

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
October 21, 2024

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, Spencer Holmgren, Harrison Kleiner, Jessica Koltz, Jana Johnson, Max Longhurst, Lisa McLachlan, Kelli Munns, Lauri Nelson, Sylvia Read, Allison Riddle, Jessica River-Mueller, Marla Robertson, Lynette Tervort, Nate Trauntvein

MEMBERS EXCUSED: Brynja Kohler, Maria Spicer-Escalante, Greg Wheeler, Rick Woodford

GUESTS: Greg Cox, Bobbi Crabtree, JanaLee Johnson, Julia Lyman, Darcie Peterson

ACTION ITEMS:

1. Approval of Minutes: <https://usu.box.com/s/islwq75b2xen366zc1y3uxwq6d4ektem>
 - a. Minutes for September 2024 were approved as written.
2. Course Modifications:

DFED 1015 – Introduction to ASL/English Deaf Education

- *Proposed Action:* New Course, effective Fall 2025
- *Justification:* In this course, students will discuss and explore the field of ASL/English Deaf Education, apply concepts of ELED 1010 and identify how Deaf Education services engages with and complements K-12 general education services, and identify strategies for interprofessional collaboration to ensure students receive the breadth of educational services to meet their individual needs.
- *Description:* This course services in K-12 settings, including foundations of service delivery concepts and attributes of effective teachers of children who are deaf or hard of hearing.

DFED 3100 – ASL/English Language Arts: Assessment and Instruction

- *Proposed Action:* New Course, effective Fall 2025
- *Justification:* In this course, students will explore and demonstrate effective application of English Language Learning theories and strategies to children who are deaf or hard of hearing. They will also learn techniques for eliciting ASL/English language samples and utilize other assessment tools to evaluate ASL and English Language proficiency and evaluate and identify appropriate English Language Arts curricula and how to incorporate it into K-12 services.
- *Description:* Students learn strategies, curriculum, research, and methods to teach ASL/English language arts to K-12 children who are deaf or hard of hearing. Students are also introduced to ASL assessment tools to make data-driven instructional decisions.

DFED 3200 – ASL/English Methods in Literacy Instruction

- *Proposed Action:* New Course, effective Fall 2025
- *Justification:* In this course, students will demonstrate evidence-based strategies for promoting ASL and English-based literacy acquisition across K-12 services consistent with national literacy recommendations and understand typical ASL language developmental patterns and its relationship to literacy recommendations. They will also

describe the importance of using relevant experiences in the child's natural environment for language and literacy acquisition to be meaningful and in context.

- *Description:* Students explore evidence-based theories and practices for ASL/English literacy acquisition in the K-12 setting for children who are deaf or hard of hearing and strategies for applying recommended practices in reading and writing instruction across the curriculum.

DFED 4100 – ASL/English Practicum

- *Proposed Action:* New Course, effective Fall 2025
- *Justification:* In this course, students will demonstrate emerging skills in developing lesson plans, providing ASL/English instruction, and making data-driven curriculum decisions. They will also learn to demonstrate positive classroom management skills and incorporate engaging strategies to promote student learning and communicating effectively with colleagues, staff, and parents; reflecting on and documenting learning opportunities and successful interactions.
- *Description:* Students engage in hands-on practicum experiences to apply knowledge of lesson plan development, evidence-based instructional practices, curriculum knowledge, and classroom management techniques under the guidance of a mentor teacher.

DFED 4200 – ASL/English Classroom Instruction Across the Curriculum

- *Proposed Action:* New Course, effective Fall 2025
- *Justification:* In this course, students will explore and evaluate effective strategies for incorporating ASL instruction across all academic subjects and demonstrate knowledge and understanding of each academic subject and how to individualize instruction according to the needs of each learner. They will also demonstrate a variety of ways to create media and utilize advanced technology to enhance learning.
- *Description:* Students learn ASL/English teaching strategies across the curriculum, use of ASL structure, idiomatic expressions, correct sign-concept, and individual sign articulation. Students learn how to develop lesson plans and transition from language-1 (ASL) to language-2 (written English) in the classroom setting.

DFED 5300 – ASL/English Student Teaching

- *Proposed Action:* New Course, effective Fall 2025
- *Justification:* In this course, students will apply content area knowledge from coursework and prior practicum experiences to deliver effective individualized services to children who are deaf or hard of hearing, drawing upon core standards, assessments, and ongoing data to drive evidence-based instruction. They will develop and demonstrate breadth of knowledge and experiences for effective collaboration with families and colleagues and demonstrate additional application of knowledge and skills through development of the student teaching capstone project.
- *Description:* Students demonstrate ASL/English service delivery competencies required for pre-professional teachers through a student teaching semester in a K-12 setting.

DFED 5400 – ASL/English Student Teaching Seminar

- *Proposed Action:* New Course, effective Fall 2025
- *Justification:* In this course, students will discuss effective teaching practices, lesson planning, and classroom management as implemented in the student teaching placement. They will also discuss and demonstrate effective instruction using evidence-based bilingual-bicultural ASL/English teaching strategies as well as integration and professional collaboration to ensure student inclusion within the school culture and across all classroom settings.

- *Description:* This course coincides with the student teaching semester to support and reinforce service delivery topics and support students in completing student teaching assignments such as a professional growth plan, classroom management module, and educator ethics assignment.

Lauri Nelson motioned to approve DFED 1015, 3100, 3200, 4100, 4200, 5300, and 5400 courses. Marilyn Cuch seconded the motion. Motion carried.

A new bachelor's degree is being developed in the Communicative Disorders and Deaf Education Department that will lead to Deaf Education licensure. It will replace the master's degree that was suspended. The R401 for this degree will be coming through soon. These are new courses that needed to be developed at the undergraduate level. Michelle Tanner from the Utah School for the Deaf and Blind is supportive. Some of the USDB current teachers may develop and teach some of these classes.

Information/Discussion Items:

1. USBE Updates – *Lisa McLachlan*

Lisa McLachlan said they are in their reporting phase. They are gathering information on the Foundations of Reading Assessment and will be sending out a list of candidates that they think are in our program so we can verify they have the right assessments and that they are reporting on the right scores for this last year. Jennifer Prince at the USBE has been working on this report and will be sending a list to our Foundations of Reading contact at Utah State.

They are continuing to work on the General Teacher Preparation competencies. All programs need to align to these competencies by June of 2025. Lisa said they received some questions about the special education competencies, so they have had some conversations internally about them. The Board approved a change in the standards for special education programs about a month ago. They are realigning the special education competencies to align to those standards. They are hoping to have something to share with the public and get public comment before January. Sylvia indicated we were almost finished with our annual enrollment report due to the Utah State Board of Education on November 1, 2024.

2. Students who struggle and early intervention – *Sylvia Read*

Whether you are teaching elementary, secondary, or special education methods courses, if you are seeing students struggling early on in a methods class, it would be great for you to reach out to Marilyn Cuch, Marla Robertson, or Sharla Hart so they are aware that the student may need extra support or in some cases need help counseling themselves out, if it's really challenging for them. Sharla said that, typically, the students she has had to remove from student teaching probably should not have been there in the first place. It is difficult to have to go and inform them that they will not be able to complete their student teaching. If we could intervene earlier, even if that means failing them in a clinical or in a practicum course, we can help them rethink their decision because changing majors is much easier at that stage than at the student teaching stage.

Allison Riddle asked what kinds of signs during practicum we felt were most noticeable. Sylvia Read said reading from a PowerPoint and not noticing how students are responding to instruction or not responding. Another one is where they do not seem to be keyed in to how students are responding to instruction, or worse, they are sitting and observing but not really participating as a teacher in the classroom. We have also had instances where they are yelling at children down the hall so that other

teachers come out of their classrooms to see what is going on. We realize that in clinicals, there is no university supervision on site, so we are not necessarily seeing that, so we must rely on our mentor teachers. If you get a note from a mentor teacher about a student in a clinical, and it causes you concern, you can let Sharla know and she can go and observe them and see what is going on. Sometimes the situation may be overblown but sometimes it is not. If it can be remediated, the student must be made aware of it because we do not want them to assume they cannot make it. There is a point at which, if they are not responding to the kinds of support we are offering, then we have to say, this probably isn't the best fit for you.

The Special Education Department discusses these challenges in their undergraduate meetings. They talk about any students that might be struggling across classes and then they intervene early because if it is fixable, they have a chance to work on it, and the students deserve that. Allison Riddle asked the following questions. To what degree do we describe for them what a healthy teacher candidate would do as a practicum student? Have we described for them how a practicum student should carry themselves? Jessica Rivera-Mueller appreciated these questions. She said that is something they focus on in their methods course. They talk very explicitly about what a successful student looks like in that context. She was grateful for the additional support offered by Sharla, Marla, and Marilyn because they do get concerned when students are not picking up those skills when they present them in their methods courses.

The Special Education Department has a document called Professional Behavior Guidelines. They implement these guidelines in all their courses and refer them to all their students. The elementary and secondary education programs use the Model Code of Educator Ethics. Every student goes through these guidelines and then reviews them with their mentor teacher. We also have a listing of all of the possible interactions that they could be having in the classroom.

3. High Leverage Practices for Students with Disabilities – *Sylvia Read*

Sylvia directed the CTE members to a link for [High-Leverage Practices for Students with Disabilities](#) (HLP). She would like all departments to be thinking about how they can use the high-leverage practices in whatever they are teaching, whether it is English, math, methods courses, elementary education, etc. She briefly highlighted each one of them.

- Collaboration (special education teachers, teachers, parents, and support staff)
- Assessment (student assessment data to make instructional decisions)
- Social/emotional/behavioral (need to establish a consistent, organized, and respectful learning environment - it will then serve as a strong platform to implement all the other HLPs.
- Instruction (explicit instruction that is well designed, strategic, and adaptable using modeling and scaffolding)

We want these practices to be more explicitly incorporated into syllabi and courses to teach all students regardless of their differences.

Jenni Buist commented that the HLPs are good for all kids. She said things are changing a bit and they have different eligibility methods within the state. They have kids that go from one district to another one that may not qualify in the other district because of their procedures. They have more students who have learning difficulties, not learning disabilities and teachers are really struggling. I definitely think this is something that we need to reinforce and get out there. Sylvia said that although there was consensus around the need for HLPs, the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) recognized that reaching agreement within the

profession regarding which practices to include would require lengthy discussion and consideration. The Council for Exceptional Children (CEC) partnered with the CEEDAR Center at the University of Florida and CEC's Teacher Education Division (TED) to form an HLP writing team tasked with establishing criteria for identifying HLPs, selecting the practices, and writing the final document.

Sylvia indicated that last Friday in the CEEDAR meeting she attended, they brought a summary of what USBE has set up as our state's definition of meaningful inclusion for students with disabilities. [\(LINK\)](#) The critical elements are that kids with disabilities need interaction and engagement with age-appropriate peers, so peers are very important for meaningful inclusion. The system should focus on creating an educational environment that promotes high expectations, learner agency, access to grade and age-appropriate core content, standards, and materials and resources for each student. This meaningful inclusion provides individual support and services to meet the unique needs of each student outlined in a 504 plan or an IEP it goes on. These are the things we all think are important and could maybe more explicitly talk about within our classes and what meaningful inclusion looks like.

Darcie Peterson and Sylvia Read recently attended a meeting with Lisa McLachlan and Greg Cox. They discussed how our special education students are not in self-contained classrooms as much as they used to be. That is one of the elements of national inclusion and one of the ways that it can manifest itself. Whether they are warehoused in an inclusion room or a mainstream classroom, they can't be treated like they are not there.

Sylvia shared information from a [meta-analysis on dual certification](#). The meta-analysis concluded that the existing research does not strongly support that dual certified teachers can improve outcomes for students with disabilities. They conducted 5 studies with 71 effect sizes. They concluded that students with disabilities perform similarly in English Language Arts but worse in Math when taught by dual certified teachers compared to teachers without dual certification. The other thing that stood out from the analysis was that teachers with dual certifications had higher turnover rates than teachers with special education certification or general education certification. They switch over from special education to general education teaching, so we could accidentally be causing a bigger shortage in special education teachers.

Allison Riddle said they have very few teachers who come through that are dual certified. In the 8 years she's been in her position, she has only seen three or four teachers who have gone from special education to general education or vice versa. Spencer Holmgren said he gets teachers that come in that have the dual certification who ask, what should I do in this instance with this student, and he just refers them back to these high-leverage practices. We just need to focus on those practices for all teachers because we have kids that just need that help or intervention.

Regarding the study on dual certified teachers, Spencer said it has been different in their district. They have quite a few dual teachers, especially in special education that are dual elementary education. He said he could see this in teaching, as a director, and as a principal, that teachers who have their ELED/SPED dual certifications know how to scaffold and work with kids of all levels. He has had the opposite experience to the meta-analysis results with the people he has worked with.

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

Jeni Buist said they meet every week with their directors, and they have had a lot of conversations about second language students. She said 11 of their 25 schools are in school improvement, either ATSI, CSI or TSI. Three of them are for students with disabilities, but the rest of them are for their second language students, so their district is looking for options of what they can do. They have

quite a few teachers that have their ESL endorsements, but they are wondering what is provided to all education majors in their university programs to help with second language learners and what the university can do to help support this needed training. They use the book [7 Steps to a Language-Rich, Interactive Classroom](#) quite a bit in their district, which again is great for all kids.

Sylvia said she would invite Marie Lund and Ronan Sebag to come to our next meeting and give an overview of how TEAL 5710 and SCED 5200 address strategies for teaching students whose first language is not English. This is one of the items that we have been targeting as an area for improvement. Jeni Buist said she would invite their assessment director, Jeremy Young, to attend the November CTE meeting as well.

Spencer Holmgren said they have schools in TSI, specifically for students with disabilities and ELL students. It would be interesting to know as far as interventions go, if you are a science teacher or a history teacher, what kind of strategies or information do they get training for? If you are a math teacher, but reading is the real need, how do they intervene with that? The ELL side of things is huge for them. They have really focused big on ELL coaching for all of their teachers to help their students at their school. Sylvia said Ronan Sebag focuses on those literacy strategies in SCED 5200. It is also where we focus on reading and writing across the curriculum.

Allison Riddle said they have definitely seen a big shift in behaviors in the last couple of years. We have had some major shifts in instruction, like the science of reading and CMI in mathematics instruction, but she didn't think that we ever did that for classroom management. We have had a shift from a teacher-centered classroom that all of us experienced, to a student-centered classroom. So that is what they do in their sessions in the induction program in classroom management, is try and help them really embrace that so that they can use strategies that work well there. She even ended up designing a class on the 4 misstep areas of classroom management, and for each one, the better steps that go in there. She is having some success with that, especially with some veteran teachers who have been struggling to look through a different lens. We continue to give correction, correction, correction, even though clearly the corrections are not working.

Lynette Tervort said this might be my last year in the classroom. She is thinking she might want to do something else. Sylvia asked Lynette what kind of challenges she was having this year. Lynette said there are a lot more behavior challenges going on which makes it hard to get through the lesson. She has 21 kids in her classroom and 11 of them scored red at the bottom. She has had this many low students in the past, but it was when she had an aide to help with them. There is also an abundance of absences, so it is hard to catch someone up who is not in attendance. Tom Higbee said districts should all have behavior teams that they are able to draw upon. We also need to teach de-escalation strategies. This is not an issue that is going away. It is something we should definitely be talking about and collaborating on to make sure teachers are equipped with actionable tools. One of the things we hope to see more of in our classroom management courses is coming up with individual plans and contracts for the students who need them, so they truly meet their needs.

5. Northern Utah UniServ Updates – *Curtis Benjamin*

Curtis Benjamin said they have a legislative session coming up and so they are starting to think about that. One of the things that they won't be dealing with on the ballot, but maybe coming up again in the Legislature, are two amendments. Amendment A, which is the one that we were mostly concerned about that would take the income tax and generalize it for funding anything that the legislature needed to fund with it rather than just having it allocated to public education has been

voided along with Amendment D. The UEA was in favor of Amendment B that would increase the State Trust Lands funding mechanism.

Curtis appreciated Lynette's courage of sharing the difficulties of the classroom teacher. Behavior in the classroom is something he hears frequently on his end of things as he represents teachers, and they share their concerns at association building leader meetings. We are talking about some pretty extreme behaviors in the classroom that require room clears, make disruptions, observing the trauma of others, and probably internalizing some of that as people go home for the day. The number one thing that we hear back from our surveys and other interactions with the teachers is, it's not so much the pay and benefits teachers are concerned about, it is the feeling of being overwhelmed. Administrators and district officials are vexed by this as well. Lynnette said that was a true statement; teachers just feel tired.

6. Educator Licensing Newsletter for [September](#)

Next meeting: November 11, 2024