

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
January 13, 2025

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

MEMBERS EXCUSED: Curtis Benjamin, Spencer Holmgren, Harrison Kleiner, Lisa McLachlan, Maria Spicer-Escalante, Nate Trauntvein

GUESTS: Bobbi Crabtree, Greg Cox, David Forbush, Christina Guevara, John Jeon, JanaLee Johnson, Julia Lyman, Darcie Peterson, Eric Rowley

ACTION ITEMS:

1. Approval of Minutes: <https://usu.box.com/s/4qk4kv02ic2bhc5t96gwIziiej6gekr2>

a. Minutes for December 2024 were approved as written.

2. Program changes:

a. **R401 Abbreviated Program Proposal – Special Education and Rehabilitation Counseling – Special Education: Visual Impairment Emphasis – BA, BS**

In 1994 a Multi-University Teacher Preparation Program in Sensory Impairments was formed between Utah State University and the University of Utah. Utah State University has provided all the coursework; the University of Utah has taught the specialized visual impairment coursework through Utah State University course numbers. In searching through the records, a formal R401 was never requested. Currently the courses are offered for the Logan Main Campus students but not state-wide. The Special Education and Rehabilitation Counseling department is proposing to add the Visual Impairment emphasis for both Logan Main Campus and state-wide students. Currently there is a severe shortage of teachers for students with visual impairments. Formal recognition of this emphasis will, potentially, increase student recruitment, thus also help to reduce the current need for graduates across the state and nation. Currently the specialized visual impairment classes are offered via online and hybrid modalities. The University of Utah teaches the USU SPED Visual Impairment courses for the USU Special Education and Rehabilitation Counseling department at no cost to Utah State University.

Tom Higbee motioned to approve the R401 for Special Education and Rehabilitation Counseling – Special Education: Visual Impairment Emphasis. Max Longhurst seconded the motion. Motion approved.

Darcie Peterson said they were submitting the R401 to make this a formal agreement so students can graduate with this emphasis on their diploma.

Course Modifications:

HDFS 2600 – Seminar in Early Childhood Education

- *Proposed Action:* Remove Prerequisite, Corequisite, and Registration Restriction; Add Special Approval-Advisor Permission, effective Fall 2025

- *Justification:* We propose uncoupling HDFS 2600 and HDFS 2630. Currently, instructor permission is required as a prerequisite for HDFS 2600. We aim to remove this requirement and instead list it under "Special Approval" within the course catalog. Furthermore, we request that the required permission be shifted from "instructor permission" to "advisor permission."
- *Description:* Orientation to the profession of early childhood education, current philosophies, teaching techniques, and approaches to curricula found in programs for young children.

HDFS 2630 – Practicum in Early Childhood Education

- *Proposed Action:* Remove Prerequisite, Remove Corequisite, and Registration Restriction; Add Special Approval-Advisor Permission, effective Fall 2025
- *Justification:* We propose uncoupling HDFS 2600 and HDFS 2630. Currently, instructor permission is required as a prerequisite for HDFS 2630. We aim to remove this requirement and instead list it under "Special Approval" within the course catalog. Furthermore, we request that the required permission be shifted from "instructor permission" to "advisor permission."
- *Description:* Students participate in developmentally appropriate preschool programs as classroom aides.

Carrie Bala motioned to approve the changes to HDFS 2600 and HDFS 2630. Max Longhurst seconded the motion. Motion approved.

Sylvia Read said the first course is a seminar course and the second course is a practicum course that were set up to be corequisites. The department wanted to make sure that students take HDFS 2600 before HDFS 2630 so they are making the requirement for it to be a "Special Approval" in the course catalog and will shift the approval from instructor permission to advisor permission.

SCED 3300 – Clinical Experience I

- *Proposed Action:* Change to Repeatable Course, effective Fall 2025
- *Justification:* Making the course repeatable for credit so students can take multiple clinicals.
- *Description:* This course includes 45 hours minimum clinical practicum in middle or secondary schools, arranged by instructors and the Office of Field Experience in Teacher Education and Leadership (TEAL).

SCED 4300 – Clinical Experience II

- *Proposed Action:* Change to Repeatable Course, effective Fall 2025
- *Justification:* Making the course repeatable for credit so students can take multiple clinicals.
- *Description:* This course includes 45 hours minimum clinical practicum in middle or secondary schools, arranged by instructors and the Office of Field Experience in Teacher Education and Leadership (TEAL).

Sharla Hart motioned to approve SCED 3300 and SCED 4300. Carrie Bala seconded the motion. Motion approved.

Sylvia Read said that sometimes our students need to do 3 clinicals, so to make that possible, they wanted to make these two secondary courses repeatable for credit.

TEAL 6211 – Graduate Student Teaching Seminar

- *Proposed Action:* New Course, effective Fall 2025
- *Justification:* This course is a capstone seminar focused upon student teaching issues, professional development, and principles of effective instruction, emphasizing reflective teaching and will specifically fit the needs of MET and MST graduate students & be aligned with student teaching to fulfill licensure requirements.
- *Description:* Graduate capstone seminar focused upon student teaching issues, professional development, and principles of effective instruction, emphasizing reflective teaching.

Max Longhurst motioned to approve TEAL 6211. Sharla Hart seconded the motion. Motion approved.

With the creation of the Master's in Elementary Education and the Master's in Secondary Education, they needed a student teaching seminar experience at the 6000 level so that is what this course accomplishes. Both elementary and secondary education students can take this course. It is a 3-credit course that will help fulfill the 18 credits required at the 6000 level for both master's degrees.

Information/Discussion Items:

1. **USBE Updates – Lisa McLachlan**

Lisa was unable to attend the meeting.

2. **[UFORA Data Report](#)**

USU has an 80% pass rate for the Utah Foundations of Reading Assessment, and it is getting better all the time. We have been taking this exam for two years now and the cut score of 240 came into effect on September 1, 2024.

3. **[SB 173](#) – David Forbush, John Jeon**

David addressed information regarding Senate Bill 173 – Teacher Merit Awards (TMA). He said there was a clean-up bill, SB99, if anyone wanted to take a look at it. The Legislature invited the Center for the School of the Future to administer SB173. He said the purposes of SB173 were to enhance recruitment, enhance retention, and increase top-performing teachers working in high-poverty schools. They have entered into a contract with a SaaS (Software as a Service) organization that does data modeling and validation, and they will be assisting them with some of the inputs for this work. They contacted all of the school districts in Utah. As of December 31, 2024, they have 17 school districts and 38 charter schools that have announced their participation in this pilot program. There are 6 LEA tasks they will be required to do.

1. Announce Participation
2. Participate in SB173 Trainings
3. Develop TMA Identification System
4. Launch TMA Identification System
5. Submit Teacher Merit Award Candidate List
6. Payout Merit Awards

There are 3 levels of meta work: master, exemplary, and recognized. The top 5% of performing teachers will be categorized as master, those in the top 6-10% exemplary, and those in the top 11-25% as recognized. Each award level comes with a different monetary amount. There will be compensation for the LEAs that have elected to participate. David and John's slide presentation can be viewed here: <https://usu.box.com/s/rv6vodnatqhyfnsrr5fks1t7wvhd7p2p>

4. URAPT – *Christina Guevara*

- a. *Slides here:* <https://docs.google.com/presentation/d/e/2PACX-1vQwYcJ374QkXKI8O1gri5--FdEoV-rIfyQG4bVvyaRiXhBJ-NHO86bQCQjZvkVCbA/pub?start=true&loop=true&delayms=60000&slide=id.p1>

Christina shared information about the Utah Registered Apprenticeship for Teachers, which is a new pathway to licensure. It takes the framework of a Federal approved apprenticeship and brings that together with an educator preparation program. They received three years of funding from a State Apprenticeship Expansion Formula Grant from the Department of Labor.

5. District Feedback – *Jeni Buist, Spencer Holmgren, Allison Riddle, Lynette Tervort, Rick Woodford*
Rick Woodford: They have talked about the teacher merit award program. They appreciate the innovation to try some new things to make our profession better and to better meet the needs of their students and teachers. He said the apprenticeship program is a fascinating idea but there's going to have to be some thought put into how it is implemented.

Jeni Buist: There is a shortage in special education, but they don't necessarily need paraprofessionals. They would need to look at the special education part of the apprenticeship program to determine if it would be a good option for them. They haven't had a shortage of regular education teachers, so from the general education perspective, they aren't sure the apprenticeship program would be something that they would utilize.

Allison Riddle: She has been involved in the planning process with the USBE for the apprenticeship program because they have two model schools in Davis District. They have been trying out similar programs with another university with scholarships. The key to a successful apprenticeship, and what makes it different from a paraprofessional who is going through school, is the mentor teacher. The mentor teacher training has to be very specific. The mentor teacher, in this case, is modeling practice every minute of every day that the apprentice is in their room. They need to understand the elements of teacher clarity and how to make their teaching visible, to call their shots, to understand their own cognitive bias, so that they are demonstrating great practice, and reflecting aloud with the apprentice.

6. Northern Utah UniServ Updates – *Curtis Benjamin*
Curtis Benjamin was unable to attend the meeting.
7. Educator Licensing Newsletter for [November 2024](#)

Next meeting: February 10, 2025