

Utah State Board of Education

Alternate Pathway to Professional Educator License (APPEL)

LEA Program Approval Application 2020

An educator preparation program is a comprehensive program administered by an entity that is intended to prepare individuals to meet the requirements for a Utah professional license or license area of concentration.

Board Rule R277-301 requires that LEAs employing an individual holding an Associate Educator License shall develop the candidate's personalized professional learning plan no later than 60 days after beginning work in the classroom designed to support the educator in meeting the requirements for a Professional Educator License. The requirements for a Professional Educator License include the completion and recommendation of a Board-approved preparation program.

Board rule requires an educator preparation program applying for approval by the Superintendent shall demonstrate how it will ensure all candidates:

- Are prepared to meet the Utah Effective Teaching Standards established in [Board Rule R277-530](#);
- Are prepared to complete a pedagogical performance assessment meeting [Utah Pedagogical Performance Assessment Standards](#) created by USBE;
- Have met all requirements for a professional license or license area of concentration including all applicable endorsement requirements in [Board Rule R277-301](#);
- Have met the specific educator and clinical experience competencies in the license area being earned as required in [Board Rule R277-304](#); and
- Have sufficiently demonstrated the ability to work in the applicable license area and subject area before being recommended for a professional license or license area.

To assist candidate educators, an LEA may adopt the model preparation program framework developed by the Superintendent or adapt the model program framework or create a custom educator preparation program and have it approved by the Board under [Board Rule R277-303](#).

- Adopt: If choosing to adopt the model program framework in any specific section, please state in that section of the narrative "Adopting the model program framework."
- Adapt: If adapting a portion of the model program framework in any specific section, you can write "Using the model program framework with the following adaptation: ____." You will need to write details in the narrative to explain the adaptation/changes to the model program framework description. You do not need to restate the details in the model framework that you will not be changing.
- Custom: You will write the narrative to describe how you will meet the requirements of that section.

The overall LEA educator preparation program should be designed to prepare an Associate Educator License holder in all the skills and knowledge necessary to become an effective educator. The Board recognizes each potential professional educator has existing skills, knowledge, and expertise. When preparing personalized professional learning plans for individual candidates, the LEA program may consider these in determining how candidates will demonstrate they meet the professional licensure requirements.

Example of Utilizing Demonstrated Competency

<i>Board Rule Requirement for Elementary license area</i>	<i>LEA Program Requirement</i>	<i>Candidate Expertise</i>	<i>Possible Demonstration</i>
(iv) the science of mathematics instruction, including: (A) quantitative reasoning; (B) problem solving; (C) representation; (D) numeracy; and (E) a balance of procedural and conceptual understanding;	Candidate is required to complete a course in the methods of teaching elementary mathematics	Candidate has multiple years of experience working as a classroom aide and teacher focused in math.	Candidate collects documentation of various unit and lesson plans created by the candidate, which are evaluated by the LEA program. Candidate is observed and evaluated by an elementary mathematics expert and found competent in the science of mathematics instruction. Summative assessment data of students taught by the candidate show significant levels of proficiency and growth.

If an APPEL program application does not meet the requirements of Board rule, the LEA is provided with feedback from the Superintendent with the option to resubmit the application.

The application is in a narrative form and submitted with supporting documentation as appendix items. All requirements in the Board rules must be addressed. To assist LEAs, a recommended outline is included with prompts for this narrative and a list of the competencies and clinical experiences explicitly required in rule.

Completed APPEL program approval applications should be emailed in PDF format to:

APPEL@schools.utah.gov

If you need assistance in this process, please direct all questions to:

APPEL@schools.utah.gov

Application Recommended Outline

- **APPEL Leadership Team:** Provide LEA names, titles, and duties of leaders in the APPEL program.
- **Candidate Initial Evaluation:** Describe how the program will review existing documentation and transcripts to identify content and pedagogical competencies already met by the candidate.
- **Professional Learning Plan:** Describe how the program will write, monitor and show completion of each candidate's personalized professional license plan based on the requirement analysis. Describe how the candidates will demonstrate progress and achievement throughout the program.
- **Utah Effective Teaching Standards (UETS) and Educator Competencies:** Describe how the program will support and evaluate candidates in demonstrating competency in the Utah Effective Teaching Standards. Refer to the UETS Booklet for standard details. How will the program ensure each candidate successfully demonstrates competency in all educator competencies outlined in Board Rule 304.3(4)? *(See competencies list on next page.)*
- **Content Competencies and Discipline-specific Methods:** Describe how the program will help candidates meet the content knowledge needs of candidates. Individual course information is not necessary, but the program should indicate whom they will work with to meet these requirements; e.g. USBE, university, college, etc. *(Response in this area may be general as endorsement requirements are being reviewed through the 2020/21 school year. Completing the content knowledge portion of a candidate's Professional Learning Plan may be postponed until the revised endorsement competencies are published by USBE.)*
- **Pedagogical Competencies:** Describe how the program will help candidates meet the pedagogical knowledge needs of candidates. If the program will be creating custom coursework, please include a course title and course description for each. If the program will be partnering with a university or college, provide course names and a crosswalk of required competencies.
- **Clinical Experience/Fieldwork Overview and Competencies:** Describe how the program will support candidates to meet board rule requirements to observe, practice skills, and reflect on teaching that are significant in number, depth, breadth, and duration; are progressively more complex; occur in multiple schools and classrooms; include working with all types of students; and include creating and consistently implementing beginning of semester or school year classroom procedures and practices. Describe how the candidate's clinical experience will be supervised to ensure Board Rule 304.3(5) is met successfully through demonstration of knowledge and skills?
- **Program Mentoring:** Describe how you will select, train, and monitor mentor-educators for candidates.
- **Teacher Dispositions:** Describe how your program will include consideration of a candidate's dispositions and suitability for teaching. Refer to the UETS Booklet for some essential teaching dispositions.
- **Remediation:** Describe how your program will plan for candidate remediation and exit counseling.
- **Pedagogical Performance Assessment (PPA) Preparation:** What state superintendent-approved pedagogical performance assessment will you require for your candidates? Describe how you will prepare candidates for and implement the pedagogical performance assessment.
- **Record Management:** Describe how you will manage the documents, records, and workflow.

Educator and Clinical Experience Competencies Required in Rule

Educator Competencies Required in Board Rule:

- content and content-specific pedagogy appropriate for the area of licensure;
- knowledge of the Utah Educator Professional Standards contained in Board Rule R277-515;
- creating effective learning environments by establishing and implementing routines and procedures with consistent expectations;
- skills in providing tier one and tier two instruction and intervention using the Utah Core Standards and positive behavior supports for each student within a multi-tiered system of supports;
- integrating technology to support and meaningfully supplement student learning, including the effective use of software for personalized learning;
- designing, administering, and reviewing educational assessments in a meaningful and ethical manner;
- analyzing formative and summative assessments results to inform and modify instruction;
- assessing students for competency for the purpose of personalized learning;
- skills in implementing personalized learning practices that consider the whole child;
- knowledge and skills designed to assist in the identification of students with disabilities to meet the needs of students with disabilities in the general classroom;
- knowledge and skills designed to meet the needs of diverse student populations in the general education classroom;
- knowledge and skills in collaborating with parents and guardians.

Clinical Experience Competencies Required in Board Rule:

- implementing the planning and design, delivery, facilitation, assessment, evaluation, and reflection of a unit of instruction;
- integrating cross-disciplinary skills such as literacy or numeracy into instruction;
- engaging students in the learning process;
- utilizing technology to enhance and personalize instruction;
- implementing the accommodations, modifications, services, and supports as outlined in a student's IEP or 504 plan;
- evaluating student artifacts and assessments;
- establishing and maintaining classroom procedures and routines that include positive behavior interventions and supports;
- establishing and maintaining a positive learning climate;
- reflecting on the teaching process and justifying instructional decisions;
- collaborating with grade level, subject, or cross-curricular teams to analyze student data and inform, plan, and modify instruction;
- participating in at least one IEP meeting or parental consultation regarding a student that the program applicant has instructed;
- effectively communicating with parents, colleagues, and administration;
- consulting with a school counselor regarding the emotional well-being of students and referring the students to a school counselor when necessary