

**MINUTES**  
**COUNCIL ON TEACHER EDUCATION MEETING**  
January 14, 2019

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**MEMBERS PRESENT:** Marilyn Cuch, Sheri Haderlie, Francine Johnson, Sonia Manuel-Dupont, Peter Mathesius, Eric Mohr, Richard Mueller, Matt Omasta, Kim Panter, Amy Piotrowski, Travis Rawlings, Sylvia Read, Kady Schneider, Tyson Sorensen, Leslie Timmons, Darcie Peterson for Tim Slocum, Lacey Boschetto for Julie Wheeler

**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.
- b. KIN 2000. Action requested: course description, prefix, and title change.
  - 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.
- iv. New course description: Introduces new teachers to effective, evidence-based teaching methods, planning for instruction, and assessment of student learning.
- 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 pedagogical 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 Schofield, 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.*

4. Pedagogical performance assessment—possible pilot of PPAT (ETS product). Cost of exam.  
– *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 12<sup>th</sup> and 13<sup>th</sup>. 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. Importantly, these STEP courses include discipline-specific methods courses (e.g., Teaching

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.

1 **R277. Education, Administration.**

2 **R277-304. Teacher Preparation Programs.**

3 **R277-304-1. Authority and Purpose.**

4 (1) This rule is authorized by:

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

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

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

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

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

16 **R277-304-2. Definitions.**

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

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

26 (2) "Clinical experience" means a structured opportunity, overseen by a  
27 licensed educator, for a program candidate to develop and demonstrate competency  
28 in the skills and knowledge necessary to be an effective teacher, in a physical or  
29 virtual classroom with real students.

30 (3) “Council for the Accreditation of Educator Preparation” or “CAEP” means  
31 a national organization that advances equity and excellence in educator preparation  
32 through evidence-based accreditation that assures quality and supports continuous  
33 improvement to strengthen P-12 student learning.

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

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

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

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

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

49 **R277-304-3. General Teacher Preparation.**

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

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

53 (2) prepare candidates to teach:

54 (a) the Utah Core Standards;

55 (b) the Utah Early Childhood Core Standards; and

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

58 (3) include school-based clinical experiences for a candidate to observe.

- 59 practice skills, and reflect on teaching that:
- 60 (a) are significant in number and scope;
- 61 (b) are progressively more complex;
- 62 (c) occur in multiple schools and classrooms;
- 63 (d) include working with all types of students; and
- 64 (e) include creating and consistently implementing classroom procedures and
- 65  routines in the beginning of a semester or a school year;
- 66 (4) ensure that candidates have clinical experiences with sufficient depth,
- 67  breadth, and duration to ensure that they have gained the knowledge, skills, and
- 68  dispositions requisite so all students learn;
- 69 (5) require the demonstration of competency in:
- 70 (a) content and content-specific pedagogy appropriate for the area of
- 71  licensure;
- 72 (b) knowledge of the Utah Educator Professional Standards contained in Rule
- 73  R277-515;
- 74 (c) creating effective learning environments by establishing and implementing
- 75  routines and procedures with consistent expectations;
- 76 (d) skills in providing tier one and tier two instruction and intervention on the
- 77  Utah Core Standards and positive behavior supports to each student within a multi-
- 78  tiered system of supports;
- 79 (e) integrating technology to support and meaningfully supplement the
- 80  learning of students, including the effective use of software for personalized learning;
- 81 (f) designing, administering, and reviewing educational assessments in a
- 82  meaningful and ethical manner;
- 83 (g) analyzing formative and summative assessments results to inform and
- 84  modify instruction;
- 85 (h) assessing students for competency for the purpose of personalized
- 86  learning;
- 87 (i) skills in implementing personalized learning practices that consider the
- 88  whole child, including:

- 89           (i) trauma-informed instructional practices; and  
90           (ii) restorative instructional practices;  
91           (j) knowledge and skills designed to assist in the identification of students with  
92 disabilities to meet the needs of students with disabilities in the general classroom,  
93 including:  
94           (i) knowledge of the IDEA and Section 504 of the Rehabilitation Act;  
95           (ii) knowledge of the role of non-special-education teachers in the education  
96 of students with disabilities;  
97           (iii) knowledge and skills in implementing least restrictive behavior  
98 interventions;  
99           (iv) skills in implementing and assessing the results of interventions; and  
100           (v) skills in the implementation of an educational program with  
101 accommodations, modifications, services, and supports established by an IEP or a  
102 504 plan for students with disabilities in the general education classroom; and  
103           (k) knowledge and skills designed to meet the needs of diverse student  
104 populations in the general education classroom, including:  
105           (i) allowing students multiple ways to demonstrate learning that are sensitive  
106 to student diversity;  
107           (ii) creating an environment using a teaching model that is sensitive to multiple  
108 experiences and diversity;  
109           (iii) designing, adapting, and delivering instruction to address each student’s  
110 diverse learning strengths and needs; and  
111           (iv) incorporating tools of language development into planning, instruction, and  
112 intervention for students learning English and supporting development of English  
113 proficiency;  
114           (6) for a program applicant accepted on or after January 1, 2020, require  
115 multiple opportunities for a program applicant to successfully demonstrate application  
116 of knowledge and skills gained through the program in one or more clinical  
117 experiences in each of the following competencies:  
118           (a) implementing the full teaching cycle of a unit of instruction; e.g., planning

- 119 and design, delivery, facilitation, assessment, evaluation, and reflection, including:
- 120 (i) systematic and explicit instructional design and implementation;
- 121 (ii) varied evidence-based instructional strategies;
- 122 (iii) developmentally appropriate and authentic learning experiences;
- 123 (iv) scaffolded instruction;
- 124 (v) differentiated instruction;
- 125 (vi) instruction targeting higher order thinking and metacognitive skills;
- 126 (vii) project-based or competency-based learning opportunities;
- 127 (viii) designing and selecting pre-assessments, formative, and summative
- 128 assessments that align to student learning objectives; and
- 129 (ix) revising instructional plans for future implementation or reteaching
- 130 concepts as appropriate;
- 131 (b) integrating cross-disciplinary skills, such as literacy or numeracy, into
- 132 instruction;
- 133 (c) engaging students in the learning process;
- 134 (d) utilizing technology to enhance and personalize instruction;
- 135 (e) implementing the accommodations, modifications, services, and supports
- 136 as outlined in a student's IEP or 504 plan;
- 137 (f) evaluating student artifacts and assessments for the purposes of:
- 138 (i) measuring student understanding;
- 139 (ii) modifying instruction;
- 140 (iii) targeting tier two instruction and intervention in a multi-tiered system of
- 141 support;
- 142 (iv) providing feedback to students; and
- 143 (v) documenting student progress, i.e., assigning an academic grade;
- 144 (g) establishing and maintaining classroom procedures and routines that
- 145 include positive behavior interventions and supports;
- 146 (h) establishing and maintaining a positive learning climate;
- 147 (i) reflecting on the teaching process and justifying instructional decisions;
- 148 (j) collaborating with grade level, subject, or cross-curricular teams to:

- 149 (i) analyze student data;
- 150 (ii) inform, plan, and modify instruction; and
- 151 (iii) implementing common formative assessments;
- 152 (k) participating in at least one IEP meeting or parental consultation regarding
- 153 a student that the program applicant has instructed; and
- 154 (l) effective communicating with parents, colleagues, and administration;
- 155 (7) include consideration of a candidate's dispositions and suitability for
- 156 teaching; and
- 157 (8) include plans for candidate remediation and exit counseling if applicable.

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

- 159 (1) Prior to approval by the Board, a preparation program for early childhood
- 160 education or elementary education shall:
- 161 (a) align, as appropriate, with:
- 162 (i) the 2010 National Association for the Education of Young Children
- 163 Standards for Initial and Advanced Early Childhood Professional Preparation
- 164 Programs; or
- 165 (ii) the CAEP 2018 K-6 Elementary Teacher Preparation Standards; and
- 166 (b) require the demonstration of competency in:
- 167 (i) the areas outlined in Section R277-304-3;
- 168 (ii) the appropriate content knowledge needed to teach:
- 169 (A) literacy, including listening, speaking, writing, and reading;
- 170 (B) mathematics;
- 171 (C) physical and life science;
- 172 (D) health and physical education;
- 173 (E) social studies; and
- 174 (F) fine arts;
- 175 (iii) the science of reading instruction including:
- 176 (A) phonemic awareness;
- 177 (B) phonics;

- 178 (C) fluency;  
179 (D) vocabulary; and  
180 (E) comprehension;  
181 (iv) the science of mathematics instruction, including:  
182 (A) quantitative reasoning;  
183 (B) problem solving;  
184 (C) representation;  
185 (D) numeracy; and  
186 (E) a balance of procedural and conceptual understanding; and  
187 (v) early childhood development and learning.  
188 (2) For a program applicant accepted after January 1, 2020, a preparation  
189 program for early childhood or elementary education shall require multiple  
190 opportunities for a program applicant to successfully demonstrate application of  
191 knowledge and skills gained through the program in a school-based setting in each  
192 of the following:  
193 (a) all requirements outlined in Subsection R277-304-3(6);  
194 (b) demonstrating content specific pedagogy in each of the areas outlined in  
195 Subsection R277-304-4(1)(b)(ii);  
196 (c) diagnosing students struggling with reading and planning and implenting  
197 remediation for those students; and  
198 (d) diagnosing students struggling with mathematics and planning and  
199 implenting remediation for those students.  
200 (3) An educator preparation program shall apply the standards in this Section  
201 R277-304-4 to the specific age group or grade level for which the program of  
202 preparation is designed.  
203 (a) An early childhood education program shall focus primarily on early  
204 childhood development and learning in kindergarten through grade 3.  
205 (b) An elementary program shall include both early childhood development  
206 and learning and elementary content and pedagogy in kindergarten through grade  
207 6.

208 **R277-304-5. Secondary Preparation Programs.**

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

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

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

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

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

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

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

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

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

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

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

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

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

235 (b) aligned with the 2012 Council for Exceptional Children Initial Preparation  
236 Standards as informed by the Council for Exceptional Children Specialty Sets for

- 237 Initial Preparation Programs in one or more of the following special education areas:
- 238 (i) Mild/Moderate Disabilities;
- 239 (ii) Severe Disabilities;
- 240 (iii) Deaf and Hard of Hearing;
- 241 (iv) Blind and Visually Impaired;
- 242 (v) Deafblind; or
- 243 (vi) Preschool Special Education (Birth-Age 5);
- 244 (c) require the passage of a special education content knowledge assessment
- 245 approved by the Superintendent;
- 246 (d) require the passage of a Braille assessment approved by the
- 247 Superintendent for a program in the Blind and Visually Impaired area;
- 248 (e) require the demonstration of competency in:
- 249 (i) all areas detailed in Section R277-304-3;
- 250 (ii) legal and ethical issues surrounding special education, including:
- 251 (A) the IDEA;
- 252 (B) the Special Education Rules Manual incorporated by reference in Section
- 253 R277-750-2; and
- 254 (C) all other applicable statutes and Board rules;
- 255 (iii) the IDEA and Board Special Education rules;
- 256 (iv) working with other school personnel to implement and evaluate academic
- 257 and positive behavior supports and interventions for students with disabilities within
- 258 a multi-tiered system of supports;
- 259 (v) training in and supervising the services and supports provided to students
- 260 with disabilities by general education teachers, related service providers, and
- 261 paraprofessionals; and
- 262 (vi) providing specially designed instruction, including content specific
- 263 pedagogy, as per IEPs, to students with disabilities, including:
- 264 (A) the Utah Core Standards;
- 265 (B) the Utah Early Childhood Core Standards; and
- 266 (C) the Essential Elements as appropriate to a candidate's prospective area

267 of licensure as established by the Board;

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

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

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

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

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

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

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

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

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

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

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

296 (g) developing and implementing a secondary transition plan as it relates to

297 ~~[further]~~ post-secondary education and training, competitive employment and  
298 independent living~~[, employment and recreation, and leisure]~~; and

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

301 **R277-304-7. Deaf Education Preparation Programs.**

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

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

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

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

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

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

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

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

318 (e) require demonstration of competency in:

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

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

321 (A) the IDEA;

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

324 (C) all other applicable statutes and Board rules;

325 (iii) addressing specific linguistic and cultural needs of deaf and hard of

- 326 hearing students throughout the curriculum;
- 327 (iv) skills for incorporating language into all aspects of the curriculum;
- 328 (v) pedagogical skills unique to teaching reading, writing, mathematics, and
- 329 other content areas to deaf and hard of hearing students;
- 330 (vi) basic fluency in the use of American Sign Language;
- 331 (vii) knowledge of the audiological and physiological components of audition;
- 332 (viii) skills for teaching speech to deaf and hard of hearing students;
- 333 (ix) the socio-cultural and psychological implications of hearing loss; and
- 334 (x) assessing and addressing the educational needs and educational progress
- 335 of deaf and hard of hearing students.
- 336 (2) For a program applicant accepted after January 1, 2020, a deaf or hard of
- 337 hearing education preparation program shall require multiple opportunities for a
- 338 program applicant to successfully demonstrate application of knowledge and skills
- 339 gained through the program in a school-based setting in each of the following:
- 340 (a) all requirements outlined in Subsection R277-304-3(6);
- 341 (b) for a program focused on Subsection R277-304-7(1)(c)(i):
- 342 (i) assessing early childhood language development and assessment in
- 343 American Sign Language and spoken English;
- 344 (ii) working with families with students who are deaf or hard of hearing while
- 345 respecting a variety of communication modalities;
- 346 (iii) integrating language, speech, and listening everyday activities;
- 347 (iv) sharing knowledge with families iwth students who are deaf or hard of
- 348 hearing about the complexities of deaf culture, including norms and behaviors of the
- 349 deaf community;
- 350 (v) developing auditory perception in children and educating parents about
- 351 developmental milestones for listening skills; and
- 352 (vi) proficiency in American Sign Language as demonstrate by passing an
- 353 assessment approved by the Superintendent;
- 354 (c) for a program focused on Subsection R277-304-7(1)(c)(ii):
- 355 (i) developing auditory perception in children and strategies for develo[ing

- 356 listening and spoken language in deaf and hard of hearing students;  
357 (ii) demonstrating understanding and expertise regarding early childhood  
358 spoken language development;  
359 (iii) involving family members with students who are deaf or hard of hearing  
360 in learning and therapeutic activities;  
361 (iv) integrating speech, listening, and spoken language in preschool and early  
362 elementary content areas; and  
363 (v) integrating current listening technology, including troubleshooting such  
364 technology; and  
365 (d) for a program focused on Subsection R277-304-7(1)(c)(iii):  
366 (i) integrating American Sign Language into instruction of core academic  
367 content for all school-age students;  
368 (ii) enhancing bilingual literacy of students who are deaf or hard of hearing in  
369 both American Sign Language and English;  
370 (iii) integrating respect and understanding of deaf culture into instruction;  
371 (iv) demonstrating understanding and expertise regarding American Sign  
372 Language language development; and  
373 (v) proficiency in American Sign Language as demonstrated by passing an  
374 assessment approved by the Superintendent.

375 **R277-304-8. Career and Technical Education Preparation Programs.**

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

385 approved CTE license area;

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

388 (d) For a program applicant accepted after January 1, 2020, a CTE  
389 preparation program shall require multiple opportunities for a program applicant to  
390 successfully demonstrate application of knowledge and skills gained through the  
391 program in a school-based setting in all requirements outlined in Section R277-304-  
392 5; and

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

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

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

402 **KEY:**

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

404 **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](mailto: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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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!

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

# 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!

Date	Topic	Utah Educational Teaching Standards
Tuesday, Sep 4 4:30 – 6:00	<b>Session 1: Time Management</b> <i>How to prevent behavioral and academic problems by reducing down-time and purposefully organizing students' tasks</i>	2a, 2d, 3a, 3c, 3d, 7a, 7b
Tuesday, Sep 18 4:30 – 6:00 pm	<b>Session 2: Delivering Effective Instruction (Phonics)</b> <i>How to implement instruction that prevents misunderstanding and has a profound impact on student attentiveness and learning in phonics</i>	1a, 2a, 2b, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 5a, 5b, 5d, 6a, 6b, 7a, 7b, 7c, 7d, 7e, 7h, 9e
Tuesday, Oct 23 4:30 – 6:00 pm	<b>Session 3: Delivering Effective Instruction (Math, part 1)</b> <i>How to implement instruction that prevents misunderstanding and has a profound impact on student attentiveness and learning in math</i>	
Tuesday, Nov 6 4:30 – 6:00 pm	<b>Session 4: Delivering Effective Instruction (Math, part 2)</b> <i>Further practice designing instruction and discussing components that prevent misunderstanding and impact student learning in math</i>	
Tuesday, Jan 8 4:30 – 6:00 pm	<b>Session 5: Delivering Effective Instruction (Writing)</b> <i>How to implement instruction that prevents errors and has an immediate impact on students' ability to write proficiently</i>	

# 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!*

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

Date	Topic	Utah Educational Teaching Standards
Tuesday, Sep. 18 4:30 – 6:00 pm	<b>Session 1: Delivering Effective ELA Instruction</b> <i>How to deliver reading and writing instruction that has a profound impact on student learning, by implementing the elements of a well-structured lesson.</i>	1a, 2a, 2b, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 5a, 5b, 5d, 6a, 6b, 7a, 7b, 7c, 7d, 7e, 7h, 9e
Tuesday, Nov. 6 4:30-6:00	<b>Session 2: Delivering Effective Math Instruction</b> <i>How to deliver math instruction that has a profound impact on student learning, by implementing the elements of a well-structured lesson.</i>	1a, 2a, 2b, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 5a, 5b, 5d, 6a, 6b, 7a, 7b, 7c, 7d, 7e, 7h, 9e
Tuesday, Jan. 8 4:30 – 6:00 pm	<b>Session 3: Delivering Effective Science and S.S. Instruction</b> <i>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.</i>	1a, 2a, 2b, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 5a, 5b, 5d, 6a, 6b, 7a, 7b, 7c, 7d, 7e, 7h, 9e
Tuesday, Feb. 26 4:30 – 6:00 pm	<b>Session 4: CORE Review and End of Year Assessments</b> <i>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.</i>	1a, 2a, 2b, 2d, 2e, 3b, 3c, 3d, 3f, 4a, 4d, 4e, 5a, 5b, 5d, 6a, 6b, 7a, 7b, 7c, 7d, 7e, 7h, 9e