

1 **R277. Education, Administration.**

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

4 ~~R277-504-1. Authority and Purpose.~~

5 ~~——(1) This rule is authorized by:~~

6 ~~——(a) Utah Constitution Article X, Section 3, which vests the general control and~~  
7 ~~supervision of the public schools in the State Board of Education;~~

8 ~~——(b) Subsection [53E-3-501](#)(1)(a), which directs the Board to make rules regarding~~  
9 ~~the licensing of educators; and~~

10 ~~——(c) Subsection [53E-3-401](#)(4), which allows the Board to make rules to execute~~  
11 ~~the Board's duties and responsibilities under the Utah constitution and state law.~~

12 ~~——(2) The purpose of this rule is to:~~

13 ~~——(a) specify the requirements for Early Childhood (K-3), Elementary (K-6),~~  
14 ~~Elementary (1-8), Secondary (6-12), Special Education (K-12), and Preschool Special~~  
15 ~~Education (Birth-Age 5) licensing; and~~

16 ~~——(b) specify the standards which the Board expects a teacher preparation~~  
17 ~~institution to meet in specific areas for the institution to receive Board approval of the~~  
18 ~~program.~~

19  
20 **R277-504-2. Definitions.**

21 ~~——(1)(a) "Council for Exceptional Children" or "CEC" is an international professional~~  
22 ~~organization dedicated to improving the educational success of both individuals with~~  
23 ~~disabilities and individuals with gifts and talents.~~

24 ~~——(b) CEC advocates for appropriate governmental policies, sets professional~~  
25 ~~standards, provides professional development, advocates for individuals with~~  
26 ~~exceptionalities, and helps professionals obtain conditions and resources necessary for~~  
27 ~~effective professional practice.~~

28 ~~——(2)(a) "Early Childhood license area of concentration" means an Early Childhood~~

29 ~~Education teaching license required for teaching kindergarten and permitting~~  
30 ~~assignment in kindergarten through grade three.~~

31 ~~——(b) An early childhood license area of concentration is recommended for those~~  
32 ~~teaching in formal public school programs below kindergarten level.~~

33 ~~——(3)(a) "Early intervention credential" is the highest qualified personnel standard~~  
34 ~~established by the Department of Health that persons shall meet to be able to provide~~  
35 ~~services to infants and toddlers with disabilities age 0-3 in early intervention settings.~~

36 ~~——(b) In order to provide services to infants and toddlers with disabilities age 0-3 in~~  
37 ~~early intervention settings, an individual shall have an Early Intervention Credential or a~~  
38 ~~Preschool Special Education (Birth-Age 5) license.~~

39 ~~——(4) "Elementary (1-8) license area of concentration" means an elementary~~  
40 ~~teaching license required for teaching grades one through eight.~~

41 ~~——(5) "Elementary (K-6) license area of concentration" means an elementary~~  
42 ~~teaching license required for teaching grades kindergarten through six.~~

43 ~~——(6) "Endorsement" means a specialty field or area listed on the teaching license~~  
44 ~~which indicates the specific qualification of the holder.~~

45 ~~——(7) "Highest requirements in the State applicable to a specific profession or~~  
46 ~~discipline" means the highest entry-level academic degree needed for any~~  
47 ~~State-approved or State-recognized certification, license, registration, or other~~  
48 ~~comparable requirement that applies to that profession or discipline.~~

49 ~~——(8)(a) "Internship" means the placement of a teacher education student in an~~  
50 ~~advanced stage of preparation, as a culminating experience, in employment in a school~~  
51 ~~setting for a period of up to one school year during which the intern shall receive salary~~  
52 ~~proportionate to the service rendered as determined by the LEA.~~

53 ~~——(b) An intern is supervised primarily by the school system but with a continuing~~  
54 ~~relationship with college personnel and following a planned program designed to~~  
55 ~~produce a demonstrably competent professional.~~

56 ~~——(9) "Level 1 license" means a Utah professional educator license issued upon~~

57 ~~completion of an approved preparation program or an alternative preparation program,~~  
58 ~~or pursuant to an agreement under the NASDTEC Interstate Contract, to applicants who~~  
59 ~~have also met all ancillary requirements established by law or rule.~~

60 ~~—— (10) "Level 2 license" means a Utah professional educator license issued by the~~  
61 ~~Board after satisfaction of:~~

62 ~~—— (a) all requirements for a Level 1 license;~~

63 ~~—— (b) satisfaction of requirements under R277-522 for teachers whose employment~~  
64 ~~as a Level 1 licensed educator began after January 1, 2003 in a Utah public LEA or~~  
65 ~~accredited private school;~~

66 ~~—— (c) at least three years of successful education experience in a Utah public LEA~~  
67 ~~or accredited private school or one year of successful education experience in a Utah~~  
68 ~~public LEA or accredited private school and at least three years of successful education~~  
69 ~~experience in a public LEA or accredited private school outside of Utah; and~~

70 ~~—— (d) additional requirements established by law or rule.~~

71 ~~—— (11) "Preschool Special Education (Birth-Age 5) license area of concentration"~~  
72 ~~means a teaching license required for teaching preschool students with disabilities.~~

73 ~~—— (12)(a) "Secondary license area of concentration" means a secondary teaching~~  
74 ~~license required for teaching grades six through twelve.~~

75 ~~—— (b) Secondary license areas carry endorsements for the areas in which the~~  
76 ~~holder is qualified to provide instruction.~~

77 ~~—— (13)(a) "Special Education license area of concentration (K-12)" means a special~~  
78 ~~education teaching license required for teaching students with disabilities in~~  
79 ~~kindergarten through grade twelve.~~

80 ~~—— (b) Special Education areas of concentration carry endorsements in at least one~~  
81 ~~of the following areas:~~

82 ~~—— (i) Mild/Moderate Endorsement, which indicates that the holder's preparation~~  
83 ~~focused on teaching students with mild/moderate learning and behavior problems;~~

84 ~~—— (ii) Severe Endorsement, which indicates that the holder's preparation focused on~~

85 ~~teaching students with severe learning and behavior problems;~~

86 ~~—— (iii) Deaf and Hard of Hearing Endorsement, which indicates that the holder's~~  
87 ~~preparation focused on teaching students who are deaf or other hearing impaired;~~

88 ~~—— (iv) Blind and Visually Impaired Endorsement, which indicates that the holder's~~  
89 ~~preparation focused on teaching students who are blind or other visually impaired; and~~

90 ~~—— (v) Deafblind Endorsement, which indicates that the holder's preparation focused~~  
91 ~~on teaching students who are both blind or other visually impaired and deaf or other~~  
92 ~~hearing impaired.~~

93 ~~—— (14) "Student teaching" means the placement of a teacher education student in~~  
94 ~~an advanced stage of preparation for a period of guided teaching in a school setting~~  
95 ~~during which the student assumes increasing responsibility for directing the learning of a~~  
96 ~~group or groups of students over a period of time.~~

97

98 ~~**R277-504-3. General Standards for Approval of Programs for the Preparation of**~~  
99 ~~**Teachers.**~~

100 ~~—— (1) The Board may approve the educator preparation program of an institution if~~  
101 ~~the institution:~~

102 ~~—— (a) prepares candidates to meet the Utah Effective Teaching Standards in~~  
103 ~~R277-530;~~

104 ~~—— (b) prepares candidates to teach the Utah Core Standards, the Utah Early~~  
105 ~~Childhood Core Standards, and the Essential Elements as appropriate to the area of~~  
106 ~~licensure as established by the Board;~~

107 ~~—— (c) requires candidates to maintain a cumulative university GPA of 3.0 and~~  
108 ~~receive a C or better in all education related courses and major required content~~  
109 ~~courses:~~

110 ~~—— (d) requires the study of:~~

111 ~~—— (i) content and content-specific pedagogy appropriate for the area of licensure;~~

112 ~~—— (ii) knowledge and skills designed to assist in the identification of students with~~

113 ~~disabilities and to meet the needs of students with disabilities in the regular classroom.~~  
114 ~~Knowledge and skills shall include the following domains:~~

- 115 ~~—— (A) knowledge of disabilities under IDEA and Section 504 of the Rehabilitation~~  
116 ~~Act;~~
- 117 ~~—— (B) knowledge of the role of non-special education teachers in the education of~~  
118 ~~students with disabilities;~~
- 119 ~~—— (C) skills in providing tier one instruction on the Utah Core Standards and~~  
120 ~~positive behavior supports to students with disabilities within a multi-tiered system of~~  
121 ~~supports including:~~
  - 122 ~~—— (I) assessing and monitoring the education needs and progress of students with~~  
123 ~~disabilities;~~
  - 124 ~~—— (II) implementing and assessing the results of interventions; and~~
  - 125 ~~—— (III) skills in the implementation of an educational program with accommodations~~  
126 ~~and modifications established by an IEP or 504 plan for students with disabilities in the~~  
127 ~~regular classroom; and~~
  - 128 ~~—— (iii) knowledge and skills designed to meet the needs of diverse student~~  
129 ~~populations in the regular classroom. These skills for diverse student populations shall~~  
130 ~~include the skills to:~~
    - 131 ~~—— (A) allow teachers to create an environment using a teaching model that is~~  
132 ~~sensitive to multiple experiences and diversity;~~
    - 133 ~~—— (B) design, adapt, and deliver instruction to address each student's diverse~~  
134 ~~learning strengths and needs; and~~
    - 135 ~~—— (C) incorporate tools of language development into planning and instruction for~~  
136 ~~English language learners and support development of English proficiency; and~~
    - 137 ~~—— (e) requires a student teaching culminating experience that:~~
      - 138 ~~—— (i) requires a minimum of 400 clock hours with at least 200 clock hours in a single~~  
139 ~~placement;~~
      - 140 ~~—— (ii) requires that student teachers meet the same contract hours as licensed~~

141 ~~teachers in the same LEA;~~  
142 ~~—— (iii) requires that the student teacher not be employed in any capacity by the LEA~~  
143 ~~where he is placed except as provided in R277-504-7(3);~~  
144 ~~—— (iv) includes placement in all content or licensure areas in which the candidate~~  
145 ~~shall be licensed unless:~~  
146 ~~—— (A) no viable student teaching placement in one or more of the candidate's~~  
147 ~~endorsement areas is available; or~~  
148 ~~—— (B) the candidate is seeking a license in Elementary (1-8) and is completing an~~  
149 ~~elementary student teaching placement, but has also completed the USOE course~~  
150 ~~requirements for an endorsement;~~  
151 ~~—— (v) includes intermittent supervision and evaluation by institution personnel;~~  
152 ~~—— (vi) includes direct supervision of the candidate by a classroom teacher that:~~  
153 ~~—— (A) has been jointly selected by the institution student teaching placement~~  
154 ~~officer and the LEA-designated authority over student teaching placement;~~  
155 ~~—— (B) has been deemed effective by an evaluation system meeting the standards of~~  
156 ~~R277-531 or the LEA's equivalent; and~~  
157 ~~—— (C) has received training from the institution on the role and responsibilities of a~~  
158 ~~classroom mentor teacher for student teachers, including the standards of R277-515;~~  
159 ~~—— (vii) include meaningful self-reflection with review and feedback from both the~~  
160 ~~classroom mentor teacher and institution personnel; or~~  
161 ~~—— (f) Requires an internship culminating experience that:~~  
162 ~~—— (i) consists of full-time employment as an educator for one school year with a~~  
163 ~~minimum of 1260 clock hours at a single school site;~~  
164 ~~—— (ii) requires that interns meet the same contract teaching hours as licensed~~  
165 ~~teachers in the same LEA;~~  
166 ~~—— (iii) includes placement in the major content or licensure area in which the~~  
167 ~~candidate shall be licensed;—~~  
168 ~~—— (iv) where possible, includes placement in all content or licensure areas in which~~

169 the candidate shall be licensed unless:

170 ~~—— (A) no viable internship in one or more of the candidate's non-major endorsement~~  
171 ~~areas could be found; or~~

172 ~~—— (B) the candidate is seeking licensure in Elementary (1-8) and is completing an~~  
173 ~~elementary internship, but has also completed the USOE course requirements for an~~  
174 ~~endorsement;~~

175 ~~—— (v) includes intermittent supervision and evaluation by institution personnel;~~

176 ~~—— (vi) includes an LEA assigned mentor that:~~

177 ~~—— (A) has been jointly selected by the institution internship placement officer and~~  
178 ~~the LEA designated authority over internship placement;~~

179 ~~—— (B) has been deemed effective by an evaluation system meeting the standards of~~  
180 ~~R277-531 or the LEA's equivalent; and~~

181 ~~—— (C) provides direct support and supervision to the intern during the regular school~~  
182 ~~day in addition to the standard LEA supports of new teachers.~~

183 ~~—— (vii) includes meaningful self-reflection with review and feedback from both the~~  
184 ~~assigned mentor and institution personnel;~~

185 ~~—— (2) The Board may accept the following for an individual candidate as completely~~  
186 ~~or partially satisfying the student teaching/internship requirement:~~

187 ~~—— (a) one year of full-time contract teaching experience in a teaching position in a~~  
188 ~~public or accredited private school in the candidate's proposed licensure content areas~~  
189 ~~may completely satisfy the requirement;~~

190 ~~—— (b) teaching in a preschool or Headstart program may be accepted for up to~~  
191 ~~one-half of the student teaching requirement;~~

192 ~~—— (c) teaching experience in business or industry may be accepted for up to~~  
193 ~~one-half of the student teaching requirement; and~~

194 ~~—— (d) other experience accepted by the Board and designated as totally or partially~~  
195 ~~fulfilling the requirement.~~

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

197 ~~—— (1) The Board may approve the Early Childhood Education (K-3), Elementary~~  
198 ~~(K-6), or Elementary (1-8) teacher preparation program of an institution if the program:~~  
199 ~~—— (a) is aligned with:~~  
200 ~~—— (i) the 2010 National Association for the Education of Young Children Standards~~  
201 ~~for Initial and Advanced Early Childhood Professional Preparation Programs; or~~  
202 ~~—— (ii) the 2007 Association for Childhood Education International Standards for~~  
203 ~~Elementary Level Teacher Preparation, as appropriate;~~  
204 ~~—— (b) requires study and experiences which provide appropriate content knowledge~~  
205 ~~needed to teach:~~  
206 ~~—— (i) literacy including listening, speaking, writing, and reading;~~  
207 ~~—— (ii) mathematics;~~  
208 ~~—— (iii) physical and life science;~~  
209 ~~—— (iv) health and physical education;~~  
210 ~~—— (v) social studies; and~~  
211 ~~—— (vi) fine arts; and~~  
212 ~~—— (c) includes coursework specifically designed to prepare teachers:~~  
213 ~~—— (i) in the science of reading instruction including phonemic awareness, phonics,~~  
214 ~~fluency, vocabulary and comprehension;~~  
215 ~~—— (ii) in the science of mathematics instruction including quantitative reasoning,~~  
216 ~~problem solving, representation, and numeracy;~~  
217 ~~—— (iii) with the technical skills to utilize common education technology;~~  
218 ~~—— (iv) to integrate technology to support and meaningfully supplement the learning~~  
219 ~~of students;~~  
220 ~~—— (v) to facilitate student use of software for personalized learning;~~  
221 ~~—— (vi) to teach effectively in traditional, online-only, and blended classrooms;~~  
222 ~~—— (vii) to design, administer, and review educational assessments in a meaningful~~  
223 ~~and ethical manner;~~  
224 ~~—— (viii) in early childhood development and learning, if it is an Early Childhood~~



225 Education (K-3), or Elementary (K-6); and

226 ~~—— (ix) in a specific content area resulting in an endorsement added to the license~~  
227 ~~area, if it is an Elementary (1-8) program.~~

228 ~~—— (2) The program shall apply the standards to the specific age group or grade~~  
229 ~~level for which the program of preparation is designed.~~

230 ~~—— (a) An Early Childhood Education (K-3) program shall focus primarily on early~~  
231 ~~childhood development and learning.~~

232 ~~—— (b) An Elementary (K-6) program shall include both early childhood development~~  
233 ~~and learning and elementary content and pedagogy.~~

234 ~~—— (c) An Elementary (1-8) program shall focus primarily on elementary content and~~  
235 ~~pedagogy.~~

236 ~~—— (3) A teacher holding an Elementary (1-8) license area may earn an Early~~  
237 ~~Childhood (K-3) license area by completing specific coursework requirements~~  
238 ~~established by the Superintendent.~~

239 ~~—— (4) An Elementary (1-8) license permits the teacher to teach in any academic~~  
240 ~~area in self-contained classes in grades 1-8.~~

241 ~~—— (5) An Elementary (1-8) license permits the teacher to teach specific content~~  
242 ~~courses at the 7th or 8th grade level only if the teacher's license includes the~~  
243 ~~appropriate endorsement.~~

244

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

246 ~~—— (1) A Secondary (6-12) license area with an endorsement is valid in grades six~~  
247 ~~through twelve.~~

248 ~~—— (2) A Secondary (6-12) license area requires a major or major equivalent in a~~  
249 ~~content area, but the teacher cannot teach in an elementary self-contained class.~~

250 ~~—— (3) The Board may approve the secondary educator preparation program of an~~  
251 ~~institution if the program:~~

252 ~~—— (a) is an undergraduate level program and requires candidates to have~~

253 completed:

254 ~~—— (i) an approved content area or teaching major consistent with subjects taught~~  
255 ~~in Utah secondary schools; and~~

256 ~~—— (ii) content coursework reasonably equivalent to that required for individuals~~  
257 ~~completing a non-teaching degree in the subject; or~~

258 ~~—— (b) Is a graduate level program and requires candidates to have completed:~~

259 ~~—— (i) a bachelor's degree or higher from an accredited university; and~~  
260 ~~—— (ii) coursework equivalent to the minimum requirements for an endorsement as~~  
261 ~~established by the Superintendent, including the appropriate content knowledge~~  
262 ~~assessment; and~~

263 ~~—— (c) includes coursework specifically designed to prepare candidates:~~

264 ~~—— (i) with the technical skills necessary to utilize common education technology;~~  
265 ~~—— (ii) to integrate technology to support and meaningfully supplement the learning~~  
266 ~~of students;~~

267 ~~—— (iii) to facilitate student use of software for personalized learning;~~  
268 ~~—— (iv) to teach effectively in traditional, online-only, and blended classrooms;~~  
269 ~~—— (v) to design, administer, and review educational assessments in a meaningful~~  
270 ~~and ethical manner; and~~

271 ~~—— (vi) to include literacy and quantitative learning objectives in content specific~~  
272 ~~classes in alignment with the Utah Core Standards.~~

273 ~~—— (4) After completing a Board-approved Secondary (6-12) educator preparation~~  
274 ~~program, the license area shall be endorsed for all subjects in which the candidate has~~  
275 ~~met the course requirements for an endorsement as established by the Superintendent.~~

276 ~~—— (5) A content area or teaching major require not fewer than 30 semester hours of~~  
277 ~~credit in one content area.~~

278 ~~—— (6) An endorsement requires not fewer than 16 semester hours of credit in one~~  
279 ~~content area.~~

280

281 ~~**R277-504-6. Special Education (K-12+) and Preschool Special Education**~~  
282 ~~**(Birth-Age 5) License Areas.**~~

283 ~~—— (1) The Board may approve an institution's special education teacher preparation~~  
284 ~~program if the program is aligned with the 2011 Council for Exceptional Children Special~~  
285 ~~Education Standards for Professional Practice and is focused in one or more of the~~  
286 ~~following special education areas:~~

287 ~~—— (a) Mild/Moderate Disabilities~~

288 ~~—— (b) Severe Disabilities~~

289 ~~—— (c) Deaf and Hard of Hearing;~~

290 ~~—— (d) Blind and Visually Impaired;~~

291 ~~—— (e) Deafblind; or~~

292 ~~—— (f) Preschool Special Education (Birth-Age 5).~~

293 ~~—— (2) The Board may issue additional endorsements to teachers who hold Special~~  
294 ~~Education (K-12+) license areas if all endorsement requirements are met.——~~

295 ~~—— (3) A teacher who holds only a Special Education (K-12+) license area may only~~  
296 ~~be assigned as a teacher of record of students with disabilities.~~

297 ~~—— 4 The Board may approve a special education preparation program of an~~  
298 ~~institution if the program includes coursework specifically designed to train candidates~~  
299 ~~to:~~

300 ~~—— (a) understand the legal and ethical issues surrounding special education;~~

301 ~~—— (b) comply with IDEA and Utah State Board of Education Special Education~~  
302 ~~Rules;~~

303 ~~—— (c) work with other school personnel to implement and evaluate academic and~~  
304 ~~positive behavior supports and interventions for students with disabilities within a~~  
305 ~~multi-tiered system of supports;~~

306 ~~—— (d) train and monitor education teachers, related service providers, and~~  
307 ~~paraeducators in providing services and supports to students with disabilities;~~

308 ~~—— (e) provide the necessary specialized instruction, as per IEPs, to students with~~

309 disabilities, including:

310 ~~—— (i) core content from the Utah Early Childhood Core Standards, the Essential~~  
311 ~~Elements, and content specific pedagogy;~~

312 ~~—— (ii) skills in assessing and addressing the educational needs and progress of~~  
313 ~~students with disabilities;~~

314 ~~—— (iii) skills in implementing and assessing the results of research and~~  
315 ~~evidence-based interventions for students with disabilities; and~~

316 ~~—— (iv) skills in the implementation of an educational program with accommodations~~  
317 ~~and modifications established by an IEP for students with disabilities.~~

318 ~~—— (5) The Board may issue Blind and Visually Impaired/Deaf and Hard of Hearing~~  
319 ~~endorsements required under this rule to meet the highest requirements in the State~~  
320 ~~applicable to a specific profession or discipline required by the IDEA.~~

321 ~~—— (6) Preschool Special Education (Birth-Age 5) license holders who teach children~~  
322 ~~who are hearing impaired (Birth-Age 5) or vision impaired (Birth-Age 5), or both, in~~  
323 ~~self-contained, categorical classrooms shall hold an endorsement for Deaf and Hard of~~  
324 ~~Hearing (Birth-Age 5) or Blind and Visually Impaired (Birth-Age 5), or both.~~

325

326 **~~R277-504-7. Miscellaneous.~~**

327 ~~—— (1) An LEA that employs intern teachers shall have a policy that includes the~~  
328 ~~following:~~

329 ~~—— (a) the maximum number of interns that may be supported by each LEA~~  
330 ~~assigned mentor; and~~

331 ~~—— (b) a specific resource commitment to significant and quality LEA support~~  
332 ~~services to interns.~~

333 ~~—— (2)(a) A Middle Level license (5-9) continues to be valid~~

334 ~~—— (b) A Middle Level license (5-9) is no longer required of teachers or issued to~~  
335 ~~teachers assigned to a middle school.~~

336 ~~—— (3) Consistent with LEA and university policy and R277-508-4(4), a student~~

337 ~~teacher may work as a paid substitute in the classroom of the student teacher's~~  
338 ~~classroom mentor teacher for no more than five days and no more than three~~  
339 ~~consecutive days per university semester.~~

340 ~~—— (4) On the days a student teacher is working as a substitute teacher, the~~  
341 ~~candidate's legal status as a substitute teacher/district employee will take precedence~~  
342 ~~over the legal status as a teacher candidate.~~

343 ~~—— (5) A student teaching placement may be changed to an internship placement~~  
344 ~~upon agreement of the student teacher, the university program, and the LEA.~~

345

346 **~~R277-504-8. Sunset Clause.~~**

347 ~~—— (1) This rule will sunset on June 30, 2020.~~

348 ~~—— (2) An individual enrolled in an approved preparation program prior to January 1,~~  
349 ~~2020 may receive a professional license by completing the program approved in~~  
350 ~~accordance with this rule.~~

351

352 **~~KEY: teacher licensing, professional education, accreditation~~**

353 **~~Date of Enactment or Last Substantive Amendment: October 8, 2019~~**

354 **~~Notice of Continuation: September 2, 2014~~**

355 **~~Authorizing, and Implemented, or Interpreted Law: Art X Sec 3; 53E-3-501(1)(a);~~**

356 **~~53E-3-401(4)]~~**