

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
October 16, 2023

MEMBERS PRESENT: Ekaterina Arshavskaya, Carrie Bala, Paul Barr, Jessica Baxter, Curtis Benjamin, Lacey Boschetto, Steven Camicia, Marilyn Cuch, Amanda Dawson, Nichelle Frank, Dennise Gackstetter, Jana Johnson (for Peter Mathesius), Brynja Kohler, Jessica Koltz, Max Longhurst, Lisa McLachlan, Kelli Munns, Darcie Peterson (for Tom Higbee), Sylvia Read, Chloe Richmond, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Lynette Tervort, Nate Trauntvein, Greg Wheeler

MEMBERS EXCUSED: Jeni Buist, Sharla Hart, Spencer Holmgren, Lauri Nelson

GUESTS: Greg Cox, Bobbi Crabtree, JanaLee Johnson

ACTION ITEMS:

1. Approval of Minutes: <https://usu.box.com/s/qgi6cjkyh6iseg1pska75uredzsuykhs>
Minutes for September 2023 were approved as written.

1. Program changes:
 - a. Changes to Early Childhood/Elementary Education program admission and graduation requirements. See <https://usu.box.com/s/jh29qubm7257qrqow35lst36zr8v6q70>

Marla Robertson explained that the program changes for Early Childhood/Elementary Education programs will simplify their requirements and provide consistency across programs as far as minimum grades and core content courses are concerned. It will also remove barriers for students to get into the programs. Students will be required to have a 2.0 GPA to get into the program but will need to have a 3.0 major GPA to graduate.

- b. Changes to Secondary Teacher Education Program admission and graduation requirements. See <https://usu.box.com/s/ygp7rb2azk6d9e2qomzbdnxxmt5mt88q>

Marilyn Cuch indicated the Secondary Teacher Program admission and graduation requirements were similar to the Early Childhood/Elementary Education Program requirements. Students will need to have minimum C grades for their breadth, major, and minor courses. They will also be required to have a 2.0 GPA to be admitted to the program and a 3.0 in their major courses to graduate. She included the instructions for applying so students can see how to apply and what's required and discussed what it means to remain in good standing in the program. Students will need to have at least one full time, 12 credit semester of grades before they can apply to the program. The program changes will go into effect in Summer 2024 at the earliest.

The Department of Teacher Education and Leadership motioned to approve the program admission and graduation requirements referred to in the links above for Early Childhood Education, Elementary Education, and Secondary Education. Motion passed.

- c. **Abbreviated R401 for Master of Second Language Teaching (MSLT)**

The Department of World Languages and Cultures (WLGC) at USU proposes three main modifications to the Master of Second Language Teaching (MSLT) program to meet the financial challenges that the program is facing and to open up new opportunities for students with interest in this program. These changes include adding (1) a Plan A thesis option for MSLT students, (2) an online degree option for domestic and international students, and (3) secondary teaching licensure for future teachers in Utah. These changes have three main goals: (1) to cope with the financial difficulties that the MSLT program has had in the past few years by offering the Plan A thesis option, through which some international students can get domestic tuition rates; (2) to increase enrollment through using online and offline platforms; and (3) to provide licensure options for students who are interested in pursuing secondary-level teaching careers in Utah. The licensure option will allow current and future teachers to get secondary licensure through a program that combines courses in the MSLT program and the College of Education [and Human Services] at USU. The secondary teaching licensure gives current and future teachers the chance to obtain licensure while simultaneously strengthening their knowledge in language teaching and learning through regular MSLT coursework. In addition to addressing the needs of students, the proposed changes help the state of Utah meet the increasing demand for language teachers, especially in dual language immersion programs and English as a second language program.

Ekaterina Arshavskaya motioned to approve the Abbreviated R401 for Master of Second Language Teaching. Brynja Kohler seconded the motion. Motion passed.

Ekaterina said their college has been collaborating with the College of Education and Human Services to implement changes in their program to make it more flexible and accessible to domestic and international students by giving hybrid classes and providing a Plan A thesis option. It also provides the opportunity for their students to complete the requirements for secondary licensure. It will allow their international students to pay domestic tuition at the beginning of their 2nd year.

d. Abbreviated R401 for Deaf Education – Listening and Spoken Language Specialization-MEd

The current name for this degree is Communicative Disorders and Deaf Education - Specialization in Education of the Deaf and Hard of Hearing Specialization Listening and Spoken Language Track-M.Ed. The CDDE Department would like to change the name of this degree to simplify and clarify what the degree is about. Their department houses multiple different areas of study. The Deaf Education-Listening and Spoken Language specialization in COMDDE is a graduate degree that deals specifically with the education of professionals in this particular field study.

Nate Trauntvein motioned to approve the Abbreviated R401 for Deaf Education – Listening and Spoken Language Specialization MEd Darcie Peterson seconded the motion. Motion passed.

2. Course modifications:

ART 3300 – Clinical Experience I

- *Proposed Action:* Description Change, effective Summer 2024.

- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools) will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership (TEAL).

ART 4300 – Clinical Experience II

- *Proposed Action:* Description Change, effective Summer 2024.
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools) will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership (TEAL).

ENGL 4530 – Clinical Experience I

- *Proposed Action:* Description Change, effective Summer 2024.
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools) will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership (TEAL).

KIN 3300 – Clinical Experience I

- *Proposed Action:* Description Change, effective Summer 2024.
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools) will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership (TEAL).

KIN 4300 – Clinical Experience II

- *Proposed Action:* Description Change, effective Summer 2024.
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools) will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* This course includes a 45-hour clinical practicum in middle or high schools, arranged by instructors and the Office of Field Experience in the School of Teacher Education and Leadership (TEAL).

THEA 3300 – Clinical Experience I

- *Proposed Action:* Add/Remove Registration Restriction, effective Summer 2024.

- *Description:* Clinical apprenticeship consisting of teaching theatre in local schools. Includes observation, tutorial work, small group discussions, whole class instruction, and lesson/unit planning.

THEA 4300 – Clinical Experience II

- *Proposed Action:* Description Change, effective Summer 2024.
- *Justification:* Clinical hours (time that students spend practicing teaching skills in the schools) will increase from 30 to 45 to align with expectations for a 1 credit class in semesters.
- *Description:* Clinical apprenticeship of teaching theatre in local schools, including 45 hours of observation, tutorial work, small group discussions, whole class instruction, and lesson/unit planning.

Amanda Dawson motioned to remove the business of the clinicals and to add THEA 4300 – Clinical Experience II to be voted on with the rest of the clinicals. Nate Trauntvein seconded the motion.

Amanda Dawson then motioned to approve the clinical courses: Art 3300, Art 4300, ENGL 4530, KIN 3300, KIN 4300, THEA 3300, and THEA 4300. Nate Trauntvein seconded the motion. Motion passed.

CMST 3300 – Clinical Experience I

- *Proposed Action:* Delete Course, effective Summer 2024.
- *Justification:* This minor is no longer active because the state no longer offers a teaching license for Speech Communication. Program and course are obsolete.

CMST 4300 – Clinical Experience II

- *Proposed Action:* Delete Course, effective Summer 2024.
- *Justification:* This minor is no longer active because the state no longer offers a teaching license for Speech Communication. Program and course are obsolete.

CMST 5370 – Methods in Teaching Speech Communication

- *Proposed Action:* Delete Course, effective Summer 2024.
- *Justification:* This minor is no longer active because the state no longer offers a teaching license for Speech Communication. Program and course are obsolete.

Kelli Munns motioned to delete CMST 3300, CMST 4300, and CMST 5370. Max Longhurst seconded the motion. Motion passed.

ELED - 3100 - Classroom Reading Instruction

- *Proposed Action:* Remove Corequisite, effective Summer 2024.
- *Justification:* This change will improve registration procedures for Elementary Ed, Early Childhood Ed, and Special Ed programs.
- *Description:* This course introduces students to teaching and learning processes of reading instruction in elementary schools, emphasizing competencies for teaching phonological awareness, phonics, fluency, vocabulary, and comprehension while

focusing on instructional techniques, methods, and materials for whole-class reading instruction.

Kelli Munns motioned to remove the corequisite for ELED 3100. Max Longhurst seconded the motion. Motion passed.

Bobbi Crabtree indicated they were just removing the corequisite. It is currently a corequisite with ELED 3000 and ELED 3002 and has caused registration issues for students.

HEP 4500 – Methods of Teaching Health

- *Proposed Action:* Title Change, Description Change, effective Summer 2024.
- *Justification:* This course title and description change will allow us to recommend teacher candidates for the health education endorsement as a license area to teach health education in grades 7-12. This course used to be called Sexuality Education Within the Schools.
- *Description:* This course examines teaching methods, materials, and techniques. This course studies secondary education health curriculum, program planning, development, implementation, and evaluation. Students develop lesson plans and present them in secondary education settings.

Jana Johnson motioned to approve HEP 4500. Nate Trauntvein seconded the motion. Motion passed.

ITLS 2500 -Technology Enabled Instruction

- *Proposed Action:* New Course, effective Summer 2024.
- *Justification:* This course will add more election options.
- *Description:* Future educators understand how to leverage technology in learning environments. This course teaches how technology integration and tools can transform learning, improve data-informed decisions, cultivate creativity and innovation, differentiate instruction, and improve collaboration and communication across all stakeholders.

Kelli Munns motioned to approve ITLS 2500. Chloe Richmond seconded the motion. Motion passed.

Kelli Munns said the ITLS Department has been offering the ITLS 5500 course but needed a lower-level equivalent course to make it easier for transfer students and students who had an associate degree to get the credits. This would allow students who had taken ITLS 2500 from another institution to have this course accepted in lieu of ITLS 5500.

MATH 4400 – Mathematics and Its History

- *Proposed Action:* Title Change, Description Change, effective Summer 2024.
- *Justification:* This change is desired so that instructors can emphasize varied mathematical topics instead of the focus on Number Theory.

- *Description:* This course investigates problems, ideals, and philosophies that have shaped mathematics. Historical context helps in understanding the development of mathematical concepts, methods, and ontologies.

Bryna Kohler motioned to approve MATH 4400. Kelli Munns seconded the motion. Motion passed.

Bryna said It used to be called History of Mathematics and Number Theory. This is a math content course, not a math methods course. It is part of their program and is required for the math major, but it is not required by the state for licensure.

SCED 5700 – Modified Student Teaching

- *Proposed Action:* Prefix Change, Description Change, effective Summer 2024, Spring 2024.
- *Justification:* Change prefix to TEAL 5700 instead of SCED 5700
- *Description:* This is a variable length field experience for elementary and secondary education teacher candidates.

Bobbi Crabtree motioned to approve changes to SCED 5700. Max Longhurst seconded the motion. Motion passed.

Sylvia Read said these changes are necessary because sometimes we have students with interesting circumstances, like a study abroad situation or they need to extend student teaching for some reason. Because this course had a SCED prefix, they were not able to use it for elementary education students, so they are just changing the prefix to TEAL. They need to have a variable number of credits to pair with their other courses so they don't add up to a higher number of credits, which would end up costing them a lot of extra money for tuition. It is a credit manipulation that is useful when we have students coming back wanting to get a post bachelor's teaching license. This gives us some flexibility in giving them a student teaching experience that matches their needs.

SPED 5320 – Teaching Content Areas and Transition to Students with Mild/Moderate Disabilities

- *Proposed Action:* Inactivate Course, effective Summer 2024.
- *Justification:* SPED 5320 covers teaching content, learning strategies and transition-related skills to students with mild/moderate disabilities. It also includes assessment and decision-making strategies. The transition and assessment content has been moved to two new courses: SPED 5030: Assessment in SPED and SPED 5080: Transition-Focused Education and Collaboration in SPED. The content and learning strategies topics will be integrated into the 2 content courses (SPED 5310 and SPED 5340). SPED 5320 will be made inactive for now.

SPED 5330 – Eligibility Assessment for Students with Mild/Moderate Disabilities

- *Proposed Action:* Inactivate Course, effective Summer 2024.
- *Justification:* SPED 5330 covers general and specific eligibility assessment for students with mild/moderate disabilities. The general assessment content has been moved to a new class, SPED 5030: Special Education Assessment. The specific eligibility assessment

has been moved to SPED 5310: Teaching Reading and Language Arts Interventions to Students with Disabilities and SPED 5340: Teaching Math to Students with Mild/Moderate Disabilities. SPED 5330 is no longer needed. The proposal is to make the course inactive rather than deleting it in case more assessment content for mild/moderate emphasis students is needed in the future.

SPED 5540 – Assessment of Persons with Severe Disabilities

- *Proposed Action:* Inactivate Course, effective Summer 2024.
- *Justification:* SPED 5540 provides an overview of assessment in special education as well as assessments specific to students with significant cognitive disabilities. The general assessment content has been moved to a new class, SPED 5030: Special Education Assessment. The specific eligibility assessment has been moved to SPED 5510 and 5520: Curriculum and Assessment for Students with Severe Disabilities I and II. SPED 5540 is no longer needed. The proposal is to make the course inactive rather than deleting it in case more assessment content is needed in the future.

SPED 5880 – Assessment for Early Childhood Special Education

- *Proposed Action:* Inactivate Course, effective Summer 2024.
- *Justification:* SPED 5880 provides an overview of assessment in early childhood special education. The general assessment content has been moved to a new class, SPED 5030: Special Education Assessment. The specific eligibility assessment has been moved to SPED 5810: Seminar and Field Experiences with Infants and Families and SPED 5820: Preschool Practicum with Young Children. SPED 5880 is no longer needed. The proposal is to make the course inactive rather than deleting it in case more assessment content is needed in the future.

Darcie Peterson motioned to inactivate SPED 5320, SPED 5330, SPED 5540, and SPED 5880. Brynja Kohler seconded the motion. Motion passed.

SPED 5420 – Practicum II (Secondary) for Mild/Moderate Disabilities

- *Proposed Action:* Credit hour change, effective Summer 2024.
- *Justification:* Need variable credits to accommodate dual emphasis programs within the major (mild/moderate/severe and mild/moderate/birth to age 5). It will not impact the composite emphasis with elementary education. ELED students will still have the option to take the course for 4 credits.
- *Description:* This course covers the use of effective instructional techniques, positive management, curriculum-based assessment, and data-based decision making to teach mathematics content to children with mild/moderate disabilities in a secondary setting.

SPED 5510 – Curriculum and Assessment for Students with Severe Disabilities I

- *Proposed Action:* Credit hour change, effective Summer 2024.
- *Justification:* SPED 5510 is offered for variable credit (2-4 credits). The Special Education department is responding to the USBE's requirement that all special education graduates pass the Foundations of Reading Assessment. Students with an emphasis in severe disabilities will now take 2 credits of SPED 5310, which focuses on teaching reading and 2 credits of SPED 5510 which covers other content for students with significant cognitive impairments. Therefore, with this proposal the original four credits

are split up between 2 courses. The proposal has no impact on the total number of credits needed for dual or composite majors. The SPERC department has the TEAL department's approval.

- *Description:* This course covers teaching curricula content and assessment for making data-based decisions for persons with significant cognitive disabilities.

SPED 5600 – Practicum I Severe

- *Proposed Action:* Credit hour change, effective Summer 2024.
- *Justification:* Need variable credits to accommodate dual programs with Special Education Mild/Moderate and Special Education Birth to Age Five
- *Description:* This course provides field-based opportunities to implement explicit instruction, use research-based curricula, provide academic interventions, and data-based individualization for students with significant cognitive disabilities in elementary or secondary school settings.

SPED 5820 – Preschool Practicum with Young Children with Disabilities in Community Environments

- *Proposed Action:* Credit hour change, effective Summer 2024.
- *Justification:* Will not affect dual majors with ELED or Early Childhood. Need variable credits to accommodate dual programs with Special Education Mild/Moderate and Special Education Severe.
- *Description:* Students participate in a variety of environments serving preschoolers with disabilities. Students will work with caregivers and teachers to design and implement interventions based on assessment data.

Darcie Peterson motioned to approve the credit hour changes for SPED 5420, SPED 5510, SPED 5600, and SPED 5820. Curtis Benjamin seconded the motion. Motion passed.

SPED 5930 – Special Education International Teaching & Service

- *Proposed Action:* New Course, effective Summer 2024.
- *Justification:* Adding a study abroad class to work with students with disabilities in an **international** country will expand our students' world view and perspectives on students with disabilities.
- *Description:* This course introduces students to the history and current practices regarding special education, societal perceptions, and family members lifelong goals for individuals with disabilities in an **international** context. Students prepare evidence-based skill training for professionals and family members.

Darcie Peterson motioned to approve SPED 5930. Carrie Bala seconded the motion. Motion passed.

Darcie said the wording listed in the "justification" and "description" paragraphs should have "third world" removed and should have the word "international" substituted in its place. She said they will be going to Fiji in Summer 2024 for their study abroad course.

TEAL 6210 – Graduate Student Teaching

- *Proposed Action:* Description Change, effective Spring 2024.

- *Description:* This is a variable length field experience in which students **carry out** teaching responsibilities under direction of mentor teachers in the relevant content or grade level for their program.

Max Longhurst motioned to approve the changes to TEAL 6210. Kelli Munns seconded the motion. Motion passed.

TEAL 4770 – Content Based Instruction for Dual Language Immersion/English as a Second Language

- *Proposed Action:* Title Change, Description Change, effective Summer 2024.
- *Description:* This course focuses on methods for integrating language learning and content-based instruction.

TEAL 6770 – Content Based Instruction for Dual Language Immersion/English as a Second Language

- *Proposed Action:* Title Change, Credit Hour Change, Description Change, effective Summer 2024.
- *Justification:* This change will align the number of credits for this course with the number of credits for TEAL 4770.
- *Description:* This course focuses on methods for integrating language learning and content-based instruction.

Carrie Bala motioned to approve the changes to TEAL 4770 and TEAL 6770. Max Longhurst seconded the motion. Motion passed.

TEAL 4770 and TEAL 6770 are cross-listed courses. The title change and description change will match the dual language immersion and ESL requirements from USBE.

Information/Discussion Items:

1. Secondary Education Certificate—see draft

<https://usu.box.com/s/oheiqz6xg05rfacif5sy0r4wzvib7xwg>

Marilyn Cuch said Sylvia Read and Max Longhurst have been working on certificates to help students who come in with a bachelor's degree and would like to become secondary education students. They have been looking at the core classes they would need for students to earn the certificate in order to create a plan that would add up to less than 30 credits. Marilyn has been looking into a few options to enable students to complete the certificate in 3 semesters. They would need to have a very thorough transcript evaluation to determine the alignment. They would also need to have a bachelor's degree in that content area. She outlined the courses they would need and indicated they would have to do the modified student teaching, TEAL 6210. They would need to rely on the partner departments to determine what content courses they were missing. Max has also been looking at ways to pair this with a master's degree and a certificate that leads to licensure. Jana Johnson said the master's degree would be better than a certificate because it would open up the avenue for them to teach concurrent enrollment courses. Sylvia Read said they would love to have other departments propose master's degrees that include licensure requirements. Students can take 12 credits of upper division courses and use them toward a master's degree if you use a split form. Dennise Gackstetter felt like there was a discrepancy because we are making it easier for someone who already has a bachelor's

degree, but someone who is in a bachelor's program needs to complete the whole 15 weeks and do a second methods course. Sylvia said the methods would not change, so it would match whatever the major is. If the major says you need two methods courses, then it needs to be two. What we have in here is the minimum, just as a placeholder. Student teaching would still be the whole semester, but we would not charge as much money for it. By making it a smaller number of credits, that would help the undergrads out except that they are required to have a minimum of 12 credits for financial aid. We don't want them doing three classes plus student teaching. That is why student teaching is 12 credits so that we ensure they have the minimum they need for student teaching and for financial aid without overtaxing themselves during that semester. The same is not true if you are a graduate student. It is an artifact of our system of financial aid and of undergraduate credit versus graduate credit to be considered full time status.

Elementary Education Master's path to licensure—see draft

<https://usu.box.com/s/fklwwe31xxu9mcrkijh4q8lgeonsw62d>

Sylvia Read said the elementary education master's path to licensure is very complicated because the students come to us with a degree in something. They need to get the competencies and the content knowledge to be generalist elementary teachers. This program ended up being 54 credits when they added it all up, pairing a certificate with a master's degree. They would ask them to complete the math Praxis 5003 so they could skip MATH 2010 and MATH 2020 and go straight into the math sequence of MATH 4061 and MATH 4062. Making a marketable elementary education route to licensure is challenging. Lisa McLachlan said they have been working on the elementary content competencies and are hoping to get those competencies ready for the Board to review by December and then to the full Board in January, so by the end of this year we they should have some updated elementary competencies. The focus has been on content specific competencies for elementary teachers. They are not planning revising the literacy competencies but will establish competencies in the other subject areas, like social studies, science, and fine arts.

2. Facilitating 45 hours for secondary clinicals—Lacee Boschetto

Lacee Boschetto said they are starting to prepare for the 45-hour requirement for clinicals. The ASTE department is changing their methods courses to allow a few days in the semester for them to be able to leave campus and get these hours in. Some of our secondary students go and spend two hours at the high school on multiple days and they don't have as many classrooms to pick from for that kind of an experience. A few of the mentor teachers are communicating back that we are sending them during lunch or during their advisory study halls, so they are not getting the hours that they need. Some of the teachers in their ASTE programs have inquired as to whether the SCED teachers would allow students to miss an occasional class with no penalty to get these extra hours in. Sylvia Read said it would be at the discretion of the SCED instructor.

3. Support for PPAT

- a. ECE/ELED and secondary ed students get 4 writing days during student teaching
- b. ECE/ELED and secondary ed students will stay with their mentor teacher for content block and student teaching to the greatest extent possible
- c. Strategy sessions via Zoom after students receive scores for task 2 and 3 to talk about what the scores mean and whether or not students should plan to resubmit one or more tasks

Sylvia Read said elementary, early childhood, and secondary education students would be given four days for writing during student teaching so they can work on the PPAT. They are moving

towards a placement model where, whenever possible, they will be with their same teacher (or at least the same school) for content block and student teaching. That way, they can do Task 1 and get going on it and understand the context that they are in, so the PPAT experience is not as overwhelming during student teaching because they have already gotten to know that school, the students, and possibly the teacher. Sharla Hart and Sylvia Read are planning to offer a Zoom strategy session after students get their Task 2 and Task 3 scores back to help students understand their scores and whether or not they need to resubmit one or more tasks in order to get the passing score. Amanda Dawson asked if it would be possible for at least two of the writing days to be scheduled before Task 2 and Task 3 are due because doing both at the same time is an arduous task for our students. She said it would be beneficial if they were spread out so that they are at least a week before the task is due. It would allow students to spend some time writing it and then be able to talk to their mentor or teacher to ask questions and reflect on their writing before they have to submit it again.

4. USBE Updates – *Lisa McLachlan*

Greg Cox said the general teaching competencies are open for public comment through November 15th. Lisa McLachlan said that most of us were aware of the general teaching pedagogy courses that all the teachers are required to take. The general competencies would probably affect those once they go into effect. The idea is that all the teachers, regardless of what license area they are seeking, would have to demonstrate those competencies. Once they have finalized what those competencies are, they will bring it back to their development team that has been working on rubrics, how to evaluate those competencies, and examples of what those competencies look like that will be used to prepare a supporting document that can then be adopted into preparation programs. If you have any questions, feel free to reach out to Jennifer Prince, who is their competency specialist. Sylvia will send the link to the Qualtrics survey out to the CTE members, faculty, and departments. Sylvia said these competencies would become the basis for our new student teaching evaluations. Lisa McLachlan said that in the past, they had general competencies and clinical competencies. Going forward, they would incorporate both competencies and possibly dispositions as well. Darcie Peterson stated that in special education, for the IEP's, they write goals and objectives that relate to the core standards. She asked Lisa McLachlan if they had aligned the essential element standards to the new ELA standards. Lisa said on the Utah Core Standards page for language arts, it says that these standards identify the essential literacy skills in speaking and listening, reading, and writing. In the document, it just says that these standards were simplified from the previous standards, and they are all considered essential. So, they may not be releasing an essential standards list, but she will double check on that.

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

Allison Riddle said they continue to strengthen the opportunities they have for TAP (Teaching as a Profession) students to come in and do guided observations. They just did a group a couple of weeks ago and they have more coming in. They are doing an Educator Rising conference with their TAP students in November as well. Sylvia noted that it is a pathway to teaching and these students can get ELED 1010 or TEAL 1010 or the equivalent thereof in their TAP classes, so it is a good pipeline into the teaching profession.

Allison said they were the first district to do a teacher leader fellowship in Utah and are just finishing it. Their first group had 16 attendees. They are just starting the application process for their next fellowship. With some generous donations, the state is able to give more districts the

opportunity to do this. It is a way to honor teaching as a profession and to professionalize the work that they do. It is a paid fellowship over a two-year period. They defined the teacher leader roles two years ago and now they are working on an endorsement that they hope would be honored by districts and be a paid endorsement, but they don't quite have that yet. Sylvia Read asked about their mentor endorsement. Allison said they do have a mentor endorsement. She said it is not something that is required and is not compensated. Allison said one of their district mentors received the mentor endorsement last year. Lisa McLachlan said there is a mentoring endorsement and an instructional coaching endorsement.

6. Northern Utah UniServ Updates – Curtis Benjamin

Curtis Benjamin said he had a few funding priorities that the council would be interested in. Just after fulfilling the statutory education funding requirements, like enrollment, WPU inflation adjustment, fully funding the rainy-day fund, and all-day kindergarten, UEA is advocating for an 8% increase on the WPU above the inflation adjustment and government growth and prioritize the WPU this time. The raise last year was direct from the legislature in the pockets of educators, but it came with strings attached to the voucher bill. They would prefer to not have that happen again. They will seek a funding increase for paid professional hours, so what they were calling the 32 hours is now more like 24-26 hours because pay went up and the hourly rate also went up. They need more money to keep it at the 32 hours of extra professional pay that they were doing before. They will be proposing funding for a program for education preparation program students to provide financial support during their student teaching experience of about \$12 million one-time funding. They are also proposing a fund to assist educators paying through advanced degrees to enhance professional skills and support education retention of about \$3 million and will support the Healthy Schools Meals initiative. Sylvia Read asked Curtis to share more information about the funding for student teachers. He said he was not exactly sure if the funding would go towards a stipend or making sure that people can pay their rent, but just giving them a little bit of a boost while they are going through this experience. Sylvia would like them to consider the way the funding comes to the student teacher so that it doesn't affect their financial aid. Curtis said the mechanics and implementation still needs to be worked out.

Sylvia asked Lisa McLachlan to share information about the apprenticeship model the state is developing. Lisa said there are apprenticeships and registered teacher apprenticeships. The registered teacher apprenticeships are registered with the Department of Labor or the Utah Department of Workforce Services. They have received a federal grant to develop their Registered Teacher Apprenticeship program and with that grant comes a person that will be housed within USBE that will kind of oversee that process. The goal is to focus on their critical need areas, which right now is elementary education. They would eventually like to expand it to their high school teaching as a profession candidates and paraprofessionals so they could be earning their bachelor's degree and their teaching license while they are serving as a teaching assistant type position. It would be an accelerated path where they are doing their coursework and their clinicals at the same time. They are also working on scholarships in the same way so they can support students in that class to push through to the end of their degree.

7. Testing Updates

- a. PPAT, 36 cut score is now in effect.
- b. Foundations of Reading, cut score of 240 is predicted. Any student seeking K-3, K-6, or Special Education (exception, preschool special education) licensure on or after

September 1, 2024, will need to have scored 240 or higher regardless of when the test was taken.

8. USBE Educator Licensing Newsletter

- a. September 2023:
<https://docs.google.com/document/d/1g8KKNOmFwIXqW8RVzcpHF2TM6nJ2201qicfHLvn95U/edit>
- b. November newsletter:
https://docs.google.com/document/d/1Grtdfv4kZDZM53dzBpmtGZdhlnrt_U82XMgEWf8KaiQ/edit

Next meeting: November 20, 2023