

1 **R277. Education, Administration.**

2 **R277-304. Teacher Preparation Programs.**

3 **R277-304-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which vests general control and
6 supervision over public education in the Board;

7 (b) Subsection 53E-3-401(4), which allows the Board to make rules to execute
8 the Board's duties and responsibilities under the Utah Constitution and state law; and

9 (c) Subsection 53E-6-201(3)(a), which allows the Board to make rules to
10 establish the criteria for obtaining an educator license.

11 (2)(a) The purpose of this rule is to specify the standards which the Board
12 expects of teacher preparation institution prior to program approval in specified
13 areas.

14 (b) The standards in this rule apply to the specific educational area and grade
15 level for which the preparation program is designed.

16 **R277-304-2. Definitions.**

17 (1)(a) “Career and technical education” or “CTE” means organized educational
18 programs or competencies which directly or indirectly prepare students for
19 employment, or for additional preparation leading to employment, in occupations
20 where entry requirements do not generally require a baccalaureate or advanced
21 degree.

22 (b) CTE programs provide all students a continuous education system, driven
23 by a student’s college and career readiness plan, through competency-based
24 instruction, culminating in essential life skills, certified occupational skills, and
25 meaningful employment.

26 (2) “Clinical experience” means a structured opportunity, overseen by a
27 licensed educator, for a program candidate to develop and demonstrate competency
28 in the skills and knowledge necessary to be an effective teacher, in a physical or

29 virtual classroom ~~[with real students]~~.

30 (3) “Council for the Accreditation of Educator Preparation” or “CAEP” means
31 a national organization that advances equity and excellence in educator preparation
32 through evidence-based accreditation that assures quality and supports continuous
33 improvement to strengthen P-12 student learning.

34 (4)(a) “Council for Exceptional Children” or “CEC” means an international
35 professional organization dedicated to improving the educational success of both
36 individuals with disabilities and individuals with gifts and talents.

37 (b) CEC advocates for appropriate governmental policies, sets professional
38 standards, provides professional development, advocates for individuals with
39 exceptionalities, and helps professionals obtain conditions and resources necessary
40 for effective professional practice.

41 (5) “Essential Elements” means the alternate academic achievement
42 standards for students with significant cognitive disabilities, established by the Board
43 in the Special Education Rules Manual, dated October 2016, incorporated by
44 reference in Section R277-750-2.

45 (6)(a) “Multi-tiered system of supports” or “MTSS” means a framework for
46 integrating assessment and intervention to maximize student achievement, reduce
47 behavior problems, and increase long-term success.

48 (b) The combination of systematic implementation of increasingly intensive
49 intervention, sometime referred to as tiers, and carefully monitoring students’
50 progress, distinguishes MTSS from typical prevention measures.

51 (c) Emphasis, in MTSS, is placed on ensuring interventions are implemented
52 effectively.

53 (7) “Utah Core Standards” means the course standards established by the
54 Board in Rule R277-700 for grades K-12.

55 **R277-304-3. General Teacher Preparation.**

56 Prior to approval by the Board, a teacher preparation program shall:

- 57 (1) prepare candidates to meet the Utah Effective Teaching Standards in Rule
58 R277-530;
- 59 (2) prepare candidates to teach:
- 60 (a) the Utah Core Standards; and
- 61 ~~[(b) the Utah Early Childhood Core Standards; and]~~
- 62 (b) the Essential Elements, as appropriate to a candidate’s prospective area
63 of licensure as established by the Board;
- 64 (3) include school-based clinical experiences for a candidate to observe,
65 practice skills, and reflect on teaching that:
- 66 (a) are significant in number, ~~[and scope]~~ depth, breadth, and duration;
- 67 (b) are progressively more complex;
- 68 (c) occur in multiple schools and classrooms;
- 69 (d) include working with all types of students; and
- 70 (e) include creating and consistently implementing ~~beginning of semester or~~
71 school year classroom procedures and ~~[routines in the beginning of a semester or~~
72 a school year] practices;
- 73 ~~[(4) ensure that candidates have clinical experiences with sufficient depth,~~
74 ~~breadth, and duration to ensure that they have gained the knowledge, skills, and~~
75 ~~dispositions requisite so all students learn;]~~
- 76 (4) require the demonstration of competency in:
- 77 (a) content and content-specific pedagogy appropriate for the area of
78 licensure;
- 79 (b) knowledge of the Utah Educator Professional Standards contained in Rule
80 R277-515;
- 81 (c) creating effective learning environments by establishing and implementing
82 routines and procedures with consistent expectations;
- 83 (d) skills in providing tier one and tier two instruction and intervention on the
84 Utah Core Standards and positive behavior supports to each student within a multi-
85 tiered system of supports;

- 86 (e) integrating technology to support and meaningfully supplement the
87 learning of students, including the effective use of software for personalized learning;
- 88 (f) designing, administering, and reviewing educational assessments in a
89 meaningful and ethical manner;
- 90 (g) analyzing formative and summative assessments results to inform and
91 modify instruction;
- 92 (h) assessing students for competency for the purpose of personalized
93 learning;
- 94 (i) skills in implementing personalized learning practices that consider the
95 whole child, including:
- 96 (i) trauma-informed instructional practices; and
97 (ii) restorative instructional practices;
- 98 (j) knowledge and skills designed to assist in the identification of students with
99 disabilities to meet the needs of students with disabilities in the general classroom,
100 including:
- 101 (i) knowledge of the IDEA and Section 504 of the Rehabilitation Act;
102 (ii) knowledge of the role of non-special-education teachers in the education
103 of students with disabilities;
- 104 (iii) knowledge and skills in implementing least restrictive behavior
105 interventions;
- 106 (iv) skills in implementing and assessing the results of interventions; and
107 (v) skills in the implementation of an educational program with
108 accommodations, modifications, services, and supports established by an IEP or a
109 504 plan for students with disabilities in the general education classroom;
- 110 (k) knowledge and skills designed to meet the needs of diverse student
111 populations in the general education classroom, including:
- 112 (i) allowing students multiple ways to demonstrate learning that are sensitive
113 to student diversity;
- 114 (ii) creating an environment using a teaching model that is sensitive to multiple

- 115 experiences and diversity;
- 116 (iii) designing, adapting, and delivering instruction to address each student's
- 117 diverse learning strengths and needs; and
- 118 (iv) incorporating tools of language development into planning, instruction, and
- 119 intervention for students learning English and supporting development of English
- 120 proficiency; and
- 121 (l) knowledge and skills in collaborating with parents and guardians~~[who are~~
- 122 ~~primarily responsible for the education of their student]~~.
- 123 (5) for a program applicant accepted on or after January 1, 2020, require
- 124 multiple opportunities for a program applicant to successfully demonstrate application
- 125 of knowledge and skills gained through the program in one or more clinical
- 126 experiences in each of the following competencies:
- 127 (a) implementing the ~~[full teaching cycle of a unit of instruction; e.g.,]~~ planning
- 128 and design, delivery, facilitation, assessment, evaluation, and reflection of a unit of
- 129 instruction, including:
- 130 (i) systematic and explicit instructional design and implementation;
- 131 (ii) varied evidence-based instructional strategies;
- 132 (iii) developmentally appropriate and authentic learning experiences;
- 133 (iv) scaffolded instruction;
- 134 (v) differentiated instruction;
- 135 (vi) instruction targeting higher order thinking and metacognitive skills;
- 136 (vii) project-based or competency-based learning opportunities;
- 137 (viii) designing and selecting pre-assessments, formative, and summative
- 138 assessments that align to student learning objectives; and
- 139 (ix) revising instructional plans for future implementation or reteaching
- 140 concepts as appropriate;
- 141 (b) integrating cross-disciplinary skills, such as literacy or numeracy, into
- 142 instruction;
- 143 (c) engaging students in the learning process;

- 144 (d) utilizing technology to enhance and personalize instruction;
- 145 (e) implementing the accommodations, modifications, services, and supports
- 146 as outlined in a student's IEP or 504 plan;
- 147 (f) evaluating student artifacts and assessments for the purposes of:
- 148 (i) measuring student understanding;
- 149 (ii) modifying instruction;
- 150 (iii) targeting tier two instruction and intervention in a multi-tiered system of
- 151 support;
- 152 (iv) providing feedback to students; and
- 153 (v) documenting student progress, i.e., assigning an academic grade;
- 154 (g) establishing and maintaining classroom procedures and routines that
- 155 include positive behavior interventions and supports;
- 156 (h) establishing and maintaining a positive learning climate;
- 157 (i) reflecting on the teaching process and justifying instructional decisions;
- 158 (j) collaborating with grade level, subject, or cross-curricular teams to:
- 159 (i) analyze student data; and
- 160 (ii) inform, plan, and modify instruction;
- 161 ~~(iii) implementing common formative assessments;~~
- 162 (k) participating in at least one IEP meeting or parental consultation regarding
- 163 a student that the program applicant has instructed;
- 164 (l) effectively communicating with parents, colleagues, and administration; and
- 165 (m) consulting with a school counselor regarding the emotional well-being of
- 166 students and referring the students to a school counselor when necessary;
- 167 (6) include consideration of a candidate's dispositions and suitability for
- 168 teaching; and
- 169 (7) include plans for candidate remediation and exit counseling if applicable.

170 **R277-304-4. Early Childhood and Elementary Preparation Programs.**

- 171 (1) Prior to approval by the Board, a preparation program for early childhood

- 172 education or elementary education shall:
- 173 (a) align, as appropriate, with:
- 174 (i) the 2010 National Association for the Education of Young Children
- 175 Standards for Initial and Advanced Early Childhood Professional Preparation
- 176 Programs; or
- 177 (ii) the CAEP 2018 K-6 Elementary Teacher Preparation Standards; and
- 178 (b) require the demonstration of competency in:
- 179 (i) the areas outlined in Section R277-304-3;
- 180 (ii) the appropriate content knowledge needed to teach:
- 181 (A) literacy, including listening, speaking, writing, and reading;
- 182 (B) mathematics;
- 183 (C) physical and life science;
- 184 (D) health and physical education;
- 185 (E) social studies; and
- 186 (F) fine arts;
- 187 (iii) the science of reading instruction including:
- 188 (A) phonemic awareness;
- 189 (B) phonics;
- 190 (C) fluency;
- 191 (D) vocabulary; and
- 192 (E) comprehension;
- 193 (iv) the science of mathematics instruction, including:
- 194 (A) quantitative reasoning;
- 195 (B) problem solving;
- 196 (C) representation;
- 197 (D) numeracy; and
- 198 (E) a balance of procedural and conceptual understanding; and
- 199 (v) early childhood development and learning.
- 200 (2) For a program applicant accepted after January 1, 2020, a preparation

201 program for early childhood or elementary education shall require multiple
202 opportunities for a program applicant to successfully demonstrate application of
203 knowledge and skills gained through the program in a school-based setting in each
204 of the following:

205 (a) all requirements outlined in Subsection R277-304-3(6);

206 (b) demonstrating content specific pedagogy in each of the areas outlined in
207 Subsection R277-304-4(1)(b)(ii);

208 (c) diagnosing students struggling with reading and planning and implenting
209 remediation for those students; and

210 (d) diagnosing students struggling with mathematics and planning and
211 implenting remediation for those students.

212 (3) An educator preparation program shall apply the standards in this Section
213 R277-304-4 to the specific age group or grade level for which the program of
214 preparation is designed.

215 (a) An early childhood education program shall focus primarily on early
216 childhood development and learning in kindergarten through grade 3.

217 (b) An elementary program shall include both early childhood development
218 and learning and elementary content and pedagogy in kindergarten through grade
219 6.

220 **R277-304-5. Secondary Preparation Programs.**

221 (1) Prior to approval by the Board, a secondary preparation program shall
222 require competency in:

223 (a) all content competencies established by the Superintendent for a
224 professional educator license in at least one endorsement;

225 (b) all areas outlined in Section R277-304-3;

226 (c) including literacy and quantitative learning objectives in content specific
227 classes in alignment with the Utah Core Standards; and

228 (d) planning instruction and assessment in content-specific teams and in

229 cross-curricular teams.

230 (2) For a program applicant accepted after January 1, 2020, a secondary
231 preparation program shall require multiple opportunities for a program applicant to
232 successfully demonstrate application of knowledge and skills gained through the
233 program in a school-based setting in each of the following:

234 (a) all requirements outlined in Subsection R277-304-3(6);

235 (b) ensuring student safety and learning in educational labs or shops and
236 extra-curricular settings; and

237 (c) collaborating with a school counselor, as necessary, to ensure student
238 progress on the student's four-year plan for college and career readiness as
239 described in Rule R277-462.

240 ~~[(d) consulting with a school counselor regarding the emotional well-being of~~
241 ~~students and referring the students to a school counselor when necessary.]~~

242 **R277-304-6. Special Education and Preschool Special Education Programs.**

243 (1) Prior to approval by the Board, a special education or preschool special
244 education preparation program shall:

245 (a) be operated by or partnered with a Utah institution of higher education or
246 the Utah State Board of Education;

247 (b) aligned with the 2012 Council for Exceptional Children Initial Preparation
248 Standards as informed by the Council for Exceptional Children Specialty Sets for
249 Initial Preparation Programs in one or more of the following special education areas:

250 (i) Mild/Moderate Disabilities;

251 (ii) Severe Disabilities;

252 (iii) Deaf and Hard of Hearing;

253 (iv) Blind and Visually Impaired;

254 (v) Deafblind; or

255 (vi) Preschool Special Education (Birth-Age 5);

256 (c) require the passage of a special education content knowledge assessment

257 approved by the Superintendent;

258 (d) require the passage of a Braille assessment approved by the

259 Superintendent for a program in the Blind and Visually Impaired area;

260 (e) require the demonstration of competency in:

261 (i) all areas detailed in Section R277-304-3;

262 (ii) legal and ethical issues surrounding special education, including:

263 (A) the IDEA;

264 (B) the Special Education Rules Manual incorporated by reference in Section

265 R277-750-2; and

266 (C) all other applicable statutes and Board rules;

267 (iii) the IDEA and Board Special Education rules;

268 (iv) working with other school personnel to implement and evaluate academic

269 and positive behavior supports and interventions for students with disabilities within

270 a multi-tiered system of supports;

271 (v) training in and supervising the services and supports provided to students

272 with disabilities by general education teachers, related service providers, and

273 paraprofessionals; and

274 (vi) providing specially designed instruction, including content specific

275 pedagogy, as per IEPs, to students with disabilities, including:

276 (A) the Utah Core Standards; and

277 ~~(B) the Utah Early Childhood Core Standards; and~~

278 (B) the Essential Elements as appropriate to a candidate's prospective area

279 of licensure as established by the Board;

280 ~~(A) core content from the Utah Early Childhood Core Standards and the~~

281 ~~Essential Elements and content specific pedagogy;~~

282 (C) skills in assessing and addressing the educational needs and progress of

283 students with disabilities;

284 (D) skills in implementing and assessing the results of research and evidence-

285 based interventions for students with disabilities; and

286 (E) skills in ~~[the implementation of]~~ implementing an educational program with
287 accommodations, ~~[and]~~ modifications, services, and supports established by an IEP
288 for students with disabilities.

289 (2) For a program applicant accepted after January 1, 2020, a special
290 education or preschool special education preparation program shall require multiple
291 opportunities for a program applicant to successfully demonstrate application of
292 knowledge and skills gained through the program in a school-based setting in each
293 of the following:

294 (a) all requirements outlined in Subsection R277-304-3(6);

295 (b) creating learning goals and objectives for a student with disabilities that are
296 specific, measurable, time-bound, and aligned to identified student needs and the
297 Utah Core Standards;

298 (c) designing or adapting learning environments for diverse student
299 populations that encourage active participation in individual and group activities;

300 (d) monitoring school compliance with the provisions of multiple student's IEP
301 and Section 504 plans;

302 (e) conducting a student IEP meeting under the supervision of a licensed
303 special education teacher;

304 (f) using knowledge of measurement principles and practices to interpret
305 assessment information in making instructional, eligibility, program, and placement
306 decisions for students with disabilities, including those from culturally or linguistically
307 diverse backgrounds;

308 (g) developing and implementing a secondary transition plan as it relates to
309 ~~[further]~~ post-secondary education and training, competitive employment and
310 independent living~~[, employment and recreation, and leisure]~~; and

311 (h) communicating with parents of students with disabilities to ensure they are
312 informed regarding the progress of their student and their right to due process.

313 **R277-304-7. Deaf Education Preparation Programs.**

- 314 (1) Prior to approval by the Board, a deaf education preparation program shall:
- 315 (a) be operated by or partnered with a Utah institution of higher education or
- 316 the Utah State Board of Education;
- 317 (b) be aligned with the National Association of State Directors of Special
- 318 Education, Inc., Optimizing Outcomes for Students who are Deaf or Hard of Hearing,
- 319 Educational Service Guidelines, Third Edition;
- 320 (c) be focused on one or more of the following areas:
- 321 (i) teaching students who are deaf or hard of hearing from birth to age five
- 322 using both listening and spoken language strategies and American Sign Language;
- 323 (ii) teaching students who are deaf or hard of hearing with listening and
- 324 spoken language strategies; or
- 325 (iii) teaching students who are deaf or hard of hearing with strategies that
- 326 promote the development of American Sign Language and English literacy across
- 327 the curriculum;
- 328 (d) require the passage of a deaf education content knowledge assessment
- 329 approved by the Superintendent;
- 330 (e) require demonstration of competency in:
- 331 (i) the areas detailed in Section R277-304-3.
- 332 (ii) legal and ethical issues surrounding special education, including:
- 333 (A) the IDEA;
- 334 (B) the Special Education Rules Manual incorporated by reference in Section
- 335 R277-750-2; and
- 336 (C) all other applicable statutes and Board rules;
- 337 (iii) addressing specific linguistic and cultural needs of deaf and hard of
- 338 hearing students throughout the curriculum;
- 339 (iv) skills for incorporating language into all aspects of the curriculum;
- 340 (v) pedagogical skills unique to teaching reading, writing, mathematics, and
- 341 other content areas to deaf and hard of hearing students;
- 342 (vi) basic fluency in the use of American Sign Language;

343 (vii) knowledge of the audiological and physiological components of audition;
344 (viii) skills for teaching speech to deaf and hard of hearing students;
345 (ix) the socio-cultural and psychological implications of hearing loss; and
346 (x) assessing and addressing the educational needs and educational progress
347 of deaf and hard of hearing students.

348 (2) For a program applicant accepted after January 1, 2020, a deaf or hard of
349 hearing education preparation program shall require multiple opportunities for a
350 program applicant to successfully demonstrate application of knowledge and skills
351 gained through the program in a school-based setting in each of the following:

352 (a) all requirements outlined in Subsection R277-304-3(6);

353 (b) for a program focused on Subsection R277-304-7(1)(c)(i):

354 (i) assessing early childhood language development and assessment in
355 American Sign Language and spoken English;

356 (ii) working with families with students who are deaf or hard of hearing while
357 respecting a variety of communication modalities;

358 (iii) integrating language, speech, and listening everyday activities;

359 (iv) sharing knowledge with families iwth students who are deaf or hard of
360 hearing about the complexities of deaf culture, including norms and behaviors of the
361 deaf community;

362 (v) developing auditory perception in children and educating parents about
363 developmental milestones for listening skills; and

364 (vi) proficiency in American Sign Language as demonstrate by passing an
365 assessment approved by the Superintendent;

366 (c) for a program focused on Subsection R277-304-7(1)(c)(ii):

367 (i) developing auditory perception in children and strategies for develop[ing]
368 listening and spken language in deaf and hard of hearing students;

369 (ii) demonstrating understanding and expertise regarding early childhood
370 spoken language development;

371 (iii) involving family members with students who are deaf or hard of hearing

- 372 in learning and therapeutic activities;
- 373 (iv) integrating speech, listening, and spoken language in preschool and early
- 374 elementary content areas; and
- 375 (v) integrating current listening technology, including troubleshooting such
- 376 technology; and
- 377 (d) for a program focused on Subsection R277-304-7(1)(c)(iii):
- 378 (i) integrating American Sign Language into instruction of core academic
- 379 content for all school-age students;
- 380 (ii) enhancing bilingual literacy of students who are deaf or hard of hearing in
- 381 both American Sign Language and English;
- 382 (iii) integrating respect and understanding of deaf culture into instruction;
- 383 (iv) demonstrating understanding and expertise regarding American Sign
- 384 Language language development; and
- 385 (v) proficiency in American Sign Language as demonstrated by passing an
- 386 assessment approved by the Superintendent.

387 **R277-304-8. Career and Technical Education Preparation Programs.**

- 388 (1) Prior to approval by the Board, a CTE teacher preparation program
- 389 designed for individuals that do not hold a bachelor's degree or higher shall:
- 390 (a) focus on one or more of the following areas:
- 391 (i) family and consumer sciences;
- 392 (ii) health sciences;
- 393 (iii) information technology;
- 394 (iv) skilled and technical sciences; or
- 395 (v) work-based learning;
- 396 (b) require that candidates have six years of documented, related
- 397 occupational experiences within the 10 years prior to the program application in an
- 398 approved CTE license area;
- 399 (c) require demonstration of competency in all areas detailed in Sections

400 R277-304-3 and R277-304-5:

401 (d) For a program applicant accepted after January 1, 2020, a CTE
402 preparation program shall require multiple opportunities for a program applicant to
403 successfully demonstrate application of knowledge and skills gained through the
404 program in a school-based setting in all requirements outlined in Section R277-304-
405 5; and

406 (e) require candidates to hold the applicable license or certificate issued by
407 the Utah State Department of Commerce, Division of Occupational and Professional
408 Licensing in any area where such licensure or certification exists.

409 (2) A program may count an associate's degree in a related area for up to two
410 years of occupational experience to satisfy the requirement in Subsection R277-304-
411 8(1)(b).

412 (3)(a) An approved program may request a waiver from the Superintendent
413 of the occupational experience required for a candidate if the candidate has passed
414 an approved competency examination in the respective field at or above the passing
415 score established by the Superintendent.

416 (b) The Superintendent may grant a waiver under Subsection (2)(a) for up to
417 five years from the date the candidate passed the examination.

418 **KEY:**

419 **Date of Enactment of Last Substantive Amendment: 2018**

420 **Authorizing, and Implemented or Interpreted Law: Art. X Sec. 3; 53A-1-401**

