

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
November 11, 2024

MEMBERS PRESENT: Carrie Bala, Jessica Baxter, Curtis Benjamin, Melanie Brunson, Jeni Buist, Marilyn Cuch, Amanda Dawson, Nichelle Frank, Sharla Hart, Tom Higbee, Spencer Holmgren, Jana Johnson, Harrison Kleiner, Brynja Kohler, Jessica Koltz, Kelli Munns, Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Lynette Tervort, Nate Trauntvein, Greg Wheeler, Rick Woodford

MEMBERS EXCUSED: Steven Camicia, Max Longhurst, Lisa McLachlan, Lauri Nelson, Maria Spicer-Escalante

GUESTS: Bobbi Crabtree, JanaLee Johnson, Marie Lund, Julia Lyman, Darcie Peterson, Ronan Sebag, Jeremy Young

ACTION ITEMS:

1. Approval of Minutes: <https://usu.box.com/s/Otdapisewwk9iy44csdmh3kmg95kiv6>
 - a. Minutes for October 2024 were approved as written.
2. Course Modifications:

The ELED courses changes below are all modifications to existing courses. We are creating 5000 level courses in order to be able to create 6000 versions that will be dual listed with 5000 versions. This will allow us to offer 6000 level versions of these courses to licensure-seeking graduate students.

ELED 4020 – Teaching Science in Elementary School

ELED 4030 – Teaching Language Arts (CI)

ELED 4050 – Teaching Social Studies in Elementary School

ELED 4056 – Elementary Content Practicum

ELED 4062 – Teaching Elementary School Mathematics II: Number, Operations, and Algebraic Reasoning

Brynja Kohler motioned to approve ELED 4020, 4030, 4050, 4056, and 4062 courses. Nate Trauntvein seconded the motion. Motion carried.

These 5 courses are being changed to a 5000 level number in order to create 6000 level versions so they can be cross listed for a master's route to licensure for elementary education students that Sylvia Read and Max Longhurst have been working on.

The Special Education and Rehabilitation Counseling Department is adding a visual impairment emphasis to both the on campus and OPTT (Online Practical Teacher Training) programs. The following new courses will be delivered online through the OPTT program and will increase the availability of teachers who work with blind students across the state.

SPED 5106 – Visual Impairments Overview

SPED 5111 – Psychosocial Implications of Visual Impairments

SPED 5121 – Examination Techniques for Ocular Disorders

SPED 5123 – Functional and Educational Considerations for Students with Low Vision

SPED 5131 – Braille Literacy

SPED 5136 – Visual Impairment Assistive Technology

SPED 5141 – Advanced Abacus Instruction and Braille Codes
SPED 5151 – Teaching Children who are Deaf/Blind (Dual Sensory Impairments)
SPED 5161 – Orientation and Mobility Introduction
SPED 5171 – Visual Impairment Instructional Management for Students Ages 0-21
SPED 5176 – Visual Impairment Early Literacy for Young Children (Birth to Age 5)
SPED 5191 – Damage to the Brain and Cerebral/Cortical Visual Impairment

Darcie Peterson motioned to approve SPED 5106, 5111, 5121, 5123, 5131, 5136, 5141, 5151, 5161, 5171, 5176, and 5191 courses. Brynja Kohler seconded the motion. Motion carried.

These courses are taught as a part of a multi-university consortium, so they are taught by the University of Utah. They will be combined with our core courses and will allow our teachers to complete a degree in visual impairments. We are basically formalizing something that has been going on since 1994.

MATH 2010 – Algebraic Thinking & Number Sense for Elementary Education School Teachers (QI)

- *Proposed Action:* Expand prerequisites, effective Fall 2025
- *Justification:* Elementary educator licensing in Utah requires 3 credits of Quantitative Literacy (or a passing score on Praxis 5002 exam), not limited to College Algebra (1050). Course content from 1050 is not directly connected with/needed for success in Math 2010, Math 2020, or the profession; QL options can provide much-needed relevant and positive experiences in mathematics for future elementary teachers.
- *Description:* Pre-service elementary school teachers develop a deep conceptual understanding of foundations of algebra and numeration necessary for them to teach elementary school students mathematics in a manner consistent with NCTM's Principles and Standards of School Mathematics.

MATH 2020 – Euclidean Geometry and Statistics for Elementary Education School Teachers (QI)

- *Proposed Action:* Expand prerequisites, effective Fall 2025
- *Justification:* Elementary educator licensing in Utah requires 3 credits of Quantitative Literacy (or a passing score on Praxis 5002 exam), not limited to College Algebra (1050). Course content from 1050 is not directly connected with/needed for success in Math 2010, Math 2020, or the profession; QL options can provide much-needed relevant and positive experiences in mathematics for future elementary teachers.
- *Description:* This course is for pre-service elementary school teachers. Students develop a deep conceptual understanding of Euclidean geometry and statistics necessary for them to teach elementary school students mathematics in a manner consistent with NCTM's Principles and Standards of School Mathematics.

Brynja Kohler motioned to approve MATH 2010 and MATH 2020 courses. Curtis Benjamin seconded the motion. Motion carried.

The prerequisites for these two courses are being expanded to allow for other courses besides MATH 1050 to count for their QL requirement. We will now allow STAT 1040, STAT 1080, and MATH 1030 to fulfill this requirement.

MATH 3010 – Pedagogical Foundations of Algebra

- *Proposed Action:* Minor changes to wording about prerequisites to improve access to UMEP students, effective Fall 2025
- *Justification:* UMEP participants are in-service teachers and other professionals seeking an endorsement to teach mathematics at the secondary level. UMEP courses are only offered once per year and participants come from a variety of academic backgrounds. This change in prerequisites makes possible flexibility in the program needed to enable participants to complete the endorsement in a timely manner.
- *Description:* The historical and epistemological foundations of math as traditionally taught in schools are contrasted with that of authentic mathematics. The differential effects of these approaches on teaching and learning are analyzed by examining the interplay among classical algebra, analytical geometry, and modern algebra.

MATH 3110 – Modern Geometry

- *Proposed Action:* Minor changes to wording about prerequisites to improve access to UMEP students, effective Fall 2025
- *Justification:* UMEP participants are in-service teachers and other professionals seeking an endorsement to teach mathematics at the secondary level. UMEP courses are only offered once per year and participants come from a variety of academic backgrounds. This change in prerequisites makes possible needed flexibility in the program to enable participants to complete the endorsement in a timely manner.
- *Description:* Modern axiomatic development of Euclidean geometry with emphases on historical foundations, implications of the parallel postulate and its alternatives, discovery of geometric relationships through inductive and deductive reasoning, deductive proof, and transformational geometry.

MATH 4200 – Foundations of Analysis (CI)

- *Proposed Action:* Minor changes to wording about prerequisites to improve access to UMEP students, effective Fall 2025
- *Justification:* UMEP participants are in-service teachers and other professionals seeking an endorsement to teach mathematics at the secondary level. UMEP courses are only offered once per year and participants come from a variety of academic backgrounds. This change in prerequisites makes possible needed flexibility in the program to enable participants to complete the endorsement in a timely manner.
- *Description:* Students study the fundamental concepts of analysis from a rigorous point of view. The course covers rigorous development of the real number system and calculus. Emphasis is placed on learning how to construct proofs.

MATH 4310 – Introduction to Algebraic Structures (CI)

- *Proposed Action:* Minor changes to wording about prerequisites to improve access to UMEP students, effective Fall 2025
- *Justification:* UMEP participants are in-service teachers and other professionals seeking an endorsement to teach mathematics at the secondary level. UMEP courses are only offered once per year and participants come from a variety of academic backgrounds. This change in prerequisites makes possible needed flexibility in the program to enable participants to complete the endorsement in a timely manner.

- *Description:* This course introduces the theory of algebraic structures. Topics include elementary group and ring theory.

STAT 4010 – Probability and Statistics for Teachers

- *Proposed Action:* Minor changes to wording about prerequisites to improve access to UMEP students effective Fall 2025
- *Justification:* UMEP participants are in-service teachers and other professionals seeking an endorsement to teach mathematics at the secondary level. UMEP courses are only offered once per year and participants come from a variety of academic backgrounds. This change in prerequisites makes possible needed flexibility in the program to enable participants to complete the endorsement in a timely manner.
- *Description:* This course is an investigation of probability and statistics secondary school content from an advanced perspective and with attention to its historical development. Topics include probability, data summary techniques, parameter estimation, and inference.

Brynja Kohler motioned to approve MATH 3010, 3110, 4200, 4310, and STAT 4010 courses. Jeni Buist seconded the motion. Motion carried.

These courses were requested because we wanted to make sure our UMEP students could enroll in the courses without having to go through the same sequence of prerequisites that our Logan campus students go through and be able to complete the Middle Level Mathematics Endorsement in a timely manner.

TEAL 4630 – Methods for Teaching Middle Level Mathematics

- *Proposed Action:* New course number, Remove prerequisite, effective Fall 2025
- *Justification:* Removing prerequisites at the request of the instructor. Dual-listed as TEAL 6630. The new course number is TEAL 5064.
- *Description:* This course enables students to know the content topics of school mathematics and plan, teach, and reflect on lessons for middle school grades. Students learn to identify and use instructional strategies to teach equitably, allowing mathematics access for all learners. Additional coursework is required for those enrolled in the graduate-level course.

TEAL 6630 – Methods for Teaching Middle Level Mathematics

- *Proposed Action:* New course number, Remove prerequisite, effective Fall 2025
- *Justification:* Removing prerequisites at the request of the instructor. Dual-listed as TEAL 4630. The new course number is TEAL 6064.
- *Description:* This course enables students to know the content topics of school mathematics and plan, teach, and reflect on lessons for middle school grades. Students learn to identify and use instructional strategies to teach equitably, allowing mathematics access for all learners. Additional coursework is required for those enrolled in the graduate-level course.

Bobbi Crabtree (as delegate for Steven Camicia) motioned to approve TEAL 4630 and TEAL 6630 courses. Nate Trauntvein seconded the motion. Motion carried.

These course changes will allow us to provide a graduate route to licensure for elementary students who want to add the middle school math endorsement.

Information/Discussion Items:

1. Faculty Senate Report, attached

Sylvia Read shared the Faculty Senate Report with the CTE Members. The Council on Teacher Education is a subcommittee of the Faculty Senate. As such, we need to report to the Faculty Senate every year. This year we were just requested to submit a one-page summary for the report.

Sylvia also mentioned that our goal for the coming year is to finish the Quality Assurance Report that we will submit to the Association for Advancing Quality in Educator Preparation (AAQEP). Marilyn Cuch, Marla Robertson, are helping with the Teacher Education report. Jessie Koltz and Heather Newell are taking the lead on the School Counseling and School Leadership reports. These reports will prepare us for the big event in February 25-26, 2026, when we have our on-site review for accreditation. A month after that, we will also have a site review from the Utah State Board of Education (USBE).

2. USBE Annual Report, attached

The USBE Annual Report for this year only asked for our enrollment count for all our programs and the number of waivers granted for School Leadership (of which none were needed/granted). Our largest enrollments are in elementary education, secondary education and special education. The report also includes our school counselors, school social workers, school psychologists, audiologists, and speech-language pathologists.

3. Our Utah Foundations of Reading Assessment (UFORA) passing rate was 79.8% for September 1, 2023 – August 31, 2024. Assessment options if students do not pass the UFORA: Retake UFORA (\$139), take and pass the Flex option (\$69), or complete micro credentials (\$20 per credential). See the details [here](#). The state pays for the exam the first time they take it. If they fail the first attempt, they must pay to take the exam again. If they fail it again the second time, they must pay to take it the third time. If they fail it again the third time, they can take it a fourth time, free of charge. The Flex option is only for students who have scored between 231 and 239 (within the standard error of measurement). They can choose to do the foundational reading skills option or the comprehension option. The micro credentials are a lot of work to document what they know and can do with evidence, including video and assessment evidence. If they do not pass before they graduate, they can apply for an associate educator license through the Utah State Board of Education and possibly be hired as a teacher. Whether hired or not, they have 3 years to complete the requirements in order to qualify for the professional educator license.

4. Preparing our students to teach English Learners – *Marie Lund, Ronan Sebag, Jeremy Young*

Marie Lund: One of the main things she introduces to students in TEAL 5710 (taken by our early childhood and elementary education students) is to help pre-service teachers examine the Sheltered Instruction Observation Protocol (SIOP) Model in the context of providing support to English learners in the content areas (math, science, reading, writing, and social studies). It is a framework for

creating and executing lessons in a way that takes into account the language needs of our English language learners or multilingual students. It has 8 interrelated components.

It begins with lesson preparation and writing clear content and language objectives. They distinguish between content objectives and language objectives. The content objectives are what they are doing and learning. The language objectives are how they are doing that. How are we reading, writing, listening, and speaking as we do this math problem, engaging in this science experiment, or writing this essay. It then goes into background building; how they activate prior knowledge and how they build background with our English learners. They talk about comprehensible input; making the language that we use in our teaching and in the materials that we give to students accessible from a linguistic standpoint and helping students to look for cognates. If we're using academic vocabulary like, analyze, compare, and contrast, are we also telling students what that means? They look at a lot of different strategies to engage students in different activities. They talk about how students will interact with each other, with the teacher, their partner work, small group work, and whole class work, and what those might look like and the scaffolding we might do within those. They teach practice and application of those things, the lesson delivery, and then finally, review and assessment.

They talk about English language arts, but Marie always splits up reading and writing because there are different skills that require different practice and instruction. They cover Bloom's Taxonomy, specifically the lower-level thinking and the higher-level thinking, and how they can support language learners. It's important not to skip steps. They need to start with the "remember" and "understand" steps and not jump straight to "create". They discuss English grammar. If we don't understand some grammatical features as teachers, we can't identify when students who are English learners struggle to produce language. In this way they talk about language transfer. There are 12 different languages that we talk about that language transfer: Spanish, Korean, Russian, Mandarin, Vietnamese, Bengali, Arabic, Japanese, French, Filipino or Tagalog, Urdu, and Portuguese. Five of those languages are included in their dual immersion programs across the State of Utah.

They discuss World-Class Instructional Design and Assessment (WIDA). When new students come from outside of the country that are not native English speakers, they take this placement assessment to determine if they qualify for services or not. They look at the home language survey, so they are familiar with what that looks like and what it is. They walk through what the language output expectation can be for a level 1 through level 6 in their different grades, Pre-K through 12th grade, and look at those in comparison to some lesson plans and activities that we do to engage in this activity or lesson. It then helps them to know how they can make this activity accessible to them.

Ronan Sebag: He talked about Universal Design for Learners (UDL) and how it applies to more than just English learners. He teaches SCED 3210 – Educational and Multicultural Foundations, and SCED 5200 – Language Literacy, Learning in Content Area. Secondary preservice teachers across all content areas take this course. It is an upper-level course, so they already have a lot of great knowledge about lesson planning. They come into this classroom to practice how to make the content that they teach in math, science, English language arts, history, art, and music more accessible to all learners. He shared 2 essential questions that he uses to prepare for his courses:

- How can I effectively address teaching literacy strategies during content area instruction?
- How can we effectively prepare teacher candidates for the realities of the secondary content classroom, where some students are not reading on grade level but need to engage with grade-level content.

Response: Focus on strategies instruction, on removing barriers to learning, and on opportunities to respond through UDL. The simple answer is practice, and that is what they do with the preservice teachers in SCED 5200.

Teachers who have training in ESL, special education, and struggling learners who are not identified think about that. But today we know that many more students outside of those categories struggle, but they are not identified as struggling learners. These students need less access to the content, so we need to focus on strategy instruction. As we move into middle school and high school, we need to be more focused on the content, because it becomes heavier and deeper, and we leave the strategies aside.

The UDL addresses all of these key areas that help all learners at the secondary level access important content. There are 3 major kinds of networks:

- Engagement – design options for welcoming interests and identities, effort and persistence, and emotional capacity.
- Representation – design options for perception, language and symbols, and building knowledge.
- Action & Expression – design options for interaction, expression and communication, and strategy development.

Depending on the week, sometimes the focus is comprehension, sometimes it's vocabulary, sometimes it's writing, and then they walk around the tables and practice implementing UDL. They do a brief demonstration of a mini lesson to the entire class, and it helps them see how it's implemented across content areas.

Research shows that 5 to 7 words within one unit are more than enough as long as those words are thematically related to the key essential content of the lesson. Research also tells us we need to have multiple forms of representation (visual, auditory, and engaging with the content) for all students to really anchor those vocabulary words.

UDLs are efficient and are easy to jump back in and out of when lessons don't go well. Effective teachers are reflective teachers. Opportunities to respond help us to catch when that lesson doesn't go well, and it helps us then to re-engage ourselves in replanning and coming back the next day or the next hour, depending on the situation, and supporting all students better.

Jeremy Young (Director of Assessment and Research for Cache County School District): Jeremy spoke to the accountability and state testing side of ESL and what they are seeing throughout the state. They identify student groups that are low achieving compared to the rest of the population. Their ELL students and students with disabilities really make up the lion's share of those groups. Anything that we can do to provide teachers with tools and experience and get them a jump start as they come to the schools and the districts to be hired on is appreciated. It is a steep learning curve as anyone who has taught can appreciate it. He said they do a pretty good job of moving students in Cache and Box Elder districts through the WIDA levels and moving them out of needing that specific language support.

Jeremy said the breakdown is where some of our general educators and especially new teachers are less skilled in providing them with the support in acquiring academic language use. Students become pretty proficient with the survival language so it's easy for them to get grouped with the other students and to make those assumptions and not necessarily focus on the academic language needs of the student. That is an area where we as a district, university, or anyone who is supporting teachers, preservice or contracted employees, need to provide them with skills, experience, and models to scale their instruction to address the survival language. They see these students not perform well in the state assessments because of the high level of content language that is involved.

Sylvia Read said we need to be thinking about this in all of our methods courses in all of our colleges and departments so that our students come out as prepared as they can be, given the constraints of time and opportunity for the kinds of students they are going to encounter in their own classrooms. Marilyn Cuch said she also covers multilingual learners in SCED 3210.

5. SB 173 – *Parker Fawson*

Parker and his colleagues had to leave to go to another meeting before it was their turn to present so he will come to our CTE meeting on December 16 to present the information on SB 173.

This bill was discussed briefly, explaining that the Utah Legislature approved the new Salary Supplement for Highly Needed Educators (SHiNE) Program in the 2024 session. It is replacing the Teacher Salary Supplement Program (TSSP) and will go into effect July 1, 2025. Each district will determine what their highly needed educator areas are and how to spend their salary supplement funds. Sylvia asked if any districts had decided what areas they would be giving this salary supplement to. The responses were all the same. Their preliminary discussions in their districts are leaning toward continuing to use this supplement for special education and math teachers. Rick Woodard said he hopes that legislation gets amended so that they can reward teacher teams instead of individual teachers because it is contrary to their professional learning communities model and the idea of collaboration and the bill is problematic as currently written.

6. The [Draft Special Education Teacher Preparation Competencies](#) have been released for a 30-day comment period. We are seeking public comment no later than Sunday, December 8, 2024. To submit your comments, click the following [link](#) and submit the survey.

7. District Feedback – *Jeni Buist, Spencer Holmgren, Allison Riddle, Lynette Tervort, Rick Woodford*

Jeni Buist: They have 2 new middle schools that are being built right now and they are on schedule. They also have one elementary school that they are just about done with the planning part of it. They are focusing a lot on their MLs right now, because the majority of their schools that are in school improvement are their ML students. They were number one in the RISE testing and number one in their alternate assessment kids. They have been really focusing on the essential elements and ensuring that their severely, cognitively, delayed students are getting those standards, and it has paid off.

Spencer Holmgren: He emphasized the need to look for more touch points, Tier 1 instruction, and Tier 2 strategies in clinical experiences. He was very interested in learning more about micro credentials. They were recently awarded another GEAR UP grant, and they want to look at how they can utilize some of those funds to build their teachers capacities in areas that can continue to benefit kids, even when the grant is gone. Acadian scores have come out for the state of Utah and Logan was in the top ten of each one of those. Their kindergarten children were very tough, but they had about 84% of their kindergartner children above benchmark. Sylvia informed Spencer that all the micro credentials that Daron Kennett has built for Davis are available in the MIDAS catalog.

Allison Riddle: They just finished accreditation last week and it went very well. They got some great feedback, and they were spot on with what they felt was going on. They are just about to host a fun mini conference for about 120 teachers. They offered an opportunity for teachers who needed to really focus on student engagement strategies to attend. They are presenting six classes. They also have a lot of online opportunities in their district. Their greatest focus is on recruiting and specifically

special educators. Sylvia Read asked about their micro credentials. Allison said Dr. Daron Kennett is the one that started that whole process under the USBE grant and they have continued to increase the number of micro credentials. The USBE is now using them in ways that are really relevant to the educator skill set. She wrote four micro credentials on teacher leadership a couple of years ago and they have teachers across the state earning them. It's exciting to see that in any district, someone who has already mastered those skills, engage in unique teacher leadership opportunities and earn credit for that.

Lynnette Tervort: They are struggling to try to meet the district's goal of knowing all letter names and sounds by December 15th. They started with so many kids that were very low, but they are working hard on that goal right now. Some of the children in her class came in only knowing 2 or 3 letters. Two weeks ago, they only had about 11% of the kids in their school that had reached that benchmark.

Rick Woodford: Rick said they need more qualified special educators and more dual certified educators because these educators really give them the opportunity to have some flexibility to use them as they need them. They had a campaign they ran this fall. They titled it Uintah on the Rise because they are seeing amazing growth in their district. For decades they have been below the state average in almost everything. They are now approaching that mark where they can say they are a high performing school district, and it has been exciting to see the growth over the last four or five years.

8. Northern Utah UniServ Updates – *Curtis Benjamin*

He shared that Amendment A had failed at the courts last time, so they continue to have income tax as their primary source for public education. In terms of education funding, UEA supports providing at least a 3% increase on top of the statutory required inflation adjustment and growth, so a total of about 6%. UEA supports increasing the paid professional hours for all licensed educators. They support the healthy school meals initiative and establishing sustainable and growing long term revenue to ensure K-12 funding into the future in terms of quality instruction and student equity. One of the things for them right now is preserving the freedom of public employees to participate in their labor meetings. They expect that the legislature will probably try to run another piece of legislation that will make it less convenient for people to be a part of their associations, including loss of payroll deduction for dues, access to public buildings, etc.

UEA hopes to work with families and education partners to develop programs that increase respect, understanding, acceptance, and sensitivity toward all members of Utah's diverse populations, especially within our schools. This is an important priority to recognize that all of our students are not the same and that was a good part of our discussion today. In terms of education policy, UEA would like to ensure that no additional funding goes to school vouchers for private education.

9. Educator Licensing Newsletter for [October 2024](#) and [November 2024](#)

Next meeting: December 16, 2024