MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
January 14, 2019


MEMBERS EXCUSED: Curtis Benjamin, Bryce Day, Cory Evans, Dennise Gackstetter, Scott Hunsaker, Camille Odell, Edward Reeve, Frank Schofield, Tim Slocum, Maria Spicer-Escalante, Deidra Thomas, Kathy Trundle, Michelle Wilson, Julie Wheeler

GUESTS: Sharla Hart, Shawnda Moss, Darcie Peterson

ACTION ITEMS:

1. Approval of Minutes:
Minutes for November 2018 were approved as written.

2. Course Approvals:
   1. STEP (secondary teacher education program) admission requirement revision—see attachment - Matt Omasta
   
   Matt explained that this proposal for the STEP admission requirement revision has already been approved by the Secondary Faculty Committee on 12/14/2018. The current requirements for admission into the STEP program are: earned an overall GPA of 3.0 or above; earning a grade of C or above in all classes required for their major, minor, and any STEP classes, prior to admission to the program; and successfully passing a criminal background check. In addition, students are required to complete some (but not all) specific general education breadth courses PRIOR to applying to STEP with a minimum grade. Specifically, ENGL 1010; one QL (MATH 1050, STAT 1040, or STAT 1045); one BSS (social science); and two BPS, BLS, or DSC (life and physical sciences). Students are NOT required to complete other breadth courses (BHU, BCA, BAI).
   
   The proposed change retains the requirement that students successfully complete ENGL 1010 prior admission and altering the required related general breadth courses as follows:
   - Eliminate completion of QL, BSS, BPS, BLS, and/or DSC
   - Add in addition to completing ENGL 1010, at least three breadth courses with a minimum grade of C prior to entry into the STEP program.
   
   This eliminates the perception that math and science courses are more important than courses in other areas. It ensures that students are able to be successfully complete various courses before admitted into STEP. It provides flexibility for students to complete breadth classes
related to their field before applying to STEP. This change will also remove unjustified requirements that delay students from pursuing careers in Utah where there is a teacher shortage. This change will go into effect Fall 2019. Sylvia will work with Denise Taylor to get the STEP application revised by the first of March.

Richard Mueller motioned to accept the revived admission criteria changes to the STEP program. Darci Peterson seconded the motion. A discussion was held. Motion carried.

2. Course approvals

   a. KIN as new prefix for all PEP courses.
      i. Old Title: Intro and History of Physical Education.
      ii. New Title: Intro to Kinesiology.
      iii. Old course description: Acquaints P.E. students with four areas of physical education, including: the department, with respect to the University and the College of Education and Human Services; the history of physical education; the effects of sociology on physical education; and future employment opportunities in the fields of physical education.
      iv. New course description: This course acquaints Kinesiology students with four areas of kinesiology, including the college and department, the history of kinesiology; the effects of sociology on kinesiology; and future employment opportunities in the field of kinesiology.
      v. Justification: Departmental name change from HPER to Kinesiology; thus, we are changing the course title from Introduction to Physical Education to Introduction to Kinesiology. This is more representative of the students in our major, as the majority are not physical education teaching majors.

All PE courses will now be KIN courses. Peter Mathesius motioned to accept the KIN prefix change to all PEP courses and the title change, course description, and prefix change to KIN 2000. Dick Mueller seconded the motion. Motion carried.

c. TEE 2300, Electronic Fundamentals. Action requested: Prerequisite change to any course with QL designation.
   i. Justification: The previous prerequisites were "MATH 1050 or higher mathematics course or AP Calculus AB score of 3 or higher." After discussion with instructors of the course, students, and the adviser, it has been determined that a background of any quantitative intensive course is sufficient to take this course. The change requested will make it easier for students to qualify to take this course.

Sheri Haderlie motioned to accept the prerequisite change to TEE 2300. Discussion was held. It was noted that the action is correct; however, the justification should be QL not QI which Sylvia will correct in Curriculog. Motion carried.

d. TEAL 6270. Action requested: new course description, change in credit hours, change in prefix, title change.
   i. Old title, SCED 6270, Intro to Methods, Planning, Assessment, and Technology
   ii. New title, TEAL 6270, Intro to Methods, Planning, and Assessment
iii. Old course description: As one of the pedagogical knowledge requirements for the Alternative Route to Secondary Licensure, this course introduces new teachers to effective teaching methods. Teachers learn how to integrate research-based teaching methods, formal and informal assessments, and technology into their lessons.


v. Justification: The Utah State Board of Education is phasing out its Alternative Route to Licensure Program. Instead of required courses for licensure, individuals can be granted an associate license if they have the required content knowledge as evidenced by a bachelor's degree or a passing score on a content knowledge. After being granted an associate license, they will need to establish their competency as planning and assessment. This course could fulfill the requirement for competency in planning and assessment. If students retake the course for fewer credits, it will count as fulfilling the course requirement but not total number of credits for a degree.

*Sylvia explained the history of the course and justification for the changes to the course. Sheri Haderlie motioned to accept the new course title change, description, credit hour, and prefix change from SCED 6270 to TEAL 6270. Dick Mueller seconded the motioned. Discussion was held. Motion carried.*

**Information Items:**

1. **USBE Updates—Travis Rawlings/Shawnda Moss**
   Travis gave a licensing update. Rule 277-304 for Teacher Education Programs was sent back to the committee. If you have feedback regarding the academic language, please email Travis. *(The Rule 277-304 was emailed to the CTE committee on 1/14 after the CTE meeting and is also attached at the end of the minutes).* The pedological performance assessment standards went before the board on Thursday. There were some concerns, so the standards have also been sent back to the committee. Rule 301 requirements are still in effect. There were concerns about student privacy regarding the videos and concerns about national vs. local standards driven assessments. The board will be sending questions for the committee to send back for clarifications. If you have feedback on the standards, please take the opportunity to email Shawnda. The annual report guidelines will be coming out later this month.

2. Committee update regarding liability for students in the event of injury – *Scott Hunsaker*
   Committee report was postponed.

3. **District Feedback—Frank Schafield, Bryce Day, Kim Panter**
   Kim Panter has shared information from Cache District’s new teacher induction program, which is called “TIPS.” The program is designed for first- and second-year teachers. They have meetings, requirements, and assessments to complete to help them become successful. *(Shannon forwarded the email to CTE members at the end of CTE meeting. All the documents are combined and are included at the end of the minutes)*
   — Sylvia
   Sylvia explained that the demo presentation of the PPAT last December at UVU was very
   helpful, in that, of the two national exams, PPAT seems better suited for our style of
   programs. Sylvia has contacted ETS to see about a pilot program. They will give 20 student
   exams to a state to use at ETS’s cost. It’s best if they are shared with another institution, so
   Sylvia has reached out to Weber State University to see if they are interested sharing the pilot
   program. If they are, then they would get 10 and we would get 10 free, and each of us would
   have to pay for 10. There needs to be a group of 20 at each institution. Francine has
   investigated whether USU or CEHS would cover the cost of the exam. Currently, students
   pay for their own exams. The university does not pay, not even from differential tuition
   funds. The nursing exam is $285. The cost for students to take EdTPA is $300 and the PPAT
   is $325. A discussion was held on how difficult this will be for students, especially after they
   have to pay to take the PRAXIS (sometimes multiple times). Individuals who have an APT or
   an associate license will also have to pay to pass this exam. They would have up to two years
   with a one-year extension. This is also could create a problem for districts supporting new
   teachers who were hired through other pathways to pass the exam without the traditional
   preparation courses as a support structure.
   It was suggested to send feedback to the State Board of Education so they know the impact it
   will have on students and to see if the legislature would fund it. It is an unfunded mandate
   that all onto the student to complete.

5. AAQEP update—Sylvia
   The AAQEP accreditation visit will be at USU on February 12th and 13th. There will be six
   site visitors (Mark LaCelle-Peterson, Linda McKee, Louise Moulding, SungTi Hsu, Ray
   Francis, and Debbie Rickey). If you received an email from Sylvia requesting your
   attendance, please respond.

Next meeting February 11
Proposal to Revise Admissions Criteria for the Secondary Teacher Education (STEP) Program.
Draft prepared by Matt Omasta
Approved by Secondary Education Faculty on 12/14/18

CONTEXT
At present, students aspiring to apply to the STEP program must meet a variety of criteria before they are able to apply to the program. These requirements include having earned an overall GPA of 3.0 or above; earning a grade of "C" or above in all classes required for their major, their minor, and any STEP classes they have taken prior to admission to the program; and successfully passing a criminal background check. These requirements are logical in that they ensure students applying to the program have a strong overall academic record, have at least average achievement in classes specifically related to education and the subject(s) they are hoping to teach, and have not committed any crimes that would raise concerns about whether it is appropriate for them to work with children and adolescents in educational settings.

In addition to the criteria above, students are also currently required to complete some (but not all) specific general education breadth courses prior to applying to STEP. Specifically, students must pass each of the below with a minimum grade:
- One Writing Course (ENGL 1010: Introduction to Writing: Academic Prose)
- One "Quantitative Literacy" Course (such as MATH 1050, STAT 1040, or STAT 1045)
- One Social Science Course (any class with the BSS designation)
- Two Life and Physical Sciences Courses (2 classes with the BPS, BLS, or DSC designation)

At the same time, students are not required to successfully complete other breadth courses, including:
- Humanities Courses (BHU)
- Creative Arts Courses (BCA)
- History / American Institutions Courses (BAI)

As such, the current requirements suggest that demonstrated competence in math and the sciences is essential before a student begins to take education classes, while demonstrated competence in the humanities, the arts, and history / American institution is not. The current requirements assume this is true of all future educators, whether they plan to teach physics, chemistry, English, or visual arts.

It is important to note that this is not a question of whether students must complete courses in math and the sciences before they graduate, receive teacher licensure, and enter the profession. Indeed, education students, like all students at USU, must complete all breadth and depth math and science requirements to graduate. The question at hand is limited to whether completing breadth courses in math and the sciences (but not in the arts, humanities, and history / American institutions) better prepares students for success in STEP courses. Importantl,
Literature, Methods of Teaching Drama, and Teaching History). As such, the current requirements suggest that future English and theatre teachers must demonstrate competence in biology, but not Shakespeare, before they are able to take education courses.

PROPOSED CHANGE
While retaining the requirement that students successfully complete ENGL 1010 prior to admission to the STEP program (noting that teachers in all disciplines must be able to write effectively), this proposal suggests altering the requirements related general breadth education courses as follows:

A. Eliminate the requirement that students complete QL, BSS, BPS, BLS, and/or DSC courses with certain minimum grades prior to entry into the STEP program.
B. Add a requirement that students complete (in addition to ENGL 1010), at least three breadth courses with a minimum grade of C prior to entry into the STEP program.

RATIONALE FOR CHANGE
The revised requirement is beneficial for a number of reasons, including:

• It provides flexibility for students intending to become educators in diverse fields to complete breadth classes related to their field before applying to STEP. While a chemistry education major may indeed still choose to complete the BLS and BPS requirements prior to STEP, a music education major may choose to complete the BCA and BHU requirements, which may better speak to her or his ability to succeed in the field of creative arts.
• It continues to ensure that students are able to successfully complete various courses before admission to STEP. (Indeed, the requirement that students maintain 3.0 GPA may better indicate this than the requirement of specific grades in specific classes).
• Given the current teacher shortage in Utah, it is important that educator preparation programs remove unjustified requirements that bar, deter, or delay individuals with the potential to excel as educators from pursuing these careers. This change accomplishes this.
• It eliminates the perception that math and science courses are more important for all prospective teachers (regardless of discipline) than courses in other areas.
R277. Education, Administration.

R277-304. Teacher Preparation Programs.

R277-304-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Subsection 53E-6-201(3)(a), which allows the Board to make rules to establish the criteria for obtaining an educator license.

(2)(a) The purpose of this rule is to specify the standards which the Board expects of teacher preparation institution prior to program approval in specified areas.

(b) The standards in this rule apply to the specific educational area and grade level for which the preparation program is designed.


(1)(a) “Career and technical education” or “CTE” means organized educational programs or competencies which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations where entry requirements do not generally require a baccalaureate or advanced degree.

(b) CTE programs provide all students a continuous education system, driven by a student’s college and career readiness plan, through competency-based instruction, culminating in essential life skills, certified occupational skills, and meaningful employment.

(2) “Clinical experience” means a structured opportunity, overseen by a licensed educator, for a program candidate to develop and demonstrate competency in the skills and knowledge necessary to be an effective teacher, in a physical or virtual classroom with real students.
(3) “Council for the Accreditation of Educator Preparation” or “CAEP” means a national organization that advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

(4)(a) “Council for Exceptional Children” or “CEC” means an international professional organization dedicated to improving the educational success of both individuals with disabilities and individuals with gifts and talents.

(b) CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

(5)(a) “Multi-tiered system of supports” or “MTSS” means a framework for integrating assessment and intervention to maximize student achievement, reduce behavior problems, and increase long-term success.

(b) The combination of systematic implementation of increasingly intensive intervention, sometime referred to as tiers, and carefully monitoring students’ progress, distinguishes MTSS from typical prevention measures.

(c) Emphasis, in MTSS, is placed on ensuring interventions are implemented effectively.


Prior to approval by the Board, a teacher preparation program shall:

(1) prepare candidates to meet the Utah Effective Teaching Standards in Rule R277-530;

(2) prepare candidates to teach:

(a) the Utah Core Standards;

(b) the Utah Early Childhood Core Standards; and

(c) the Essential Elements as appropriate to a candidate’s prospective area of licensure as established by the Board;

(3) include school-based clinical experiences for a candidate to observe,
practice skills, and reflect on teaching that:

(a) are significant in number and scope;
(b) are progressively more complex;
(c) occur in multiple schools and classrooms;
(d) include working with all types of students; and
(e) include creating and consistently implementing classroom procedures and routines in the beginning of a semester or a school year;

(4) ensure that candidates have clinical experiences with sufficient depth, breadth, and duration to ensure that they have gained the knowledge, skills, and dispositions requisite so all students learn;

(5) require the demonstration of competency in:
(a) content and content-specific pedagogy appropriate for the area of licensure;
(b) knowledge of the Utah Educator Professional Standards contained in Rule R277-515;
(c) creating effective learning environments by establishing and implementing routines and procedures with consistent expectations;
(d) skills in providing tier one and tier two instruction and intervention on the Utah Core Standards and positive behavior supports to each student within a multi-tiered system of supports;
(e) integrating technology to support and meaningfully supplement the learning of students, including the effective use of software for personalized learning;
(f) designing, administering, and reviewing educational assessments in a meaningful and ethical manner;
(g) analyzing formative and summative assessments results to inform and modify instruction;
(h) assessing students for competency for the purpose of personalized learning;
(i) skills in implementing personalized learning practices that consider the whole child, including:
(i) trauma-informed instructional practices; and
(ii) restorative instructional practices;
(i) knowledge and skills designed to assist in the identification of students with disabilities to meet the needs of students with disabilities in the general classroom, including:
   (i) knowledge of the IDEA and Section 504 of the Rehabilitation Act;
   (ii) knowledge of the role of non-special-education teachers in the education of students with disabilities;
   (iii) knowledge and skills in implementing least restrictive behavior interventions;
   (iv) skills in implementing and assessing the results of interventions; and
   (v) skills in the implementation of an educational program with accommodations, modifications, services, and supports established by an IEP or a 504 plan for students with disabilities in the general education classroom; and
(k) knowledge and skills designed to meet the needs of diverse student populations in the general education classroom, including:
   (i) allowing students multiple ways to demonstrate learning that are sensitive to student diversity;
   (ii) creating an environment using a teaching model that is sensitive to multiple experiences and diversity;
   (iii) designing, adapting, and delivering instruction to address each student’s diverse learning strengths and needs; and
   (iv) incorporating tools of language development into planning, instruction, and intervention for students learning English and supporting development of English proficiency;
(6) for a program applicant accepted on or after January 1, 2020, require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in one or more clinical experiences in each of the following competencies:
   (a) implementing the full teaching cycle of a unit of instruction; e.g., planning
and design, delivery, facilitation, assessment, evaluation, and reflection, including:

(i) systematic and explicit instructional design and implementation;

(ii) varied evidence-based instructional strategies;

(iii) developmentally appropriate and authentic learning experiences;

(iv) scaffolded instruction;

(v) differentiated instruction;

(vi) instruction targeting higher order thinking and metacognitive skills;

(vii) project-based or competency-based learning opportunities;

(viii) designing and selecting pre-assessments, formative, and summative assessments that align to student learning objectives; and

(ix) revising instructional plans for future implementation or reteaching concepts as appropriate;

(b) integrating cross-disciplinary skills, such as literacy or numeracy, into instruction;

(c) engaging students in the learning process;

(d) utilizing technology to enhance and personalize instruction;

(e) implementing the accommodations, modifications, services, and supports as outlined in a student’s IEP or 504 plan;

(f) evaluating student artifacts and assessments for the purposes of:

(i) measuring student understanding;

(ii) modifying instruction;

(iii) targeting tier two instruction and intervention in a multi-tiered system of support;

(iv) providing feedback to students; and

(v) documenting student progress, i.e., assigning an academic grade;

(g) establishing and maintaining classroom procedures and routines that include positive behavior interventions and supports;

(h) establishing and maintaining a positive learning climate;

(i) reflecting on the teaching process and justifying instructional decisions;

(j) collaborating with grade level, subject, or cross-curricular teams to:
(i) analyze student data;
(ii) inform, plan, and modify instruction; and
(iii) implementing common formative assessments;
(k) participating in at least one IEP meeting or parental consultation regarding a student that the program applicant has instructed; and
(l) effective communicating with parents, colleagues, and administration;
(7) include consideration of a candidate’s dispositions and suitability for teaching; and
(8) include plans for candidate remediation and exit counseling if applicable.

R277-304-4. Early Childhood and Elementary Preparation Programs.

(1) Prior to approval by the Board, a preparation program for early childhood education or elementary education shall:
(a) align, as appropriate, with:
(i) the 2010 National Association for the Education of Young Children Standards for Initial and Advanced Early Childhood Professional Preparation Programs; or
(ii) the CAEP 2018 K-6 Elementary Teacher Preparation Standards; and
(b) require the demonstration of competency in:
(i) the areas outlined in Section R277-304-3;
(ii) the appropriate content knowledge needed to teach:
(A) literacy, including listening, speaking, writing, and reading;
(B) mathematics;
(C) physical and life science;
(D) health and physical education;
(E) social studies; and
(F) fine arts;
(iii) the science of reading instruction including:
(A) phonemic awareness;
(B) phonics;
(C) fluency;  
(D) vocabulary; and  
(E) comprehension;  
(iv) the science of mathematics instruction, including:  
(A) quantitative reasoning;  
(B) problem solving;  
(C) representation;  
(D) numeracy; and  
(E) a balance of procedural and conceptual understanding; and  
(v) early childhood development and learning.  
(2) For a program applicant accepted after January 1, 2020, a preparation program for early childhood or elementary education shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:
   (a) all requirements outlined in Subsection R277-304-3(6);  
   (b) demonstrating content specific pedagogy in each of the areas outlined in Subsection R277-304-4(1)(b)(ii);  
   (c) diagnosing students struggling with reading and planning and implementing remediation for those students; and  
   (d) diagnosing students struggling with mathematics and planning and implementing remediation for those students.  
(3) An educator preparation program shall apply the standards in this Section R277-304-4 to the specific age group or grade level for which the program of preparation is designed.  
   (a) An early childhood education program shall focus primarily on early childhood development and learning in kindergarten through grade 3.  
   (b) An elementary program shall include both early childhood development and learning and elementary content and pedagogy in kindergarten through grade 6.
**R277-304-5. Secondary Preparation Programs.**

(1) Prior to approval by the Board, a secondary preparation program shall require competency in:

(a) all content competencies established by the Superintendent for a professional educator license in at least one endorsement;

(b) all areas outlined in Section R277-304-3;

(c) including literacy and quantitative learning objectives in content specific classes in alignment with the Utah Core Standards; and

(d) planning instruction and assessment in content-specific teams and in cross-curricular teams.

(2) For a program applicant accepted after January 1, 2020, a secondary preparation program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsection R277-304-3(6);

(b) ensuring student safety and learning in educational labs or shops and extra-curricular settings;

(c) collaborating with a school counselor, as necessary, to ensure student progress on the student’s four-year plan for college and career readiness as described in Rule R277-462; and

(d) consulting with a school counselor regarding the emotional well-being of students and referring the students to a school counselor when necessary.

**R277-304-6. Special Education and Preschool Special Education Programs.**

(1) Prior to approval by the Board, a special education or preschool special education preparation program shall:

(a) be operated by or partnered with a Utah institution of higher education or the Utah State Board of Education;

(b) aligned with the 2012 Council for Exceptional Children Initial Preparation Standards as informed by the Council for Exceptional Children Specialty Sets for
Initial Preparation Programs in one or more of the following special education areas:

(i) Mild/Moderate Disabilities;

(ii) Severe Disabilities;

(iii) Deaf and Hard of Hearing;

(iv) Blind and Visually Impaired;

(v) Deafblind; or

(vi) Preschool Special Education (Birth-Age 5);

(c) require the passage of a special education content knowledge assessment approved by the Superintendent;

(d) require the passage of a Braille assessment approved by the Superintendent for a program in the Blind and Visually Impaired area;

(e) require the demonstration of competency in:

(i) all areas detailed in Section R277-304-3;

(ii) legal and ethical issues surrounding special education, including:

(A) the IDEA;

(B) the Special Education Rules Manual incorporated by reference in Section R277-750-2; and

(C) all other applicable statutes and Board rules;

(iii) the IDEA and Board Special Education rules;

(iv) working with other school personnel to implement and evaluate academic and positive behavior supports and interventions for students with disabilities within a multi-tiered system of supports;

(v) training in and supervising the services and supports provided to students with disabilities by general education teachers, related service providers, and paraprofessionals; and

(vi) providing specially designed instruction, including content specific pedagogy, as per IEPs, to students with disabilities, including:

(A) the Utah Core Standards;

(B) the Utah Early Childhood Core Standards; and

(C) the Essential Elements as appropriate to a candidate’s prospective area
of licensure as established by the Board:

[(A) core content from the Utah Early Childhood Core Standards and the Essential Elements and content specific pedagogy;]

(D) skills in assessing and addressing the educational needs and progress of students with disabilities;

(E) skills in implementing and assessing the results of research and evidence-based interventions for students with disabilities; and

(F) skills in [the implementation of] implementing an educational program with accommodations, [and] modifications, services, and supports established by an IEP for students with disabilities.

(2) For a program applicant accepted after January 1, 2020, a special education or preschool special education preparation program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsection R277-304-3(6);

(b) creating learning goals and objectives for a student with disabilities that are specific, measurable, time-bound, and aligned to identified student needs and the Utah Core Standards;

(c) designing or adapting learning environments for diverse student populations that encourage active participation in individual and group activities;

(d) monitoring school compliance with the provisions of multiple student’s IEP and Section 504 plans;

(e) conduct a student IEP meeting under the supervision of a licensed special education teacher;

(f) using knowledge of measurement principles and practices to interpret assessment information in making instructional, eligibility, program, and placement decisions for students with disabilities, including those from culturally or linguistically diverse backgrounds;

(g) developing and implementing a secondary transition plan as it relates to
post-secondary education and training, competitive employment and independent living, employment and recreation, and leisure; and

communicating with parents of students with disabilities to ensure they are informed regarding the progress of their student and their right to due process.

R277-304-7. Deaf Education Preparation Programs.

(1) Prior to approval by the Board, a deaf education preparation program shall:

(a) be operated by or partnered with a Utah institution of higher education or the Utah State Board of Education;

(b) be aligned with the National Association of State Directors of Special Education, Inc., Optimizing Outcomes for Students who are Deaf or Hard of Hearing, Educational Service Guidelines, Third Edition;

(c) be focused on one or more of the following areas:

(i) teaching students who are deaf or hard of hearing from birth to age five using both listening and spoken language strategies and American Sign Language;

(ii) teaching students who are deaf or hard of hearing with listening and spoken language strategies; or

(iii) teaching students who are deaf or hard of hearing with strategies that promote the development of American Sign Language and English literacy across the curriculum;

(d) require the passage of a deaf education content knowledge assessment approved by the Superintendent;

(e) require demonstration of competency in:

(i) the areas detailed in Section R277-304-3.

(ii) legal and ethical issues surrounding special education, including:

(A) the IDEA;

(B) the Special Education Rules Manual incorporated by reference in Section R277-750-2; and

(C) all other applicable statutes and Board rules;

(iii) addressing specific linguistic and cultural needs of deaf and hard of
hearing students throughout the curriculum;

(iv) skills for incorporating language into all aspects of the curriculum;
(v) pedagogical skills unique to teaching reading, writing, mathematics, and other content areas to deaf and hard of hearing students;
(vi) basic fluency in the use of American Sign Language;
(vii) knowledge of the audiological and physiological components of audition;
(viii) skills for teaching speech to deaf and hard of hearing students;
(ix) the socio-cultural and psychological implications of hearing loss; and
(x) assessing and addressing the educational needs and educational progress of deaf and hard of hearing students.

(2) For a program applicant accepted after January 1, 2020, a deaf or hard of hearing education preparation program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsection R277-304-3(6);
(b) for a program focused on Subsection R277-304-7(1)(c)(i):
   (i) assessing early childhood language development and assessment in American Sign Language and spoken English;
   (ii) working with families with students who are deaf or hard of hearing while respecting a variety of communication modalities;
   (iii) integrating language, speech, and listening everyday activities;
   (iv) sharing knowledge with families with students who are deaf or hard of hearing about the complexities of deaf culture, including norms and behaviors of the deaf community;
   (v) developing auditory perception in children and educating parents about developmental milestones for listening skills; and
   (vi) proficiency in American Sign Language as demonstrate by passing an assessment approved by the Superintendent;
(c) for a program focused on Subsection R277-304-7(1)(c)(ii):
   (i) developing auditory perception in children and strategies for developmental milestones for listening skills; and
listening and spoken language in deaf and hard of hearing students;
  (ii) demonstrating understanding and expertise regarding early childhood
spoken language development;
  (iii) involving family members with students who are deaf or hard of hearing
in learning and therapeutic activities;
  (iv) integrating speech, listening, and spoken language in preschool and early
elementary content areas; and
  (v) integrating current listening technology, including troubleshooting such
technology; and
(d) for a program focused on Subsection R277-304-7(1)(c)(iii):
  (i) integrating American Sign Language into instruction of core academic
content for all school-age students;
  (ii) enhancing bilingual literacy of students who are deaf or hard of hearing in
both American Sign Language and English;
  (iii) integrating respect and understanding of deaf culture into instruction;
  (iv) demonstrating understanding and expertise regarding American Sign
language development; and
  (v) proficiency in American Sign Language as demonstrated by passing an
assessment approved by the Superintendent.

(1) Prior to approval by the Board, a CTE teacher preparation program shall:
  (a) focus on one or more of the following areas:
    (i) family and consumer sciences;
    (ii) health sciences;
    (iii) information technology;
    (iv) skilled and technical sciences; or
    (v) work-based learning;
  (b) require that candidates have six years of documented, related
occupational experiences within the 10 years prior to the program application in an
approved CTE license area;

(c) require demonstration of competency in all areas detailed in Sections R277-304-3 and R277-304-5;

(d) For a program applicant accepted after January 1, 2020, a CTE preparation program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in all requirements outlined in Section R277-304-5; and

(e) require candidates to hold the applicable license or certificate issued by the Utah State Department of Commerce, Division of Occupational and Professional Licensing in any area where such licensure or certification exists.

(2)(a) An approved program may request a waiver from the Superintendent of the occupational experience required for a candidate if the candidate has passed an approved competency examination in the respective field at or above the passing score established by the Superintendent.

(b) The Superintendent may grant a waiver under Subsection (2)(a) for up to five years from the date the candidate passed the examination.

**KEY:**

**Date of Enactment of Last Substantive Amendment:** 2018

**Authorizing, and Implemented or Interpreted Law:** Art. X Sec. 3; 53A-1-401
Here are the questions I asked in black and the response in red.

1. Do you have a course guideline for TIPS? We have a calendar that lists the class topics and includes a brief description of each session, but we don’t have a formal outline. Basically, TIPS I covers effective classroom management (based primarily on research by Randy Sprick, Brandi Simonsen, George Sugai, etc.), and TIPS II covers effective instruction (based primarily on research by Mike Schmoker, Anita Archer, Kevin Feldman, etc.).

2. Do teachers do TIPS for their first 3 years and what is the schedule? As of right now, teachers only do TIPS in their first and second years. We would love to put together some support for teachers in their third year as well, but that system is not in place yet. I will attach our course calendars so that you can see what the schedule looks like.

3. Are there requirements for TIPS or is it just informational? The requirements are that teachers:
   - attend every session (missed sessions must be made up via video)
   - complete the guided notes that are provided at each session
   - submit a "take-away log" that details what they learned and what they’ll implement
   - complete a set of tasks each month with their mentor (formatted as "Mentor Logs" and including classroom- and school-related items like learning how to enter grades, plan for substitutes, review for testing, etc.)
   - allow the coach into their classroom in order to be held accountable for the implementation of practices discussed in TIPS

4. Could you describe your job exactly? My job is to provide new-teacher training for our first- and second-year teachers. I teach the TIPS I and II courses outside of school hours and then visit new teachers in their classrooms during the school day in order to help them effectively implement what we discuss in TIPS. (I work with teachers in grades Pre-K - 2, and our other coach works with teachers in grades 3 - 6).

5. Would you mind sharing your email with a few of the people at USU that had more questions? I am happy to share my email! sarah.smith@ccsdut.org

Hope this is enough info to be helpful! Let me know if you have further questions. :)

Sarah
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Sarah Smith, M.S., BCBA
Instructional Coach
Cache County School District
435-770-4174
# **Elementary TIPS I Calendar**
**Grades PreK – 2**
**2018-19**

All TIPS sessions are held at the District Office, Legacy Campus (2063 N 1200 E, North Logan). Attendance at these meetings is MANDATORY!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Utah Educational Teaching Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, Aug 16</td>
<td><strong>New Teacher Orientation / Session 1: Setting Expectations</strong></td>
<td>1b, 3a, 3c, 3d, 5e, 5f, 6a, 7a, 7b, 8d, 9a, 9e, 10a, 10b, 10c, 10f</td>
</tr>
<tr>
<td>8:00 – 3:30</td>
<td><em>How to set clear expectations in order to establish smooth transitions and thereby maximize instructional time</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Aug 28</td>
<td><strong>Session 2: Preventing Disruptions</strong></td>
<td>2a, 3a, 3b, 3c, 3d, 6d, 7c, 7e, 7f, 7h, 9e</td>
</tr>
<tr>
<td>4:30 – 6:00 pm</td>
<td><em>How to prevent the most common disruption in order to provide a learning environment for all students</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Sep 11</td>
<td><strong>Session 3: Structuring Time</strong></td>
<td>2a, 2d, 3a, 3c, 3d, 7a, 7b</td>
</tr>
<tr>
<td>4:30 – 6:00 pm</td>
<td><em>How to prevent behavioral and academic problems by reducing downtimes and purposefully organizing students’ tasks</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Sep 25</td>
<td><strong>Session 4: Structuring Materials and Students</strong></td>
<td>2b, 2c, 2d, 3d, 4d, 4e, 5a, 7a, 7b, 7d, 7f, 7h</td>
</tr>
<tr>
<td>4:30 – 6:00 pm</td>
<td><em>How to prevent behavioral and academic problems by purposefully organizing your materials and students</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Oct 16</td>
<td><strong>Session 5: Offering Feedback (Praise)</strong></td>
<td>2a, 2d, 3a, 3c, 5b, 9b, 9e</td>
</tr>
<tr>
<td>4:30 – 6:00 pm</td>
<td><em>How to use positive attention and reward systems as tools for effectively managing the classroom and building relationships</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Oct 30</td>
<td><strong>Session 6: Offering Feedback (Correction)</strong></td>
<td>3b, 3c, 5b, 5e, 8c, 8d, 9a, 9c, 10f</td>
</tr>
<tr>
<td>4:30 – 6:00 pm</td>
<td><em>How to provide behavioral correction in order to maintain a positive working environment and preserve good relationships</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Nov 13</td>
<td><strong>Session 7: Using Engagement (Whole-Group)</strong></td>
<td>4c, 4e, 5b, 5e, 5f, 7a, 7c, 8c, 8d, 9a, 9b, 9c, 10b, 10f</td>
</tr>
<tr>
<td>4:30 – 6:00 pm</td>
<td><em>How to use effective whole-group engagement strategies in order to promote students’ participation, motivation, and learning</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Nov 27</td>
<td><strong>Session 8: Using Engagement (Partners)</strong></td>
<td>2b, 2e, 3c, 3f, 4c, 4d, 4e, 6d, 7a, 7d, 7f, 8d, 9b</td>
</tr>
<tr>
<td>4:30 – 6:00 pm</td>
<td><em>How to use effective partnering strategies in order to promote languages-rich discussion and increase student achievement</em></td>
<td></td>
</tr>
</tbody>
</table>
**ELEMENTARY TIPS II CALENDAR**  
Grades K – 2  
2018-19  

*All TIPS sessions are held in the Sun Room of the District Office (2063 N, 1200 E, North Logan, 84341). Attendance at all meetings is MANDATORY!*  

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</tr>
</thead>
</table>
| Tuesday, Sep 4     | **Session 1: Time Management**  
*How to prevent behavioral and academic problems by reducing downtime and purposefully organizing students’ tasks* | 2a, 2d, 3a, 3c, 3d, 7a, 7b         |
| 4:30 – 6:00        |                                                                       |                                     |
| Tuesday, Sep 18    | **Session 2: Delivering Effective Instruction (Phonics)**  
*How to implement instruction that prevents misunderstanding and has a profound impact on student attentiveness and learning in phonics* | 1a, 2a, 2b, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 5a, 5b, 5d, 6a, 6b, 7a, 7b, 7c, 7d, 7e, 7h, 9e |
| 4:30 – 6:00 pm     |                                                                       |                                     |
| Tuesday, Oct 23    | **Session 3: Delivering Effective Instruction (Math, part 1)**  
*How to implement instruction that prevents misunderstanding and has a profound impact on student attentiveness and learning in math* |                                     |
| 4:30 – 6:00 pm     |                                                                       |                                     |
| Tuesday, Nov 6     | **Session 4: Delivering Effective Instruction (Math, part 2)**  
*Further practice designing instruction and discussing components that prevent misunderstanding and impact student learning in math* |                                     |
| 4:30 – 6:00 pm     |                                                                       |                                     |
| Tuesday, Jan 8     | **Session 5: Delivering Effective Instruction (Writing)**  
*How to implement instruction that prevents errors and has an immediate impact on students’ ability to write proficiently* |                                     |
| 4:30 – 6:00 pm     |                                                                       |                                     |
# Elementary TIPS I Calendar 2018
## Grades 3-6

**Teacher Induction Program for Success**

A program for teachers new to Cache County School District. Welcome!

All instructional sessions are held in the Sun Room of the District Office, Legacy Campus. Attendance at these meeting is mandatory!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Utah Educational Teaching Standards</th>
</tr>
</thead>
</table>
| Thursday, Aug 16 8:00 – 3:30 | Orientation for New Teachers  
Session 1: Setting Up for Success  
Can’t Fail Strategies for First Year Teachers | 1b, 2a, 2d, 3a, 3b, 3c, 3d, 6b, 6d, |
| Tuesday, Aug 28 4:30-6:00  | Session 2: Expectations & Time Management  
How to set clear expectations that establish smooth transitions and maximize instructional time. | 2a, 2d, 3a, 3c, 3d, 5b, 8d, 8e |
| Tuesday, Sep 11 4:30 – 6:00 pm | Session 3: Preventing Disruptions  
How to prevent the most common disruptions in order to create a focused learning environment. | 2a, 3a, 3b, 3c, 3d, 6d, 7c, 7e, 7f, 7h, 9e |
| Tuesday, Sep 25 4:30 – 6:00 pm | Session 4: Checking for Understanding and Offering Feedback  
Understanding the importance of checking for understanding and how to give feedback effectively. | 2a, 2d, 3a, 3c, 5b, 8c, 8d, 9a, 9b, 9e, 10f |
| Tuesday, Oct 16 4:30 – 6:00 pm | Session 5: Cueing & Proximity  
How to use cueing to clarify expectations and solidify your relationship with your students. | 2a, 2c, 2d, 3a, 3e, 4b, 4d, 5c, 5e, 8d |
| Tuesday, Oct 30 4:30 – 6:00 pm | Session 6: Constructive Questioning  
How to ask engaging, rigorous questions in a way that allows all students to participate. | 1a, 2a, 2b, 3f, 5b, 6d, 6e, 7b, 7d, 7f, 7h |
| Tuesday, Nov 13 4:30 – 6:00 pm | Session 7: Using Engagement (Partners)  
How to use effective partnering strategies in order to strengthen student collaboration and understanding. | 2b, 2e, 3c, 4c, 4d, 4e, 6d, 7a, 7d, 7f, 8d, 9b |
| Tuesday, Nov 27 4:30 – 6:00 pm | Session 8: Delivering Effective Instruction  
How to deliver instruction that has a profound impact on student learning by implementing the elements of a well-structured lesson. | 1a, 2a, 2d, 5b, 6b, 7b, 7c, 7e, |
# Elementary TIPS II Calendar 2018

## Grades 3-6

**Teacher Induction Program for Success**
A program for Cache County School District’s second year teachers.

All instructional sessions are held in the Sun Room of the District Office, Legacy Campus. Attendance at these meetings is mandatory!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tuesday, Sep. 18</td>
<td><strong>Session 1: Delivering Effective ELA Instruction</strong></td>
<td>1a, 2a, 2b, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 5a, 5b, 5d, 6a, 6b, 7a, 7b, 7c, 7d, 7e, 7h, 9e</td>
</tr>
<tr>
<td>4:30 – 6:00 pm</td>
<td><em>How to deliver reading and writing instruction that has a profound impact on student learning, by implementing the elements of a well-structured lesson.</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Nov. 6</td>
<td><strong>Session 2: Delivering Effective Math Instruction</strong></td>
<td>1a, 2a, 2b, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 5a, 5b, 5d, 6a, 6b, 7a, 7b, 7c, 7d, 7e, 7h, 9e</td>
</tr>
<tr>
<td>4:30-6:00</td>
<td><em>How to deliver math instruction that has a profound impact on student learning, by implementing the elements of a well-structured lesson.</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Jan. 8</td>
<td><strong>Session 3: Delivering Effective Science and S.S. Instruction</strong></td>
<td>1a, 2a, 2b, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 5a, 5b, 5d, 6a, 6b, 7a, 7b, 7c, 7d, 7e, 7h, 9e</td>
</tr>
<tr>
<td>4:30 – 6:00 pm</td>
<td><em>How to deliver science and social studies instruction that has a profound impact on student learning, by implementing the elements of a well-structured lesson.</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Feb. 26</td>
<td><strong>Session 4: CORE Review and End of Year Assessments</strong></td>
<td>1a, 2a, 2b, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 5a, 5b, 5d, 6a, 6b, 7a, 7b, 7c, 7d, 7e, 7h, 9e</td>
</tr>
<tr>
<td>4:30 – 6:00 pm</td>
<td><em>How to get the most out of formative assessments (including SAGE Benchmarks), plan for an effective CORE review, and prepare students for a successful and stress-free end of year.</em></td>
<td></td>
</tr>
</tbody>
</table>