

UACTE Meeting
Fall 2012
November 1, 2012

Present: Emina Alibegovic (Science), Tim Brusseau (Health), Mary Burbank (Education), Inese Ivans (Science), Joelle Lien (Fine Arts), Rob O'Niell (Education), Becky Owen (Education), Travis Rawlings (USOE), Loretta Rudd (Social & Behavioral Science), Johanna Watzinger-Tharp (Humanities)

1. Updates on Enrollment

- a. Early Childhood: 28
- b. Elementary: 62
- c. Secondary: 45
- d. Special Education: 56
- e. Target numbers are 75 in each program (Elementary, Secondary, Special Education). Enrollments have been fairly steady for the past few years. We have room to grow, and would like to increase enrollment over the next 5 years.

2. Updates on Early Childhood Licensure Program

- a. K-3 license is no longer separate; it is rolling into the elementary program, which now licenses K-6.
- b. Concerns were raised on whether there will be a bubble of ECE students during the transition. We are keeping an eye on numbers to stay ahead of demand for classes.
- c. The last group of ECE students is completing the program in Spring 2013.

3. Updates on COE Database for Accreditation & Tracking

- a. We reviewed the current College of Education data panels in PeopleSoft. These have been very helpful for accreditation and responding to numerous surveys related to teacher licensure.
- b. We hope to continue expanding the COE panels to include evaluation data and job placement, although the process is lengthy.

4. Updates on Dual Immersion Endorsement

- a. The Dual Language Immersion endorsement can be attached to either an elementary or secondary license.
 - i. If attached to a secondary license, that teacher can be the language specialist in a DLI classroom and is paired with an elementary teacher.
- b. Utah currently has DLI programs in Spanish, Chinese, French and Portuguese.
 - i. The hope is that students who participate in DLI in elementary will be ready to take the AP language exam in 9th grade. Research shows that language proficiency is fairly high at the end of elementary, comparable to those studying languages just in high school. However, social language skills are not as developed.
- c. Research shows there are some demographic differences between those who participate in DLI programs and those who do not. However, expected outcomes are not being negatively affected by participation. Those participating in DLI

programs are learning the academic content at the same rate as their counterparts, while also learning another language.

5. Reminders on Background Checks

- a. Any field based class should include a background check requirement.
 - i. UITE currently requires the full background check from USOE, which is both state and federal, for EDU 1010 and elementary reading practicum courses. We will continue to mandate background checks for more and more field based courses in our programs.
- b. What is the definition of field course? Does it include both observation only and actual instructional time?
- c. The Utah State Board requires that students pass a background check at the time of admission to licensure program. However, we have multiple classes prior to admission that include field time.
 - i. We are continuing to think about how to best enforce this across campus, especially given the amount of students we have across multiple programs.
- d. We have experienced issues with international students who do not have social security numbers. The USOE policy is that if you are not eligible to work in Utah, you cannot enter their tracking system, Cactus, or earn a teaching license.
 - i. Other universities have worked with districts to get a local background check in place for international students to allow them to complete student teaching. If they obtain a job offer, then they can get a ssn and apply for the actual teaching license.

6. Updates on TEAC

- a. In order to further program improvement and comply with accreditation requirements, UITE and Special Education have engaged in the following over the past year:
 - i. Submitted an annual report to TEAC in September 2012.
 - ii. Continues to utilize and update the College of Education data panels in PeopleSoft for data analysis.
 - iii. Developed a new teacher candidate evaluation instrument based on the Utah Effective Teaching Standards.
 - iv. Created a graduating student exit survey based on the Utah Effective Teaching Standards.
 - v. Created an alumni survey based on the Utah Effective Teaching Standards.
 - vi. Conducted a survey of site teaching educators/cooperation educators.
 - vii. Will hold a cooperating teacher conference to provide in-depth training on the evaluation tools used during student teaching.
 - viii. Conducting a second year pilot study on the impact of content area on supervisory support.
 - ix. Discussed the best use of electronic portfolios as a new data source for program improvement.
 - x. Formalized the feedback process by creating an illustration of the decision-making feedback loop.

7. Updates on the Pilot Evaluations

- a. We are piloting a new evaluation tool, which has greater specificity for assessment and is based on the new Utah Effective Teaching Standards.
 - i. There has been some resistance from faculty due to length of the evaluation and possible redundancy. We will use the form for 2 years and then revisit it after analyzing its use.
 - 1. We hope these new evaluations will help identify early students who are struggling, and then help demonstrate what we do to help remediate the situation.
 - ii. Issues also arise when we consider that the standards are aligned with requirements for in-service teachers, while we are dealing with novice student teachers.
 - iii. We are also trying to address issues of evaluation inflation. While we want to be representative of how our students are doing, we don't want to put our students at a disadvantage in the job market compared to how other programs are utilizing their evaluations.
 - 1. The USOE would like to see districts and universities alike abandon old ways of thinking about evaluation ratings and embrace the use new system and avoid rating inflation.

8. Updates from USOE

- a. TEAC and NCATE are merging, and will require shifts in what we do for accreditation. USOE will also require an annual review, but a lot of the information required will overlap with what we are already doing for TEAC.
- b. Changes are being considered regarding the required length of student teaching experiences, how students are placed for student teaching, and whether or not students can be recommended for licensure in areas in which they did not student teach.
- c. Questions regarding content area endorsements being added to an elementary license were discussed.
 - i. If a student has a K-6 elementary license, content area endorsements that cover 7th and 8th grade will not allow students to teach in middle schools, as their base license does not cover beyond 6th grade. This is only allowed if the student has a 1-8 elementary license.
- d. Changes in the math core curriculum impact how we discuss the levels of math covered by the different levels of math endorsements.
 - i. Math level 2 endorsement covers teaching 7th and 8th grade mathematics.
 - ii. Math level 3 endorsement covers teaching up through Secondary III, but not honors sections.
 - iii. Math level 4 endorsement covers teaching all levels of mathematics.