



UTAH STATE BOARD OF EDUCATION

David L. Crandall, Chair David L. Thomas, First Vice Chair
Jennifer A. Johnson, Second Vice Chair

Dixie L. Allen Brittney Cummins C. Mark Openshaw
Laura Belnap Linda B. Hansen Spencer F. Stokes
Leslie B. Castle Mark Huntsman Terry Warner
Barbara W. Corry Jefferson Moss Joel Wright

Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: February 5-6, 2015

ACTION: R277-504 *Early Childhood, Elementary, Secondary, Special Education (K-12), and Preschool Special Education (Birth-Age 5)* (Amendment)

Background:

The Board recently approved major revisions to R277-504 *Early Childhood, Elementary, Secondary, Special Education (K-12), and Preschool Special Education (Birth-Age 5)*. Additional public comment has been received and additional amendments are proposed for Board consideration.

Key Points:

1. The proposed amendments clarify the expectation of technology instruction for educator preparation programs to include instruction in the use of software for personalized learning.
2. The proposed amendments update the language in the section regarding working with students with disabilities to include positive behavior supports and Multi-Tiered Systems of Support (MTSS).

Anticipated Action:

It is proposed that the Law and Licensing Committee consider approving R277-504 *Early Childhood, Elementary, Secondary, Special Education (K-12), and Preschool Special Education (Birth-Age 5)* as amended on first reading and if approved by the Committee, the Board consider approving R277-504 on second reading.

Contact: Sydnee Dickson, Deputy Superintendent, 801-538-7515
Diana Suddreth, Director, Teaching and Learning, 801-538-7739
Travis Rawlings, Licensing Coordinator, 801-538-7601

1 **R277. Education, Administration.**

2 **R277-504. Early Childhood, Elementary, Secondary, Special**
3 **Education (K-12), and Preschool Special Education (Birth-Age**
4 **5) Licensure.**

5 **R277-504-1. Definitions.**

6 A. "Board" means the Utah State Board of Education.

7 B. "Council for Exceptional Children" is an international
8 professional organization dedicated to improving the
9 educational success of both individuals with disabilities and
10 individuals with gifts and talents. CEC advocates for
11 appropriate governmental policies, sets professional
12 standards, provides professional development, advocates for
13 individuals with exceptionalities, and helps professionals
14 obtain conditions and resources necessary for effective
15 professional practice.

16 C. "Early Childhood license area of concentration" means
17 an Early Childhood Education teaching license required for
18 teaching kindergarten and permitting assignment in
19 kindergarten through grade three. It is recommended for those
20 teaching in formal public school programs below kindergarten
21 level.

22 D. "Early intervention credential" is the highest
23 qualified personnel standard established by the Department of
24 Health that persons shall meet in able to provide services to
25 infants and toddlers with disabilities age 0-3 in early
26 intervention settings. In order to provide services to infants
27 and toddlers with disabilities age 0-3 in early intervention
28 settings, an individual shall have an Early Intervention
29 Credential or a Preschool Special Education (Birth- Age 5)
30 license.

31 E. "Elementary (1-8) license area of concentration" means
32 an Elementary teaching license required for teaching grades
33 one through eight.

34 F. "Elementary (K-6) license area of concentration" means
35 an Elementary teaching license required for teaching grades

36 kindergarten through six.

37 G. "Endorsement" means a specialty field or area listed
38 on the teaching license which indicates the specific
39 qualification of the holder.

40 H. "Highest requirements in the State applicable to a
41 specific profession or discipline" means the highest
42 entry-level academic degree needed for any State-approved or
43 State-recognized certification, license, registration, or
44 other comparable requirement that applies to that profession
45 or discipline.

46 I. "IEP" means a written statement of an individualized
47 education program by an IEP team and developed, reviewed, and
48 revised in accordance with Utah State Board of Education
49 Special Education Rules and the Part B of the IDEA.

50 J. "Internship" means the placement of a teacher
51 education student in an advanced stage of preparation, as a
52 culminating experience, in employment in a school setting for
53 a period of up to one school year during which the intern
54 shall receive salary proportionate to the service rendered as
55 determined by the LEA. An intern is supervised primarily by
56 the school system but with a continuing relationship with
57 college personnel and following a planned program designed to
58 produce a demonstrably competent professional.

59 K. "Level 1 license" means a Utah professional educator
60 license issued upon completion of an approved preparation
61 program or an alternative preparation program, or pursuant to
62 an agreement under the NASDTEC Interstate Contract, to
63 applicants who have also met all ancillary requirements
64 established by law or rule.

65 L. "Level 2 license" means a Utah professional educator
66 license issued by the Board after satisfaction of all
67 requirements for a Level 1 license and:

68 (1) satisfaction of requirements under R277-522 for
69 teachers whose employment as a Level 1 licensed educator began
70 after January 1, 2003 in a Utah public LEA or accredited

71 private school;

72 (2) at least three years of successful education
73 experience in a Utah public LEA or accredited private school
74 or one year of successful education experience in a Utah
75 public LEA or accredited private school and at least three
76 years of successful education experience in a public LEA or
77 accredited private school outside of Utah;

78 (3) additional requirements established by law or rule.

79 M. "Preschool Special Education (Birth-Age 5) license
80 area of concentration" means a teaching license required for
81 teaching preschool students with disabilities.

82 N. "Secondary license area of concentration" means a
83 Secondary teaching license required for teaching grades six
84 through twelve. Secondary license areas carry endorsements for
85 the areas in which the holder is qualified to provide
86 instruction.

87 O. "Special Education license area of concentration
88 (K-12)" means Special Education teaching license required for
89 teaching students with disabilities in kindergarten through
90 grade twelve. Special Education areas of concentration carry
91 endorsements in at least one of the following areas:

92 (1) Mild/Moderate Endorsement which indicates that the
93 holder's preparation focused on teaching students with
94 mild/moderate learning and behavior problems;

95 (2) Severe Endorsement which indicates that the holder's
96 preparation focused on teaching students with severe learning
97 and behavior problems;

98 (3) Deaf and Hard of Hearing Endorsement which indicates
99 that the holder's preparation focused on teaching students who
100 are deaf or other hearing impaired; [~~and~~]

101 (4) Blind and Visually Impaired Endorsement which
102 indicates that the holder's preparation focused on teaching
103 students who are blind or other visually impaired[~~-~~]; and

104 (5) Deafblind Endorsement which indicates that the
105 holder's preparation focused on teaching students who are both

106 blind or other visually impaired and deaf or other hearing
107 impaired.

108 P. "Student teaching" means the placement of a teacher
109 education student in an advanced stage of preparation for a
110 period of guided teaching in a school setting during which the
111 student assumes increasing responsibility for directing the
112 learning of a group or groups of students over a period of
113 time.

114 Q. "USOE" means the Utah State Office of Education.

115 **R277-504-2. Authority and Purpose.**

116 A. This rule is authorized by Utah Constitution Article
117 X, Section 3 which vests the general control and supervision
118 of the public schools in the State Board of Education and by
119 Section 53A-1-402(1)(a) which directs the Board to make rules
120 regarding the licensing of educators, and Section 53A-1-401(3)
121 which allows the Board to adopt rules in accordance with its
122 responsibilities.

123 B. The purpose of this rule is to:

124 (1) specify the requirements for Early Childhood (K-3),
125 Elementary (K-6), Elementary (1-8), Secondary (6-12), Special
126 Education (K-12), and Preschool Special Education (Birth-Age
127 5) licensing; and

128 (2) specify the standards which the Board expects a
129 teacher preparation institution to meet in specific areas for
130 the institution to receive Board approval of the program.

131 **R277-504-3. General Standards for Approval of Programs for the**
132 **Preparation of Teachers.**

133 A. The Board may approve the educator preparation program
134 of an institution if the institution:

135 (1) prepares candidates to meet the Utah Effective
136 Teaching Standards in R277-530;

137 (2) prepares candidates to teach the Utah Core
138 Standards, the Utah Early Childhood Core Standards, and the

139 Essential Elements as appropriate to the area of licensure as
140 established by the Board;

141 (3) requires candidates to maintain a cumulative
142 university GPA of 3.0 and receive a C or better in all
143 education related courses and major required content courses:

144 (a) This requirement applies to candidates admitted to
145 the program after January 1, 2015.

146 (b) A candidate admitted to the program with a GPA below
147 3.0 under the 10 percent waiver provided in R277-502-3D shall
148 maintain an overall GPA of 3.0 for all coursework completed
149 after the candidate's admission to the program;

150 (4) requires the study of:

151 (a) content and content-specific pedagogy appropriate for
152 the area of licensure;

153 (b) knowledge and skills designed to assist in the
154 identification of students with disabilities and to meet the
155 needs of students with disabilities in the regular classroom.
156 Knowledge and skills shall include the following domains:

157 (i) knowledge of disabilities under IDEA and Section 504
158 of the Rehabilitation Act;

159 (ii) knowledge of the role of non-special-education
160 teachers in the education of students with disabilities;

161 (iii) skills in providing tier one instruction on the
162 Utah Core Standards and positive behavior supports to students
163 with disabilities within a multi-tiered system of supports
164 including:

165 (A) assessing and monitoring the education needs and
166 progress of students with disabilities;

167 (~~iii~~)B) [~~skills in~~]implementing and assessing the
168 results of interventions[~~intended to assist in the~~
169 ~~identification of students with disabilities.~~

170 [~~iv~~] skills in assessing the educational needs and
171 progress of students with disabilities in the regular
172 education classroom]; and

173 (C) skills in the implementation of an educational

174 program with accommodations and modifications established by
175 an IEP or 504 plan for students with disabilities in the
176 regular classroom; and

177 (c) knowledge and skills designed to meet the needs of
178 diverse student populations in the regular classroom. These
179 skills for diverse student populations shall include the
180 skills to:

181 (i) allow teachers to create an environment using a
182 teaching model that is sensitive to multiple experiences and
183 diversity;

184 (ii) design, adapt, and deliver instruction to address
185 each student's diverse learning strengths and needs; and

186 (iii) incorporate tools of language development into
187 planning and instruction for English language learners and
188 support development of English proficiency; and

189 (5) requires a student teaching culminating experience
190 that:

191 (a) requires a minimum of 400 clock hours with at least
192 200 clock hours in a single placement;

193 (b) requires that student teachers meet the same contract
194 hours as licensed teachers in the same LEA;

195 (c) requires that the student teacher not be employed in
196 any capacity by the LEA where he is placed except as provided
197 in R277-504-7B;

198 (d) includes placement in all content or licensure areas
199 in which the candidate shall be licensed unless:

200 (i) no viable student teaching placement in one or more
201 of the candidate's endorsement areas is available; or

202 (ii) the candidate is seeking a license in Elementary
203 (1-8) and is completing an elementary student teaching
204 placement, but has also completed the USOE course requirements
205 for an endorsement;

206 (e) includes intermittent supervision and evaluation by
207 institution personnel;

208 (f) includes direct supervision of the candidate by a

209 classroom teacher that:

210 (i) has been jointly selected by the institution student
211 teaching placement officer and the LEA-designated authority
212 over student teaching placement;

213 (ii) has been deemed effective by an evaluation system
214 meeting the standards of R277-531 or the LEA's equivalent; and

215 (iii) has received training from the institution on the
216 role and responsibilities of a classroom mentor teacher for
217 student teachers, including the standards of R277-515;

218 (g) include meaningful self-reflection with review and
219 feedback from both the classroom mentor teacher and
220 institution personnel; or

221 (6) Requires an internship culminating experience that:

222 (a) consists of full-time employment as an educator for
223 one school year with a minimum of 1260 clock hours at a single
224 school site;

225 (b) requires that interns meet the same contract teaching
226 hours as licensed teachers in the same LEA;

227 (c) includes placement in the major content or licensure
228 area in which the candidate shall be licensed;

229 (d) where possible, includes placement in all content or
230 licensure areas in which the candidate shall be licensed
231 unless:

232 (i) no viable internship in one or more of the
233 candidate's non-major endorsement areas could be found; or

234 (ii) the candidate is seeking licensure in Elementary
235 (1-8) and is completing an elementary internship, but has also
236 completed the USOE course requirements for an endorsement;

237 (e) includes intermittent supervision and evaluation by
238 institution personnel;

239 (f) includes an LEA assigned mentor that:

240 (i) has been jointly selected by the institution
241 internship placement officer and the LEA-designated authority
242 over internship placement;

243 (ii) has been deemed effective by an evaluation system

244 meeting the standards of R277-531 or the LEA's equivalent; and
245 (iii) provides direct support and supervision to the
246 intern during the regular school day in addition to the
247 standard LEA supports of new teachers.

248 (g) includes meaningful self-reflection with review and
249 feedback from both the assigned mentor and institution
250 personnel;

251 B. The Board may accept the following for an individual
252 candidate as completely or partially satisfying the student
253 teaching/internship requirement:

254 (1) one year of full-time contract teaching experience in
255 a teaching position as defined in R277-503-4(C)(4) in a public
256 or accredited private school in the candidate's proposed
257 licensure content areas may completely satisfy the
258 requirement;

259 (2) teaching in a preschool or [h]Headstart program may
260 be accepted for up to one-half of the student teaching
261 requirement;

262 (3) teaching experience in business or industry may be
263 accepted for up to one-half of the student teaching
264 requirement; and

265 (4) other experience accepted by the Board and designated
266 as totally or partially fulfilling the requirement.

267 **R277-504-4. Early Childhood Education (K-3) and Elementary**
268 **(K-6) License Areas.**

269 A. The Board may approve the Early Childhood Education
270 (K-3), Elementary (K-6), Elementary (1-8) teacher preparation
271 program of an institution if the program:

272 (1) is aligned with the 2010 National Association for the
273 Education of Young Children Standards for Initial and Advanced
274 Early Childhood Professional Preparation Programs or the 2007
275 Association for Childhood Education International Standards
276 for Elementary Level Teacher Preparation, as appropriate; and

277 (2) requires study and experiences which provide

278 appropriate content knowledge needed to teach:
279 (a) literacy including listening, speaking, writing, and
280 reading;
281 (b) mathematics;
282 (c) physical and life science;
283 (d) health and physical education;
284 (e) social studies; and
285 (f) fine arts; and
286 (3) includes coursework specifically designed to prepare
287 teachers:
288 (a) in the science of reading instruction including
289 phonemic awareness, phonics, fluency, vocabulary and
290 comprehension;
291 (b) in the science of mathematics instruction including
292 quantitative reasoning, problem solving, representation, and
293 numeracy;
294 (c) with the technical skills to utilize common education
295 technology;
296 (d) to integrate technology to support and meaningfully
297 supplement the learning of students;
298 (e) to facilitate student use of software for
299 personalized learning;
300 ([e]f) to teach effectively in traditional, online-only,
301 and blended classrooms;
302 ([f]g) to design, administer, and review educational
303 assessments in a meaningful and ethical manner;
304 ([g]h) in early childhood development and learning, if it
305 is an Early Childhood Education (K-3), or Elementary (K-6);
306 and
307 ([h]i) in a specific content area resulting in an
308 endorsement added to the license area, if it is an Elementary
309 (1-8) program.
310 B. The standards shall be applied to the specific age
311 group or grade level for which the program of preparation is
312 designed.

313 (1) An Early Childhood Education (K-3) program shall
314 focus primarily on early childhood development and learning.

315 (2) An Elementary (K-6) shall include both early
316 childhood development and learning and elementary content and
317 pedagogy.

318 (3) An Elementary (1-8) shall focus primarily on
319 elementary content and pedagogy.

320 C. A teacher holding an Elementary (1-8) license area may
321 earn an Early Childhood (K-3) license area by completing
322 specific coursework requirements established by USOE.

323 D. An Elementary (1-8) license permits the teacher to
324 teach in any academic area in self-contained classes in grades
325 1-8.

326 E. An Elementary (1-8) license permits the teacher to
327 teach specific content courses at the 7th or 8th grade level
328 only if the teacher's license includes the appropriate
329 endorsement.

330 **R277-504-5. Secondary (6-12) License Area.**

331 A. A Secondary (6-12) license area with endorsement(s) is
332 valid in grades six through twelve.

333 B. A Secondary (6-12) license area requires a major or
334 major equivalent in a content area, but the teacher cannot
335 teach in an elementary self-contained class.

336 C. The Board may approve the secondary educator
337 preparation program of an institution if the program:

338 (1) is an undergraduate level program and requires
339 candidates to have completed:

340 (a) an approved content area or teaching major
341 consistent with subjects taught in Utah secondary schools; and

342 (b) content coursework reasonably equivalent to that
343 required for individuals completing a non-teaching degree in
344 the subject; or

345 (2) Is a graduate level program and requires candidates
346 to have completed:

347 (a) a bachelor's degree or higher from an accredited
348 university; and

349 (b) coursework equivalent to the minimum requirements for
350 an endorsement as established by USOE, including the
351 appropriate content knowledge assessment; and

352 (3) includes coursework specifically designed to prepare
353 candidates:

354 (a) with the technical skills necessary to utilize common
355 education technology;

356 (b) to integrate technology to support and meaningfully
357 supplement the learning of students;

358 (c) to facilitate student use of software for
359 personalized learning;

360 ([e]d) to teach effectively in traditional, online-only,
361 and blended classrooms;

362 ([d]e) to design, administer, and review educational
363 assessments in a meaningful and ethical manner; and

364 ([e]f) to include literacy and quantitative learning
365 objectives in content specific classes in alignment with the
366 Utah Core Standards.

367 D. After completing a Board-approved Secondary (6-12)
368 educator preparation program, the license area shall be
369 endorsed for all subjects in which the candidate has met the
370 course requirements for the endorsement as established by
371 USOE.

372 (1) A content area or teaching major requires not fewer
373 than 30 semester hours of credit in one content area.

374 (2) An endorsement requires not fewer than 16 semester
375 hours of credit in one content area.

376 **R277-504-6. Special Education (K-12+) and Preschool Special**
377 **Education (Birth-Age 5).**

378 A. The Board may approve an institution's special
379 education teacher preparation program if the program is
380 aligned with the 2011 Council for Exceptional Children Special

381 Education Standards for Professional Practice and is focused
382 in one or more of the following special education areas:

- 383 (1) Mild/Moderate Disabilities
- 384 (2) Severe Disabilities
- 385 (3) Deaf and Hard of Hearing;
- 386 (4) Blind and Visually Impaired; [~~or~~]
- 387 (5) Deafblind; or
- 388 ([5]6) Preschool Special Education (Birth-Age 5).

389 B. The Board may issue teachers who hold Special
390 Education (K-12+) license areas additional endorsements if all
391 endorsement requirements are met. Teachers who hold only a
392 Special Education (K-12+) license area may only be assigned as
393 a teacher of record of students with disabilities.

394 C. The Board may approve a special education preparation
395 program of an institution if the program includes coursework
396 specifically designed to train candidates to:

397 (1) understand the legal and ethical issues surrounding
398 special education;

399 (2) comply with IDEA and Utah State Board of Education
400 Special Education Rules;

401 ([2]3) work with other school personnel to implement and
402 evaluate academic and positive behavior supports and
403 interventions for [the purpose of identification of students
404 with disabilities]students with disabilities within a multi-
405 tiered system of supports;

406 (4) train and monitor education teachers, related service
407 providers, and paraeducators in providing services and
408 supports to students with disabilities;

409 ([3]5) provide the necessary specialized instruction, as
410 per IEPs, to students with disabilities, including

411 (a) core content from the Utah Core Standards and the
412 Essential Elements and content specific pedagogy;

413 (b) [~~knowledge of the role of regular education teachers,~~
414 ~~related service providers, and paraeducators in the education~~
415 ~~of students with disabilities]skills in assessing and~~

416 addressing the educational needs and progress of students with
417 disabilities;

418 (c) skills in implementing and assessing the results of
419 research and evidence-based interventions for students with
420 disabilities; and

421 ~~(d) [skills in assessing and addressing the educational~~
422 ~~needs and progress of students with disabilities; and~~

423 ~~—(e) skills in the implementation of an specialized~~
424 ~~educational program with accommodations and modifications, as~~
425 ~~needed, that supplements the Utah Core Standards, as per an~~
426 ~~IEP, for students with disabilities]~~skills in the
427 implementation of an educational program with accommodations
428 and modifications established by an IEP for students with
429 disabilities.

430 D. The Board shall issue Blind and Visually Impaired/Deaf
431 and Hard of Hearing Endorsements required under this rule to
432 meet the highest requirements in the State applicable to a
433 specific profession or discipline required by the Individuals
434 with Disabilities Education Act of 2004 (IDEA), Pub. L. No.
435 108-446, hereby incorporated by reference.

436 E. Preschool Special Education (Birth-Age 5) license
437 holders who teach children who are hearing impaired (Birth-Age
438 5) or vision impaired (Birth-Age 5) or both, in
439 self-contained, categorical classrooms shall hold an
440 endorsement for Deaf and Hard of Hearing (Birth-Age 5) or
441 Blind and Visually Impaired (Birth-Age 5) or both.

442 **R277-504-7. Miscellaneous.**

443 A. Beginning with the 2015-2016 school year, an LEA that
444 employs intern teachers shall have a policy that includes the
445 following:

446 (1) the maximum number of interns that may be supported
447 by each LEA assigned mentor, and

448 (2) a specific resource commitment to significant and
449 quality LEA support services to interns.

450 B. The Middle Level license (5-9) continues to be valid;
451 however, the Board has not issued a middle level license (5-9)
452 since April 1, 1989 and it is no longer required of teachers
453 or issued to teachers assigned to the middle school.

454 C. Consistent with LEA and university policy and
455 R277-508-5E, a student teacher may work as a paid substitute
456 in the classroom of the student teacher's classroom mentor
457 teacher for no more than five days and no more than three
458 consecutive days per university semester.

459 D. On the days a student teacher is working as a
460 substitute teacher, the candidate's legal status as a
461 substitute teacher/district employee will take precedence over
462 the legal status as a teacher candidate.

463 E. A student teaching placement may be changed to an
464 internship placement upon agreement of the student teacher,
465 the university program, and the LEA.

466 **KEY: teacher licensing, professional education, accreditation**

467 **Date of Enactment or Last Substantive Amendment: 2014**

468 **Notice of Continuation: September 2, 2014**

469 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**

470 **53A-1-402(1) (a) ; 53A-1-401(3)**