

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
January 22, 2024

MEMBERS PRESENT: Ekaterina Arshavskaya, Carrie Bala, Jessica Baxter, Curtis Benjamin, Steven Camicia, Greg Cox (for Lisa McLachlan), Marilyn Cuch, Amanda Dawson, Nichelle Frank, Dennise Gackstetter, Sharla Hart, Tom Higbee, Jana Johnson (for Peter Mathesius), Brynja Kohler, Jessica Koltz, Kelli Munns, Lauri Nelson, Sylvia Read, Chloe Richmond, Jessica Rivera-Mueller, Marla Robertson, Lynette Tervort, Nate Trauntvein, Greg Wheeler

MEMBERS EXCUSED: Paul Barr, Lacey Boschetto, Jeni Buist, Spencer Holmgren, Max Longhurst, Allison Riddle

GUESTS: Bobbi Crabtree, Darcie Peterson

ACTION ITEMS:

1. Approval of Minutes: <https://usu.box.com/s/0k0pmrk40zfhhp1ocb6n5awnsn6507vb>
Minutes for November 2023 were approved as written.

2. Program and course proposals:

R401 proposal for the Secondary Science Composite Teaching - BA, BS.

The Science Composite Teaching Major is made possible by new secondary science endorsement standards introduced by USBE and inspired in part through conversations with USBE secondary science specialists. New endorsement standards were introduced in 2021 and will be mandated for all K-12 educators in Utah for the 2024 – 2025 academic year. Currently, either the previous or new standards can be used for endorsement. The new standards require a Secondary Science Core Endorsement for all middle and high school teachers and then build upon this platform with Level 1 and Level 2 Endorsements in specific disciplines. (Computer Science is an exception in which prospective teachers earn a teaching minor when they complete 3 Career and Technical Education endorsements). Teachers with a Level 1 Endorsement can teach classes in that subject area except for Advanced Placement (AP) and International Baccalaureate (IB) classes, which require a Level 2 endorsement. The number of science classes needed for Level 1 Endorsement is relatively low. In discussions with USBE secondary science specialists in the context of gaining approval for the science course curriculum proposed by the College of Science to meet the new endorsement standards, a suggestion was made by USBE staff that students could earn Level 1 Endorsements in multiple areas with only minor modifications to the curricula that was being proposed for current USU teaching majors. It was also pointed out that having an educator endorsed to teach multiple subjects would be attractive to many schools, especially those in rural districts that have limited staff that need to cover many areas. Many of these rural schools, and some from urban districts, do not offer AP or IB courses, so there no need to have teachers endorsed at Level 2. This was the inception of the concept for the Science Composite Teaching Major: Educators would be trained in science content well and broadly and be able to teach expertly in at least three different areas of science. These secondary science educators will be of great value at many schools, and especially those in rural districts. The proposed Science Composite Teaching Major benefits the institution and USHE by squarely meeting USHE’s objectives to “develop innovative curricula and educational programs” (Objective 1.2) and to “drive economic opportunity for

secure, innovative, and vibrant Utah communities (Objective 3.2)” as well as fulfilling USU’s highest priority (Policy 103.1(e)) for “programs that meet local and regional needs that cannot otherwise be provided by other institutions on an economical basis.”

Brynja Kohler motioned to approve the R401 for the Secondary Science Composite Teaching – BA, BS. Carri Bala seconded the motion. Motion approved.

Brynja said this major would be advised in the College of Science. JanaLee Johnson is the primary advisor for this program. It is a new science teaching major that would allow students to get Level I science teaching endorsements in 3 subjects. This composite teaching major was requested by the Utah State Board of Education to help meet the needs in the rural areas.

R401 Abbreviated Program Proposal for Human Development and Family Studies – Early Childhood Certificate – Certificate of Proficiency

The Early Childhood Certificate of Proficiency is a 16-credit program that will provide students with the knowledge and skills they need to work with young children in a variety of settings. The certificate will be interdisciplinary, with core coursework completed in the HDFS department. Students will learn about the cognitive, social, emotional, and physical development of young children, as well as best practices for early childhood education. The Early Childhood Certificate program is delivered both online and in-person. Students can choose to complete the program entirely online, or they can take a combination of online and in-person courses. The Early Childhood Certificate is needed to meet the growing demand for workers in the field of early childhood education. The population of young children is increasing rapidly, and with it the need for high-quality early childhood education programs. The Early Childhood Certificate will prepare students for careers in a variety of settings, including preschools, childcare centers, elementary schools, and Head Start programs.

Marla Robertson motioned to approve the R401 for Human Development and Family Studies – Early Childhood Certificate – Certificate of Proficiency. Kelli Munns seconded the motion. Motion approved.

The Department of Human Development and Family Studies is working on improving their enrollments and this kind of certificate could be kind of like our para pro certificate in elementary education in the Teacher Education and Leadership Department. There is a need for more individuals in all kinds of settings, and this might be one of those steppingstones towards an associate degree or bachelor’s degree.

The following four R401 Proposals were voted on electronically:

R401 Abbreviated Program Proposal for Instructional Technology and Learning Sciences – School Library Media Administration – Certificate of Proficiency

R401 Abbreviated Program Proposal for Instructional Technology and Learning Sciences – School Library Media Administration – Post-Baccalaureate Certificate

R401 Abbreviated Program Proposal for Instructional Technology and Learning Sciences – School Library Media Administration K-12 Endorsement

R401 Full Program Proposal for School of Teacher Education and Leadership – Elementary Education – Associate of Science

The four R401's listed above were approved by electronic vote on February 1, 2024

Course modifications:

Delete:

ELED 3001 – Historical, Social, and Cultural Foundations of Education

ELED 3003 – Foundations Practicum

ELED 3101 – Classroom Reading Instruction

ELED 4021 – Teaching Science in Elementary School

ELED 4031 – Teaching Language Arts (CI)

ELED 4041 – Reading Assessment and Intervention (CI)

ELED 4043 – Reading Assessment and Intervention Practicum

ELED 4051 – Teaching Social Studies in Elementary School

ELED 4063 – Teaching Elementary School Mathematics II: Number, Operations, and Algebraic

ELED 4064 – Teaching Elementary School Mathematics I: Rational Numbers, Operations, and Proportional Reasoning

ELED 4065 – Elementary Content Practicum

ELED 4151 – Assessment and Differentiation Across the Curriculum

TEAL 5711 – Instruction for Linguistically and Culturally Diverse Learners

Reasoning

- *Proposed Action:* Delete Courses, effective Summer 2024
- *Justification:* The courses listed above are general studies courses for a general studies program that is being discontinued. Students can register for other ELED courses in place of these courses.

Marla Robertson motioned to approve deleting the courses listed above. Tom Higbee seconded the motion. Motion approved.

Sylvia Read explained that we had a general studies elementary education lane for a while that served the needs when we had the Praxis as an entry requirement. It is no longer needed since the Praxis exam is no longer required by the Utah State Board of Education for elementary education. These courses were created for the general studies lane students so they could get started in the elementary education program, even though they had not passed the Praxis. We also had the same courses for the licensure lane students. Since we do not need the general studies lane anymore, we are deleting the courses that were used for that lane. The courses for the licensure lane students are still being offered.

Remove prerequisites:

SPED 5010 – Applied Behavioral Analysis 1: Principles, Assessment, and Analysis (QI)

SPED 5013 – Advanced Behavior Management and Instructional Strategies

SPED 5014 – Foundations in Assessment

SPED 5015 – Law/Policies/Procedures

SPED 5016 – Technology and Collaboration for Teaching Exceptional Learners

SPED 5017 – Transition Planning and Collaboration for Exceptional Learners

SPED 5018 – Eligibility Assessment

- SPED 5050 – Applied Behavioral Analysis 2: Applications
- SPED 5070 – Policies, Procedures, and Collaboration in Special Education
- SPED 5080 – Transition-Focused Education and Collaboration
- SPED 5110 – Social and Psychological Implications of Visual Impairments
- SPED 5120 – Ocular Disorders and Examination
- SPED 5122 – Educational Implications for Student with Low Vision
- SPED 5130 – Literary Braille Codes
- SPED 5135 – Assistive Technology for Students with Visual Impairments
- SPED 5140 – Advanced Braille Codes & Abacus Instruction
- SPED 5150 – Teaching Children with Dual Sensory Impairments (Deaf/Blind)
- SPED 5160 – Introduction to Orientation and Mobility
- SPED 5170 – Instructional Management for Students with Visual Impairments (0-21)
- SPED 5175 – Early Literacy for Young Children with Visual Impairment, Birth to Five
- SPED 5190 – Understanding the Brain, Damage to the Brain Cerebral/Cortical Visual Impairment
- SPED 5310 – Teaching Reading and Language Arts to Students with Disabilities
- SPED 5312 – MM K-12 Math Content, Applications, and Co-Teaching
- SPED 5340 – Teaching Math to Students with Mild/Moderate Disabilities
- SPED 5410 – Practicum I (Elementary) for Mild/Moderate Disabilities
- SPED 5420 – Practicum II (Secondary) for Mild/Moderate Disabilities
- SPED 5425 – Practicum II for Mild/Moderate Disabilities
- SPED 5510 – Curriculum and Assessment for Students with Severe Disabilities I
- SPED 5512 – Effective Instruction and Curriculum for Students with Severe Disabilities II
- SPED 5520 – Curriculum and Assessment for Students with Severe Disabilities II
- SPED 5530 – Family/Professional Collaboration and Technology for Teaching Exceptional Learners
- SPED 5600 – Practicum I Severe
- SPED 5610 – Practicum II Severe
- SPED 5625 – Practicum II for Severe Disabilities
- SPED 5710 – Young Children with Disabilities: Characteristics and Services
- SPED 5712 – Advanced Instructional Strategies for Preschoolers with Disabilities
- SPED 5713 – Early Intervention: Services for Infants and Families
- SPED 5714 – Early Childhood Development and Social Competency: Implications for Intervention
- SPED 5810 – Seminar and Field Experiences with Infants and Families
- SPED 5820 – Preschool Practicum with Young Children with Disabilities in Community Environments
- SPED 5840 – Practicum: Working with Young Children with Autism
- *Proposed Action:* Remove Prerequisite Courses, effective Summer 2024
 - *Justification:* These courses are causing registration issues. The department will control registration with admission to Teacher Education and admission to Special Education.

Darcie Peterson motioned to approve removing the prerequisites for the courses listed above. Tom Higbee seconded the motion. Motion approved.

Darcie Peterson said they have a registration block that gets taken off when students are admitted to the program which allows them to then register for courses in the special education program, so they do not need to have the prerequisite courses to prevent students from registering for courses in their program.

Inactivate:

SPED 5060 – Consulting with Parents and Teachers

SPED 5350 – Applied Behavior Analysis for Special Educators I: Alternative Preparation

SPED 5360 – Applied Behavior Analysis for Special Educators II: Alternative Preparation

SPED 5430 – Field-Based Applications for Students with Mild/Moderate Disabilities I

SPED 5630 - Field-Based Applications for Students with Severe Disabilities

SPED 5640 – Advanced Field-Based Applications for Students with Severe Disabilities

- *Proposed Action:* Inactivate Courses, effective Summer 2024
- *Justification:* The content for these courses has moved to other SPED courses where practical assignments can be assigned.

Darcie Peterson motioned to approve inactivating the courses listed above. Marla Robertson seconded the motion. Motion approved.

Darcie Peterson said these courses are courses from old programs. They just started their new revised special education program so these courses that were needed for the existing cohort but are no longer needed going forward. Sylvia Read asked why they were inactivating the courses instead of deleting them. Darcie said it was easier to bring back a course number than it is to propose a new course number and things are constantly changing so they may need these course numbers in the future.

New courses:

ELED 3050 – PE and Health in the Elementary Classroom

- *Proposed Action:* New Course, effective Summer 2024
- *Justification:* This new course is being added as a required course to comply with the Elementary Content competencies fully approved by the Utah State Board of Education in January 2024 (R277-304). We used to require a PE course, but it was dropped when the key faculty member retired.
- *Description:* This course develops the knowledge, skills, and dispositions necessary to teach healthy lifestyles and physical education to elementary-aged children. This course enables prospective teachers to plan, implement, and evaluate lessons for elementary students.

Marla Robertson said the new PE and Health course was created in response to the new elementary content competencies that were approved in May. We didn't have a course that addressed those competencies, so we had to create one in order to be in compliance. Sylvia Read said that TEAL is proposing this as an online course. We do not currently have the health course online, so this will encompass both the PE competencies and the health teaching competencies into one online course that we need to get state approval for our program. For now, we have put an ELED prefix on it, but at some point, it could also get cross listed with Kinesiology.

ELED 4049 – Foundations of Reading Review

- *Proposed Action:* New Course, effective Summer 2024
- *Justification:* This course will add one credit course to support students in preparing for a new Utah Foundations of Reading Test that is being required for licensure by the Utah State Board of Education.

- *Description:* This course reviews evidence-based instructional strategies in language and literacy development. Topics include phonemic awareness, decoding instruction, reading fluency, comprehension strategies, vocabulary, assessment techniques, and effective teaching methods for literary and informational texts.

Marla Robertson motioned to approve ELED 3050 and ELED 4049. Kelli Munns seconded the motion. Motion approved.

The Foundations of Reading test is an assessment that has been added for elementary education, special education, and early childhood education students. In order for USU to be able to recommend them for licensure, they have to get a certain score on this test, so we are adding a one-credit review course. It is a high stakes test, so we want to make sure our students are prepared to take it since the state pays for the exam the first time. They can take it multiple times, but if they don't pass the first time, they will have to pay for additional attempts themselves. Darcie Peterson asked if special education majors would be able to take ELED 4049. Marla said the course was designed to be taken the same time as the ELED 4040 course which is their assessment and instruction course, but she thought it would be general enough that if special education students wanted to take it, it would be helpful for them as well.

PSY 6770 – Pre-Practicum: Counseling Skills and Techniques

- *Proposed Action:* New Course, effective Summer 2024
- *Justification:* This course will be a pre-practicum, skill building and technique course to ensure counseling skills are practiced explicitly and supported prior to enrolling in the practicum experiential components where students then interact with K-12 students in school settings. The pre-practicum course will support collaboration with peers on counseling skills, ability to learn and practice counseling skills throughout the semester in a safe environment in class with peers, with supervision from the course instructor.
- *Description:* This course emphasizes the acquisition of counseling skills and practical application of counseling techniques. Students delve into evidence-based methods suitable for both prevention and intervention, providing a holistic grasp of school counseling practices.

Jessica Koltz motioned to approve PSY 6770. Kelli Munns seconded the motion. Motion approved.

Jessica Koltz said that in response to graduate employer surveys relating to counseling skills that have not been addressed in full through their programs, they have adjusted some other courses within their program to meet their requirement of 48 credit hours.

TEAL 5080 – Integrating Arts into Academic Learning (DHA)

- *Proposed Action:* Course Number Change, Remove Prerequisites, effective Summer 2024
- *Justification:* We are only requesting a course number change. Proposed new prefix and course number: TEAL 3080
- *Description:* This course explores interdisciplinary planning and teaching strategies integrating the four art forms (Dance, Music, Theater, and Visual Arts) with academic subjects in the K-6 curriculum. This course builds confidence and direction in the planning of fine arts learning experiences.

Marla Robertson motioned to approve the changes to TEAL 5080. Brynja Kohler seconded the motion. Motion approved.

Marla Robertson said the TEAL 5080 course is typically taken in the junior year. It has made it difficult for articulation for students who bring in the course from another university because of the 5000-level course number. They are changing the course number to TEAL 3080 to make it more reflective of the actual time that it needs to be taken in their program.

TEAL 6400 & ITLS 6400 – Foundations of Instructional Coaching

- *Proposed Action:* New Course, effective Summer 2024
- *Justification:* This course will expand our elective offerings for master students as well as add an opportunity for students to fulfill the requirements to qualify for the USBE Instructional Coaching endorsement or earn the Post-Baccalaureate Instructional Coaching certificate.
- *Description:* This course develops instructional coaching practices for educators. Topics covered include coaching models, interpersonal skills, evidence-based pedagogical approaches, data-informed decisions, and addressing the needs of diverse learners in a variety of settings.

Kelli Munns motioned to TEAL 6400 and ITLS 6400 as new courses. Sharla Hart seconded the motion. Motion approved.

Kelli Munns said Teal and ITLS collaborated on the creation of this course to get their students endorsed in instructional coaching and they did not have a course that aligned to meet the competencies. It is a 6000-level course for master's students, graduate level students, or those coming in just for the instructional coaching endorsement. Because they are required to have 5 years at the state level of teaching, they don't want undergraduate students to take this course since they will not have the experience needed. Sylvia said the USBE previously approved 2 other courses for this endorsement. It may be an endorsement we can use as a recruiting tool for master's degrees.

Information/Discussion Items:

1. R277-304, the board rule that regulates teacher preparation, has been revised, as of the January 11, 2024 USBE meeting. <https://usbe.portal.civicclerk.com/event/436/files/19060>
 - R277-304 references the General Teacher Competencies: <https://usbe.portal.civicclerk.com/event/436/files/18998>
 - R277-304 also references the Elementary Teacher Competences: <https://usbe.portal.civicclerk.com/event/436/files/18999>
 - The General Teacher Competencies apply to all teacher prep programs, early childhood, elementary, secondary, and special education.
 - The Elementary Content Competencies apply only to early childhood and elementary education. Competencies for special education are being developed.
 - These will soon be posted here: <https://www.schools.utah.gov/administrativerules>
 - They are also included in the CTE Agenda folder here: <https://usu.box.com/s/5pty4ox9l1h1s1mpk4mjefmzqe3mx0m>
 -

The R277-304 board rule references the General Teacher Preparation Competencies and the Elementary Preparation Competencies. For those who work in secondary programs, Marilyn and Sylvia will be reaching out to them to find out how they are planning to address the general teacher competencies in methods courses. We need to find out which of the competencies are being referenced, and they need to be added to the syllabi for those courses because we will need to submit materials to the USBE for program approval. The deadline for getting these competencies implemented is September 1, 2025. These general teacher competencies are going to be the basis for a revision to the final student teaching evaluation. Sylvia Read said she has begun the process of getting the group together to start working on those revisions. The elementary content competencies only apply to early childhood and elementary education. The competencies for special education are under development and will soon be posted on the USBE website. Brynja Kohler requested that Sylvia share some highlights or areas she felt they would need to focus on for their programs. Sylvia said some of these items will need to be incorporated into a clinical evaluation or the student teaching evaluation. The other items are things that we are probably already doing, but we need to be more explicit about putting them in syllabi. For example, designing instruction that builds on learner's background knowledge and supports their needs and identifying adaptations made to instruction to meet the needs of learners with varied backgrounds. The teacher candidates must demonstrate an understanding of the General Teacher Preparation Competencies, so it would be good to include these in your syllabi as learning objectives. They are exactly aligned with recently updated Utah Effective Teaching Standards.

2. Other USBE Updates – *Greg Cox*

Greg Cox informed the council that the theatre arts competency for USU has been approved, and it was the last secondary competency USU needed to have approved. He said USU was the first institution to get everything completed for the secondary endorsements. Greg asked if USU had finished the literacy specialist K-12 competency yet. Sylvia responded that we were probably not going to be able to offer it because there are so many restrictions on it that there would not be enough students to be able to take this. The other issue is that there are so many other ways that teachers can get the endorsement that don't involve paying tuition, so we didn't feel like we could compete.

3. District Feedback – *Jeni Buist, Spencer Holmgren, Allison Riddle, Lynette Tervort*

Lynette Tervort said their district is talking about trying to find ways to help kids be more prepared to start kindergarten. Some of the things she mentioned they are looking at were social and emotional development, as well as things like potty training. The district's intention is to communicate with the parents one year before their child starts kindergarten and inform them of what their expectations are for their child to start kindergarten. Many parents are unaware of what their kids don't know and think their kids are super ready when they are not.

4. Northern Utah UniServ Updates – *Curtis Benjamin*

Curtis Benjamin said the legislature is in full gear now and has gone through its first full week. They are continuing to have Educator Day on the Hill for their members and other educators that want to join them each Friday. They start out at 7 am and meet together and talk about legislation that is pending. They also have guest lawmakers come in and talk to them about their priorities and go to committee meetings and watch the process. They are there until about 1:00 pm. House Bill 221 is one of the bills they are looking at. It has to do with student teachers and UEA's support of some kind of stipend to help ease the student teaching experience. The

request is for about \$2,000,000, so it's about \$6000 per student teacher. If anyone on the council would like to offer their support for this bill, they can write Representative Karen Peterson, or their own representative. Sylvia Read told Curtis that we provided input to Karen with stories from our TEAL and SPERC departments and she appreciated them. Curtis invited the council to go to the myuea.org site <https://myuea.org/advocating-change/uea-under-dome> if they wanted to see an easy tracking sheet or how things are calendared, as well as to the Utah Legislature page <https://le.utah.gov/> to see that as well. One of the concerns they have as an association is that they really believe that educators, and employees generally, have the ease of affiliating with their association. There is some legislation out there being proposed to take away payroll deduction, for example, as a way to pay for union dues and also other kinds of checks on association participation, and they are opposed to that. UEA thinks that it's necessary to have an educator's voice everywhere from the legislature down to negotiations, to individual teachers working with their own administrators.

5. Educator Licensing Newsletter for January, 2024:

<https://docs.google.com/document/d/1SQExEJUw9NzqhlAvVqVYZ-WSp9a9qEYC6wflPx9vfUU/edit>

Sylvia Read said the Educator Licensing Newsletter is a great source to go to for updates that might affect their programs. A few key items in January's newsletter were the Teacher Shortage Areas, the Annual Educator Licensing Report, and the Educator Preparation Program Report. USBE uses the Department of Education rules on teacher education shortages, and it seems like a statistical anomaly. We have more elementary educators than any other category, which means we have more who are not fully qualified, so that becomes the highest critical index. Special education is third and support staff is fourth, which includes speech-language pathology and school counseling. So, when we are looking at TH Bell money, we are still going to be using the same criteria, starting with first generation students, and then the criticality index. Elementary education and special education will still be very high on the list. Darcie Peterson said she didn't understand why they do it against the total number instead of area. It is very odd because it's flipped from how it used to be. They do it as a percentage of the total instead of a percentage of the category. Brynja Kohler asked if students working toward an endorsement in an area are considered fully qualified. Sylvia explained that if we had an educator with a professional educator license with a biology endorsement, but is working on the chemistry endorsement, they would only have an associate endorsement for chemistry. Greg Cox said in terms of funding, they are qualified, but they differentiate the two in their system by funding purposes and by reports that require you to have a professional license.

Next meeting: February 12, 2024