

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
September 21, 2020

MEMBERS PRESENT:, Paul Barr, Curtis Benjamin, Steve Carlsen, Marilyn Cuch, April Denton, Elizabeth Drake, Dennise Gackstetter, Dennis Garner, 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, Maria Spicer-Escalante, Gary Stewardson, Leslie Timmons

MEMBERS EXCUSED: Seth Archer, Steve Carlsen, Sheri Haderlie, Malia Hite, Peter Mathesius, Julie Wheeler, Michelle Wilson

GUESTS: Jose Chavez, Greg Cox, Sharla Hart, Janalee Johnson, Lisa McLachlan, Darcie Peterson, Denise Taylor, Brian Warnick

ACTION ITEMS:

1. Approval of Minutes:
Minutes for March 2020 were approved as written.

2. Course Approvals:
 - SPED 5010 - Applied Behavioral Analysis 1: Principles, Assessment, and Analysis (QI)
 - SPED 5070 – Policies and Procedures in Special Education
 - SPED 5016 - Technology and Collaboration for Teaching Exceptional Learners
 - SPED 5017 – Transition Planning and Collaboration for Exceptional Learners
 - SPED 5310 - Teaching Reading and Language Arts to Students with Mild/Moderate Disabilities
 - SPED 5312 – MM K-12 Math Content, Applications, and Co-Teaching
 - SPED 5330 – Eligibility Assessment for Students with Mild/Moderate Disabilities
 - SPED 5340 – Teaching Math to Students with Mild/Moderate Disabilities
 - SPED 5510 – Curriculum for Students with Severe Disabilities
 - SPED 5512 - Curriculum for Secondary-Level Students with Severe Disabilities
 - SPED 5530 – Technology for Teaching Exceptional Learners
 - SPED 5540 – Assessment of Persons with Severe Disabilities
 - SPED 5600 – Practicum: Instruction in Academic Skills
 - SPED 5710 – Young Children with Disabilities: Characteristics and Services
 - SPED 5713 – Early Intervention: Services for Infants and Families
 - SPED 5730 – Intervention Strategies for Young Children with Disabilities
 - SPED 5810 – Seminar and Field Experiences with Infants and Families
 - SPED 5820 – Preschool Practicum with Young Children with Disabilities in Community Environments
 - SPED 5840 – Practicum: Working with Young Children with Autism
 - SPED 5880 – Assessment for Early Childhood Special Education
 - SPED 5520 – Curriculum for Secondary-Level Students with Severe Disabilities
Proposed Action: Add prerequisite, effective Summer 2021.

Justification: When the department updated the prerequisites last year, the "acceptance to the Special Education major" prerequisite was inadvertently deleted. In order to manage acceptance to the major, we need to add this phrase back into the prerequisites for the course.

MOTION: Greg Podgorski motioned to approve the added prerequisites to the above noted SPED courses.

Dennise Gackstetter seconded the motion. Motion passed.

Darcie Peterson explained that when she submitted all the prerequisite changes last year she was told to leave off the "acceptance to the Special Ed major" but that impacted whether or not they could use a test code in BANNER to allow students to take the courses. She then had to resubmit all the prerequisite changes and add "acceptance to the Special Education major."

- SPED 5011 - Foundations in Special Education: Instructional Strategies, Behavior Management, and IEPs
- SPED 5013 – Advanced Behavior Management and Instructional Strategies
- SPED 5014 – Foundations in Assessment
- SPED 5015 - Law/Policies/Procedures

Proposed Action: Credit hour changes, effective Summer 2021.

Justification: When this course was originally set up, the department thought the course might be offered across semesters and made it variable. The department has changed their mind and wants the class to always be 2 credits so it is easier for students to register.

MOTION: Tom Higbee motioned to approve the credit hour changes to the above noted SPED courses. April Denton seconded the motion. Motion passed.

Darcie Peterson explained that when these courses were first set up for on-campus and distance programs they were variable credits. Students were confused, so now they have a credit for each course.

- SPED 5050 - Applied Behavioral Analysis 2: Applications
- SPED 5060 - Consulting with Parents and Teachers
- SPED 5410 – Practicum: Direct Instruction Reading and Language Arts for Students with Mild/Moderate Disabilities
- SPED 5420 – Practicum: Teaching Mathematics to Students with Mild/Moderate Disabilities
- SPED 5610 – Practicum: Instruction in Daily Living Skills
- SPED 5712 - Advanced Instructional Strategies for Preschoolers with Disabilities

Proposed Action: Course description change and add prerequisites, effective summer 2021.

Justification: When the department updated the prerequisites last year that go into effect spring 2021, the "acceptance to the Special Education major" prerequisite was inadvertently deleted. In order to manage acceptance to the major, we need to add this phrase back into the prerequisites for the course.

MOTION: Dennise Gackstetter motioned to approve the course description changes and added prerequisites to the above noted SPED courses. Greg Podgorski seconded the motion. Motion passed.

Darcie Peterson explained that the course editor made the course description changes to make the wording correct and consistent with the catalog. These are all under the same group of adding the SPED major to the prerequisite.

Discussion Items:

1. USBE Updates – *Malia Hite*

Malia is out ill so Greg Cox and Lisa McLachlan gave USBE updates. Lisa is working in the licensing department and with alternate routes to licensure with LEAs (local education agencies/districts). Greg is the rep for EPPs (educator prep programs) and replaced Shawnda Moss. He is also working with out-of-state applications (anyone coming in from out-of-state). Most out-of-state applications are missing classes, course work, or an endorsement that the USBE requires. Applicants are sent to a university or the APPEL program to complete the USBE requirements. Sylvia mentioned that we will rely on Greg

and Lisa to help interpret state board rules to ensure that we are following policy. Greg noted that ARLs (alternative route to licensure) will now go through the LEA (local education agency/district). Licensing structures have changed. Levels 1, 2, and 3 have been replaced with the associate education license (good for three years and a possible extension of one-year according to [R277-301-4](#)) and professional education license effective July 1, 2020.

2. A “literacy preparation assessment” (most likely the Foundations of Reading test) was not funded but the bill ([HB114](#)) passed. It is subject to appropriation so at this time is not in effect. When it goes into effect, it will be required for early childhood, elementary, and special education licensure. The point of the funding is to not create a financial burden on students to take this test. It is our programs’ obligation to ensure that students are prepared for the test.
3. Department of Special Education and Rehabilitation Counseling name change (was Special Education and Rehabilitation) – *Tom Higbee*
The R401 process clarified the department’s two distinct programs – Special Education and Rehabilitation Counseling. Rehabilitation and rehabilitation counseling are two different programs in two distinct fields. Faculty in rehabilitation counseling now have their professional identity in the department.
4. OPTT R401 approval – *Tom Higbee*
The OPTT program was started last year but just received permission to call it by its name through the R401 process.
5. Dynamic Credentialing initiative – *Scott Hunsaker*
The dynamic credentialing initiative is a term USU is using and what other institutions call a “stacked degree.” A USU task force has been created with faculty from early childhood, elementary, and secondary education in regional campuses who are working with the Uintah and Duchene school districts to develop a set of standards for paraprofessionals. Five courses have been created and will be in the course approval section at our next CTE meeting which are called the paraprofessional sequence along with the R401, which creates a certificate of completion for education paraprofessionals. The next step will be an associate of science degree in education.
6. PPAT Updates – *Sharla Hart and Darcie Peterson*
Sharla explained that Task 1 for the PPAT (praxis performance assessment for teachers) is due on Tuesday, September 22nd. There have been some changes to Task 1, which has made things a little difficult for students to complete. The library of examples for Task 1 was removed from the ETS website, so there is no model for students to use. Last semester students were asked to send out a survey to the students to could get to know them better. ETS has changed the wording from “survey” to “a get-to-know-you activity,” which is more interactive and the expectation is based more on building a rapport with students. Also, the family communication section requires that they reflect

on what they learned from students' families that will impact instruction. It's not the traditional letter that students have sent home but now initiates a dialogue with families and the teacher. These two things are the biggest changes to Task 1.

Across the board we are tracking sick days and quarantines, as it may affect Tasks 2, 3 and 4. We want to see how a two-week quarantine will affect scores. Students have been asked to notify the OFE (Office of Field Experiences Office) and ETS when they go on quarantine. Another issue is that some schools in Idaho close down for two-weeks for the potato harvest, which is close to the due dates of Task 2 and 3.

The number one change with USU supervisors is that they are NOT allowed to go into the schools. All evaluations and meetings will be done remotely via Zoom, which is for the safety of all involved.

Darcie explained that SPED is having the same issues with the PPAT changes and are trying to figure out how to add the PPAT language into some of the assignments. Students know how to complete the tasks, but the PPAT language is different from what they are used to hearing in their course. There is no cut score at the moment, but starting fall 2021, the cut score will be 36. This is a requirement from the USBE at the end of the student teaching program in order to be recommended for the professional licensure. If a student doesn't pass the PPAT then they can be recommended for an associate license and work with an LEA to complete the requirements while teaching and then apply for the professional license.

7. COVID-19 waivers for all field experiences in elementary, secondary, and special education programs were required of all students who are in the before they entered the schools. This took place in a very rapid manner and will also be a requirement for spring semester and possibly for the future.
8. Incomplete grade policy – *Francine Johnson*
Francine explained the incomplete grade policy is changing at the university level. There have been multiple issues with the record keeping for incompletes. Incomplete grades will now be submitted in SERVICE NOW by the instructor, who will indicate the student name, A#, course, and rationale for the incomplete. If the rationale doesn't follow the policy, then the instructor will not be able to submit the incomplete for that student. The university also wants to implement a "T" grade (temporary) and that would be given to students who are on an internship, clinical, thesis, dissertation, or doing independent research where the extent of the work goes beyond a semester. SERVICE NOW is in the development stages for creating the workflow and approvals.
9. Clinical reminders:

- a. If a student fails the clinical, they should not get an incomplete. There is no money to pay a mentor teacher for an incomplete. Money to pay is generated through fees or through differential tuition.
- b. Background check and acceptance to STEP program is required PRIOR to registering for any clinical course. Please don't authorize students into a clinical without these prerequisites having been met.

10. District Feedback – *April Denton, Alden Jack, Steven Carlsen*

Alden: It's great to have the students back at the schools and it's going better than expected. Cache has about 143 students who have had to be quarantined for some reason or another with only 9 positive cases in the schools at the high school level. The precautions that have been implemented in the elementary schools seem to be working.

Alden has moved from North Park Elementary, as the principal, to the Cache district office working with the general education behavioral supports and is supervising the qualified professional mental health grant that they received this year. This grant has enabled them to add a school counselor or social worker to each elementary school. Sarah Pinkelman and Tyler Renshaw have been consulting with them and looking at the process and system on how to best help and support kids. There has been an increase level of anxiety at the beginning of this school year. There has also been a shift at the state level with a new program implementation guide that will be shared at the end of the month for elementary programs.

April: Logan School District has been on a reduced schedule since the start of the year and last week started back to full-time schedule. Each class was only 20 minutes long with half the students. It was difficult to be productive in 20 minutes. Now classes are 70 minutes which makes a big difference. The kids are excited to be back in school and are engaged. April doesn't have a student teacher this semester but has a clinical student who will start on Friday. It's a good time to be doing a practicum, clinical, or student teaching, as students are excited to be at school and learning.

Curtis Benjamin: All the districts (Cache, Logan, Box Elder, and Rich) have expressed appreciation for the quality of professionals that USU produces with teachers and school counselors.

- 11.** Liz Drake introduced herself as the 2020-21 CEHS senator. She is an exercise science major.
- 12.** If you have anything you want on the agenda, please email Sylvia a week prior to the next meeting.

Next meeting will be held on October 19, 2020.