

## Higher Education Work Group

A sub-committee of the Utah Effectiveness Project for High Quality Education  
Utah State Office of Education

### Minutes - November 17, 2011

#### I. Members in Attendance

Bart Reynolds, Carla Wonder-McDowell, Charlene Shepard, Francine Johnson, Jane Martain, Leslie Castle, Linda Alder, Linda Pierce, Mary Burbank, Claudia Eliason, Nancy Wentworth, Shayna Lamson, Tracey Wheeler, Travis Rawlings

#### II. Members Excused

Kerrie Naylor

#### III. Review of Committee Purposes, Processes, and Scope of Work

The purposes of the Higher Education Work Group and the scope of work were discussed. The work of the group was identified as being advisory to USOE staff and the process of policy approval through USOE administration and finally to the Utah State Board of Education as appropriate was reviewed. The goals and products of the group were identified per meeting. See full list attached.

The group agreed to work toward the schedule and to make adjustments as needed for the work to progress. The group also agreed to follow an informal process, making decisions by consensus and allowing dissenting opinions to be entered into the minutes when necessary. Members also agreed to keep deliberations confidential except for consultation with each respective Dean until a group recommendations can be agreed upon and reported. Group members also agreed to focus on a statewide perspective as well as the viewpoint of their own institution. Members discussed their awareness that the review process that develops as a result of this work group will create a standard for statewide quality of preparation programs and will affect both currently approved programs and those seeking approval in the future. Minutes and other documents will be emailed to Deans as well as work group members.

#### III. Review of the Utah Effectiveness Project

A PowerPoint introduction to *the Utah Effectiveness Project for High Quality Education* including the role of Higher Education in the project was presented. The presentation included an overview of the *Utah Effective Teaching Standards* and the *Utah Educational Leadership Standards* and their role in district educator evaluation and professional development programs as well as the requirements in State Board Rule R277-530. It was noted that the standards will be used to guide preparation programs in the state that are approved to make recommendation for educator licenses. The presentation also included the main points of the *Utah Educator Evaluation Requirements (PEER)* and described in State Board Rule R277-531 and the role of preparation programs in preparing prospective teachers to be evaluated under this system. The presentation also provided an introduction to the new CAEP accreditation program and the interest of many Utah Deans of Education to consider the adoption of Option 2 as Utah's program for approving content area programs for licensure.

Members of the committee began the discussion with varying degrees of prior knowledge about all points. The group discussed the projected effects of the standards and evaluation programs on teachers and leaders as well as prospective teachers and leaders statewide. Many concerns, questions, and opinions were expressed about the relationship between USOE and preparation institutions in general and the Effectiveness Project specifically.

#### IV. Projected Outcomes - USOE and Preparation Programs

The history of program evaluation for Utah educator preparation programs was reviewed and the projected outcomes generated by USOE staff regarding preparation program review were reviewed, discussed, and edited. Projected outcomes were generated by members representing preparation programs were also listed, discussed, and edited. The resulting lists will be used as a reference as recommendations are developed and work group products evaluated. A full listing of USOE and Preparation Program projected outcomes is attached.

#### V. Process Discussion

An outline of a possible program review process was presented for discussion. Members of the group discussed the need for each of the items listed and the effect each might have on individual institutions. The discussion included concerns about the effects of a review process on institutions, the legality of a possible audit of

transcripts, and the process for verifying alignment with required standards. Possible notification and review timelines were discussed. Several comments weighed the value of trust among all parties vs. the need for verification of agreed upon practices. Some institutions expressed concern about increased requirements for in-state institutions vs. out-of-state institutions whose recommendations might be accepted. Concerns were discussed regarding a measure of inputs vs. outputs in regard to teacher and leader candidates. All comments were made with the awareness that any outcomes of recommendations from the group would apply to currently approved preparation programs and programs which may be approved in the future. USOE will continue to elaborate upon the details of the outline and discussion regarding a review process will continue at the next meeting.

#### VI. Next Meeting

The next meeting will be held Tuesday, December 6, 2011, 9:00 a.m. – 3:00 p.m., Utah State Office of Education, 250 East 500 South, SLC, Room 241.

### Higher Education Work Group – Scope of Work

#### Thursday, November 17

- ▶ Develop recommendations for a USOE educator preparation program review and approval process for educational licensure programs
- ▶ Include suggested State Board Rule requirements, procedures, policies, timelines, audits
- ▶ Review CAEP Option #2 and determine methods to incorporate the review into the USOE approval process

#### Tuesday, December 6

- ▶ Align *Utah Effective Teaching Standards* and *Utah Educational Leadership Standards* with CAEP Standards
- ▶ Review USOE endorsement requirements
- ▶ Recommend improved formats
- ▶ Review and advise improvements in policy communication process

#### Friday, January 13, 2012

- ▶ Develop recommendations for new USOE requirements for areas of concentration (Early Childhood, Elementary, Secondary, Special Education)
- ▶ Develop recommendations for student teaching standards

#### Friday, January 27, 2012

- ▶ Review and adapt Essential Knowledge and Essential Dispositions for use in districts and educator preparation programs
- ▶ Review and critique Essential Skills needed to meet the requirements of the *Utah Effective Teaching Standards*.
- ▶ Recommend minimum levels of progress in knowledge, skills, and dispositions for candidates recommended for Utah Educator Licensure.

### Projected Results of Higher Education Work Group – USOE Staff Members – Nov. 17, 2011

- A process to assure that state area of concentration and endorsement requirements have been met by preparation programs
- A process to determine if required knowledge, skills, and dispositions have been acquired by prospective licensed educators
- A method to approve and update programs and monitor program changes
- A method to evaluate content programs for alignment with content standards and Common Core
- A process for gathering data regarding programs and graduates
- A policy for gathering outcome data on graduates
- A process to audit alignment with requirements and standards
- A system for assessing alignment with *Utah Effective Teaching Standards*
- An approval process for programs requesting initial approval.

- A streamlined online process
- Data on program effectiveness
- Minimum requirements for student teaching programs
- Minimum requirements for cooperating teachers
- Minimum admissions standards

**Projected Results of High Education Work Group – Preparation Program Representatives – November 17, 2011**

- Minimum standards for programs seeking initial approval in Utah
- Minimum standards for student teaching programs
- Parameters for alternative student teaching programs
- Minimum admissions standards

**Preparation Program Review Process Outline – For Discussion**

- I. Program review standards/guidelines/State Board Rule
  
- II. Yearly program update reports
  - Confirm active programs leading to license recommendation
  - Confirm alignment with Utah Effective Teaching Standards, Utah Educational Leadership Standards, Utah Common Core Standards
  - Test taking, reporting, program development re: test scores
  - Process for approving transfer transcripts
  - NCATE/TEAC/CAEP annual report
  - Enrollment, testing data
  - Instructor qualifications
  
- III. Program audit process (initial review in year 1, subsequent reviews following CAEP schedule)
  - Verification of annual report information Random transcript reviews
  - Data verification
  - Verification of instructor qualifications
  - Verification of alignment with rules, standards, procedures, timeframes
  
- IV. Contingency policies
  - Programs not aligned with USOE requirements
  - Approval agreements not met
  - Compliance with timelines
  - Transcript evaluation requirements not met
  - Course work requirements not met
  
- V. Approval of New Programs
  - Required documentation
  - Timeframes
  - Data verification
  - Qualifications of instructors
  - Alignment with standards, procedures, timeframes
  - Increased audit interval
  - Initial yearly report data