

**University of Utah Advisory Committee on Teacher Education (UACTE)
Fall 2017 Meeting-Oct. 3, 2017**

Attendance: Sandy Brunvand, Tim Brusseau, Sean Lawley, Jordan Gerton, Trish Saccomano, Travis Rawlings, Elain Clark, Mary Burbank, Sharlene Kiuvara, Melissa Goldsmith

History of the UACTE

A Cross-College Partnership that brings faculty together to support, inform and direct Secondary education program. It is chaired by the COE Dean and appointed by V.P. Ruth Watkins. A representative from the USBE serves on the committee to share updates from the board.

NCTQ Rankings

Elementary Education-ranked in the top 4%
Secondary Education-ranked in the top 1%

Rankings are based upon publically available information. In 2015 we provided NCTQ with information on our programs including syllabus and curriculum requirements. A two-year process of working with NCTQ informed their rankings for 2017.

Update on licensure Options in the State of Utah (Travis Rawlings-PowerPoint)

Why USBE looking for licensure options?

Goals:

Eliminate bureaucracy

Establish a fair system to educators regardless of entry point (Traditional/ARL/APT)

Increase Flexibility to attract new teachers (multiple ways to reach the same standards)

Focus on competency

Licensure language

- License- Actual license (level 1, 2, 3)
- License area- Elementary, Secondary, Special Education, Counseling, etc.
- Endorsement- Particular subject area attached to license area (ESL, Math, etc.)

USBE Licensing Task Force

Held multiple focus groups across stake holders discussing licensure. Create a Proposal to fix the “patched” system.

3 Tier licensing system:

- **Associate Educator License:** Those in process towards Professional license. They have met min. standards: Student teaching license, Interns, ARL, APT.
- **Professional License:** Teachers who have met USBE competency Standards
- **LEA specific License:** Other? If the Associate or Professional Path is “untenable or unreasonable” licensure is available through LEAs. This decision would be left up to the local school boards to vote on giving a license. More local control.
 - USBE still issues license and in charge of any potential disciplinary actions.
 - Not sure if they will have limits (SP ED, percentage per school, etc.)

This system would get eliminate the Level 1,2, 3 licenses and move mentorship to the employer instead of part of licensure.

Taskforce Proposal timeline-

- Submitted Proposal in September
- If approved will begin implementing changes in Nov.
- Would affect 2019-2020 academic year.

Ultimately asking the legislation to take out the restrictions for licensing so that the USBE has governing power over licensing.

Dean Clark: What are other State's doing? Do they use a 3 tier system?

The USBE Task force didn't review other states.

ARL vs. APT

Current program- ARL is overseen by the USBE and APT is overseen by the school district or LEA

New proposed program- ARL and APT would be Associate license candidates.

APT/ARL/COE-problems with discrepancies between accreditation standards with current program.

CAEP and Accreditation Updates (pros/cons sheet attached)

Status:

- In spring 2016 we were reviewed by CAEP and USBE.
- We were approved by the USBE
- Placed on probation by CAEP due to not adequate alumni data for Standard 4.2

Options:

- Continue with CAEP
 - UofU presented formal appealed the CAEP decision in fall 2016. Their decision stands.
 - Resubmit documents to CAEP in Fall 2018
 - CAEP visit in Spring 2019
 - Meet additional CAEP requirements in addition to addressing alumni data
- Don't continue with CAEP
 - USBE voted in Aug. 2017 to no longer require CAEP accreditation.
 - Most PAC 12 schools are not CAEP affiliated
 - USU and Weber have decided not to continue with CAEL
 - Other Utah Schools still deciding
 - New national accreditation group forming: AAQEP

USBE CAEP decision:

- Voted to discontinue alignment with CAEP as no State agreement was ever made.
- CAEP only considers National standards (i.e., INTASC).

UACTE recommendation

- Tim: Withdraw from CAEP and stay with local control; CAEP seemed like busy work. We can meet students' needs better locally.
- Jordan- Out of State Students? Will this affect them?

- SP ED vote at faculty meeting to withdraw from CAEP
- Most students are not looking at our accreditation when they apply to our programs. There are ways for our students to be licensed out of state without national Accreditation.

Vote – 5 withdraw
1 abstention
3 members not present

10.6.17 Addendum submitted by Shar Kiuahara, SPED

In addition to our vote to withdraw from CAEP, the SPED department also voted to revisit this conversation as the direction from the USBE about AAQEP and AAQEP become more formalized.

Secondary Program Data (Dr. Melissa Goldsmith, UITE)

See attached flier for findings on Surveys sent to: alumni, superintendents, and current students

- Work on Assessment and lesson planning

New Evaluation tool (see attached)

- Based on the Utah effective teaching standards
- Is being implemented this academic year (2017-2018)

Agenda Items didn't address – Will review at our next meeting. Notes shared in email to members.

Campus Advisors and ongoing communication Recruiting Efforts

Program Hours
Internships
Rotating Cohorts
Data Warehouse
Specialized Coursework in Math and Science
Specialized Coursework in Fine Arts



SECONDARY ANNUAL SURVEY DATA FINDINGS: 2013-2017

EMPLOYER: Overall, employers are satisfied with the performance of the graduate they were rating, although secondary did not meet the cut-score for the overall satisfaction question for 2 of the 3 years of data collection.

STE: Secondary STEs satisfaction mean fell below the cut-score for the first two years of data collection, but are above the cut-score in more recent years.

GRADUATING STUDENTS AND ALUMNI: There are a few items where alumni and graduating students agree on a lack of preparation in that area.

1D. Address emotional areas of student development. (2015, 2016)

1E. Address physical areas of student development. (2013 & 2014, 2016)

3A. Create learning environments that support individual student learning. (2016)

9D. Be a leader who engages collaboratively with community members to build a shared vision and supportive professional culture focused on student growth and success.(2016)

ALUMNI: Secondary alumni are more likely than other program areas to rate their level of competencies below the cut score.

By standard: Learner Development, Learning Differences, Learning Environments, Content Knowledge, Assessment, Instructional Strategies, Reflection & Continuous Growth Leadership & Collaboration

By item:

1C. Address social areas of student development.

1D. Address emotional areas of student development.

1E. Address physical areas of student development.

4B. Develops inquiry-based lessons.

4F. Engage students in applying methods of inquiry and standards of evidence of the discipline.

5F. Engage students in understanding and identifying the elements of quality work.

5I. Adjust assessment methods and make appropriate accommodations for students with disabilities, advanced students, and students who are not meeting learning goals

5J. Use data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

5K. Document student progress and provide descriptive feedback to students in a variety of ways.

5L. Document student progress and provide descriptive feedback to parents and other stakeholders in a variety of ways.

7B. Use various instructional strategies to build skills to apply and extend knowledge in meaningful ways.

7C. Practice a range of developmentally appropriate instructional strategies.

7F. Use appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.

8E. Actively seek community learning experiences, within and outside the school, as supports for reflection and problem-solving.

9B. Be a leader who engages collaboratively with families to build a shared vision and supportive professional culture focused on student growth and success.

9D. Be a leader who engages collaboratively with community members to build a shared vision and supportive professional culture focused on student growth and success.

2017-2018 Summative Teacher Candidate Evaluation Form

Teacher Candidate Name:

Program:

- Elementary
 - Secondary
 - Special Education Early Childhood Education – Early Intervention
 - Special Education Early Childhood Education – Preschool
 - Special Education Mild Moderate Disabilities
 - Special Education Deaf and Hard of Hearing
 - Special Education Visual Impairments
 - Special Education Severe Disabilities
 - Special Education DeafBlind
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Semester:

- Fall 2017
 - Spring 2018
 - Summer 2018
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School:

District:

Site Teacher Educator/Cooperating Teacher:

Grade:

Evaluator:

Position of Evaluator:

- University Faculty Cohort Leader
 - University Supervisor
 - Site Teacher Educator/Cooperating Teacher
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Field Experience:

- Elementary and Secondary Pre-Student Teaching Practicum
- Special Education Field Studies
- Student Teaching
- Internship - Fall
- Internship - Spring

Subject of Observed Lesson:

Evidence for Evaluation (Check all that apply for this evaluation):

- Reviewed my formative observations
- Reviewed formative or summative observations from Site Teacher Educator/Cooperating Teacher
- Conferenced with Candidate, Site Teacher Educator/Cooperating Teacher, and/or other school personnel
- Reviewed lesson plans/TWS/Candidate portfolio
- Other, please describe: _____

Scale:	Not Effective (0)	Beginning (1)	Developing (2)	Preservice Effective (3)
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The Learner and Learning

The minimum score at pre-student teaching practicum/SPED field studies is 10; minimum score for final student teaching is 14.

Standard 1: Learner Development *The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.* For each question, refer to the following rubric: Standard 1

_____ 1.1 O - Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs

_____ 1.2 C - Collaborates with families, colleagues, and other professionals to promote student growth and development

Standard 2: Learning Differences *The teacher understands individual learner differences and cultural and linguistic diversity.* For each question, refer to the following rubric: Standard 2

_____ 2.1 O - Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all

Standard 3: Learning Environments *The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.* For each question, refer to the following rubric: Standard 3

_____ 3.1 O - Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures

_____3.2 O - Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry

_____3.3 O - Uses positive classroom management strategies, including the resources of time, space, and attention, effectively

Comments _____

Instructional Practice

The minimum score at pre-student teaching practicum/SPED field studies is 18; minimum score for final student teaching is 26.

Standard 4: Content Knowledge *The teacher understands the central concepts, tools of inquiry, and structures of the discipline.* For each question, refer to the following rubric: Standard 4

_____4.1 O - Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language

Standard 5: Assessment *The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.* For each question, refer to the following rubric: Standard 5

_____5.1 O - Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction

_____5.2 C - Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways

_____5.3 C - Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills

Standard 6: Instructional Planning *The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.* For each question, refer to the following rubric: Standard 6

_____6.1 C - Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning

_____6.2 C - Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge

Standard 7: Instructional Strategies *The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.* For each question, refer to the following rubric: Standard 7

_____7.1 O - Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners

_____7.2 O - Provides multiple opportunities for students to develop higher-order and meta-cognitive skills

_____7.3 O - Supports and expands each learner's communication skills through reading, writing, listening, and speaking

_____7.4 O - Uses a variety of available and appropriate technology and resources to support learning

_____7.5 O - Develops learners' abilities to find and use information to solve real-world problems

Comments _____

Professional Responsibility

For Standards 8 and 9, the minimum score at pre-student teaching practicum/SPED field studies is 5; minimum score for final student teaching is 7. For Standard 10, the minimum score at pre-student teaching practicum/SPED field studies is 4 (yes to both questions); minimum score for final student teaching is 4 (yes to both questions).

Standard 8: Reflection and Continuous Growth *The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.* For each question, refer to the following rubric: Standard 8

_____8.1 C - Adapts and improves practice based on reflection and new learning

Standard 9: Leadership and Collaboration *The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.* For each question, refer to the following rubric: Standard 9

_____9.1 C - Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community

_____9.2 C - Advocates for the learners, the school, the community, and the profession

Standard 10: Professional and Ethical Behavior *The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515.*
For each question, refer to the following rubric: Standard 10

Scale:	No	Yes
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_____ 10.1 C - Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives

_____ 10.2 C - Is responsible for compliance with all requirements of State Board of Education Rule R277-515 at all levels of teacher development

Comments _____

Additional Comments

The Teacher Candidate scored a_____.

For Pre-Student Teaching Practicum/SPED Field Studies, the minimum score is 37. *[at least a "2" for 80% of items in each section; yes to both questions in Standard 10]*

For Final Student Teaching, the minimum score is 51. *[at least a "3" for 80% of items in each section; yes to both questions in Standard 10; no "0"s]*

Teacher Candidate *By typing your name, you, a Teacher Candidate, are signing this document electronically and confirming that you understand the content of this form.*

Type Name (Signature)

Please fill in your email address below. The email you supply will be used to verify that you have signed this document.

Please enter today's date (MM/DD/YYYY)

Site Teacher Educator / Cooperating Teacher / Supervisor Signature *By typing your name, you, a Site Teacher / Cooperating Teacher and/or Supervisor, are signing this document electronically and confirming that you understand the content of this form.*

Type Name (Signature)

Please fill in your email address below. The email you supply will be used to verify that you have signed this document.

Please enter today's date (MM/DD/YYYY)