

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
February 10, 2025

MEMBERS PRESENT: Carrie Bala, Jessica Baxter, Curtis Benjamin, Melanie Brunson, Jeni Buist, Steven Camicia, Marilyn Cuch, Amanda Dawson, Nichelle Frank, Halle Hart, Sharla Hart, Tom Higbee, Brynja Kohler, Jessica Koltz, Max Longhurst, Lisa McLachlan, Kelli Munns, Lauri Nelson, Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Lynette Tervort, Nate Trauntvein, Greg Wheeler, Rick Woodford

MEMBERS EXCUSED: Spencer Holmgren, Jana Johnson, Harrison Kleiner, Maria Spicer-Escalante

GUESTS: Greg Cox, Bobbi Crabtree, Ashley Fluegel, Julia Lyman, Darcie Peterson

ACTION ITEMS:

1. Approval of Minutes: <https://usu.box.com/s/3l3cipaivwx3aj0lm8es2filovbaq98c>
 - a. Minutes for January 2025 were approved as written.

Information/Discussion Items:

1. USBE Updates – *Lisa McLachlan*

Lisa talked about the proposed changes to R277-304, which is their Teacher Preparation Rule. They are proposing a couple of changes that were approved by the Law and Licensing Committee last week, so it will go to full Board in March. One of the changes was with the new Special Education preparation competencies (<https://usbe.portal.civicclerk.com/event/486/files/attachment/22931>). She said there was not much pushback on the competencies in the meeting. They just had questions about the special education math requirements, but they passed them without much feedback. They are also extending the deadline for the implementation of the General Teaching and Elementary Content until 2026. Literacy will still be intact, and if it passes, they will ask for alignment by 2025. Implementation for the Special Education competencies, once they are approved, will probably be 2027, assuming they are approved in March. They are adjusting the definition of early childhood to include preschool instead of being K-3, so individuals who get the Early Childhood license are qualified to teach preschool general education in areas that have preschool programs. Their literacy specialist will come to the next UTEAC meeting and will share some literacy resources with the team: <https://docs.google.com/document/d/1NYhuCozsXwFPJ5BdavibP7u0i-FCPuIQLoqIhw-mQk/edit?tab=t.0>

2. URAPT – *Sylvia Read*

Sylvia said that USU is now an official related instruction provider for the Utah Registered Apprenticeship for Teaching. They will be doing an orientation with Christina Guevara soon. They will then be approaching different districts about being partners and will be working hard towards making that a viable option for students. Lisa McLachlan said they posted their first two apprentice positions last week so they will start to have people in the program soon. They post the positions on the State of Utah Job website.

3. History Teaching will no longer require a minor – *Nichelle Frank*

Nichelle shared the History Department's reasoning behind eliminating the requirement for their history majors to have a teaching minor.

- History was the only teaching major that still required a teaching minor.
- There is often a big difference in credit hours required for a teaching minor versus a teaching endorsement.
- They have found that history teachers that have graduated often return while still teaching to pick up another teaching endorsement because of the needs of the school where they are teaching.
- They want it to be more of an advising matter than a minor requirement.

They are intending to include language in the catalog that strongly encourages all history teaching majors to pursue either a teaching minor or endorsement in a second subject, but they will rely on the advisors to ensure that they choose a secondary area that increases their chances of employability and pairs well with history. Sylvia Read suggested other departments look at ways to adjust their endorsements to make them more attractive to students. Certificates would be another good option to help with this need. Greg Cox indicated they were working on condensing some of their endorsements to make them more doable. Ashley Fluegel had concerns as a secondary education advisor with history student teaching majors and making them more marketable. She stressed that students need to be told when they start as freshmen that they need to be thinking about how they can be more marketable beyond just history teaching. Especially since they have a lot of electives that they are going to have to fill to get the required 120 credits. She stressed the need for STEP advisors and secondary education advisors to be aware of the endorsements and other options available to better advise their students.

4. District Feedback – *Jeni Buist, Allison Riddle, Lynette Tervort, Rick Woodford*

Jeni Buist: Their district administration has been working with their new superintendent to figure out a strategic plan on how to match the district plan with the Portrait of a Graduate. They met a couple of weeks ago, and their superintendent would like to get some stakeholders from the university that would include employees, staff, students, and ambassadors to give them feedback on what students felt like they didn't have going into college, as well as skills students need when they come to college to guide this plan. Sylvia will send an email to the CTE members to solicit individuals from their department to participate and will send it on to Jeni. The participants would just need to attend one meeting for this focus group.

Allison Riddle: They had their student teaching celebration last Friday, where they brought in 63 of their current student teachers and gave them some inspiring talks and served them breakfast. They will be coming to the Education Career Fair at Utah State on Wednesday, February 13, and will be bringing 2 of their Aggie alumni to help with their booth. She stressed the importance of modeling and engaging new teachers in the ideas of advocacy and making sure that communication is professional. Allison said that professors are really the first individuals in a teacher's career that demonstrate modeling on how we talk about issues in education, how we communicate with others, and how we advocate for the profession.

Lynette Tervort: Things are going well in Box Elder. They are working on their kindergarten roundup. She has been teaching kindergarten for 21 years! She is looking at becoming an ELL teacher or doing coaching.

Rick Woodford: He said he really likes the product that the Utah State graduates come to them with. They have great skill sets and competencies. Many of the education students in rural Utah areas are choosing Western Governors because of the flexibility and cost differences. Rick said they don't want

to slip on rigor but want to be flexible and make education for people in rural settings more feasible and doable. Rick said anything USU can do as they are making decisions about course requirements, on campus versus off campus, and where they are able to place practicum students and student teachers, are very important for districts in the rural part of the state.

5. Northern Utah UniServ Updates – *Curtis Benjamin*

He appreciated the idea of advocacy and being able to help our teachers understand that education is a political enterprise. They are still hoping the Governor will veto [HB 267](#). They have fantastic relationships with all the districts with whom they work. Collective bargaining does exist where we live, and they do bargain binding contracts, but the relationships outside of that involve monthly meetings with district partners. They share a lot of common causes as well as different viewpoints, but it's done at a level of professionalism and respect.

There is still a lot of legislation out there right now that they are looking at. They are concerned about legislation that talks about how public education is governed, both at the State Board level and the Local Board level. They are also concerned about an \$80 million dollar increase in funding for the Utah Fits All scholarship program. The professional cost factor money that is separated out of the WPU is being proposed to be folded into the WPU so those that get their master's advanced degrees, and the districts that get the additional funding to be able to do that, may be at risk. The student teaching stipend looks like it is on a good track right now as are the additional teaching hours. His counselors have expressed some concern about [HB 281](#) which would put more parental control and maybe lessen their ability, to some extent, on what they can do in their interactions with students that come to them for mental health services in the schools. [HB 344](#) deals with school fees, and what a blow that is to schools if they don't have the ability to charge fees, particularly for the arts and other elective kinds of things.

6. Educator Licensing Newsletter for [January 2025](#)

Next meeting: March 17, 2025