuch, Sharla Hart, and Julia Lyman.

4. District Presentation – *Kim Panter*

Kim Panter presented an update from the Cache County District. See attached presentation.

5. District Feedback – *Frank Schofield, Bryce Day*

Frank and Bryce were excused. No feedback given.

6. Pedagogical performance assessment presentation – *Sylvia Read*

There will be a 90-minute presentation on the PPAT (Pedagogical Performance Assessment for Teachers) from ETS on December 13th at UVU. An invitation will be sent to everyone. Feel free to forward to others in your department; however, there will be strict deadline for the RSVP as they are requiring an accurate count for catering. During the summer, both edTPA and PPAT were presented and the USU group seemed to prefer the PPAT. EdTPA seemed more prescriptive with a tighter time frame and subject specific tests whereas the PPAT seems more developmental in nature it can be spread over two semesters, along with more feedback to students, and one generic test. Both require a video and it would be nice if the State would provide a permission slip for the districts to use.

7. AAQEP update – *Sylvia Read*

The teacher education self-study feedback was received from AAQEP. Sylvia is working on the feedback and hopes to have the final submission to AAQEP completed by November 1st. The AAQEP visit will be on February 12th and 13th with a 3-6 member committee.

Next meeting will be held on November 19th



***Our mission is to educate
students for success in a
changing world.***

Council on
Teacher
Education
October 15, 2018

CACHE COUNTY SCHOOL DISTRICT

Our mission is to educate students for success in a changing world.



SCHOOLS

17 elementary schools
3 middle schools
4 high schools
1 alternative high school



18,450+ STUDENTS

3,174 Employees

954 teachers
47 administrators
2,173 support staff



ESTABLISHED
1908

SERVING THE COMMUNITIES OF:

Amalga, Avon, Benson, Clarkston, College Ward, Cornish, Cove, Hyde Park, Hyrum, Lewiston, Mendon, Millville, Newton, Nibley, North Logan, Paradise, Petersboro, Providence, Richmond, River Heights, Smithfield, Trenton, Wellsville and Young Ward

- Our school system works hand-in-hand with the community to prepare individuals for successful lifelong learning, productive employment, and responsible citizenry by providing a safe, resource-filled, learning environment.

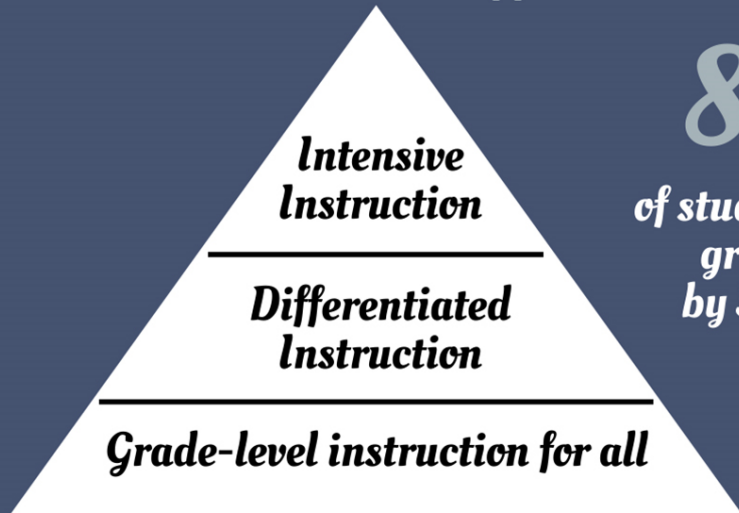
Elementary Schools (K-6th grade): Birch Creek, Canyon, Cedar Ridge, Greenville, Heritage, Lewiston, Lincoln, Millville, Mountainside, Nibley, North Park, Providence, River Heights, Summit, Sunrise, Wellsville, White Pine
Middle Schools (7-8th grade): North Cache, South Cache, Spring Creek
High Schools (9-12th grade): Green Canyon, Mountain Crest, Ridgeline, Sky View
Alternative High School: Cache High

Leading the state in language arts and math proficiency



Districtwide EMPHASIS ON LITERACY

Tiered instructional approach:



88%

of students read at
grade-level
by 3rd grade*

**M
A
T
H**

CCSD students earned
*the highest proficiency scores
as a school district in
the state of Utah*
on the 2017 SAGE tests.**

average ACT score:

21.3

95%

2016 Graduation Rate

•The Cache County School District's mission is to educate students for success in a changing world. We are achieving this mission by focusing on each student and providing our teachers and administrators with the necessary tools to help each student be successful.



DUAL LANGUAGE IMMERSION ELEMENTARY SCHOOLS

offering Spanish, Chinese, French and Portuguese

ACCOMPLISHED ATHLETIC PROGRAMS

football, volleyball, soccer, cross country, tennis, swimming, golf, basketball, softball, wrestling, lacrosse, baseball, track & field, drill team, speech and debate



EMPHASIS ON THE ARTS AND CREATIVITY

band, choir, orchestra and theater programs; 15 elementary schools partnered with the Beverley Taylor Sorenson Arts Learning Program

STEM INTEGRATION AND OFFERINGS

incorporating STEM into curriculum and afterschool programs, and striving to educate the community on the importance of STEM subjects

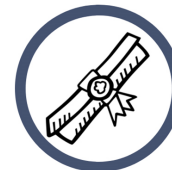
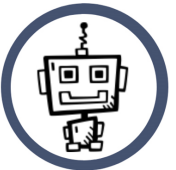


GIFTED AND TALENTED PROGRAMS

offered at all elementary schools

AFTERSCHOOL PROGRAMS AND CLUBS

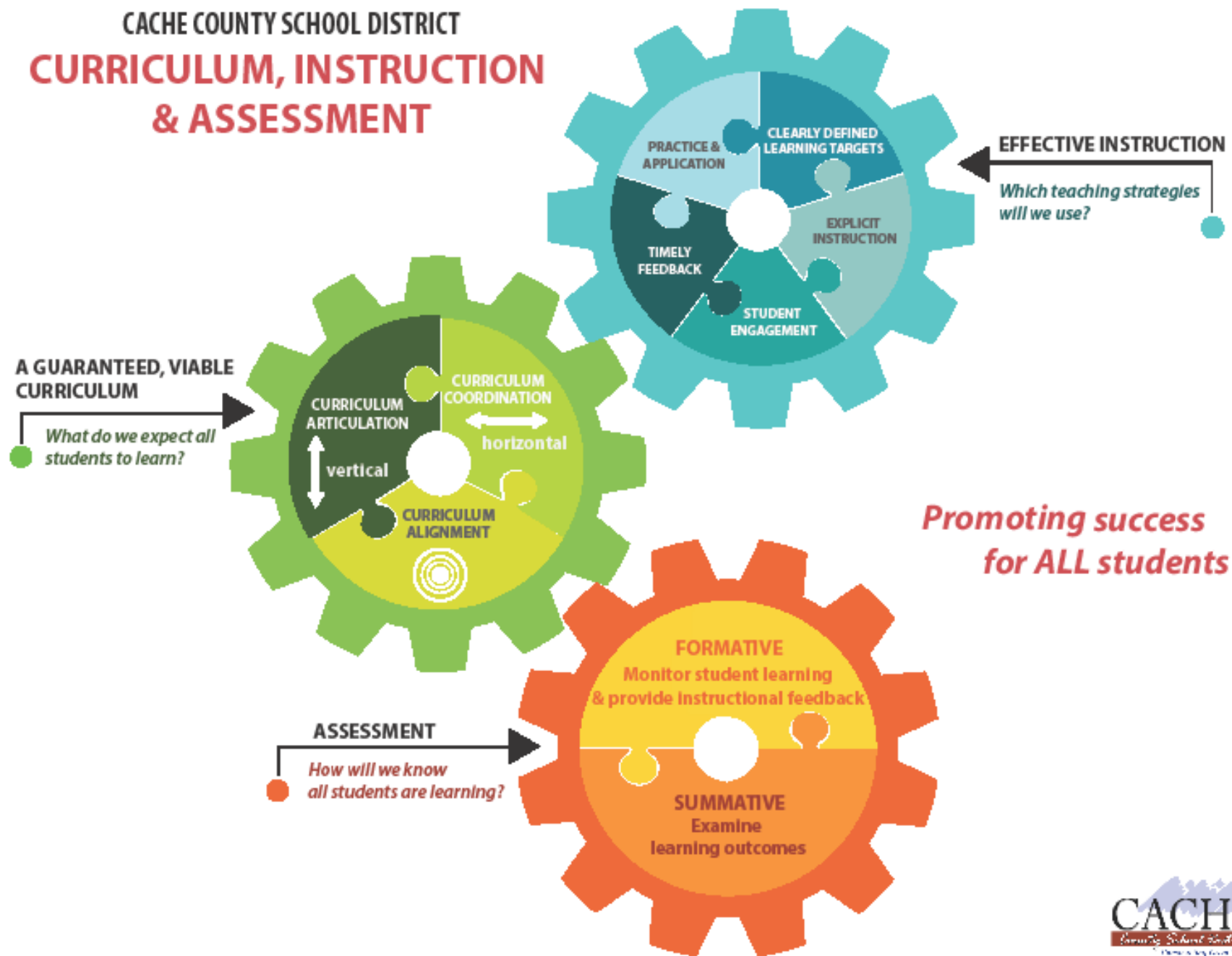
quality programs facilitated by teachers and school employees with an emphasis on recreation, education, arts, character and health; student clubs for a wide variety of interests



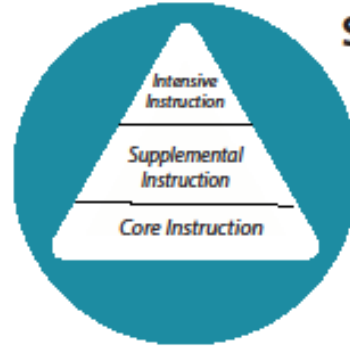
OPPORTUNITIES TO EARN COLLEGE CREDIT

Advanced Placement -10 courses; Concurrent Enrollment-32 courses; partnership with Bridgerland Applied Technology College; 12,373 college credits earned by CCSD students in 2017

CACHE COUNTY SCHOOL DISTRICT
**CURRICULUM, INSTRUCTION
& ASSESSMENT**



MULTI-TIERED SYSTEMS OF SUPPORT



How will we respond if they don't learn?

How will we respond if they already know it?



TECHNOLOGY

Technology is a tool to facilitate learning, and if an educator begins with this end in mind, the technology itself should tend to disappear, not dominate.

PROFESSIONAL LEARNING COMMUNITIES



An ongoing process in which educators work collaboratively to achieve better results for the students they serve.



BEHAVIOR

Positive Behavior Support to manage and maximize learning.

Education is not a solo act, but rather a team performance.

CCSD SAGE proficiency scores rank among the highest of Utah districts, schools

Assessment scores for language arts, mathematics, and science for the 2017-18 school year were recently released.

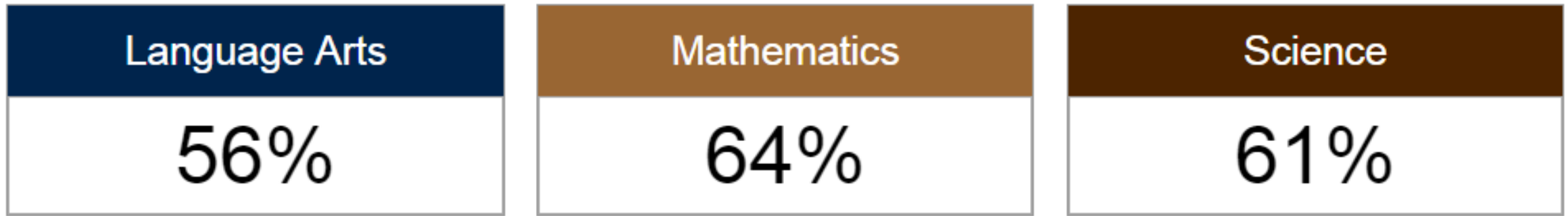
Cache County School District has the overall highest proficiency averages among Utah's 41 school districts in math and science and is 2nd in language arts.

Additionally, out of 104 traditional high schools, Ridgeline High School was number one in language arts and science and number two in mathematics. Spring Creek Middle School was number one in mathematics.

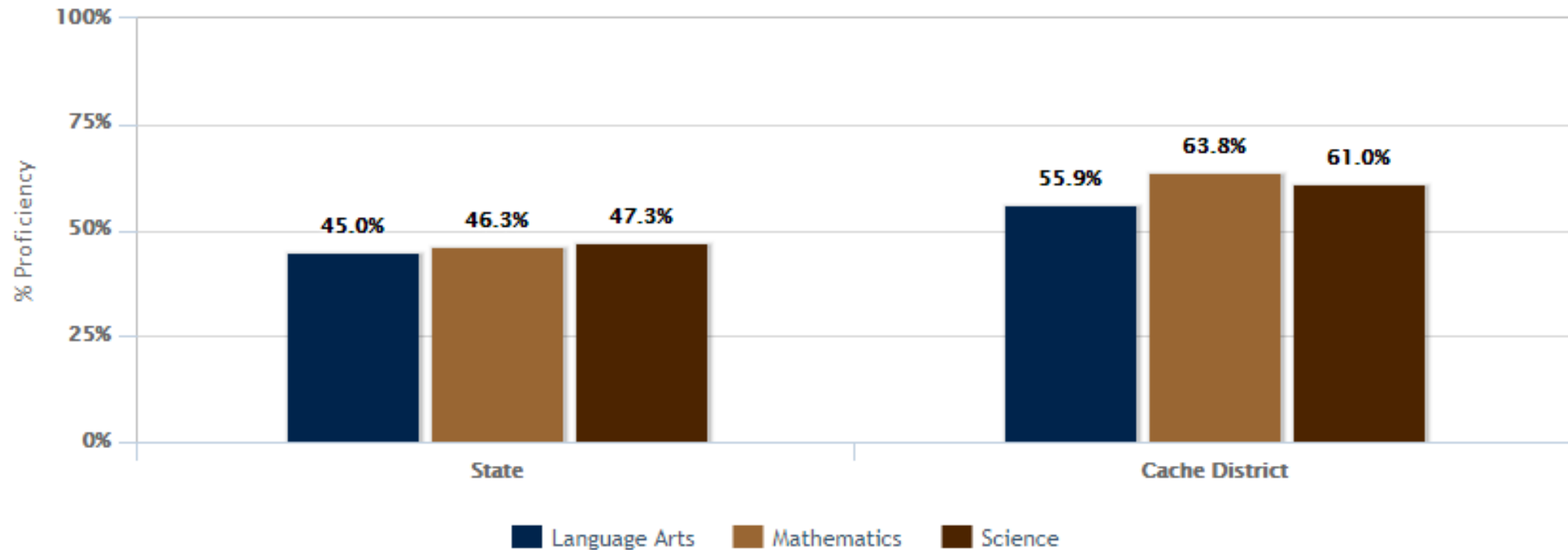
Robyn Hedgecock, the district's Assessment Systems Manager, attributes the successful test scores to dedicated teachers, uniformity among schools within Cache County School District, and the community. "In this community, education is valued," Hedgecock said. "Parents are active in their kids' education."

Superintendent Steven Norton said, "While test scores are just one way to measure success, they represent a major accomplishment by our students and their teachers. We recognize that we live in an outstanding community and appreciate the trust placed in us by parents to educate their children."

SAGE Results for Cache District



2018 SAGE % Proficient



**Things to
cheer
about!!**

**Top 10% of Elementary Schools in
Language Arts**

Providence Elementary
White Pine Elementary
Greenville Elementary

Top 10% of Elementary Schools in Science

Millville Elementary
Mountainside Elementary
Sunrise Elementary
White Pine Elementary
Greenville Elementary
North Park Elementary
Birch Creek Elementary

**Top 25 State Middle School Rankings in
Language Arts**

6th Spring Creek Middle School
18th South Cache Middle School
23rd North Cache Middle School

**Top 25 State Middle School
Rankings in Math**

1st Spring Creek Middle School
4th South Cache Middle School
14th North Cache Middle School

**Top 25 State High School
Rankings in Language Arts**

1st Ridgeline High School
12th Mountain Crest High School
18th Green Canyon High School

Top 25 State High School Rankings in Math

2nd Ridgeline High School
3rd Mountain Crest High School
8th Sky View High School
12th Green Canyon High School

**Top 25 State High School Rankings in
Science**

1st Ridgeline High School
6th Green Canyon High School
7th Mountain Crest High School
22nd Sky View High School

What strengths do the teachers who are hired from USU bring to the CCSD?

The most recognized strength is that the teachers recognize the importance of building teacher-student relationships.

- They talk about their students with a lot of compassion and concern, and they frequently express the desire to want to "meet all the students' needs."
- They seem to readily recognize the need to specifically praise their students, and they commonly seem to recognize the importance of creating a culture of respect.

What deficit do we see for new teachers hired at CCSD?

No matter who you ask or talk to the response is the same:

CLASSROOM MANAGEMENT

- We wonder if these new teachers are so focused on fostering a positive learning environment that they shy away from explicitly stating expectations or correcting problem behavior.
- In some cases, We've even heard new teachers say, "I wasn't sure if it was okay to correct students for misbehaving."
- At this point, we feel like it's crucial to help them realize that without solid classroom management, you can't achieve a safe, predictable and therefore "positive" classroom culture.

Our TIPS coordinator and new teacher trainer/mentor suggested sharing this.

Randy Sprick, Jim Knight, Brandi Simonsen, George Sugai, and a host of others have tried to isolate what factors affect classroom management, and all of them have come to the same conclusion: there are basically 5 important practices that must be in place in order for a classroom to be well managed:

1) **Maximize structure:** the teacher carefully thinks about how to organize students and materials in order to create predictable and efficient routines.

2) **Clarify expectations:** the teacher clearly conveys to students what to do and how to do it.

3) **Acknowledge appropriate behavior:** the teacher effectively uses praise and reward systems in order to help students meet her expectations.

4) **Respond to inappropriate behavior:** the teacher quickly and specifically corrects disruptive behavior in order to create an optimal learning environment.

5) **Actively engage students:** the teacher uses a variety of strategies that elicit group responding and participation vs individual turns.

This is the direction classroom management is headed (or should be!), and it's the direction we hope to take our teachers as they enter our district.

Suggestions for how ESL could fit into the training of teachers.

- Integrate cultural awareness classes with courses already being taught so teachers could graduate with an ESL endorsement.
- Integrate courses with science and how to teach science, not just learning science.
- Teach students how to read a core curriculum. Really look at the materials and determine which materials, methods, strategies will match the core. Know how to differentiate instruction for all academic subjects as well as students.
- Teach explicitly how to TEACH reading and writing. The foundation and strategies of teaching.
- Teach prospective teachers how to use best practices for all students along with good engagement strategies and count this toward an ESL endorsement.
- Teach a course on language acquisition for all who enter the teaching field.

Our vision, as the Board of Education of the Cache County School District, is to provide an equitable, challenging, meaningful, and well-rounded educational learning experience in a measurable way so all students can achieve learning, thinking, character and life skills necessary for success in their personal, educational, and professional endeavors.

It is our duty to provide a balanced and efficient budget; to encourage a continuous program of professional development that ensures highly qualified teachers and superior instruction are present in every classroom; and to act as an effective channel of communication and as ambassadors for the School District, education community, and public.

In doing this, we pledge to prioritize the students' well-being, support a culture where students and staff feel appreciated and respected, and provide fairness to the parents, students, personnel and citizens of the Cache County School District.

