

IMPACT REPORT 2022-23



College of Education
THE UNIVERSITY OF UTAH

J. George Jones, Jr.
& Velma Rife Jones
Classroom Tower

COLLEGE OF EDUCATION

LEARN TODAY



A MESSAGE FROM **DEAN LAANAN**

I am honored to serve as the new dean of the College of Education. I would like to express my gratitude to Dr. Nancy Songer, who led the college since July 2020, and was named the inaugural Associate Provost for STEM Education in February.

Prior to my appointment as dean, I had the privilege of serving as college associate dean for faculty and student affairs. This experience provided an opportunity to become intimately familiar with the college's strengths, and I approach this new role with a clear vision of how we can elevate the college's prominence and impact on campus, in the state, and throughout the nation.

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The inaugural **Impact Report (2022-23)** highlights college milestones and achievements. The report includes information such as fast facts, research funding, department milestones and priorities, new faculty, stories, research activities, undergraduate and graduate programs, and development and fundraising.

Our College is committed to addressing the grand challenges facing education in Utah and beyond through our research, teaching, and engagement. I am inspired by the faculty's commitment to groundbreaking research and the subsequent translation of research to impact practice and policy.

As dean, my goal is to advance the college by effectively communicating our excellence of faculty, students, staff, and alumni.

Frankie Santos Laanan
Dean, College of Education

College of Education Leadership

The College of Education leadership serves the Dean and helps steer the College through the ever-changing educational landscape to maintain our preeminence as a world-class institution of research, teaching, and public engagement.



Frankie Santos Laanan
Dean of the College of Education



Mary D. Burbank
Associate Dean for Teacher Education, Undergraduate Studies, Professional Development, Engagement, Director of Urban Institute for Teacher Education



Kirsten Butcher
Associate Dean for Faculty and Student Affairs



Robert Zheng
Interim Associate Dean for Research, Department Chair of Educational Psychology



Verónica Valdez
Department Chair of Education, Culture & Society



Laurence Parker
Department Chair of Educational Leadership & Policy



Matt Jameson
Department Chair of Special Education



Safa Keller
Development Director



Jim Logue
IT Manager



Alayna Harris
Administration Manager

TAKING ACTION

- ◆ At no other time have the mental health needs of communities been more significant. Research and practice within the Department of Educational Psychology underscore the need to support mental health within our K-12 schools.
- ◆ When the number of individuals seeking degrees and licensure in education are at all time lows nationally, a generous gift through the Emma Eccles Jones Foundation provides future teachers of science and mathematics with financial support, a cohort of peers, and the opportunity to complete a bachelor's-master's program with Utah Licensure.
- ◆ Communities in Utah reflect the dynamic profile of our students and their families. In it's 14th year, the Teacher Recruitment Scholars program offers underrepresented students from five local districts with the chance to become educators. A partnership with Salt Lake Community College (SLCC) as part of the 2+2 degree offering, sets the stage for students identified by their districts to begin their college careers at SLCC followed by matriculation to the U. Spring 2023 celebrated 7 graduates of the TRS program at the University of Utah.
- ◆ In addition to teacher education, the College of Education engages in professional development for educators in areas including but not limited to K-6 STEM endorsements, Engineering for K-12 Educators, Digital Literacies, Educator Coaching, and Principal Leadership.

FAST FACTS

- Established in 1850, the College of Education was one of the first colleges and schools to begin operating at the University of Utah. Today, the College of Education is a standout among its peers for offering students an interdisciplinary educational experience in K-12 education; Educational and Clinical Psychology; Special Education; Educational Leadership & Policy; and Education, Culture & Society.
- Utah is bucking the national trend of declining teacher enrollments, due to our relationships with 5 school districts, programs offering tuition support, and Utah's unique culture.

5

new scholarships
2 annually funded,
3 endowed
(FY 2022)

7%

exceeded \$1,150,000
fundraising goal; raised \$1,230,925
(FY 2022)

\$50K

in a first-time gift for the U-FIT
program from Larry H. and Gail
Miller Family Foundation
(FY 2022)

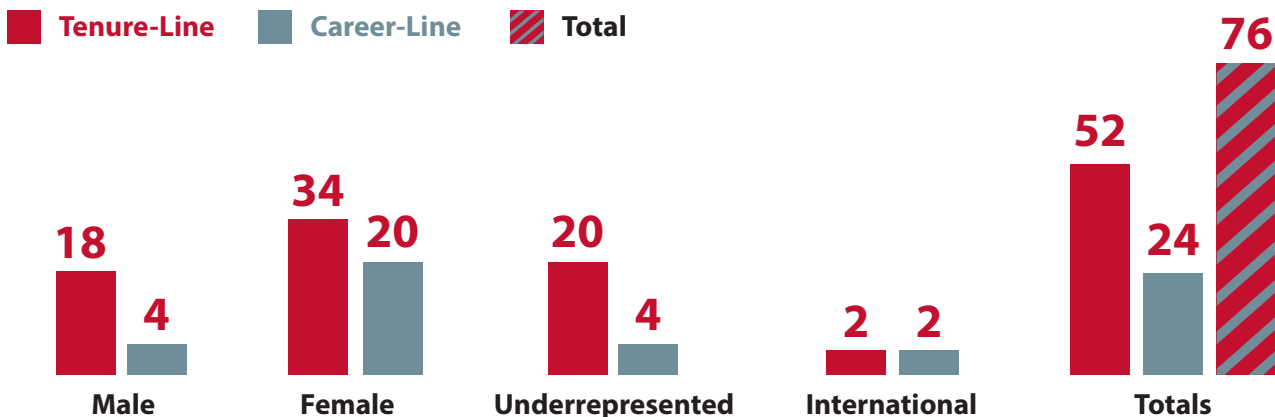
175

faculty publications in
2021-2022

45

interviews, media mentions, or
features in 2022

Faculty Demographics FY 2023



Enrollments

*Fiscal Year 2022 (July 1, 2021 - June 30, 2022)

269

Undergraduate
Students

524

Graduate
Students

793

Total Students
2022

33%

Students of color

32%

Students who
are economically
disadvantaged

2022-23 RESEARCH FUNDING & GRANTS

All funds awarded from sponsored activity and grants from July 1, 2022 - June 30, 2023

\$9,838,198
in Total College Research
Funding & Grants

57
Total Grants

12
Federal Grants
3 NIH/HHS, 2 NSF, 7 US Dept. of
Education (5 OSEP, 2 IES)

7
State of Utah Grants
6 USBE, 1 UT Dept. of Health
& Human Services

14
**Foundation
Grants**

24
Other Grants
17 Schools & School Districts
7 Other Sources of Funding

MILESTONES & PRIORITIES

Education, Culture & Society (ECS)

July 1, 2022 - June 30, 2023 Milestones

- ◇ Gained approval for new Interdisciplinary Graduate Certificate Program: Working With Native Communities Certificate.
- ◇ Graduated APEX Grant's first MED+ESL Cohort (n = 10).
- ◇ Awarded National Academy of Education/Spencer Foundation Postdoctoral Fellowship for 2022-2023.
- ◇ Awarded a total of 18 degrees in Spring 2023 (16 MEd, 2 PhD).
- ◇ Fully staffed our ECS office with an experienced Academic Advisor & Administrative Assistant.

Priorities for 2023-24

- ◇ Increase ECS Faculty staffing through faculty searches.
- ◇ Mentor 5 Junior Faculty to have successful formal reviews and achieve tenure.
- ◇ Increase recruitment, applications, admissions, and course enrollment of graduate students.
- ◇ Successfully initiate and grow the Working with Native Communities Interdisciplinary Graduate Certificate in ways that allow it to pay for the administrative staffing needed to manage the certificate.
- ◇ Revise & update ECS Student Handbook.
- ◇ Continue and complete ECS Departmental Strategic Planning.
- ◇ Build & track ECS Alumni post-graduation employment, ECS impact, and nurture alumni exchanges with current faculty & students.
- ◇ Increase financial and mentoring support for ECS graduate students.

Educational Leadership & Policy (ELP)

July 1, 2022 - June 30, 2023 Milestones

- ◇ According to the latest Scholarly Research Index figures from Academic Analytics, the ELP faculty averages 4.8 articles published each year.
- ◇ Since 2015, the ELP Department has increased its scholarly research to the 79th percentile which is in the top quarter for comparable programs in the educational leadership/administration and policy field according to the most recent data from Academic Analytics.
- ◇ Our faculty continues to publish in significant journals in the field such as a recent (May 2023) co-authored article by Paul Rubin in Educational Evaluation and Policy Analysis.
- ◇ The ELP Department passed the CAEP accreditation standards.
- ◇ Jason Taylor is an associate dean in Undergraduate Studies and is the Director of the Office of Transfer Student Success.
- ◇ Erin Castro is an associate dean in Undergraduate Studies and is co-founder of the Utah Prison Education Project.
- ◇ Chris Linder is the Director of the McCluskey Center for Violence Prevention Research.
- ◇ Andrea Rorrer is the Director of the Utah Education Policy Center.

Priorities for 2023-24

- ◇ Revise the EdD program in higher education.
- ◇ Build on and expand work the department is doing on practitioner partnerships and school leadership experiences.

Educational Psychology (EDPS)

July 1, 2022 - June 30, 2023 Milestones

- ◇ Launched a new BA/BS in Educational Psychology in 2021 and added a minor in 2022.
- ◇ Added a BS/MEd Degree in Secondary Science Education in 2022.
- ◇ The PhD and EdS programs in School Psychology were reaccredited by APA and NASP in 2022.
- ◇ In the last three years, our faculty applied for 64 grants and received 44 totaling \$11,781,497.
- ◇ Scholarly Productivity: Books (2), Journal articles (42), Awards (2)
- ◇ Grants awarded totaled \$7,178,209
- ◇ The total amount of funding our students received in 2021-2022 was \$554,700 representing an increase of 49% over a 6-year period.
- ◇ Nine of our students received funding from competitive Graduate School fellowships for 2022-2023 including the UTA, GRF, Emerging Diversity, and Steffensen Cannon.
- ◇ In 2015, 60% of our master's students identified as female and 17% belonged to a diverse racial/ethnic group and/or identified as international. In 2021, 91% of our master's students identified as female and 34% belonged to a diverse racial/ethnic group and/or identified as international. Specific changes in the racial/ethnic composition of our students include increases in Hispanic/Latino students (5% in 2015 to 48% in 2021); Asian students (1% in 2015 to 11% in 2021), and American Indian students (5% in 2015 to 13% in 2021).

Priorities for 2023-24

- ◇ Continue high productivity in generating peer reviewed journal papers and grant submissions.
- ◇ Continue conversations about equitable and inclusive pedagogy and create an inclusive environment within the department that embraces equity, diversity and inclusion.
- ◇ The Graduate Center in St. George may be an effective and efficient way to grow additional undergraduate or graduate programs as the structure, staff, and technology is already in place.
- ◇ Although Salt Lake City is viewed as a highly desirable location, the cost of living is rapidly increasing (especially housing costs with rents increasing 17.9% in the last two years), our goal is to offer competitive graduate student stipends and salaries with multi-year support.

Special Education (SPED)

July 1, 2022 - June 30, 2023 Milestones

- ◇ Completed all the approvals to offer teacher education programs in and outside of Utah through distance education and online modalities.
- ◇ Awarded students with more than \$1,000,000 in support to pursue licensure or endorsements in high-shortage areas (all SPED)
- ◇ Successfully competed for more than \$2,574,564 in extramural funding.
- ◇ The faculty published more than 30 peer-reviewed journal articles and made over 50 peer-reviewed presentations at state, national, and international conferences.

Priorities for 2023-24

- ◇ Increase enrollment in all program areas.
- ◇ Recruit 4 faculty members.
- ◇ Support student and faculty mental health and well-being.

Urban Institute for Teacher Education (UITE)

July 1, 2022 - June 30, 2023 Milestones

- ◇ 2022 marks the 14th year of operations for the Urban Institute for Teacher Education (UITE).
- ◇ The UITE oversees the final licensure for elementary, early childhood, and secondary program emphasizes.
- ◇ Embedded within the program are coursework and experiential opportunities for students preparing to teach in K-12 classrooms to work with a range of learners who vary in their abilities, languages, and life experiences.
- ◇ Traditional student teaching and internships provide students with the “real world” experiences necessary for preparation to teach all children in classrooms and schools.
- ◇ An embedded specialization for teaching Language Learners.
- ◇ Cohorts for individuals seeking licensure in science and mathematics, and opportunities for licensure as part of College of Education graduate degrees are hallmarks of our programs.
- ◇ Program commendations include ratings of an A+ in elementary mathematics preparation, an A in elementary reading preparation, and accreditation through the Council for the Accreditation of Educator Preparation (CAEP).
- ◇ Received \$615,000 in research funding and grants.

Priorities for 2023-24

- ◇ Expand the reach of our degree and licensure programs to support educator preparation for fully employed; individuals in their pursuits of teaching degrees through online programming and collaboration with districts to support paraeducators across the Wasatch Front, and beyond.
- ◇ Foster innovative partnerships with our district colleagues to build “real world” experiences for future teachers through lab and professional development schools where university faculty work collaboratively with classroom teachers, staff, and administrators.

INTRODUCING DEAN LAANAN

Inspire, Impact, & Inclusive Excellence

Frankie Santos Laanan's mother was a young girl when the island of Guåhan (Guam) was occupied by the Japanese during World War II. A native Chamoru, she completed an eighth-grade education and married his father who completed high school and immigrated from Iloilo City, Philippines. They raised eight children in a home constructed with corrugated tin and wood. His playground was the ocean and the jungle.

His parents emphasized education and had the strong desire for their children to have a better life. He was the second in his family to attend college and the only one who pursued graduate school.

Here, Frankie shares his experiences prior to entering the professoriate, factors influencing his decision to pursue higher education, and reflects on issues about his leadership philosophy, and opportunities as the new leader of the College of Education.

What was your career before entering the professoriate?

Prior to embarking on my career as a professor, my professional journey encompassed diverse roles. Following my high school graduation, I had the privilege of working for the Governor of Guam. This unique opportunity took me both to Guam and to the Washington, D.C. Liaison Office. I gained invaluable insights into the realms of public and information affairs, along with monitoring federal legislation that impacted the island.

As I pursued my doctoral studies at UCLA, I assumed the position of senior research analyst at the Coast Community College District located in southern California. I undertook the responsibility of analyzing an extensive dataset, consisting of more than a million student records. These records pertained to individuals who had enrolled in vocational education. The analyses investigated the rela-



Frankie Santos Laanan began serving as Dean of the College of Education in May, 2023

tionship between education and subsequent post-college earnings. The outcomes of my research were disseminated widely among key stakeholders, including leaders, deans, institutional researchers, and faculty members. This effort aimed to underscore the economic benefits associated with pursuing a vocational (career and technical) education.

What influenced you to pursue education?

As a first-generation, low-income student, I began my college career at Northern Virginia Community College. I traversed higher education and attended one public university and three community colleges in Virginia and Los Angeles before transferring to UCLA. I majored in political science with a focus on American government.

During my first quarter at UCLA, I enrolled in an education course titled Social Psychology of Higher Education. Initially a pre-law aspirant, I was introduced to the field of higher education and learned theories about factors that facilitated or impeded the retention and success of first-generation, low-income students as well as the impact of colleges and universities on student outcomes (i.e.,

cognitive, psychosocial, intellectual, moral development, career). After taking more education courses I realized that my passion and research interests was pursuing a graduate degree in higher education and organizational change.

Describe your research and scholarly impact.

The core theme that guides my research centers around understanding the influence of higher education institutions on both individuals and society at large. With a focus on America's community colleges, I seek to understand their impact on individuals and society. My research is organized around three strands. First, I seek to examine the role of community colleges in providing access and promoting equity for marginalized groups such as women, ethnic minorities, adults, and others who have been historically underrepresented and the ways in which these institutions act as catalysts for leveling the educational playing field.

Second, I investigate the impact of community colleges on students' educational and vocational aspirations. This exploration spans their adjustment and transition into the college environment, as well as their subsequent journey toward post-college earnings. By examining these aspects, I aim to gain insights into how community colleges shape students' trajectories beyond their time on campus.

Finally, I seek to understand higher education policies related to faculty, college access, transfer and articulation processes, career and technical education, STEM pathways for underrepresented groups like women and minorities, and mechanisms of accountability within the education system. Through these inquiries, I strive to contribute to a more comprehensive understanding of the broader higher education landscape.

What attracted you to the University of Utah?

I was attracted to the U for several reasons. First, the U had recently been admitted to the prestigious AAU membership. Second, I resonated with President Randall's vision and aspiration to be a "Top 10 public university with unsurpassed societal impact." Third, Salt Lake City's racial and ethnic demographic growth, especially among the Pacific Islander population. Finally, my interest to carve out a new research agenda to explore and understand historically underrepresented students' college choice, access, and pathways to higher education.

What is your leadership philosophy and core values?

Over the course of my cumulative professional and academic journey, I have cultivated essential leadership skills

that contribute to fostering a supportive and productive environment for faculty, students, and staff. I believe in leading through example, upholding ethical and professional conduct as a model for others. My leadership approach is characterized by passion and enthusiasm, driving efficiency and productivity in all aspects of my work. Recognizing the power of empowerment, I am a proponent of delegation, as I firmly believe it not only empowers faculty, staff, and students but also cultivates a sense of ownership and enhances intrinsic job satisfaction.

As an academic leader, my actions are guided by a well-defined leadership philosophy rooted in my core values. This philosophy has emerged from a process of introspection and examination of my personal values, assumptions, and beliefs about effective leadership. I am dedicated to championing and furthering the organization's mission, vision, and objectives. My leadership style places great emphasis on embracing diverse perspectives and various modes of knowledge. Transparency is a cornerstone, and I consistently uphold ethical behavior in all my endeavors. My commitment to personal and professional integrity is unwavering.

A paramount aspect of my leadership approach is creating an organizational culture that fosters the thriving and success of every faculty member, staff, and student. This is achieved by listening attentively and respectfully to others' viewpoints and experiences. My core values serve as the bedrock of my leadership principles, steering my actions and decisions. They encapsulate my fundamental beliefs and priorities, defining how I conduct myself as a leader within the organization. These values encompass a dedication to academic excellence, a commitment to innovation and collaboration, the courage to embrace change, a flair for creativity, a steadfast advocacy for diversity, equity, and inclusion, a spirit of entrepreneurship, unwavering respect for all, a sense of responsibility, and an unwavering commitment to transparency.

What opportunities here excite you?

I am excited to work with the college leadership, faculty, staff, students, and key stakeholders to engage in a strategic planning process and advance a new mission, vision, core values, and goals that advance the college as well as aligns and supports the university's strategic priorities.

NEW FACULTY

The University of Utah College of Education welcomes twelve new faculty members.



NATALIE BADGETT, PhD

Special Education

Dr. Natalie Badgett is a behavior analyst with extensive experience supporting individuals with intellectual and developmental disabilities in educational and community contexts. She earned her PhD in special education at the University of Washington and completed postdoctoral training with the Supporting Transformative Autism Research (STAR) program at the University of Virginia. Most recently, Dr. Badgett served as an assistant professor of special education at the University of North Florida. Natalie's research focuses on supporting inclusion through the sustainable implementation of research-validated behavioral strategies in applied settings, including classrooms.



JEREMY COLEMAN, PhD

Educational Psychology

Dr. Jeremy Coleman received his PhD in Counseling Psychology from the University of Denver. He is passionate about working as a clinician in community mental health settings and completed his pre-doctoral internship at Denver Health and Hospital Authority. He most recently worked as an assistant professor in the Department of Psychological Sciences at Augusta University in Augusta, Georgia. His research areas include scale development and the role of social class, classism, and cultural processes in the delivery of psychotherapy. He is the American Psychological Association's Committee on Socioeconomic Status chair-elect.



EDÉN CORTES-LÓPEZ, PhD

Educational Leadership & Policy

Dr. Edén Cortes-López is a higher education researcher and practitioner. With over ten years of experience in higher education, Dr. Cortes-López's research focuses on understanding the inequities in the transfer process at the institutional level that impact minoritized student undergraduate experiences and success. Dr. Cortes-López's practitioner work focuses on state-level transfer initiatives, equity assessments, higher education in prison, and policy assessment.



PAIGE FURBUSH, MEd

Special Education

Dr. Paige Furbush completed her BS in Early Childhood Special Education and MEd and BCBA here at the U, her Listening and Spoken Language (LSL) endorsement at Utah State University, and is thrilled to be back to complete her PhD and serve as a faculty member. For ten years, Dr. Furbush worked as a special educator in various settings, including an early childhood preschool classroom, early intervention, and a self-contained classroom for students who are deafblind. She is passionate about identifying effective behavioral strategies to use with students with sensory impairments, how AAC is used for students who are Deaf/Hard-of-hearing with additional disabilities, and examining how we can adapt Listening and Spoken Language (LSL) strategies for use with students who are deafblind.



KATE HELBIG, PhD, BCBA-D, NCSP

Educational Psychology

Dr. Kate Helbig is an Assistant Professor in the School Psychology Program. Dr. Helbig completed her doctorate in school psychology from the University of Southern Mississippi (2019). She previously served as a faculty member at the University of South Dakota, where she was the director of the School Psychological Service Center and the School Psychology Discipline Head for USD's Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program. She was selected by the Council for Exceptional Children for the Early Career Researcher Workshop Series, the Society for the Study of School Psychology (SSSP) as an Early Career Scholar Recipient, and the IES Summer Research Training Institute on Single-Case Intervention Research Design. Her research is categorized into three areas: social skills teaching for students with autism spectrum disorder (ASD), peer-management interventions, and transition services for individuals with developmental disabilities.



THOMAS KORANG, PhD

Urban Institute for Teacher Education

Dr. Thomas Korang recently graduated with a PhD in Curriculum and Instruction from New Mexico State University. Born and raised in Ghana, he has experienced diverse educational settings—Ghana for a bachelor's degree in Social Studies education and Russia for a master's degree in Public Administration.



CHENGLU LI, PhD

Educational Psychology

Dr. Chenglu Li dedicates his research to understanding the transformative impact of emerging learning technologies on STEM education and online learning. He creates learning spaces using state-of-the-art technologies, including artificial intelligence, the Internet of Things, and computer-based simulations and modeling to facilitate learning in various classroom settings and digital platforms. Dr. Li also considers himself a methodologist, extending and developing algorithmic strategies to create fair, accountable, and transparent infrastructure for AI in education, learning analytics, and educational data mining.



NATALIE NOEL, PhD

Educational Psychology

Dr. Natalie Noel earned her PhD in Counseling Psychology from the University of Utah. She completed her pre-doctoral internship at the Counseling and Student Development Center at the University of Hawaii at Manoa. Her specialties include positive psychology, trauma, intersectional feminist and multicultural issues, academic success, and career development.



KATHERINE O'DONNELL, PhD

Educational Psychology

Dr. Katherine O'Donnell is an Assistant Professor in the Language, Literacy, and Learning Program, part of the Department of Educational Psychology at the University of Utah. Dr. O'Donnell completed her doctoral degree in special education at the University of Texas at Austin under Dr. Nathan Clemens with support from an OSEP leadership grant. While there, she worked on and coordinated multiple IES-funded grants and projects for state education agencies. Additionally, she was selected as an early-career scholar in the Integrated Multi-Tiered Systems of Support Research Network. She was part of the 15th cohort of the Council for Exceptional Children, Division of Research Doctoral Student Scholars Program. Her research focuses on the connection between word reading and reading fluency, particularly the role of set for variability (i.e., the ability to connect the spelling pronunciation of a word with its correct pronunciation) and how to best prepare pre- and in-service teachers in effective instruction/intervention for struggling readers.



SANDY SMITH, PhD

Special Education

Dr. Sandy Smith began her career in education as a paraprofessional for children with emotional and behavioral disorders (EBD) before returning to college to earn her teaching certificate. After supporting students with EBD at both the elementary and secondary levels, Dr. Smith began coaching teachers on classroom and behavior management. She serves as an educational consultant in general and special education settings by coaching classroom management, Positive Behavior Interventions and Supports (PBIS), and interventions for students with EBD. Dr. Smith earned her doctorate in Educational Psychology with an emphasis in Special Education from Texas A&M University.



DAVID STROUPE, PhD

Educational Psychology

Dr. David Stroupe is an Associate Professor of science education, teacher education, and learning sciences in the Department of Educational Psychology. He also serves as the Director of Research at the Usable STEM Research and Practice Hub. Dr. Stroupe has three overlapping research interests anchored around ambitious and equitable teaching. First, he frames classrooms as science practice communities. Dr. Stroupe examines how teachers and students disrupt epistemic injustice by negotiating power, knowledge, and epistemic agency by using lenses from Science, Technology, and Society (STS) and the History and Philosophy of Science (HPS). Second, he examines how beginning teachers learn from practice in and across their varied contexts. Third, he studies how teacher preparation programs can provide support and opportunities for beginning teachers to learn from practice. Dr. Stroupe has a background in biology and taught secondary life science for four years.



TUBA YILMAZ, PhD

Education, Culture & Society

As a first-generation college student from Turkey, Dr. Tuba Yilmaz calls herself an educator and scholar who devoted her work to linguistic justice, equity, and integration for culturally and linguistically diverse (CLD) students, focusing on refugee background students in education. She completed her master's and doctorate in the ESOL/Bilingual Education program at the University of Florida. Dr. Yilmaz has one year of K-8 and eight years of tertiary-level teaching experience in Turkey and the USA. Dr. Yilmaz's teaching and research aim to promote culturally sustaining pedagogies that disrupt deficit theories and monoglossic ideologies in CLD students' education and create transformative possibilities in classroom practices, teacher education, and policy. Her research interests include translanguaging, multilingual/multicultural education, comparative education, and critical pedagogy.



OUR STORIES

Utah School Mental Health Collaborative (USMHC)

How do you address the unique mental health needs and well-being of K-12 students? Through a state-wide collaboration like the Utah School Mental Health Collaborative (USMHC). The USMHC Collaborative helps schools assess the mental health of individual students and then connects students with resources that match their level of need. The program is scalable and adaptable, meeting students and schools where they are.



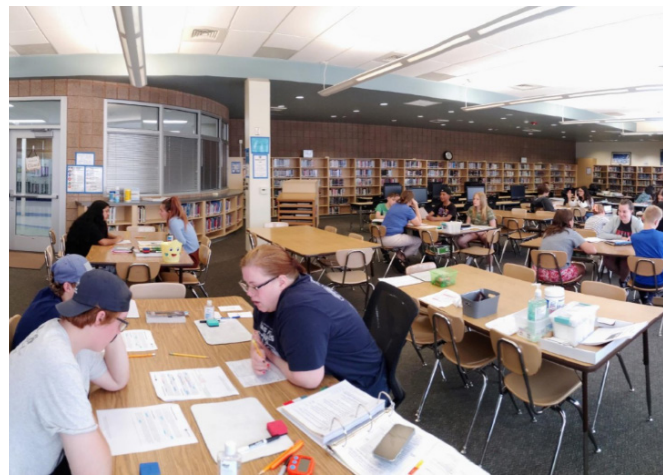
Co-led by College of Education faculty member **Dr. Aaron Fischer**, Associate Professor in Educational Psychology, the USMHC trains school staff in screening students for mental health, developing effective mental health and well-being systems that draw

from the school's existing resources, and creating tools to build life skills and resiliency. The team also provides technical support. School personnel usually work in teams commonly referred to as Well-Being Teams (WBT) that consist of teachers, school mental health professionals, related service providers, school nurses, social workers, and school administrators.

The USMHC is able to work with external care providers, when necessary, to ensure kids get the level of support they need. The structure of the USMHC means that the models and tools offered are not one-size-fits-all. What rural schools need will differ from what urban schools need, and school resources vary significantly across the state. With this scalable and adaptable approach, schools can protect and improve their students mental health and well-being with their existing pool of resources.

The USMHC is seeing better academic outcomes, stronger social connections among students, and increased well-being.

We would like to thank the **Cambia Health Foundation** for their ongoing support of this important program.



UURC in Mt. Ogden Junior High School

The University of Reading Clinic (UURC) operates an in-school clinic for struggling readers at Mt. Ogden Junior High in Ogden City School District. In its second year (including summers), the UURC provides assessment and intervention on Tuesdays and Thursdays throughout the school day. These reading interventions are led by specialists and occur in small groups built into students' schedules.

Struggling readers are invited to participate in the summer reading program where teachers and tutors are giving intensive intervention in small groups and one-on-one. This summer, the UURC is serving 42 students—after 5 weeks, the students still continue to show up even though it is not required. They are progressing in reading and thriving socially in this more personal setting.

And the results are impressive. Students make more than a year's growth in an average of just 45 sessions! Teachers are thrilled because Mt. Ogden students are better able to understand class texts and the UURC small groups reduce class size. The UURC operates a similar project at Highland Junior High, which is in the same district as Mt. Ogden.

We would like to thank the donors who have made gifts to support the UURC programs, **R. Harold Burton Foundation**, **The Church of Jesus Christ Latter-Day Saints**, the **George S. and Dolores Dore Eccles Foundation**, and **Cindy Dahle**.

Utah Prison Education Project & Research Collaborative



The mission of the Utah Prison Education Project (UPEP) is a commitment to social transformation, advancing educational equity through on-site higher education, empirical research, and advocacy.

The Research Collaborative on Higher Education in Prison is part of the University of Utah's Prison Education Project, a multi pronged approach to expand the field of quality higher education in prison. We work in collaboration with programs across the country to transform the landscape of higher education in prison through empirical research and collaboration toward more equitable and quality experiences for incarcerated students.

Each year UPEP attends the National Conference on Higher Education in Prison. The conference provides its stakeholders—including educators and students, activists, policy experts, higher education administrators, employees of the Department of Corrections (DOC), the Federal Bureau of Prisons (BOP), and more—a collaborative venue and a rare once-in-a-year opportunity to share space and engage in constructive dialogue about the higher education in prison landscape.



Dr. Erin Castro, Associate Professor in Education, Leadership & Policy, is the Co-Founder of the University of Utah Prison Education Project. She directs the Research Collaborative on Higher Education in Prison, an evidence-based approach to expand the field of quality higher education in prison.

UPEP has three focus areas: Higher Education, Research, & Advocacy

1) Higher Education

Working closely with Salt Lake Community College (SLCC), UPEP aims to provide a four-year degree pathway inside Draper and Timpanogos prisons, similar to its mission in non-incarcerated settings. Establishing an accredited degree-granting pathway inside Utah State prisons is a strategic goal of our project. Our aim is to work with prison partners to establish the following pathway for students: South Park Academy (GED or high school diploma), Salt Lake Community College (general education, certificates, associates degree), and UPEP (upper division and undergraduate programs).

2) Research

The Research Collaborative on Higher Education examines postsecondary education in prisons throughout the U.S. You can see some of their research at: <https://upep.utah.edu/research/>

3) Advocacy

UPEP models itself in accordance with best practices laid out by the Alliance for Higher Education in Prison. The Alliance is a national organization dedicated to supporting the expansion of quality higher education in prison, empowering students in prison and after release, and shaping public discussion about education and incarceration.

College of Education Student Council (CSC)

The CSC is invested in supporting students and their well-being while creating community throughout the College of Education.

Goals

- ◇ Create more opportunities for anti-racist education for pre-service teachers.
- ◇ Facilitate easy communication between students, faculty, and departments, using social media to connect.
- ◇ Provide space for students to talk about intersectional issues and problems of practice as well as for research and learning.
- ◇ Support students through events, community building and sharing resources.

Diversity, Equity, and Inclusion

We as a student organization strive to build a community that respects and supports the experiences of all students and particularly students who are members of communities who have been historically and systemically marginalized and oppressed. We recognize that systemic oppression is embedded within the fabric of all institutions including our college; thus we prioritize centering the voices and experiences of students who have experienced discrimination and/or prejudice based on their social identities.

Our values

- ◇ Prioritize/demand/promote inclusion and equity
- ◇ Center students' voices and experiences
- ◇ Advocate for systemic change

We acknowledge that discrimination, microaggressions, and invisible experiences of students who hold historically marginalized identities create complex experiences and impact students in a multitude of ways.



Teacher Recruitment Scholars (TRS)

While the diversity within America's classrooms continues to grow, the diversity within the teaching community does not always reflect the children in today's classrooms and schools. According to a 2017-18 study, over 79% of public-school teachers are white and most of those individuals are female. Research has routinely shown the benefits of a teaching community that reflects the varied backgrounds of the students in K-12 classrooms. The Teacher Recruitment Scholars (TRS) program aims to increase diversity among the teaching workforce along the Wasatch Front.

The TRS program began over 10 years ago when educators from across the valley set the goal of preparing future teachers from underrepresented communities. By recruiting and supporting students from diverse backgrounds, these professionals inform the work of their colleagues as well as contribute to the teaching profession in ways that are unique.

The TRS program is a partnership between the College of Education, Salt Lake Community College and the Canyons, Davis, Granite, Park City, Jordan, and Salt Lake City School Districts. The goal of this collaboration is to identify, recruit, support, and retain potential future teachers. Students recruited into the TRS program receive support early, beginning with the college application process and receive financial support to attend Salt Lake Community College. Financial aid continues as TRS students transition to the University of Utah's College of Education.

We are deeply grateful to the **Brent and Bonnie Jean Beesley Foundation** and **Mark and Kathie Miller** for their support of this program.



UITE Connect

UITE Connect steps into an educator's early career, providing a network of support and collaboration for elementary and secondary educators. Participants use WhatsApp, email, or Canvas to regularly communicate with one another and the mentoring team—**Dr. Uidta Gupta** and **Peggy McCandless** from UITE,



Peggy McCandless, Instructor in UITE

Angela Solum, Assistant Principal at Riley Elementary from the Salt Lake School District, and Kelly Haakenson, Social Studies teacher at the Salt Lake Center for Science Education, also in Salt Lake City School District. In addition, second- and third-year educators are able to help mentor first-year educators, passing along ideas, resources, and the wisdom gained from their own teaching experiences.



“This project was residing in our hearts for a long time,” says **Dr. Uidta Gupta**, Clinical Associate Professor of the Urban Institute for Teacher Education (UITE), UITE Connect program, which provides UITE alumni with a supportive network for 3 years after graduation **“Our student-teachers enjoy strong support throughout their licensure year and want to continue with that support during their early teaching years too,”** says Gupta. Now, with UITE Connect, this kind of collaboration and support are possible.

The mentoring team uses questions posed to the group through the various platforms to identify themes. These themes are then used to structure the group's monthly meetings where the groups discuss the themes, shares resources from mentors and participants, and talks about

strategies and approaches for dealing with classroom challenges. Some of the issues that the mentor team are seeing and will address in upcoming meetings are trauma-informed teaching, time management inside and outside the classroom, ways to connect with resources in the school and in the district, diversity, and managing disruptive students.

Participants can choose to receive credit along with compensation for being a part of UITE Connect. But more so, the aim is to have our early career teachers leave with strong relationships, a larger, supportive and collaborative network of colleagues, acquisition of novel teaching skills, and enormous confidence as they move through their years in teaching.

Pasifika Scholars Institute



Dr. Kēhaulani Natsuko Vaughn, Assistant Professor in Education, Culture & Society, helped establish Pasifika Scholars Institute, which offers a higher education bridge to Indigenous people of Polynesia, Micronesia, and Melanesia.

What started as a 5-day intensive summer bridge program has grown into a graduate bridge program offering year-long programming through the community archive, which is also a site for Pacific Islander leaders to discuss their own journeys to higher education. An undergraduate certificate has also been created that allows students to integrate Pacific Islander studies with their major to empower Pacific Islander students with a deep and meaningful understanding of their history and the concerns facing Oceania today and the diaspora locally.

This institute was established in 2022 with a \$1 million grant from the Mellon Foundation.

The Pasifika Scholars Institute is an intensive bridge program that aims to:

- 1) Increase retention of PI students.
- 2) Connect PI students with resources and PI faculty, staff, & student peers on campus.
- 3) Develop PI students' confidence and self-awareness.

Pasifika Scholars Institute is here to help PI students succeed and make a difference in their communities.

Graduate Certificate: Working with Native Communities

Effective Fall 2023, the Working with Native Communities graduate certificate will open to graduate-level students/learners from all majors at the University of Utah, including business, social work, education, health services, mining, and public administration. Upon completion, students will have the skills, knowledge, and dispositions required to respectfully work on contemporary concerns that impact Native communities.

The Working with Native Communities Certificate program will prepare graduate level learners of diverse backgrounds and academic studies for professional work with Native communities by deepening their understanding about the historical context and contemporary challenges facing Native peoples in the United States. Through the Certificate, learners will take away essential and critical concepts to prepare them to do important and much needed work with Native communities both locally and nationally. One of the certificate program's main objectives is to assist students in developing an understanding of the complex inner workings of Native nations, histories,

status as political sovereigns, efforts in education, and tribal governments to prepare students for professional work in a variety of fields. The many misconceptions stemming from the unique relationship with the United States and Native communities/peoples will be addressed. Learners enrolled in the certificate program are expected to work with Native governments, organizations, businesses, health services, and/or other stakeholders to promote the social, political, economic, and environmental well-being of Native nations.

Upon completion of the Working with Native Communities Certificate, learners will be able to:

- 1) Distinguish the unique statuses of Native nations, communities, and individuals.
- 2) Develop a better understanding of how to work with Native communities.
- 3) Collaborate with Native communities to engage working in a given profession.
- 4) Cultivate and maintain strong relationships with Native communities.



Cynthia Benally, Assistant Professor in Education, Culture & Society, visits all of Utah's 8 tribal nations and works with the U's administrators to rebuild relationships between tribes and the U.

Confederated Tribes of Goshute, Navajo Nation, Northwestern Band of Shoshone Nation, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, White Mesa Community, and Ute Indian Tribe of the Uintah and Ouray Reservation and Ute Mountain Ute Tribe



Utah Collaborative for Equitable STEM Teaching

The Utah Collaborative for Equitable STEM Teaching project aims to serve the national need of developing highly effective science teachers who are skilled in creating equitable learning environments. The COVID-19 pandemic disrupted traditional teaching environments and highlighted inequities in education, placing teachers at the front lines of social and educational change. This project seeks to equip secondary school teachers with the training and skills they need to support their students' socio-emotional needs. The project leverages a network of university personnel, experienced teacher-mentors, and parents to support future science teachers as they navigate the challenges of teaching in high-need schools and build identities as science teaching professionals. The project seeks to empower future science teachers to positively impact students' lives and increase teacher retention in education.

This project at the University of Utah includes partnerships with Salt Lake Community College and the Granite and Salt Lake City School Districts.

Project goals include:

- 1) Preparing 31 biology, chemistry, physics, and geoscience undergraduate and post-graduate students for teaching careers by providing streamlined coursework, financial support, and mentoring.
- 2) Reforming the science methods course to model three-dimensional instruction (integration of disciplinary core ideas, science practices, and crosscutting concepts) and equitable instruction through the lens of environmental issues.
- 3) Building a community that supports future science teachers from their undergraduate years, through induction, and beyond.

The project also intends to support in-service teachers to develop expertise in creating equitable classrooms, mentoring, and 3D instruction, as well as to create new knowledge about how case-studies that integrate 3D instruction with environmental issues may bridge the divide between theory and practice. Broader impact aims of the project include using a focus on environmental issues to recruit a new generation of teachers who are adept at addressing environmental and social change.

Track 1: Scholarships and Stipends Project is supported through the Robert Noyce Teacher Scholarship Program (Noyce). The Noyce program supports talented STEM undergraduate majors and professionals to become effective K-12 STEM teachers and for experienced, exemplary K-12 teachers to become STEM master teachers in high-need school districts. It also supports research on the persistence, retention, and effectiveness of K-12 STEM teachers in high-need school districts.

Mestizo Arts & Activism

The Mestizo Arts and Activism Collective (MAA) is a university-community partnership located in the Westside of Salt Lake City, Utah. MAA is a group of high school students, undergraduate mentors, researchers, university faculty and artists who work collaboratively to create positive change in our communities. Through culturally relevant methods of teaching and learning, they work together to foster an engaging space for high school students to develop community-based leadership skills and create community based research projects that address issues that matter to our communities. We want to thank University Neighborhood Partners for their support.

MAA seek to create a safe environment for high school-age students to discuss issues that are relevant to their age-group; issues impacting them, their families, friends and their communities on a daily basis (e.g. education, stereotypes, immigration, bullying, etc.). Drawing from critical theory, they collectively begin to unpack issues impacting our communities and respond by creating artist projects that address our communities' concerns (e.g. through websites, documentaries, newspapers articles, murals, music, dance, etc.).

Leticia Alvarez Gutiérrez, Associate Professor in Education, Culture & Society, took her Mestizo Arts and Activism cohort bowling and has mentored 5 students with college applications, all of whom have been accepted into colleges.





Dr. Tim Shriver

In 2023, **Dr. Tim Shriver** was named an Impact Scholar through Kem C. Gardner Policy Institute in the David Eccles School of Business at the University of Utah. During the spring of 2023, Dr. Shriver met with University and Business leaders to share perspectives on building communities that foster dignity, education, public service.

Dr. Shriver's work with people with disabilities reflects a decades-long commitment through Special Olympics. As part of his work with UNITE, Dr. Shriver serves as Chair and the founder of UNITE, an initiative to promote national unity and solidarity across differences. In addition, Dr. Shriver co-founded and currently chairs the Collaborative for Academic, Social, and Emotional Learning (CASEL), the leading school reform organization in the field of social and emotional learning.

In addition to service as the University of Utah's 2023 commencement speaker, Dr. Shriver guest lectured in the College of Education where students and faculty had the opportunity to learn from Dr. Shriver.

In the words of University of Utah president Taylor Randall, "We welcome the opportunity to bring the tremendous expertise and knowledge of Dr. Shriver to our campus." As an Impact Scholar, Dr. Shriver will share how social and

emotional learning skills like empathy, self-awareness, and perspective-taking can help our community ease division, prevent violence, and solve problems."

Dr. Shriver will join the College of Education during an October 19, 2023 presentation in the Sorenson Arts and Education Complex where his conversation will offer students a conversation to showcase a mission that will impact the lives of future generations.

Return of the Jones Lecture Series

How Research Experiences can Support Underrepresented Students

The University of Utah College of Education was proud to announce **Brian A. Burt** as the **2023 J. George Jones and Velma Rife Jones** Distinguished Lecturer. On Monday, March 13th, at 4:30pm, Burt presented "(Re)Engineering Graduate Advising: A Discussion about Care" at the Beverly Taylor Sorenson Arts and Education Complex.

Burt is an Associate Professor in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison and Director and Chief Research Scientist of the Wisconsin Equity and Inclusion Laboratory (Wei LAB), as well as a classically trained pianist.

As a researcher, his work explores the experiences of graduate students and how institutional policies and practices influence students' education and workforce pathways. Burt has a particular interest in the field of engineering and how research and educational experiences can support, or fail to support, students of color from pursuing careers in engineering and science. In preparation for his visit, we sat down with Burt to ask about his research, community and what the future of engineering and science looks like.



FACULTY SNAPSHOTS



DR. JOSEPHINE AMOAKOH

The ECS 6832-001 and 7832-001 (Refugee Education) course offerings by **Dr. Amoakoh** significantly advance Education Diversity and Inclusion (EDI) efforts of the department inside and outside of the classroom. Departing

from the dominant understandings of refugees as victims, objects of rescue, problems and crises, this course reconfigures refugees as agentic with as set-based competencies that educators could utilize to provide equitable and optimal educational experiences for refugee background students and their families. Students in this course engage with the refugee community on various community-identified projects or topics and use course content to suggest or recommend solutions that will enhance the educational experiences of refugee background students and their families (one of many ECS courses that engage with local community partners).



DR. ALEXANDER HYRES

Dr. Hyres received the 2022 Early Career Teaching Award from the College of Education. He created assignments in courses, with scaffolding and support throughout the semester that have led to the creation of dissertation projects and engaged with the public on relevant issues in education.



DR. SHARLENE KIUHARA

Dr. Kiuvara in MM Disabilities is serving as a research partner and co-PI on a funded grant through the Department of Workforce Services (DWS) Refugee Services Office (RSO) with PI: **Dr. Leticia Alvarez Gutiérrez** and Co-PI:

Dr. Josephine Amoakoh. Under PI Alvarez Gutiérrez's vision, they will provide community-based and action research with the Utah Afghan population over the next year focusing on English language learning, employment training and referrals, housing, and social services, youth and youth and afterschool programming, and education and life skills.



DR. SHARI FRASER

Dr. Fraser is a professor (clinical) in the department, and she is involved in community partnerships with the Emerging Leaders Academy as a co-facilitator with the Granite School District, and the Mentor Principals and Administrative Interns. She has done both since 2011.



DR. MADELINE HAFNER

Dr. Hafner has had success with our EdD students and their capstone EdD proposal class and instituting new outreach to help students finish and graduate.



DR. A.J. METZ

Dr. Metz is an Associate Professor and Associate Chair in the Department of Educational Psychology. She studies the psychosocial and motivational factors that help students succeed in school and develop vocationally. Recent work has focused on student veterans, student athletes,

and women and students of color majoring in STEM. Dr. Metz is the co-author of a student success textbook, *Connections*, and a self-assessment tool, *ACES*, that help students understand their strengths and weaknesses, set goals, identify resources, and overcome barriers. Her work extends to the K-12 population through her role as director of the School Counseling Program.



DR. SHAMBY POLYCHRONIS

Dr. Polychronis has made substantial progress in establishing the University of Utah Student Council for Exceptional Children chapter. Under her guidance, this student organization has consistently grown each year

both in its membership and impact. The SCEC has provided students with opportunities for service projects, professional networking, and financial support to attend national CEC conferences and participate in national legislative actions through the Council for Exceptional Children. The SCEC has sponsored a Disability Film Series and worked with the Department of Disability Studies to offer panel discussions with faculty, filmmakers, and self-advocates. Dr. Polychronis was recently recognized at the 2023 CEC National Conference with the award for Outstanding Student Mentor.



DR. SONDRA STEGENGA

Dr. Stegenga in ECSE has a governor-appointed position on the State Interagency Coordinating Council for Infants and Toddlers with Disabilities (BabyWatch Council) representing higher education. She is part of other

state-level work-groups, such as Early Childhood Utah Early Care and Education Committee, and brings students to these meetings for experience in educational policy. Dr. Stegenga is appointed to national committees like the Division for Early Childhood of the Council for Exceptional Children Research Committee and the National Early Childhood Personnel Center leadership group (ECPC). Her service and engagement are having a direct impact on the development of policies to support infants and toddlers at risk for and with disabilities.



DR. LAURA ROGERS

Dr. Rogers taught a mixed-methods class for the Department of Educational Leadership & Policy. This was the first time this class was offered, and it was well received.



DR. KAREN W. TAO

Dr. Karen W. Tao is a licensed psychologist and associate professor at the University of Utah, whose scholarship focuses on addressing mental health and education disparities among marginalized communities. For

over two decades, she has provided social justice-oriented training in various organizational contexts. Karen has collaborated with PBS Utah on several projects, including the award-winning digital series, "Let's Talk," which explores conversations about race and racism. Each episode offers insights for parents on how to talk with their kids about these important topics.



DR. WILLIAM SMITH

Dr. Smith's position as Chief Executive Administrator for Justice, Equity, Diversity, & Inclusion (JEDI), with the U's Huntsman Mental Health Institute. As Chief Executive Administrator for JEDI at HMHI, Smith has worked to

implement necessary programmatic changes and policies related to JEDI into the foundational work of HMHI. Smith has an active role in integrating JEDI principles and practices into many of HMHI's strategic priorities, including the programming and building of the new Translational Research Building and Kem and Carolyn Gardner Mental Health Crisis Care Center facilities, along with HMHI's national anti-stigma campaign. Smith leads the JEDI committee in the Department of Psychiatry and leads JEDI on all HMHI initiatives.



DR. DAVID WOO

Dr. Woo has had consistently high teaching ratings due to his passion for subject matter in his field, and how he conveys this to the students.

Utah Education
Policy Center

FLOOR 1



Beverly Taylor Sorenson
Arts Learning Program

FLOOR 1



Urban Institute
for Teacher Education

FLOOR 2



Edu
& Policy

FLOOR 2



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OUR RESEARCH

Early Literacy Opportunities in the Community Through the EARLY Lab

Young children develop early literacy skills in multiple contexts and activities, including formal learning contexts and in-school literacy instruction as well as informal learning contexts and out-of-school literacy activities. Informal contexts, such as home, community, library, and a museum, encourage children's literacy exploration and support their reading- and writing-learning and development.

The EARLY Lab (Early Acceleration of Reading and Literacy in Youngsters Lab), directed by **Dr. Seung-Hee Claire Son**, Associate Professor in the Department of Educational Psychology, has conducted Ensuring Early Literacy Opportunities projects to examine the role of community spaces and community programs on early childhood literacy. Specifically, the EARLY Lab has collaborated with community organizations, including Salt Lake City Public library and the County Library, to develop and evaluate community literacy programs of storytime and outreach literacy activities. In addition, a natural experiment was conducted to evaluate the impact of opening a new neighborhood library on children's reading and literacy outcomes. The EARLY Lab also developed a tool to observe and assess children's reading engagement and interest in storytime,



the Shared Reading Engagement Rating Scale. The Shared Reading Engagement Rating Scale is used in various environments from libraries, preschools, and homes to evaluate children's experiences of storytime to improve the quality of shared reading. Dr. Son and her team will further examine the use of multimedia and ebooks in museums and schools to improve literacy experiences and reading and language outcomes of children.

Dr. Son is confident that actively developing and utilizing community environments and resources will be beneficial for children, especially at-risk children with disadvantaged backgrounds. She is excited about the potential of combining community and school resources to provide more opportunities to improve school readiness and literacy outcomes of young children.



Carving Out a New Approach to Higher Education Leadership

Dr. Jarrel Johnson, Assistant Professor in Educational Leadership & Policy, is carving out a new approach to higher education leadership by attending interdisciplinary conferences in the medical field, and higher education and queer studies, to critically explore ways in which senior leadership can be more informed with follow through actions on dealing with the general and specific physical and mental health issues related to LGBTQI students at HBCUs.



\$750K

two-year pilot funded by Utah Legislature in 2022

Partnership with David Eccles School of Business & Granite School District

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Granite District Leaders

State-of-the-art leadership training with focus on student outcomes

Principal Leadership Academy

The purpose of the Leadership Academy is for school and district leaders to gain mastery in leadership development and practice through coherent, systemic, and focused exploration and practice in a networked learning community using whole group and differentiated learning groups.

Utah Education Policy Center (UEPC) Leadership Academy sessions are intentionally designed to be relevant and research-based, include continuous learning and applicability, are coherent, systemic and focused, and collaborative and professional. Opportunities exist for each educator to engage in standard and customized research-based leadership learning experiences to enhance knowledge acquisition and application to make improvements in their specific context.

The Leadership Academy meets as a whole group monthly, 8 times per year, from Aug.-May, for a full day in a networked community of practice learning sessions across a school system. School teams and central office administra-

tors engage in rich, collaborative experiences to facilitate leading instructional transformation resulting in students' achievement. The following table shows the various components that comprise a UEPC Leadership Academy.

Leadership Academies with districts are designed to result in improvements in the following:

- 1) Enhanced instructional leadership practice.
- 2) Enhanced awareness of leadership competencies.
- 3) Strengthened leadership competencies and skills of participants.
- 4) Expanded leadership knowledge, skills, and strategies.
- 5) Enhanced leadership development to maximize impact in teaching and learning.
- 6) Customized an individual and actionable leadership plan.
- 7) Collaborative, cohesive leadership teams.
- 8) Abilities to transform learning to new situations and circumstances.

Testing Adaptations to the Picture Exchange Communication System (PECS)

Children with significant multiple disabilities that include cognitive, motor, and sensory disability have complex communication needs—often struggling to develop symbolic communication. Many students with complex communication needs benefit from aided augmentative and alternative communication (AAC, e.g., picture symbols), but motor and sensory disability create access barriers to the environment, including access to aided AAC and communication partners, which require special consideration when designing intervention. Therefore, much of the research on AAC doesn't apply to these learners, and practitioners are in need of effective interventions to support communication development.



Dr. Susan Johnston, Professor in Special Education



Dr. Sarah Ivy, Associate Professor in Special Education

This is why **Dr. Sarah Ivy** and **Dr. Susan Johnston**, along with doctoral student and faculty member in Special Education, **Paige Furbush**, and doctoral student in Special Education, **Meridith Karppinen**, are testing adaptations to the Picture Exchange Communication System (PECS)—commonly used with children who have autism—to teach learners with multiple disabilities and sensory impairments to discriminate among tangible symbols to make simple requests. Instead of using the visual components of PECS, symbols that can be accessed through touch and multi-sensory cues (using sound, touch, sight, and smell) are used to help learners access information about the presence of people and objects in their environment. The research includes daily intervention and data collection with a small group of students in our local community and input from their educational teams and family members.

Examining the Trans-Indigenous Recognitions



Dr. Kēhaulani Natsuko Vaughn, Assistant Professor in Education, Culture & Society, examines the Trans-Indigenous recognitions between Native Hawaiians living in the US and California Indian tribes through an interdisciplinary ethnographic project

that utilizes a Native feminist praxis to forge new methodological, theoretical, and political directions for Indigenous recognition-based politics.

Leticia Alvarez Gutiérrez & Cynthia Benally's Collaborative Project

On October 19, 2021, **Leticia Alvarez Gutiérrez & Cynthia Benally's** collaborative project, "Signs of Power and Dominance: The Role of Mathematics Curricula in U.S. Assimilationist Policies and Practices in Indian Boarding Schools, 1879-1932" was selected for the 2022 Summer Program for Undergraduate Research (SPUR). This project mentored and supported one undergraduate research assistant in the Summer of 2022, who then presented a poster session and published an article on this research in RANGE: Undergraduate Research Journal.



Leticia Alvarez Gutiérrez, Associate Professor in Education, Culture & Society



Cynthia Benally, Assistant Professor in Education, Culture & Society



School's Social Media Posts Might Compromise Student Privacy

U.S. schools and school districts have shared an estimated 4.9 million posts that include identifiable images of students on public Facebook pages, unintentionally putting student privacy at risk, according to a new study. Around 726,000 of these posts are thought to identify one or more students by their first and last names. The research was published in *Educational Researcher*, a peer-reviewed journal of the American Educational Research Association.

The study examined publicly accessible posts on U.S. school and school district Facebook pages from 2005 to 2020 using CrowdTangle, Facebook's tool for scholars and journalists that provides access to data on the platform's public posts. During that time, schools published about 18 million posts, with the annual frequency of posts, and the proportion of posts with photos, increasing each year. Public Facebook posts are accessible to all visitors to the platform, including those without a Facebook account.



"The results have many implications for educational professionals as well as parents related to improving privacy settings on school social media pages and potential impacts beyond FERPA, since social media also crosses into other digital privacy laws," said **co-author Sonda Stegenga**, Assistant Professor in Special Education.

"While the percentage of Facebook posts that identified students was small, the sheer volume of posts meant that hundreds of thousands of students had personally identifiable information shared by their schools," said co-author Joshua M. Rosenberg, an assistant professor of STEM education at the University of Tennessee, Knoxville, "These find-

ings suggest that student privacy may inadvertently be threatened by social media activity of schools and districts."

While previous research has looked at how social media sharing by individual educators may place the privacy of students at risk, Rosenberg notes this study is the first to consider the privacy implications of social media activities undertaken by schools and districts.

Rosenberg conducted the study with Stegenga, Conrad Borchers (Carnegie Mellon University), Macy A. Burchfield (University of Tennessee, Knoxville), Daniel Anderson (Abl Schools) and Christian Fischer (University of Tübingen).

"This research has required a transdisciplinary and cross-methodological approach due to the complexity of topic and data," Stegenga says. "It has been fun working with a talented group that includes data scientists, educational researchers, a former educational program administrator now researcher (myself), a marketing and communications researcher, and a current teacher."

Using CrowdTangle, the researchers accessed public Facebook posts from all public schools and school districts in the United States. They found the posts by searching for links to Facebook pages from school and district website homepages. Thus, only schools and districts that linked to their Facebook page from their homepage were included in the sample.

The researchers found that of the 18 million posts, approximately 13.9 million included images of individuals of any age. Extrapolating from an analysis of a randomly selected sample of posts, the researchers estimated that 4.9 million of the posts had identifiable images of students and 726,000 of these identified students' first and last names.

"The posts we studied may represent the largest existing collection of publicly accessible, identifiable images of minors," said Rosenberg. "It is likely that the photos are being accessed by a range of actors, including government agencies, predictive policing companies and those with nefarious intent."

The study notes that government agencies in the U.S. and other countries regularly access public social media data for purposes ranging from monitoring immigration and predicting crime risks to documenting social connections. It also notes that the Australian government's online safety agency has reported that tens of millions of harmless images of minors originally shared on social media have been downloaded and saved on child exploitation sites.

"The threat to privacy will continue to grow, perhaps quickly, due to expanding facial recognition technology," said Rosenberg. He also explained that a simple reverse image search on Google could link a student to other sources of personally identifiable information online.

Rosenberg and his coauthors said there are practical steps that school leaders could take to mitigate risks. These include not including students' full names in posts; asking parents to opt in to, rather than opt-out of, the sharing of their children's information on school social media; making it easy for parents to request that photos of their children be removed and making school or district pages private.

Media companies, Rosenberg added, should consider changing the default settings for schools, automatically making pages private, which would drastically reduce the risk that student information is collected at a large scale for unintended secondary uses.

He also noted policymakers and government regulators could do more to reduce the risk that schools and other organizations that serve children will inadvertently compromise children's privacy.

"As a nation, the U.S. needs to devote greater attention and resources to mitigating the potential downsides of the pervasive sharing of children's information on social media, particularly when it is organizations such as schools and districts that are doing the sharing," said Rosenberg.

The study's authors acknowledged the importance of parent engagement efforts, including the use of social media by schools. However, they noted this must always be balanced with safety and privacy protections on multiple levels.

"While parents and schools can take steps to protect student privacy, it is also the responsibility of social media platforms and the wider society to ensure that policies and

regulations keep pace with rapidly evolving technology," Rosenberg said.

"I cannot emphasize enough the importance of school-community engagement," Stegenga said. "We acknowledge social media is an affordable and accessible way schools are working to connect with families. However, this must always be balanced with attention to student privacy. We hope our research brings attention to this important topic and that our future research can help schools optimize practices in social media use."

U-FIT Program

U-FIT is a family-centered program designed for children and youth with special needs. We provide physical activities in a fun, non-competitive environment to help them reach their goals. With the help of skilled volunteers, they will build friendships, increase self-esteem, and improve motor skills and fitness while having fun. The key to the success of the U-FIT Program is the family involvement of those who participate.

Hundreds of community members/families and University students/volunteers come together to provide recreational opportunities for up to 100 individuals with disabilities each semester. Children involved in the program range in age from 3 to 18 years and have a wide variety of disabilities. Siblings are also encouraged to participate and have the option of having their own volunteer for personal attention during sessions or participating in group activities.

We would like to thank our generous donors to the U-FIT program; **The Sorenson Legacy Foundation, Thom and Gail Williamsen Foundation, Autism Council of Utah, The Larry H. and Gail Miller Family Foundation,** and the **Castle Foundation.**



APEX Project

The APEX (Advancing Pathways towards Equity and eXcellence with Educators of multilingual learners) project housed within the Department of Education Culture & Society is utilizing technology to increase distance professional learning for educators of multilingual learners (MLs) within the Canyons and Davis school districts. The focus of these efforts is an Online Intensive Training Series (ITS) on Foundations of Working with MLs In and Out of School designed for paraeducators, parents, after school coordinators, and family advocates. The APEX Online ITS is organized around 4 modules (Working towards addressing multilingual learners' educational opportunity gaps together; Building Partnerships with Multilingual Learners and Communities together; Building Language Awareness for All Educators of Multilingual Learners and Instructional strategies for Multilingual Learners In and Out of School) with each module broken down into 8 sessions. Instructors use technology such as instructional media, instructional apps, multimedia, and graphic organizers to stimulate the background knowledge of students, scaffold instruction, and assess students. Students are guided to use various forms of technology to practice what they have learned and collaborate with critical learning communities through discussion boards and online platforms.



New Special Education Online BCBA Program

The Department of Special Education is developing an online masters' BCBA program that complements the existing in-person program. The program is 30-35 credit hours (2-3 semesters) verified course sequence (VCS), preparing students for a national certification exam. The BCBA focuses on the application of principles of learning and behavior to enhance the development, abilities, and choices of children and adults; and that prepares individuals to address the behavioral needs of individuals.

The BCBA VCS includes instruction in behavior analysis and learning, behavioral and functional assessment, developmental psychology, applied behavioral analysis in developmental disabilities and autism, applied behavioral analysis in mental health and aging, research methods, evaluation of interventions, and professional and ethical issues.

Over the past 11 years, demand for behavior analysts holding BCBA certification has increased by 4,209%. Annual demand for individuals holding BCBA/BCBA-D certification has increased each year since 2010, with a 17% increase from 2019 to 2022 (BACB, 2022). The SPED BCBA will emphasize preparing graduates to work with a wide range of children and adult populations (with and without disability labels) in a variety of settings, including schools, residential and vocational programs, and home and community environments.

Graduates learn a wide variety of behavior analytic concepts and applied behavior analytic applications and strategies for use in a wide range of settings.

APEX RESEARCHERS



Dr. Verónica Valdez
Principal Investigator & Director



Dr. Josephine Amoakoh
Associate Director



Dr. Leticia Alvarez Gutiérrez
Co-Investigator



Dr. Wenyang Sun
Co-Investigator

This is a highly market-aligned proposal and takes advantage of academic and research strengths in the Department of Special Education and meets local and national workforce needs by providing a high-quality online instructional modality that allows individuals in urban and rural areas in the region to access a Masters' degree and a BCBA VCS that will allow them to sit for the national certification exam.

BCBA in General Ed Classrooms

Board Certified Behavior Analysts (BCBA) are trained to work with both children and adults, some of whom may be labeled as having a disability or mental health diagnosis. Using a range of behavior analytic concepts and applied behavior analytic applications, BCBAs are able to develop plans and strategies for teaching and promoting positive skills and abilities, as well as decreasing less desired challenging problematic behaviors. Such services may be provided in educational or home environments, residential or vocational programs, or various community settings.



The College of Education offers a program to prepare future BCBAs, which began in 2012. The program involves faculty and classes from the Departments of Special Education and Educational Psychology. **Dr. Rob O'Neill**, a BCBA and recently retired

faculty member in Special Education, served as the BCBA Program Director. The impact graduates of the BCBA Program have after leaving the University of Utah is transformative for the individuals and communities they serve, and also for the students themselves. One example of this impact is that two of the program's BCBA graduates recently reached out to Dr. O'Neill to involve him in researching the impact that the BCBAs were having in supporting teachers and students in general education classrooms.

The Granite School District has made the innovative choice to hire BCBAs to support teachers and students in general education classrooms. This is somewhat unique in that many BCBAs are instead typically working with special education students in a variety of settings. Thus, the two BCBA graduates teamed up with O'Neill to study exactly how behavior analytic concepts and applied behavior analytic applications can improve learning and behavior in general education classrooms.

O'Neill has worked with the program graduates to develop a research plan and work with the district to get the appropriate research approvals. The project is based on the Prevent-Teach-Reinforce (PTR) model, a well-proven behavior analytic methodology, which has served as the foundation for the group research effort.

The team will be assessing the impact of the PTR approach on teacher and student behavior in the classroom. In addition, they will assess the social validity of the process; that is, did the teacher, student, and parents find it helpful and worthwhile to implement. The research team is planning to report their results in academic journals and make presentations at local, national, and international conferences to advance knowledge and practices in the field. In addition, the team will submit a report to the district on the efficacy of PTR and having BCBA support in general education classrooms.

Dr. O'Neill is confident having BCBAs providing support in general education classrooms will be helpful and beneficial for students, educators, and parents alike. He said, "I think the findings have the definite potential to add to the knowledge base in the field and provide additional evidence of the effectiveness of implementing behavioral strategies in general education settings." O'Neill is positive that the BCBA program is as transformative for his students as it is for the constituents they will serve after graduation. He is excited about the unique opportunity to continue to work with program graduates who have a desire to conduct research!

Next Generation Interdisciplinary Programs

The teacher education licensure program reflects a long-standing commitment across the College of Education where departments provide course support, curriculum oversight, and evaluation reviews of program quality. This multi-faceted, across college stakeholder groups speaks to a teacher education that reflects the diversity necessary for preparation to teach in today's classrooms and schools.

Enhancing Science Education: Introducing the Elementary Science Endorsement Program

In today's rapidly evolving world, it is crucial for educators to equip young minds with a solid foundation in science education. The Elementary Science Endorsement program, a collaborative effort between the College of Education's Urban Institute for Teacher Education (UITE), Salt Lake City School District, and Granite School District, aims to empower K-6 teachers by enhancing their conceptual understanding of science and cultivating deep pedagogical knowledge of three-dimensional instruction through a comprehensive course sequence.

The Elementary Science Endorsement program is a collaborative endeavor that equips K-6 teachers with the necessary tools and knowledge to deliver engaging and impactful science education. By integrating research-based practices, state standards, and a collaborative professional development approach, this program paves the way for transformative classroom experiences. With endorsed teachers as science leaders, schools and districts can foster a culture of scientific inquiry and inspire the next generation of innovators, problem solvers, and critical thinkers.

Building a Strong Foundation

The Elementary Science Endorsement program is a 6-course program taken over 2 years that provides K-6 teachers with a unique professional development opportunity to expand their knowledge and expertise in science teaching. The 18-credit course sequence is co-planned with district science specialists and input from UITE;



instructors are identified to teach courses to interested groups of local educators. All courses are carefully crafted to deepen teachers' understanding of three-dimensional instruction, which focuses on integrating disciplinary core ideas, science and engineering practices, and cross-cutting concepts.

Upon completion of the program, participants can apply for the Utah State Board of Education (USBE) Elementary Science Endorsement.

Collaborative Professional Development

Recognizing the power of collaboration and shared learning, the program adopts a co-planned approach. Instructors, carefully chosen from within the educational community, are dedicated to teaching and supporting interested groups of local educators. By creating a collaborative environment, teachers have the opportunity to engage with their peers, exchange ideas, and learn from one another's experiences. This approach fosters a sense of community and empowers educators to grow together as they explore innovative teaching practices.

Aligned with Research and State Standards

Firmly rooted in research-based practices, this multi-year initiative is designed to support educators in their journey towards becoming science leaders within their schools and districts. It has also been designed to align with frameworks developed by the USBE and incorporates research-based practices. The courses also provide opportunities for teachers to explore and implement current research-based instructional methods, enabling them to stay at the forefront of science education.

Transforming Teachers into Science Leaders

This transformative program empowers teachers to be catalysts for change, fostering a culture of scientific curiosity and inquiry among students. Upon completion of the program, teachers emerge as science leaders within their respective schools and districts. Armed with a deep understanding of science content and pedagogy, endorsed teachers become invaluable resources for their students, colleagues, and schools.

Program Personnel

Professor Mary D. Burbank, Associate Dean for Teacher Education, Professional Development, and Engagement, and UITE Director, works in partnership with Megan Black (Elementary Science Specialist at Granite School District) and Candace Penrod (District Science Supervisor at Salt Lake City School District) on the program. She says, “Megan and Candace are absolutely instrumental in driving this initiative forward. Their commitment and expertise ensure that teachers receive the highest quality professional development experiences. As educators, they understand the challenges and opportunities that come with teaching science and are passionate about empowering teachers to excel in this critical field. I’m proud of what we’ve accomplished and look forward to seeing how we can grow the program in the years to come.”

Honors Degrees

The honors program in the College of Education at the University of Utah is designed to provide an enriched academic experience for talented and highly motivated elementary education and special education majors. The Honors experience offers rewarding opportunities such as smaller class sizes and engagement in educational research. The program also gives students the opportunity to participate in the many unique and rewarding offerings of the University of Utah’s Honors College.

Students successfully completing the Honors Program will graduate from the university with a BS or BA in Elementary Education or a BS in Special Education with University and Department Honors.

During spring of 2023, three elementary education graduates completed honors theses, **Maddie Kelly**, **Alyssa Lee**, and **Tessa Cahoon**.



Maddie Kelly



Alyssa Lee



Tessa Cahoon

Tessa Cahoon was honored by the Undergraduate Research Office for her study entitled, *What Should Be the Main Roles of Public Elementary Education in the United States? An Exploratory Study Based on Teacher Survey Responses During the Covid-19 Pandemic*. **Professor Mary D. Burbank** served as her thesis chair.



UNDERGRADUATE EDUCATION

Undergraduate Education at the College of Education at the University of Utah provides bachelor's degree opportunities in Elementary Education, Special Education, and Educational Psychology. An elementary degree with licensure prepares future educators to work in K-8 grade classrooms in reading, mathematics, science, social studies, and fine arts. Honors options are available to students majoring in both Elementary and Special Education.

UNDERGRADUATE PROGRAMS

Educational Psychology

- ◇ BS/BA in Educational Psychology

Special Education

- ◇ Severe Disabilities (K-12 & adults up to age 22)
- ◇ Mild/Moderate Disabilities (K-12)
- ◇ Preschool/Early Intervention
- ◇ Visual Impairments
- ◇ Deaf & Hard of Hearing

Urban Institute for Teacher Education

- ◇ Elementary Teacher Licensure
- ◇ Secondary Teacher Licensure
- ◇ Early Childhood Elementary Teaching License (K-3)
- ◇ Honors Program - Elementary Education

269

**Undergraduate
Students**

56

**Bachelor Degrees
Awarded in 2022**



GRADUATE EDUCATION

Graduate Degree programs in the College of Education are offered at the Master's and Doctoral levels in the Departments of Education, Culture & Society, Educational Leadership & Policy, Educational Psychology, and Special Education. At the doctoral level a Doctor of Philosophy (i.e., PhD) is offered across all four departments with an additional offering through the Department of Educational Leadership & Policy through their Educational Doctoral (EdD) program for practicing professionals.

In addition to traditional graduate degree programs, specializations are available through the Department of Special Education's Master's in Board Certified Behavior Analysis (BCBH).

The Department of Educational Psychology specializes in a Master's of Statistics, a Master's in Instructional Design and Educational Technology, Literacy Education, and Secondary Science Teaching.

Doctoral programs in the Department of Educational Psychology include Counseling Psychology, School Counseling, Learning and Cognition, Literacy, Language, and Learning, as well as an Educational Specialist Degree.

Master's degrees with licensure for those certifying in elementary and secondary education are found in the Department of Educational Leadership & Policy, the Department of Educational Psychology, and The Department of Education, Culture & Society. These programs are for beginning and practicing teachers (e.g., The M+ESL program through the Department of Education, Culture & Society).

GRADUATE PROGRAMS

Education, Culture & Society

- ◇ MEd
- ◇ MEd with Secondary Licensure
- ◇ Master's Plus Program for Current Canyons School District Teachers with 2+ years experience
- ◇ PhD

Educational Leadership & Policy

- ◇ MEd K-12 School Administration Program
- ◇ MEd K-12 Teacher Leadership Program
- ◇ MEd Student Affairs Emphasis
- ◇ K-12 EdD Program
- ◇ K-12 EdD with Administrative Licensure
- ◇ EdD in Higher Education Administration
- ◇ PhD Program
- ◇ Community College Leadership & Teaching Certificate

Educational Psychology

- ◇ Counseling/Counseling Psychology
 - PhD Counseling Psychology
 - MEd (non-thesis) in Clinical Mental Health Counseling
 - MEd (non-thesis) with Certified School Counseling Specialty
- ◇ School Psychology
 - EdS in School Psychology
 - PhD in School Psychology
- ◇ Learning and Cognition
 - PhD, MS
- ◇ Instructional Design and Educational Technology (IDET)
 - MEd (non-thesis), MS (thesis)
- ◇ Research Methods
 - MStat
- ◇ Reading & Literacy
 - PhD
 - MEd (non-thesis) with Elementary Licensure Program

Special Education

- ◇ MEd
 - Severe Disabilities (K-12 & adults up to age 22)
 - Mild/Moderate Disabilities (K-12) Preschool/Early Intervention
 - Behavioral Analyst
 - Adapted Physical Education (K-12 & adults up to age 22)
 - Visual Impairments
 - Deaf & Hard of Hearing
 - Deafblind (K-12)
- ◇ PhD

Urban Institute for Teacher Education

- ◇ Elementary Teacher Licensure Programs
- ◇ Secondary Teacher Licensure Program

524

Graduate Students

44

Doctorate Degrees Awarded in 2022

166

Master's Degrees Awarded in 2022

Elementary Teacher Program Earns an A+ for Math Preparation

Program earns national recognition for robust requirements in key elementary mathematics content and pedagogy

The undergraduate elementary teacher preparation program in the College of Education at the University of Utah has been named among the best in the nation when it comes to ensuring future elementary teachers have the essential content and skills they need to teach mathematics. The National Council on Teacher Quality (NCTQ), a national research and policy organization that regularly evaluates the core requirements and practices of over 1,100 programs that prepare future elementary teachers, recently released a new report in which the undergraduate program at the University of Utah earned an A+ designation for its requirements in elementary mathematics. The University of Utah is among only 79 programs in the nation to earn this distinction as an “exemplar” in the new report.

NCTQ evaluated programs for their coverage of both the key mathematics content that elementary teachers need: Numbers and Operations, Algebraic Thinking, Geometry and Measurement, and Data Analysis and Probability, as well as how to teach those concepts (Math Pedagogy). The recommended minimum instructional time that future elementary teachers need in these essential math topics was set based on guidance NCTQ received from teacher preparation programs, mathematicians, and math educators as part of an Expert Panel. The University of Utah stands apart by meeting 100% of the instructional goals across each of the elementary mathematics topic areas.

“Teacher education at the University of Utah is a collaborative effort both within the College of Education and through multi-disciplinary partnerships with colleges from across campus. The NCTQ commendations in mathematics teacher preparation reflect the contributions and commitments to excellence held by faculty in the Department of Mathematics and the Urban Institute for Teacher Education (UITE),” says **Mary D. Burbank**, UITE director.

Research studies have found that elementary math skills are a strong predictor of whether or not a student will graduate from high school. Recent data has found that students in many states have lost more learning in math than in reading over the past two years and pre-existing gaps in math achievement have worsened since 2020 between low-poverty and high-poverty schools and between majority-White and majority-Black schools, so the need for elementary teachers to be well-prepared to teach mathematics has never been more urgent.

“We know how much math matters in setting a foundation for students,” says Heather Peske, NCTQ president. “The biggest in-school difference we can make for students’ math learning is to make sure their elementary teachers understand key math content and know how to teach math effectively. The University of Utah should be proud to be among the top teacher preparation programs in the country working towards this goal.”



U Program Among Top in US for Preparing Future Teachers



The undergraduate teacher preparation program at the University of Utah has been recognized by the National Council on Teacher Quality (NCTQ) for its rigorous preparation of future teachers in how to teach reading, earning an “A” grade in NCTQ’s new report “Teacher Prep Review: Strengthening Elementary Reading Instruction.”

The program is among just 23% nationwide to earn an “A” from NCTQ for meeting standards set by literacy experts for coverage of the most effective methods of reading instruction—often called the “science of reading.”

National data shows that more than one-third of fourth-grade students, over 1.3 million children, cannot read at a basic level. By preparing teachers in the methods that research has shown to work best, these devastating results can be changed.

According to **Mary D. Burbank**, the associate dean for Teacher Education, the U relies on multi-disciplinary partnerships across campus to prepare teachers. This NCTQ recognition reflects the contributions of faculty in the Urban Institute for Teacher Education, the Department of Educational Psychology, and the University of Utah Reading Clinic.

“The significance of these interdisciplinary linkages is evident in our approach to preparing teachers of reading,” Burbank said. “Taken together, these entities contribute to teacher preparation through investigations into cutting-

edge research, practice-based experiences, and collaboration with partners in classrooms and schools.”

To evaluate the quality of preparation being provided, a team of experts at NCTQ analyzed syllabi, including lecture schedules and topics, background reading materials, class assessments, assignments, and opportunities to practice instruction in required literacy courses for undergraduate elementary teacher candidates at the University of Utah.

To earn an “A,” programs needed to meet NCTQ’s targets for coverage of the five core components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Programs also need to not teach more than three instructional methods that are unsupported by the research on effective reading instruction.

While some portion of children will learn to read naturally, over five decades of research have established the components of explicit, scientifically based reading instruction that help most students become successful readers.

Research suggests that over 90% of children could learn to read if their teachers used instructional methods grounded in the science of reading. The University of Utah is proud to be recognized among the programs ensuring that future elementary teachers enter the classroom equipped with the knowledge and skills they need to help students become strong readers. The mission of the teacher prepar-

ation program at the U is to prepare educators to serve all students and educational communities in all their rich diversity, including paying attention to language, culture and socioeconomic status. Teacher preparation programs, curricula, planning and collaboration with district and community partners emphasize learner success.

Specific coursework includes:

- ◇ Learning and development
- ◇ Child and adolescent development
- ◇ Multiple courses designed to support children with disabilities
- ◇ Courses linked to language development and assessment for language learners
- ◇ Courses in classroom management

Evidence-based practices play an important role in shaping the preparation of educators for the daily work of classrooms and schools.

The new NCTQ analysis of teacher preparation programs' coverage of the science of reading was developed over the course of two years, involving teams of literacy experts, researchers, teacher preparation leaders, and educators. NCTQ evaluated 693 traditional undergraduate and graduate programs across the country, including eight in Utah. Overall, just 112 programs earned an A and only 48 earned an A+.

"My goal is to ensure that the teachers who graduate from our programs are equipped with the knowledge, skills, and practical experiences that prepare them to work with the diverse and varied needs of children in today's classrooms and schools," said **Frankie Santos Laanan**, dean of the College of Education. "A commendation by NCTQ in the area of reading reflects our faculty members' commitments to preparation informed by research on best practices and their commitments to success for all children."



OUR CENTERS, CLINICS, & INITIATIVES

The Educational Assessment & Student Support Clinic

The Educational Assessment and Student Support Clinic (formerly known as the Psychoeducational Clinic) serves children, adolescents, adults, and their families. In addition to assessments, our services include individual therapy services for adults, adolescents, children, students and non-students.

Utah Community Mental Health Clinic

The Utah Community Mental Health Clinic provides individual therapy services to everyone. While we are housed at the University of Utah, we serve the larger community of Utah and services are not limited to just students. The Clinic offers individual therapy for adults 18 and older.

Utah Education Policy Center (UEPC)

The Utah Education Policy Center (UEPC) is a non-partisan, not-for-profit center in the College of Education that bridges research, policy, and practice. The UEPC offers research and evaluation, school and district improvement turnaround partnerships, leadership training, professional development, and more. The UEPC provides valid, reliable, and rigorous research and approaches, helps build capacity for equitable and high-quality education, expands networks of partners for educational improvement, and develops and mobilizes knowledge and research.

University of Utah Reading Clinic (UURC)

Using evidence-based reading assessments and interventions, our University of Utah Reading Clinic (UURC) provides 7,500 children across the state with reading support and professional development to 900 educators, administrators, and paraprofessionals annually. Currently, the UURC serves 40 Utah school districts, 55 charter schools, 5 youth-in-custody facilities, and 6 Utah schools for deaf and blind students.





DEVELOPMENT & FUNDRAISING IMPACT

July 1, 2022 - June 30, 2023

\$1,636,731 was raised in gifts from individuals, foundations, and corporations. An increase of 33% from 2021-22.

\$65,000 received in total funding from the B.W. Bastian Foundation and the Beverley Taylor Sorenson Foundation for two new programs, READ-U and A Report on LGBTQ+ Policies in Utah at the State and School District Level.

\$386,105 was raised in scholarship funds from individuals and family foundations.

\$606,434 was awarded to 102 students from 116 donor-funded scholarships. An increase of 4% from 2021-22.

\$5,945 was the average amount awarded to each student in donor-funded scholarships.

54

Endowed scholarships were awarded; this includes the creation of 3 new endowed scholarships.

11

Annually funded scholarships were awarded; this includes the creation of 2 new annually funded scholarships.

72%

of scholarship funding comes from donors, the remaining amount comes from state and Federal sources.



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