



EMMA ECCLES JONES
COLLEGE *of* EDUCATION
and HUMAN SERVICES

UtahStateUniversity

Utah State Office of Education
2015 Annual Report

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UTAH STATE UNIVERSITY
2015 UTAH STATE OFFICE OF EDUCATION ANNUAL REPORT

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Item 2: USOE Identified Areas of Focus

Area 1. Technology in Education

Includes coursework specifically designed to prepare teachers ...

(c) with the technical skills to utilize education technology

(d) to integrate technology to support and meaningfully supplement the learning of students

(e) to teach effectively in traditional, online-only, and blended classroom

(f) to facilitate student use of software for personalized learning

All teacher education students are required to complete ITLS 4015 – Technology Tools and Integration for Teachers. This course is taught online by Dr. Yanghee Kim, a faculty member in the Department of Instructional Technology and Learning Sciences. This course is designed to introduce pre-service teachers to educational technology and familiarize them with a variety of technological tools applicable to classroom instruction. There are currently 17 modules that students must complete. These include: Introduction to the course, Reading on technology integration, Collaborative writing – Google Drive, Online presentation – Prezi, Technology Integration 2, Online resources – Copyright, Online resources – UEN & YETC, Online resources – Pioneer & TeacherLINK, Communication and collaboration – Blogs, Communication and collaboration – Google Sites, Communication and collaboration – Wikis, Digital photography – Picasa, Digital video – Downloading & converting videos, Digital videos – recording videos, Communication and collaboration – Skype, Podcasting, and WebQuest. (Attached is the course syllabus and required assignments).

I spoke with Dr. Kim and shared the four areas identified by the Utah State Board of Education and she is going to spend the summer reviewing her current modules in light of these areas. She is also going to create a new module that will focus on teaching effectively in online and blended classrooms.

I also spoke with Dr. Mary Roe, Department Head of USU's School of Teacher Education (the home of elementary and secondary teacher preparation), about the Utah State Board of Education focus on technology, working with students with disabilities, ESL learners, and students from diverse cultures in the regular classroom. She is putting these topics on her Fall Semester Retreat Faculty/Staff retreat agenda in August, 2015. She will make her faculty aware of the expectation that accommodations in both instruction and assessment must be incorporated in their pedagogy courses for these areas. She would also like to allow time for faculty to discuss and brainstorm ideas of how to meet each of these areas.

Item 2: USOE Areas of Focus – Area 2: Partnerships that Universities have with the local LEA’s and teacher recruitment efforts.

**Utah State University
Faculty Public School Involvement
AY 2014-2015**

| Faculty/Department | Project | Public School(s) Involved | Brief Description |
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| Belland, Brian Instructional Technology and Learning Sciences | CAREER: Supporting Middle School Students’ Construction of Evidence-based Arguments | Mountain Crest High School Hyrum, UT | Worked with Randy Stacey to develop and implement a field-based unit on water quality in a summer school class for high school and middle school students; Worked with Randy Stacey to develop and implement a field-based unit on soil science for a high school environmental science class |
| Brasiel, Sarah Instructional Technology and Learning Sciences | STEAM Learning Experiences Computational Thinking in Scratch STEAM Learning Experience | Wilson Elementary, Logan, UT Wilson Elementary, Logan, UT Mt. Logan Middle School Logan, UT | Spent one month supporting the work of Jeff Mather, an artist in residence working with the children on a STEAM Design Installation. Led workshop in paper circuits integrated with Design. Ten hour Friday workshops in Scratch programming for 4 th and 5 th grade students Coach and state tournament support for Odyssey of the Mind team focus on design learning experiences |
| Child, Dee Communicative Disorders and Deaf Education | Communicative Disorders and Deaf Education USU Outreach | Box Elder, Cache, Juab, Nebo, Nephi, Ogden, Salt Lake City, Uintah, | Supports some graduate students in Utah who are part of a master’s degree program in speech-language pathology |

| | Speech-Language Pathology Master's Degree Program | and Washington School Districts | |
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| Clark, Sarah School of Teacher Education & Leadership (With Sydnie Schoepf) | Personalized Literacy Professional Development (Research Catalyst Grant) | Edith Bowen Laboratory School | I worked with seven teachers beginning in January 2014-December 2014 on a monthly basis providing literacy professional development based on individual teacher needs |
| (With undergraduate students) | Kindergarten Assessment | Edith Bowen Laboratory School | In Fall (August 2014) and the Spring (January 2015) of each academic year, I gather assessment data for each kindergarten student. These data are then coded and provided to the kindergarten teacher to inform instruction. |
| | Fourth Grade Assessment/ Comprehension Lesson | Edith Bowen Laboratory School | In March 2015, I collected data measuring comprehension skills of Mrs. Bostwick's 4 th grade class as outlined in the Utah State Core State Standards. Next instruction was provided to meet individual student needs. |
| (With Sydnie Schoepf) | Personalized Literacy Professional Development (Research Catalyst Grant) | Ellis Elementary School Logan, UT | I worked with seven teachers beginning in January 2014-December 2014 on a monthly basis providing literacy professional development based on individual teacher needs |
| (With Sydnie Schoepf) | Personalized Literacy Professional Development (Research Catalyst Grant) | Maria Montessori Academy North Ogden, UT | I worked with seven teachers beginning in January 2014-December 2014 on a monthly basis providing literacy professional development based on individual teacher needs |
| (With Sydnie Schoepf) | Personalized Literacy Professional Development (Research Catalyst Grant) | Jefferson Academy Charter School, Kaysville, UT | |

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| | | | I worked with seven teachers beginning in January 2014-December 2014 on a monthly basis providing literacy professional development based on individual teacher needs |
| Conger, Holly School of Teacher Education & Leadership (With 11 USU students) | ArtsBridge – Reading in Motion | Wilson Elementary Ellis Elementary Adams Elementary Logan, UT North Park Elementary North Logan, UT | Through weekly seminars taught by the ArtsBridge Coordinator, Holly Conger, Professional Education Mentor, Camie Palmer, USU students are trained in the music and movement based Reading in Motion literacy curriculum. Throughout the semester, student pairs teach in kindergarten classes 2 times/week for 30-45 minutes for 12 weeks |
| | ArtsBridge – Arts Ambassador Project (With 3 USU students) | Fast Forward Charter High School | College preparation program for high school students who could be either first generation college students and/or who are on the fence about attending college. 6-8 high school seniors are chosen as leaders by the teachers in the 3 art areas of music, fine arts, and multimedia. These students are mentored by USU students as they prepare their professional portfolio, attend several events on the USU campus to become acclimated to college life, coordinate and host a community fundraiser, take their ACT, apply for financial aid, and apply for college |
| | ArtsBridge – Animals and Habitats 2 nd Grade Science/Drama Project (With 4 USU students) | Millville Elementary, Edith Bowen Laboratory School, Hillcrest Elementary, Adams Elementary, Woodruff Elementary | USU students created a lesson integrating drama into the 2 nd grade science standard teaching students about habitats and how |

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| | <p>ArtsBridge – Math 007 3rd Grade Math/Drama Project (With 1 USU student)</p> <p>ArtsBridge – Art Start! After School Creative Writing/Fine Art (With 1 USU student)</p> | <p>Millville Elementary</p> <p>Cache High School</p> | <p>animals adapt to changing seasons. This lesson was taught for 1 hour on 2 separate days for each class</p> <p>USU student with a double major in Drama and Math created and taught a lesson integrating drama into 3rd grade math. Students were spies and needed to decode math problems to obtain clues in order to save their summer vacation</p> <p>USU Senior in secondary education led an afterschool class at Cache High integrating various creative writing and illustration skills</p> |
| <p>Cuch, Marilyn School of Teacher Education & Leadership – Secondary Education</p> | <p>Kings Peak Elementary School Community Council – President (2014-2015)</p> | <p>Kings Peak Elementary School</p> | <p>The School LAND Trust Program has a unique funding formula for distribution. By state statute, 90% is allocated on a per-pupil basis statewide, and the remaining 10% is divided equally among all districts, with charter schools treated collectively as one district. The funds flow through the school districts, but districts do not withhold any funds. The entire district amount is sent to schools on a district per-pupil basis.</p> <p>Councils are responsible for many plans. Depending upon the grade levels of the school, plans may include the School Improvement Plan (all), Professional Development Plan (all), Reading Achievement Plan (elementary), and Child Access Routing Plan (elementary and junior high) in addition to the School LAND Trust plan (all).</p> |

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| <p>Dorward, Jim School of Teacher Education & Leadership</p> <p>(With Eric Packemham)</p> | <p>USU Stars! GearUp</p> | <p>All Utah Middle and High Schools through Utah Systems of Higher Education</p> | <p>Eric and Jim are members of the Utah College Access Network central committee overseeing a variety of programs designed to promote post-secondary educational opportunities for all middle and high school students in Utah.</p> |
| <p>Elsweiler, Anne Communicative Disorders and Deaf Education</p> | <p>Off-campus graduate student externship in speech-language pathology</p> | <p>Mountainside Preschool</p> | <p>Students completed an externship in speech-language pathology for six weeks during summer 2014</p> |
| <p>Fiechtl, Barbara Special Education & Rehabilitation</p> | <p>Early Childhood Alternative Teacher Preparation Program</p> <p>Practicum in preschools – SPED 5820</p> | <p>Utah School Districts Canyons, Duchesne, North San Pete, Emery, North Summit, Wayne, Jordan, Logan, Washington, Alpine, Granite, Davis, Weber, Nebo, San Juan, Millard, Box Elder, Provo, Ogden, Tooele, Uintah</p> <p>Riverside Preschool, River Heights, Canyon Elementary, Mountainside, Nibley Elementary, Park, North Park, Birch Creek</p> | <p>Supervision is provided to unlicensed preschool teacher in these districts. Teachers take 1-2 courses per semester and instructor provides remote supervision to give feedback on implementation of class assignments</p> <p>Preservice students are placed in preschool classrooms in the valley for experience and application or course assignments. Instructor provides supervision 8-10 times per semester</p> |
| <p>Foley, Laura S. School of Teacher Education & Leadership</p> <p>(With Associate Dean Derrik Tollerfon and Fernando Mesa)</p> | <p>Partnership with Uintah School District for Gifted & Talented Program</p> | <p>Eagle View, Ashley, Maeser, Discovery, Naples, Davis, Lapoint elementary Schools & the Christian Academy</p> | <p>Identified Gifted and Talented 4th and 5th graders from seven elementary school and The Christian Academy meet all day once a month during the school year for workshops and activities that introduce them to various fields of study. One of these days is led by Dr. Laura Foley. She works with guests and teachers to introduce the children to</p> |

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| <p>(With Dean Boyd Edwards)</p> <p>(With Fernando Mesa, Dean Boyd Edwards, Associate Dean Derrik Tollefson, Associate Dan David Law, other Uintah Basin community leaders)</p> <p>(With Marianne Evans)</p> | <p>The Education Committee – Laura Foley participates as a USU faculty member in education and as a member of the Chamber of Commerce</p> <p>The Uintah Basin Education Scholarship Board</p> <p>Recruitment of local high schools for TEAL 1010</p> | <p>Uintah School District leaders attend this meeting along with other citizen concerned with education</p> <p>Kent Bunderson of Uintah School District, Mary Ellen Kettle of Duchesne School District</p> <p>Uintah High Schools, Union High School, Altamont High School, Tabiona High School, Duchesne High School</p> | <p>leadership and literacy and the need for literacy in a democracy.</p> <p>The C. of C. Education Committee meets monthly to review important events related to education in Vernal. A new initiative from this committee is to organize and hold an Education Summit in spring of 2016.</p> <p>Dr. Laura Foley initiated and organized this board with the help of Rob Behunin and Commissioner Mark Raymond for the purpose of “growing our own” local teachers. The funds raised are designated to go to students in the TEAL-UB teacher education program who must leave their day jobs to student teach in schools. Laura is the board chair. Membership on the board is volunteer service. The board is designed to continue in perpetuity.</p> <p>Laura S Foley contacted and trained school counselors in these high schools about the concurrent enrollment course on Orientation to Education. She also went into high schools to encourage students to sign up for this course.</p> |
| <p>Freeman, Mike School of Teacher Education & Leadership</p> <p>(With Steve Laing, Joe Matthews, Susan Turner, Courtney Stewart)</p> | <p>Administrative/Supervisor Certification Program</p> <p>School District Administrator Assessment Center</p> | <p>Statewide</p> <p>Cache and Box Elder Districts</p> | <p>Provide training for administrators licensing for perspective administrators statewide. Place interns in local schools.</p> <p>Provide objective assessments to assist in hiring process</p> |

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| <p>(With Steve Laing)</p> | <p>NUCC</p> <p>InTech Collegiate High School: Business Office Consulting</p> | <p>Cache, Logan, Box Elder, Rich, Davis, North Summit, Park City, Weber, Ogden, Murray, Morgan, Tooele Districts</p> <p>InTech Collegiate High School</p> | <p>Meet monthly. Plan and sponsor Academic Olympiad and Fall Administrator Conference</p> <p>Consult with the School Director acting as a Business Manager for the school</p> |
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| <p>Gackstetter, Dennise Department of Art & Design</p> <p>(With USU Center for Civic Engagement and Service Learning (CCESL), USU Extension 4-H, AmeriCorp Vista)</p> | <p>Empowerment Through Visual Journals</p> <p>Girls Go Outside</p> <p>Clinical Observations</p> | <p>Logan High School</p> <p>Logan High School</p> <p>Mountain Crest High South Cache 8-9 Spring Creek Middle Mt. Logan Middle Logan High</p> | <p>This program was initially funded through a Random Acts of Art Grant from UDAM. A small amount of additional funding was provided by USU Extension 4-H. We meet Wednesday afternoons with young women from the Galaxy Club, which serves underrepresented immigrant and refugee youth. We use visual journals as a means for self-reflection and growth.</p> <p>This program was funded through a USU Diversity Council Grant. This program brings together underrepresented immigrant and refugee girls with female USU students and faculty. Through outdoor activities and leadership, training, we build friendships and cultural understanding. Our main goal is to help these young women gain confidence, set future goals and achieve college readiness.</p> <p>This year we had 10 students in clinical experience in both middle and high schools.</p> |
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| | | Fast Forward Charter High Bear River High Bear River Charter | |
| Galliher, Renee Psychology | Cache High Community Garden: Collaborative Community Based Horticulture and Sustainable Living Education | Cache High Logan, UT | The Cache High community garden program seeks to enhance youth outcomes following participation in a school-based sustainable living and environmental education program, embedded within the science curriculum and the larger school curriculum. Youth enrolled in science courses will participate in a combination of didactic horticulture and environmental education, hands-on greenhouse experiences, and environmentally relevant field trip opportunities. In addition, the community garden will provide fresh and preserved produce for several community partners, an opportunity for gardening education for youth involved in the juvenile justice system, and mentoring and educational opportunities for college student interns. Grant funding provides the infrastructure for greater involvement by USU Extension staff and students, and formalizes the horticulture/sustainable living curriculum. |
| Groves, Fawn School of Teacher Education & Leadership (With Cinthya Saavedra and Sue Kasun) | Latino Discovery Outreach | Mountain Crest High School | Partnership forged with Latino Discovery classroom teacher, who is a former student of Groves and Saavedra. Objectives is to deliver culturally relevant curriculum at MCHS and build college-going awareness and skills. Program brings students to USU for an annual outreach field trip and teaching/ learning exchange, in which they both provide a Q&A panel for SCED 3210 and participate in a day- |

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| | | | long campus experience. More than half of participants have been attracted to enrolled at USU, many choosing CEHS majors. |
| Higbee, Thomas Special Education & Rehabilitation | ASSERT/Granite School District Collaborative Autism Project | Multiple Preschool and Elementary Schools within Granite School District | Dr. Higbee and graduate students have a contract with Granite SD where they assist the district with the creation and maintenance of intensive behavioral intervention classrooms for children with autism and related disorders. This project has been going for approximately 5 years. |
| | ASSERT/Nebo School District Collaborative Autism Project | Multiple Preschool and Elementary Schools within Nebo School District | Dr. Higbee and graduate students have a grant from the USOE to provide funding for this project. The project involves the creation and maintenance of intensive behavioral intervention classrooms for children with autism and related disorders in Nebo SD. This is the first year of this project. |
| Higginbotham, Brain (With Kay Bradford and Linda Skogrand) Family Consumer Human Development | Relationship Education | Beaver High School Ben Lomond High School Brighton High School Cottonwood High School Desert Hills High School Dixie High School Dugway High School Grantsville High School Hunter High School Juab High School Kearns High School Layton High School Lehi High School Millford High School Millcreek High School Ogden High School | Provide relationship education guest speakers in the high schools |

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| | | <p>Olympus High School Payson High School Pineview High School Pleasant Grove High School Polaris High School Roy High School Snow Canyon High School Spanish Fork High School Stansbury High School Timpanogos High School Tooele High School Two Rivers Alternative High Wayne High School Weber High School Wendover High School Westlake High School</p> | |
| Hunsaker, Scott School of Teacher Education & Leadership | <p>Gifted/Talented Practicum Site Visits</p> <p>Cache County School District Gifted Talented Identification</p> | <p>Canyons School District Granite School District Salt Lake School District Davis School District Weber School District Box Elder School District</p> <p>Cache School District</p> | <p>Visited classrooms of teachers enrolled in gifted endorsement classes for practicum project consultations, demonstrations, observations, evaluations, and celebrations</p> <p>Consulted with district leadership on procedures and instrumentation for identification of gifted and talented students</p> |
| Jones, Cindy School of Teacher Education & Leadership (With 30 undergraduate students) | TEAL Literacy Clinic | Cache and Logan District Elementary Schools (including charter schools) | Coordinate with local elementary school teachers and principals to provide after school tutoring in literacy skills to elementary grade students |

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| <p>(With 2 graduate students)</p> <p>(With Elementary Teacher)</p> <p>(With Elementary & Secondary Teachers)</p> | <p>Enhanced Alphabet Knowledge Instruction</p> <p>Text Discussion and Comprehension Instruction</p> <p>Promoting Success for Readers Who Struggle</p> | <p>Utah Title I Schools</p> <p>Valley View Elementary</p> <p>Various schools throughout the state</p> | <p>Presented information and lesson planning help to increase effectiveness of alphabet knowledge instruction for low-achieving students. Additionally, a video of the presentation was published on the National Title I webpage for teachers to review and share.</p> <p>This was part of a study about text discussions in the primary grades</p> <p>I worked with teachers to identify a student in their class who was experiencing great difficulty with reading and to create a targeted intervention plan for the student</p> |
| <p>Kasun, Sue School of Teacher Education & Leadership</p> | <p>Culture Bags and Latino Popular Culture: Integrating Culturally Relevant Pedagogy in a Dual Language Immersion Setting</p> <p>(With Marialuisa Di Stefano (doctorate student))</p> | <p>Bridger Elementary Logan, UT</p> | <p>It was a participatory action research with the cooperation of a first grade teacher and a second grade teacher in the Spanish dual-language immersion program. The purpose was to implement classroom strategies that drew upon students' funds of knowledge (González et al., 2013). There were at least eight collaborative visits made. Research and collaboration will continue and be year-long next year. This qualitative study attempted to coordinate two interrelated activities: the culture bags assignment, and the Latin@ popular culture class section and workshop.</p> |

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| | Latino Discovery class (with Dr. Cinthya Saavedra) | Mountain Crest High School Hyrum, UT | Dr. Saavedra and I visit the Latino Discovery class on a weekly basis to collaborate with the teacher, Emmie Staker, in designing and implementing a curriculum which focuses on resiliency and tracking toward students articulating and achieving post-secondary goals. The vast majority of these students are now planning to attend college. |
| Knight, Jennifer School of Teacher Education & Leadership – Regional Campus Tooele | Book Clubs | Tooele School District – Willow Elementary | Worked with 2 sixth grade teachers to implement book clubs in the classroom. Demonstrated lessons, worked with students |
| | Team Teaching | Tooele School District – Willow Elementary | Team taught the morning literacy block with a first year teacher to help her develop her literacy schedule |
| | Project-Based Writing research project | Tooele School District – Willow Elementary | Provided 2 hour professional development sessions for teachers participating in the project. Visited classrooms a few times to get updates on projects. |
| | Book Club Teaching Demo | Tooele School District – Stansbury Park Elementary | Taught 2 whole class lessons on starting a book club with 5 th grade class. Helped teacher organize her book club time. |
| | Project-Based Writing research project | Duchesne School District – East Elementary, Neola Elementary, Myton Elementary | Provided 2 hour professional development session for teachers participating in project. Visited each classroom 2 times to get updates on project and collect observation data and student work. |
| | Writing Lessons | Duchesne School District – East Elementary | Worked with 2 kindergarten teachers to implement writing in their classrooms and to |

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| | | | help develop a presentation for the state UCIRA conference |
| Lawver, Rebecca G. School of Applied Sciences, Technology and Education | Agriculture in the Classroom Service | Spring Creek Middle School, Providence, UT | Worked with Spring Creek's Eagle Leadership Academy to assemble teaching kits for UT AITC |
| | Weber High School Agriscience Fair | Weber High School, Pleasant View, UT | Judged local agriscience fair projects |
| | Bear River High School Agriscience Fair | Bear River High School, Garland, UT | Judged local agriscience fair projects |
| | Benefits of Joining FFA | Box Elder Middle School, Brigham City, UT | Workshop on the benefits of joining the FFA when going to high school |
| | Area 1 FFA Contests | Bear River, Bonneville, Box Elder, Cache, Fremont, Mountain Crest, Roy, Sky View, Weber | Provided judges for Utah FFA Area Contests |
| | Area 2 FFA Contests | Clearfield, Davis, Granite Mt., Layton, Morgan, Salt Lake Tech, Syracuse, Woods Cross | Provided judges for Utah FFA Area Contests |
| | State FFA Convention – Workshops | Variety of schools | Provided leadership workshops to high school students across the state during the State FFA Convention |
| | State FFA Career Development Event – Ag Sales Contest | Variety of schools | Agriculture students come to USU to compete in the Ag Sales Competition. Students organize and judge event |

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| | State FFA – State Officer Candidate Examination | Variety of schools/students | Deliver recruitment speech to attend USU and major in Ag Ed. Deliver and grade the State FFA Officer examination for candidates |
| Lee, Victor Instructional Technology and Learning Sciences | Career: Engaging Elementary Students in Data Analysis Through Study of Physical Activities Understanding the role of immediate embodied experience in students’ dynamic conceptualization of motion | Promontory School of Expeditionary Learning InTech Collegiate High School | Designed and implemented new mathematics and science unit in two sixth grade classes during Fall 2014 Interviewed students on physics topics |
| Lignugaris/Kraft, Ben Special Education & Rehabilitatoin | Practicum – SPED 5420 | Cedar Ridge, Spring Creek, White Pine, Mount Logan, Middle, Bear River Charter | Students are required to complete a practicum each semester. The practicum offers students practical experience and opportunities to apply Math teaching strategies to students that have mild/ moderate disabilities |
| Likins, Marilyn Special Education & Rehabilitation (With University of Utah, Salt Lake School District, Salt Lake Community College) | Utah Neighborhood Partnerships National Resource Center for Paraeducators & Related Service Providers Utah Paraeducator Conference | Salt Lake School District After School Programs Paraeducators, local and state administrators attend the annual conference. We just held the 32 nd Annual NRCP Conference. | Building paraeducator to teacher pathways through the U of U and SLCC. Developing and providing targeting training for “after school” paraeducators. Working to secure funds to support paraeducators return to school. Recruitment of individuals from the community to apply for paraeducator positions to increase diversity of educators in the schools. Nationally, I direct the National Resource Center on Paraeducators and coordinate their national conference. As director of the National Paraeducator Resource Center, Marilyn has been working closely with the National Education Association (NEA) and the American Federation of Teachers (NFT) on the |

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| <p>(With paraeducators from districts and charter schools across the state of Utah attend the conference)</p> <p>(With members from University of Utah, Utah State University, Weber State, Salt Lake Community College, and several Wasatch Front districts, USEA and the Utah State Office of Education)</p> <p>(With members from University of Utah, Utah State University, Weber State and several Wasatch Front districts and the Utah State Office of Education)</p> <p>(With Board of Regents, Utah Board of Education, USOE, district paraeducators)</p> <p>(With USOE, University of Utah, Weber State University, Brigham Young University)</p> | <p>Utah Paraeducator Consortium</p> <p>State Leadership Team for the District/IHE Paraeducator to Teacher Partnerships (PIC)</p> <p>State Paraeducator to Teacher Scholarship Committee (PETTS)</p> <p>UMTSS (Utah Multi-tiered Systems of Support) Advisory Board</p> | <p>Personnel from Wasatch Front Districts</p> | <p>role of paraeducators in the new ESEA legislation.</p> <p>Chair the Utah Paraeducator Conference</p> <p>Chair the Utah Paraeducator Consortium</p> <p>Co-chair the PIC partnership meeting. The purpose of the PIC is to develop university/district partnerships and career pathways for paraeducators who are interested in becoming teachers</p> <p>Participate on PETTS committee to select paraeducators to receive scholarships to support their university coursework. It is targeted for those paraeducators who are just beginning to pursue university coursework and a teaching license.</p> <p>The purpose of the UMSS Advisory Board is to provide guidance and direction to the Utah Multi-Tiered System of Support (UMTSS)</p> |
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| (With USOE) | Running Start Planning Committee | Personnel from Wasatch Front Districts | <p>project. It provides leadership and support for Local Education Agencies (LEAs) in sustained implementation of evidence-based MTSS practices.</p> <p>The Running Start Planning Committee plans and implements a week long training activity for beginning teachers and their instructional coaches.</p> |
| Longhurst, Max School of Teacher Education & Leadership | <p>State Science Leadership Team</p> <p>Logan STEM Levy</p> <p>Science and Math Principals Academy</p> | <p>All Utah Districts Utah State Office of Education</p> <p>Logan City Schools</p> <p>Utah State Office of Education</p> | <p>Leadership team meets to inform the State Science Education Coordination Committee. Provided multiple sessions for state meetings including USTA and Science Conference at Weber State</p> <p>Providing monthly workshops with 12 teacher leaders to increase STEM teaching and learning in K-5.</p> <p>One day presentation on two-dimensional science teaching and learning to a cadre of Principals from across the state</p> |
| Madden, Greg Psychology (With Heidi Wengreen) Psychology | <p>Fit Game: A game-based approach to incentivizing the behavior of eating fruits and vegetables</p> <p>Fit Game 2: A game-based approach to incentivize physical activity in children</p> | <p>Bridger and Ellis Elementary Schools Logan, UT</p> <p>Hillcrest Elementary Logan, UT</p> | <p>Implemented an intervention that increased fruit and vegetable consumption in the cafeteria</p> <p>Implemented an intervention that increased physical activity at school in the 4th grade</p> |
| Manuel-Dupont, Sonia | REACH | Sunrise Elementary | Provided after school instruction in math, science, art, and reading |

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| (With Julia Lyman, Becky Morgan) | Teacher Recruitment | Ogden School District | Recruited district paraprofessionals to teacher education programs |
| (With Julia Lyman, Becky Morgan) | Teacher Recruitment | Granite School District | Recruited district paraprofessionals to teacher education programs |
| (With Julia Lyman, Becky Morgan) | Teacher Recruitment | Davis School District | Recruited district paraprofessionals to teacher education programs |
| (With Julia Lyman, Becky Morgan) | Teacher Recruitment | Davis School District | Recruited district paraprofessionals to teacher education programs |
| (With Jeff Sheen) | | | Recruited district paraprofessionals to teacher education programs |
| | | | Described to Davis District students opportunities for college involvement through the USU Aggies Elevated Program at the Davis Transition Fair, January 29, 2015 |
| Munsen, Sylvia School of Teacher Education & Leadership | <i>Orff-Schulwerk</i> in General Music August 18, 2014 <i>Integrated Arts Experiences @ USU</i> Coordinator of workshop series January 31 – music March 28 – dance April 18 – visual art | Cache County School District – Elementary Arts Specialists Attended by elementary classroom teachers and arts specialists from throughout the state | Professional development workshop presented to arts educators in Cache County. The session presented how to utilize unpitched percussion in music classes; BTS Elementary Arts program owns a set of unpitched percussional available for use in the schools. IAE is a series of three workshops each semester to serve as professional development for elementary school classroom teachers and arts specialists to integrate the arts into the core curriculum. Participants may take all three workshops + submit homework assignments to obtain 1.0 USU workshop credit |

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| <p>(With Jill DeVilbiss, Assistant Conductor)</p> | <p><i>Active Music Making with Early Learners</i> March 28, 2015</p> <p><i>Tour to Schools</i> Chorale – Cache Children’s Choir April 15, 2015</p> <p><i>School Performance</i> Cantate – Cache Children’s Choir May 15, 2015</p> | <p>Attended by pre-school and elementary teachers from throughout the state</p> <p>Wellsville Elementary, Cache County School District; Canyon Elementary, Cache County School District; Edith Bowen Laboratory School</p> <p>Anna Smith Elementary School in Wendover, UT</p> | <p>Professional development workshop presented at the Utah Early Childhood Conference at Weber State University</p> <p>Chorale, the intermediate choir in Cache Children’s Choirs, conducts an annual tour to schools each spring. The choir performs music appropriate for school children and teaches a couple of “warm-ups” to the school students in the audience for a group singing experience</p> <p>Cantate, the advanced choir in Cache Children’s Choirs, conducts an annual performance tour each spring, which usually includes a school performance. The choir performs music appropriate for school children and teacher a couple of “warm-ups” to the school students in the audience for a group singing experience</p> |
| <p>Odell, Camille Psychology</p> | <p>USU School Counselor Professional Development Partnership</p> <p>Note: This project was paid for by a StepUP READY Grant, provided by the Utah System of High Education. The goal of StepUP READY is to create opportunities for public education and high education to work together to effect</p> | <p>Alice C. Harris Intermediate School Bear River High School Bear River Middle School Bingham High School Box Elder High School (3) Box Elder Middle School (3) Copper Hills High School Dale Young Community High School Edison Elementary Highland High School</p> | <p>Through partnerships with the Utah State University School Counselor Education program, this project provides funding to four school districts to advance training in cutting-edge college and career readiness for secondary school counselors. Using the <i>College Counseling Training Initiative (CCTI)</i> curriculum, USU provides training to school counselors utilizing a successfully piloted, one-semester, 3-credit, fully online and asynchronous course titled: Psychology (ST) 6810: College and Career Readiness for Professional Educators. The project primarily</p> |

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| | | <p>Willowcreek Middle School Bridger Elementary Red Hills Middle School Wilson Elementary Fairview Elementary Fountain Green Elementary Mt. Pleasant Elementary Moroni Elementary Spring City Elementary Lehi Jr. High School Fruita Monument High School J.R. Smith Elementary Old Mill Elementary</p> | <p>focuses on secondary counselors, but is available for elementary school counselors who wish to enroll. A discounted tuition rate of \$45 for the course is made possible by the CACG grant and USU's Professional School Counselor Education Program.</p> |
| <p>Omasta, Matt Theatre Arts (With Cameron Mumford, Kimberly Lamping, Emily Powell, Stormy Knaak)</p> <p>(With Andrea Thomas)</p> <p>(With THEA 4330 Students)</p> <p>(With Andrea Thomas)</p> | <p>Adapting Animals: Drama Integrated Science</p> <p>Mathematics 007: Drama Integrated Math</p> <p><i>The Paper Bag Princess:</i> Elizabeth's School for Dragon Defeaters</p> <p>Intro to Theatre Overview</p> | <p>Adams Elementary, Edith Bowen Elementary, Hillcrest Elementary, Millville Elementary, Woodruff Elementary</p> <p>Millville Elementary</p> <p>Edith Bowen Elementary</p> <p>Sound Beginnings Program</p> | <p>Teaching a 2-day drama/science unit for over 200 second grade students in over ten individual classrooms. Project funded by ArtsBridge.</p> <p>Teaching a 2-day drama/math unit in multiple 3rd grade classes at Millville Elementary. Project funded by ArtsBridge.</p> <p>Teaching a story drama unit with 4th grade students at EBLS.</p> <p>Brief presentations introducing preschool students to theatre & drama.</p> |

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| (With THEA 3300 & THEA 4300 Students) | Clinical Experience Student Placements & Supervision | Logan High School, Mountain Crest High School, Bear River Middle School, Box Elder Middle School | Supervision of students completing 30-hour placements in theatre/drama at various schools. |
| 9With THEA 5390 Students) | Student Teaching Student Placements, Observations, Supervision | Mountain Crest High School, Twin Falls High School (ID), Kearney High School (NE) | Supervision of students completing 30-hour placements in theatre/drama at various schools. |
| (With Moly Cameron) | USU Theatre Facilities Tour | Mt. Logan Middle School | Tour of USU theatre facilities for MLMS drama club students. |
| (With multiple students) | Puppetry for Children | Numerous | Work with students on puppet construction as part of the AggieCare Celebration of Children and Families. |
| (With numerous students) | Utah High School Musical Theatre Awards | Numerous | Adjudicate high school musical performances through the state, provide detailed oral and written feedback to students and teachers. |
| (With numerous students) | Utah Theatre Association | Numerous | Adjudicate regional theatre competition performances and provide detailed feedback to students. |
| (With Andrea Thomas) | Stakeholder Perspectives on High School Theatre Program | Logan High School | Research study exploring student, faculty, and administrator perceptions of theatre programming at LHS. |
| (With Nicole Martineau) | Drama Pedagogy in the Secondary Science Classroom | InTech High School | |

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| (With numerous students) | <i>Seussical! Jr.</i> | Numerous | <p>Research study exploring impact of teaching high school biology courses through drama-integrated methods.</p> <p>Directed production of <i>Seussical! Jr.</i> with students from middle schools through Cache Valley.</p> |
| Read, Sylvia School of Teacher Education & Leadership (With Lisa Brown) | Navigating non-linear texts | Davis School District, Sand Spring Elementary School | Lisa Brown and I are conducting a research study to find out more about how sixth-grade students navigate an informational non-linear text. Each child will be asked to think aloud while reading the book, <i>Mummy</i> , an informational text. We will use a GoPro camera capture the child's viewpoint as she or she reads the text. |
| Rodriguez, Melanie M. Domenech Psychology | Member of Governing Board | Bear River Charter School Logan, UT | Governing Board Secretary (2008-2015) |
| Ross, Scott Special Education & Rehabilitation | Utah Multi-Tiered Systems of Support | <p>Ogden School District (all schools)</p> <p>Cache School District (all schools)</p> <p>Beaver School District (all schools)</p> <p>Fast Forward Charter School</p> <p>East Hollywood Charter School</p> <p>Granite School District (all schools)</p> <p>Iron School District (all schools)</p> | Utah Multi-Tiered System of Supports (UMTSS) initiative provides leadership and support for Local Education Agencies (LEAs) in sustained implementation of evidence-based practices. UMTSS addresses both academic and behavioral needs of all students through the integration of data, practices, and systems. |

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| | <p>Stand for Courage</p> <p>Positive Behavioral Intervention and Supports</p> <p>Check-in Check-out plus Social Skills</p> | <p>Murray School District (all schools) Salt Lake School District (all schools) San Juan School District (all schools) Summit Academy Tooele School District (all Schools) Washington School District (all schools)</p> <p>Cache School District (4 schools) Fast Forward Charter School Ogden School District (2 schools)</p> <p>Logan High School Bear River Charter High School Ogden School District (all schools) Granite School District (all schools)</p> <p>Nibley Elementary Bear River Charter School Greenville Elementary Woodruff Elementary Birch Creek Elementary</p> | <p>Stand for Courage is a bullying and suicide prevention intervention targeting high schools and middle schools, which focuses on peer recognition of stand up behavior.</p> <p>The mission of Positive Behavioral Interventions and Supports is to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.</p> <p>Check-In Check-Out plus social skills (CICO + SS) is a novel approach to blending social skill training and the Tier II Check-In Check-Out system. The system is efficient and easily implemented by instructional aides and other school faculty. The intervention was designed to address students not responding to Tier I</p> |
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| | Bullying Prevention in Positive Behavior Support | Granite School District (all schools) Edith Bowen Lab School Ogden School District (all schools) Granite Elementary School | bullying prevention strategies, but has been successful with students suffering from various problem behaviors, including those with and without disabilities. Bullying Prevention in Positive Behavior Support (BP-PBS) involves a functional approach to Tier I bullying prevention, which gives students the tools to reduce bullying through the blending of school-wide positive behavioral interventions and supports, explicit instruction, consistent adult responses, and a redefinition of the bullying construct. curriculum and corresponding empirical analyses, for which he received the Initial Research of the Year award in 2010 from the Association of Positive Behavior Support. Since then, the BP-PBS framework has been implemented in over 1500 schools nationally and internationally. |
| Sellers, Tyra Special Education | Supporting Functional Analysis and Creation of Intervention Plans Targeted Support for Student and Team Support for Student Support for Student | Granite School District (Several Elementary, Middle, and high Schools) Park City Schools Promontory School of Expeditionary Learning Thomas Edison | We are supporting the ABA team in assessing and designing intervention plans for students with problem behavior. We are also providing follow-up services. Supporting staff training and development of a plan to decrease problem behavior and increase integration for a high school student Providing clinical recommendations for modifying student's intervention plan and staff training |

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| | | | Assessed and created intervention plan and implemented in school with training |
| Shively, Steven English | Prairie Writing Workshop – Middle School Prairie Writing Workshop – High School | Fairbury, Nebraska Beatrice, Falls City, Geneva, Tecumseh (all in Nebraska) | I worked with classroom teachers to plan and lead this writing workshop for 65 middle schoolers I worked with Homestead National Monument staff and classroom teachers to plan and conduct a writing workshop for 26 students |
| Slocum, Tim Special Education & Rehabilitation | Board Member President of Advisory Board Utah Personnel Development Network | Bear River Charter School All schools in Utah | During the 2014-2015 school year I was a member of the Governing Board of the Bear River Charter School UPDN provides special education personnel development to al LEAs in the state of Utah. I am President of the Advisory Board. |
| Smith, Megan A. Psychology | Retrieval-based learning strategies with children | Carbon High School Emery High School Grand County High School | Research project with students in the Upward Bound program with Utah State University Eastern on Learning |
| Snow, Kimberly Special Education & Rehabilitation (With Jill Reed, Heather Weese, Summer Gunn) | Practica – SPED 5600; SPED 5610 | Birch Creek Elementary Canyon Elementary Heritage Elementary Mountainside Elementary Nibley Elementary North Park Elementary Spring Creek Middle Sky View High Cache Post High Logan High | Students are required to complete a practicum each semester. The practica offers stidents practical experience and opportunity to apply teaching strategies, complete behavior change projects, and to work with students with significant cognitive disabilities. They work directly with students and teach using evidence-based curricula. |

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| <p>Stewart, Courtney School of Teacher Education & Leadership (With Eric Newell)</p> | <p>Experiential education teaching methods: Practice teaching</p> | <p>Edith Bowen Laboratory School</p> | <p>Students from the TEAL 5560/6560 course taught experiential lessons to 4th grade students</p> |
| <p>Tofel-Grehl, Colby School of Teacher Education & Leadership</p> | <p>Elementary Teaching of Electronic Textiles Informal Electronic Science Club Science Fair Judge Recruitment</p> | <p>Edith Bowen Laboratory School Logan, UT Bear River Charter Schools Wilson Elementary Logan, UT</p> | <p>Trained fifth grade teachers to teach electricity and circuits to students using electronic textiles and drawable circuits Lead student club on electronics and circuitry for middle school students using sewable circuits Recruited judges for school science fair</p> |
| <p>Timmons, Leslie Music (With Todd Milovich, Logan Parks & Recreation, Cache & Logan Districts (With Alliance for Youth) (With Todd Milovich and Eric Packenham) (With Nicholar Morrison, Joseph Falvey and adjunct Bonnie Schroeder)</p> | <p>Beverly Taylor Sorenson Arts Learning Program (BTSALP) Alliance for Youth After School Clubs Lights On! GEAR UP Starts! Logan Canyon Winds</p> | <p>Five Logan Schools Five Cache District Schools Edith Bowen Bear River Charter School Most elementary schools in the valley 250+ elementary and middle school students Mt. Logan Middle, Logan High, Other GEAR UP sites</p> | <p>Legislative funded program to provide highly qualified arts specialists positions in elementary schools; Coordinated through BTSALP Endowed Chair position Grant-funded programs that used some site teachers and USU students hired through Americorps and Americ Reads to provide After School homework, clubs, extended day learning. Caine College of the Arts hosts this annual parent meeting at a USU venue with interactive musical programming Tanner Funding for a found sound math & music project using UEN conferencing Public Concert at one or more schools statewide annually</p> |

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| <p>(With a parent group from Davis School District)</p> | <p>All Northern Utah Honor Band Auditions</p> <p>Assisting with a contest (With 2 other individuals)</p> <p>Clinic to assist a Band Director having problems (With Tom Rohrer)</p> <p>State Sight Reading for the 8 Jr. Band Programs in the State</p> | <p>South Cache Middle School</p> <p>Mt. Logan Middle School</p> <p>West Side High School</p> <p>Grantsville High School</p> <p>Farmington Jr. High, American Fork and 6 others</p> | <p>Assisted with recording project</p> <p>Making contact and passing out information</p> <p>Assisting with auditions</p> <p>Adjudicating a festival within sponsored by the school district</p> <p>Dr. Rohrer and myself worked with the full ensemble to assist the teacher with problems within his group</p> <p>Organizing this reading session in a competitive manner – Adjudicating teach school and providing a score and comments to each band</p> |
| <p>Wilson, Rolayne Health Physical Education Recreation</p> | <p>PEP 3030 – PE in the Elementary Schools (Fall 2014, Spring 2015)</p> | <p>Canyon Elementary Edith Bowen Lab School Greenville Elementary Hillcrest Elementary Lewiston Elementary Mountainside Elementary Millville Elementary Providence Elementary River Heights Elementary Summit Elementary</p> | <p>Students participate in a 10-class physical education practicum: 2 observations of the PE specialist teaching. Teach 2 warm-ups. Teach 6 full physical education lessons.</p> |

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| | | Thomas Edison – North Thomas Edison – South Wilson Elementary | |
| Wolters, Julie Communicative Disorders & Deaf Education | Multiple-Linguistic Influences on Literacy in Children with Language Impairment | Adams Elementary Birch Creek Elementary Bridger Elementary Canyon Elementary Greenville Elementary Heritage Elementary Hillcrest Elementary Lincoln Elementary Millville Elementary Park Elementary Summit Elementary Sunrise Elementary Wilson Elementary Woodruff Elementary | Research funded by National Institute of Health that is focused on language and literacy success of young children with and without Language Impairment. The specific aims of this research are to determine: 1) whether or not children with and without LI, as early as second semester kindergarten, demonstrate the use of orthographic knowledge and/or morphological awareness; 2) potential differences between kindergarten children with LI and those with typical language (TL) for how they acquire initial orthographic knowledge and morphological awareness; and 3) whether initial orthographic knowledge acquisition and morphological awareness uniquely influence reading and spelling abilities in children with LI and those with TL in kindergarten and first grade. |
| Woolstenhulme, Tracy Special Education/ Rehabilitation | Rehabilitation Counseling Transition Focus Practicum/ Internship | Mountain Crest High School | USU Rehabilitation Counseling Program practicum/ internship students collaborated with high school transition team members (special education teachers, speech-language pathologists, and school counselors) as they support and facilitate transition related activities for students with disabilities |

Item 3: Program Changes

During the 2014-2015 academic year, USU's Council on Teacher Education dealt with three major program changes. The first was a termination of our Secondary Education Health Teaching major and minor. The second, the approval of the Secondary Education Business Composite Teaching major. The third, required course requirements for the Biology Composite Teaching majors.

The Department of Health Physical Education and Recreation presented an R401 to the Council on Teacher Education to discontinue their BS Health Education major and minor. This motion was narrowly approved by the Council (6 in favor, 2 oppose, 3 abstain) on October 20, 2014. With the retirement of Dr. Donna Gordon, the department will no longer have the faculty to sustain the secondary education health teaching major and minor. All students that are officially admitted in the Secondary Health Teaching major will be allowed to complete their programs, but effective Fall 2014 no additional students will be admitted into the Health Teaching major/minor.

The Council on Teacher Education approved (January 13, 2014) the offering of the Business Education effective Fall 2014. This major will prepare students to become teachers and FBLA/DECA advisors in middle and high schools and technical education centers. This degree will provide access for students at USU and all regional campuses (Brigham City, Tooele, Uintah Basin, Price, Moab, Cedar City, St. George, and other rural areas in Utah to complete business education degree without moving from their homes and jobs.

The Council on Teacher Education approved (October 21, 2013) the proposed changes to the Biology Science Composite Teaching Major. These changes included the addition of an option of more chemistry courses. Students will now be able to complete a minor in Chemistry (17 credits). The geology component has also been expanded to include GEOL 1010 and GEOL 1020. Students who complete the course work for the chemistry minor will not need to take a geology course, but are encouraged to do so to broaden their knowledge.

Item 4: Program-identified Area of Focus

Utah State University's teacher education programs have made four modifications to their existing programs and admission procedures.

- 1) Modification of our Teacher Education Writing Assessment
 - 2) Additional reading and math course requirements for special education majors
 - 3) Discontinuation of the Sociology Teaching Major and Psychology Teaching Major
- 1) The Council on Teacher Education has been concerned with the fairness of the Teacher Education Writing Assessment for English as Second Language students. Successful passing of the Teacher Education Writing Exam is required for admission into Teacher Education. This writing exam focuses on "spontaneous writing" which teachers must do multiple times throughout their day. They must write on the board as they teach, write notes to students and parents, etc. This writing is not equivalent to the writing assignments completed in the English Composition courses where essays are allowed to be edited by outside readers. Concerns were expressed with the language bias that exists with some of the writing prompts as well as the dated evaluation rubric which uses the five-paragraph essay format.

A committee was formed to review the entire writing exam process: the prompts, the scoring rubric, reader trainings, testing administration guidelines, etc. The committee consists of: Star Coulbrooke, Writing Center Director; Scott Hunsaker, TEAL faculty member, evaluation specialist; Francine Johnson, Associate Dean; Sue Kasun, TEAL faculty member, ESL specialist; Eric Mohr, TEAL faculty member, professional practice specialist; Sylvia Read, TEAL Associate Department Head, Literacy specialist; Mary Roe, TEAL Department Head, Literacy specialist; Shelly Wiegand, TEAL advisor; Amy Wilson-Lopez, TEAL faculty member, writing specialist.

The committee has met multiple times throughout the 2014-2015 academic year. Amy Wilson-Lopez has chaired this effort. The following five changes were shared with the Council on Teacher Education during their April 20, 2015, Council on Teacher Education meeting. The new writing exam will be implemented beginning Fall 2015.

1. Writing Prompts

- Previously students were assigned one writing prompt from a bank of 14 different writing prompts. We expanded this bank to 28 different writing prompts. For each administration of the exam, students will choose between writing a descriptive essay and a persuasive letter. The committee ensured that the prompts were consistent across test administrations.
 - Example of Writing Prompt for Descriptive Essay
 - Please describe a time that you were really motivated to complete a difficult task (e.g., write a paper, fix a car, sew a quilt, etc.). What aspects of that task were motivating you? How will you seek to build the same type of intrinsic motivation among your students when you are a teacher?

Your descriptive essay should include the following three components:

- (1) A specific description of a time in which you completed a difficult task
- (2) A specific description of why you were motivated to complete that task
- (3) A specific description of how you will seek to motivate students when you are a teacher

○ Example of Writing Prompt for a Persuasive Letter

- According to a recent article in *USA Today*, New Zealand's high school students will be able to use "text-speak" in national end-of-year exams in subjects such as science and social studies. Text-speak uses abbreviated words such as "txt" for "text," "lol" for "laughing out loud" or "lots of love," and "CU" for "see you." Please write a letter to New Zealand's minister of education in which you support this new policy or argue against it.

Your persuasive letter should include at least three components:

- (1) A clear statement in which you identify your position on this issued;
- (2) Several reasons and/or specific examples that support your position
- (3) A professional tone and presentation appropriate for a letter to a government official.

2. Rubrics

- The writing exam committee developed a six-point rubric for the descriptive essay and for the persuasive letter. These rubrics are based on the six traits of writing, which are used in K-12 education across Utah. In order to pass the exam, students must receive a score of 20/36 from at least two out of three readers.

3. Informational Materials

- The committee reviewed changes to the following four informational documents:
 - Instructions given to students in the months or years before they take their exams
 - Instructions given to students as they walk into the YETC to take their exams
 - Information on the website
 - Information given to the scorers of the exam
- The committee requested that each partner department be proactive in sharing the most up-to-date information with undergraduates

4. Readers

- Because USU employees can no longer be used to score the exams, new scorers will be recruited from local teachers or others with bachelor's degrees in education or in writing-related fields. Scorers will be paid \$12.00 per hour to

score the exams. These readers will receive professional development regarding how to score the exams.

5. Fee

- Before receiving the results of the exam, students must pay a \$5.00 fee through Banner. This fee will pay for the scorers.

- 2) Special Education Majors will be required to complete MATH 2020 and ELED 3100, Classroom Reading Instruction, to better prepare them to teach the Common Curriculum. ELED 3000 will no longer be required.
- 3) The Council on Teacher Education approved the discontinuation of the Sociology and Psychology Teaching Major, effective January 1, 2014. The marketability for graduates with a sociology and psychology teacher major has been problematic since most high schools only offer 1-2 sociology or psychology courses. Both the Sociology and Psychology teaching minors were retained.

Item 5: Enrollment Requirement Waivers

Utah State University formed a committee to establish guidelines in approving admission waivers. The committee had representation from all three teacher education programs: elementary education, secondary education, and special education. The following guidelines were established and approved by USU's Council on Teacher Education February 10, 2014 (See Appendix A).

- USU requirements for GPA will be adjusted to meet this requirement. High school GPA will not be used. College GPA as computed by each program will be used for admission. Current rules for academic renewal will apply.
- Regardless of the waiver provision in section 5.f of R277-502-3, the background check will never be waived as an admission requirement
- USU will use ACT and SAT rather than a Board-approved basic skills test
- USU requirements for minimum ACT will be adjusted to meet this requirement
 - ACT composite – 21; Verbal/English – 20; Mathematics/Quantitative – 19
- USU requirements for minimum SAT scores will be adjusted to meet this requirement
 - SAT combined – 1000; Math – 450; Critical Reading - 450
- Waivers will be considered on a program by program basis (i.e., elementary education, secondary education, special education) and will not be shared across programs. Waivers for minimum GPA and test scores will be considered for the following populations.
 - Non-traditional students – where the student is at least 25 years of age or under 25 having sole caregiver responsibility for a family member or a legally designated custodial responsibility for another individual. The span of time between the student's most recent academic experiences (e.g., standardized testing, full-time course loads) and the admission application may necessitate special consideration.
 - Secondary education students – where the requirements for the needed content expertise of the teaching major can be met without the generalized knowledge represented by minimum GPA or test scores. The specialized knowledge for the content secondary teachers are required to teach, with variations in the need for generalized knowledge, may necessitate special consideration.
 - Under-represented populations – where the student is identified as a member of a population demographic that is not well represented in the teaching ranks for a specified field. The need to provide a teaching force that reflects the changing demographics of the student population may necessitate special consideration.

The Council on Teacher Education voted to approve the acceptance of the Praxis II Content test as a substitute for the ACT/SAT/basic skills test on October 20, 2014.

Students complete the "Petition to Waive Teacher Education Admission Requirement" form (see Appendix C). The form is turned into their advisor. The advisor then takes the form to the program committee that reviews the petition and renders a committee decision.

During the academic year 2014-2015 USU's total admitted cohorts by license area were:

- Elementary Education – 174 students
- Secondary Education – 116 students
- Special Education – 54 students

Elementary Education admitted four students and special education admitted one student using the waiver system (Admission D – individual student waiver forms). There were no secondary education students admitted using the waiver system.

| Student Name | License Area | Waived Requirement | Comment |
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| Ashley Evensen A02082557 | Elementary Education | ACT Composite 20 English 19 Math 23 Reading 19 Science 23 | Ashley is a nontraditional student and has taken the ACT a minimum of 2 times. Her most recent attempt was November 18, 2014. Her admission GPA on 90 credits was 3.14 with a USU GPA 94 4.0 |
| Jessica Forsyth A02066327 | Elementary Education | GPA Admission – 2.86 USU – 3.95 Core – 3.42 | Jessica is a nontraditional student. Her ACT scores are: Combined – 25.75; English – 26; Math – 25; Reading – 26; Science – 26; |
| Harwood, Lora A00583444 | Special Education | ACT Composite – 19 Math – 17 English/Language Arts – 19 | Lora is a non-traditional student who is returning to complete her degree after starting college in the late 1980s and taking several breaks to raise who children who have various learning disabilities. Lora has been a paraeducator for over 10 years. Her cumulative GPA is 3.61. |
| Johnson, Heidi A01890092 | Elementary Education | ACT; GPA Composite – 20.25 English – 22 Math – 19 Reading – 21 Science – 19 GPA Admission – 2.85 Transfer – 2.29 USU – 3.20 Core – 3.31 | Heidi is a nontraditional student. She has taken the ACT three times, the two most recent administrations were May 2014 and September 2014. An academic renewal was completed for courses from Southern Utah University but unfortunately many of Heidi's SUU course grades were C. |
| Smith, Cassidy | Elementary Education | ACT Composite – 20.25 English – 20 Math – 22 Reading – 19 Science - 20 | Cassidy is from an under-represented population. She is from the Comanche Tribe in Lawton, Oklahoma. Her GPA's were: Admission – 3.51; Transfer – 3.77; USU – 3.33; Core – 3.58 |

