

R277-304 received final approval by the Utah State Board of Education on March 7, 2019. R277-304 is published in the April 15, 2019 Utah State Bulletin, subject to a 30-day comment period, with a first possible effective date of May 22, 2019.

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]~~ in which a program candidate is

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

28 mentored by a licensed educator and evaluated by a teacher leader, school  
29 administrator, or university preparation program faculty member, in order to develop  
30 and demonstrate competency in the skills and knowledge necessary to be an  
31 effective teacher, in a physical ~~[or virtual]~~ classroom ~~[with real students]~~, which may  
32 include experiences in a virtual classroom.

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

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

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

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

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

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

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

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

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

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

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

60 (1) prepare candidates to meet the Utah Effective Teaching Standards in Rule  
61 R277-530;

62 (2) prepare candidates to teach:

63 (a) the Utah Core Standards; and

64 ~~(b) the Utah Early Childhood Core Standards; and]~~

65 (b) the Essential Elements, as appropriate to a candidate’s prospective area  
66 of licensure as established by the Board;

67 (3) include school-based clinical experiences for a candidate to observe,  
68 practice skills, and reflect on teaching that:

69 (a) are significant in number, ~~[and scope]~~ depth, breadth, and duration;

70 (b) are progressively more complex;

71 (c) occur in multiple schools and classrooms;

72 (d) include working with all types of students; and

73 (e) include creating and consistently implementing ~~beginning of semester or~~  
74 ~~school year~~ classroom procedures and ~~[routines in the beginning of a semester or~~  
75 ~~a school year]~~ practices;

76 ~~(4) ensure that candidates have clinical experiences with sufficient depth,~~  
77 ~~breadth, and duration to ensure that they have gained the knowledge, skills, and~~  
78 ~~dispositions requisite so all students learn;]~~

79 (4) require the demonstration of competency in:

80 (a) content and content-specific pedagogy appropriate for the area of  
81 licensure;

82 (b) knowledge of the Utah Educator Professional Standards contained in Rule

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

83 R277-515;

84 (c) creating effective learning environments by establishing and implementing  
85 routines and procedures with consistent expectations;

86 (d) skills in providing tier one and tier two instruction and intervention on the  
87 Utah Core Standards and positive behavior supports to each student within a multi-  
88 tiered system of supports;

89 (e) integrating technology to support and meaningfully supplement the  
90 learning of students, including the effective use of software for personalized learning;

91 (f) designing, administering, and reviewing educational assessments in a  
92 meaningful and ethical manner;

93 (g) analyzing formative and summative assessments results to inform and  
94 modify instruction;

95 (h) assessing students for competency for the purpose of personalized  
96 learning;

97 (i) skills in implementing personalized learning practices that consider the  
98 whole child, including:

99 (i) trauma-informed instructional practices; and

100 (ii) restorative instructional practices;

101 (j) knowledge and skills designed to assist in the identification of students with  
102 disabilities to meet the needs of students with disabilities in the general classroom,  
103 including:

104 (i) knowledge of the IDEA and Section 504 of the Rehabilitation Act;

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

107 (iii) knowledge and skills in implementing least restrictive behavior  
108 interventions;

109 (iv) skills in implementing and assessing the results of interventions; and

110 (v) skills in the implementation of an educational program with

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

111 accommodations, modifications, services, and supports established by an IEP or a  
112 504 plan for students with disabilities in the general education classroom;

113 (k) knowledge and skills designed to meet the needs of diverse student  
114 populations in the general education classroom, including:

115 (i) allowing students multiple ways to demonstrate learning that are sensitive  
116 to student diversity;

117 (ii) creating an environment using a teaching model that is sensitive to multiple  
118 experiences and diversity;

119 (iii) designing, adapting, and delivering instruction to address each student's  
120 diverse learning strengths and needs; and

121 (iv) incorporating tools of language development into planning, instruction, and  
122 intervention for students learning English and supporting development of English  
123 proficiency; and

124 (l) knowledge and skills in collaborating with parents and guardians~~[; who are~~  
125 ~~primarily responsible for the education of their student]~~.

126 (5) for a program applicant accepted on or after January 1, 2020, require  
127 multiple opportunities for a program applicant to successfully demonstrate application  
128 of knowledge and skills gained through the program in one or more clinical  
129 experiences in each of the following competencies:

130 (a) implementing the ~~[full teaching cycle of a unit of instruction; e.g.,]~~ planning  
131 and design, delivery, facilitation, assessment, evaluation, and reflection of a unit of  
132 instruction, including:

133 (i) systematic and explicit instructional design and implementation;

134 (ii) varied evidence-based instructional strategies;

135 (iii) developmentally appropriate and authentic learning experiences;

136 (iv) scaffolded instruction;

137 (v) differentiated instruction;

138 (vi) instruction targeting higher order thinking and metacognitive skills;

- 139           (vii) project-based or competency-based learning opportunities;  
140           (viii) designing and selecting pre-assessments, formative, and summative  
141 assessments that align to student learning objectives; and  
142           (ix) revising instructional plans for future implementation or reteaching  
143 concepts as appropriate;  
144           (b) integrating cross-disciplinary skills, such as literacy or numeracy, into  
145 instruction;  
146           (c) engaging students in the learning process;  
147           (d) utilizing technology to enhance and personalize instruction;  
148           (e) implementing the accommodations, modifications, services, and supports  
149 as outlined in a student’s IEP or 504 plan;  
150           (f) evaluating student artifacts and assessments for the purposes of:  
151           (i) measuring student understanding;  
152           (ii) modifying instruction;  
153           (iii) targeting tier two instruction and intervention in a multi-tiered system of  
154 support;  
155           (iv) providing feedback to students; and  
156           (v) documenting student progress, i.e., assigning an academic grade;  
157           (g) establishing and maintaining classroom procedures and routines that  
158 include positive behavior interventions and supports;  
159           (h) establishing and maintaining a positive learning climate;  
160           (i) reflecting on the teaching process and justifying instructional decisions;  
161           (j) collaborating with grade level, subject, or cross-curricular teams to:  
162           (i) analyze student data; and  
163           (ii) inform, plan, and modify instruction;  
164           ~~(iii) implementing common formative assessments;~~  
165           (k) participating in at least one IEP meeting or parental consultation regarding  
166 a student that the program applicant has instructed;

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

- 167 (l) effectively communicating with parents, colleagues, and administration; and  
168 (m) consulting with a school counselor regarding the emotional well-being of  
169 students and referring the students to a school counselor when necessary;  
170 (6) include consideration of a candidate's dispositions and suitability for  
171 teaching; and  
172 (7) include plans for candidate remediation and exit counseling if applicable.

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

- 174 (1) Prior to approval by the Board, a preparation program for early childhood  
175 education or elementary education shall:  
176 (a) align, as appropriate, with:  
177 (i) the 2010 National Association for the Education of Young Children  
178 Standards for Initial and Advanced Early Childhood Professional Preparation  
179 Programs; or  
180 (ii) the CAEP 2018 K-6 Elementary Teacher Preparation Standards; and  
181 (b) require the demonstration of competency in:  
182 (i) the areas outlined in Section R277-304-3;  
183 (ii) the appropriate content knowledge needed to teach:  
184 (A) literacy, including listening, speaking, writing, and reading;  
185 (B) mathematics;  
186 (C) physical and life science;  
187 (D) health and physical education;  
188 (E) social studies; and  
189 (F) fine arts;  
190 (iii) the science of reading instruction including:  
191 (A) phonemic awareness;  
192 (B) phonics;  
193 (C) fluency;

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

- 194 (D) vocabulary; and  
195 (E) comprehension;  
196 (iv) the science of mathematics instruction, including:  
197 (A) quantitative reasoning;  
198 (B) problem solving;  
199 (C) representation;  
200 (D) numeracy; and  
201 (E) a balance of procedural and conceptual understanding; and  
202 (v) early childhood development and learning.  
203 (2) For a program applicant accepted after January 1, 2020, a preparation  
204 program for early childhood or elementary education shall require multiple  
205 opportunities for a program applicant to successfully demonstrate application of  
206 knowledge and skills gained through the program in a school-based setting in each  
207 of the following:  
208 (a) all requirements outlined in Subsection R277-304-3(6);  
209 (b) demonstrating content specific pedagogy in each of the areas outlined in  
210 Subsection R277-304-4(1)(b)(ii);  
211 (c) diagnosing students struggling with reading and planning and implenting  
212 remediation for those students; and  
213 (d) diagnosing students struggling with mathematics and planning and  
214 implenting remediation for those students.  
215 (3) An educator preparation program shall apply the standards in this Section  
216 R277-304-4 to the specific age group or grade level for which the program of  
217 preparation is designed.  
218 (a) An early childhood education program shall focus primarily on early  
219 childhood development and learning in kindergarten through grade 3.  
220 (b) An elementary program shall include both early childhood development  
221 and learning and elementary content and pedagogy in kindergarten through grade



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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

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

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

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

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

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

231 (d) planning instruction and assessment in content-specific teams and in  
232 cross-curricular teams.

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

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

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

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

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

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

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

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

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

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

253 (i) Mild/Moderate Disabilities;

254 (ii) Severe Disabilities;

255 (iii) Deaf and Hard of Hearing;

256 (iv) Blind and Visually Impaired;

257 (v) Deafblind; or

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

259 (c) require the passage of a special education content knowledge assessment  
260 approved by the Superintendent;

261 (d) require the passage of a Braille assessment approved by the  
262 Superintendent for a program in the Blind and Visually Impaired area;

263 (e) require the demonstration of competency in:

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

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

266 (A) the IDEA;

267 (B) the Special Education Rules Manual incorporated by reference in Section  
268 R277-750-2; and

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

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

271 (iv) working with other school personnel to implement and evaluate academic  
272 and positive behavior supports and interventions for students with disabilities within  
273 a multi-tiered system of supports;

274 (v) training in and supervising the services and supports provided to students  
275 with disabilities by general education teachers, related service providers, and

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

276 paraprofessionals; and

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

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

279 (A) the Utah Core Standards; and

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

281 (B) the Essential Elements as appropriate to a candidate’s prospective area

282 of licensure as established by the Board;

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

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

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

286 students with disabilities;

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

288 based interventions for students with disabilities; and

289 (E) skills in ~~[the implementation of]~~ implementing an educational program with

290 accommodations, ~~[and]~~ modifications, services, and supports established by an IEP

291 for students with disabilities.

292 (2) For a program applicant accepted after January 1, 2020, a special

293 education or preschool special education preparation program shall require multiple

294 opportunities for a program applicant to successfully demonstrate application of

295 knowledge and skills gained through the program in a school-based setting in each

296 of the following:

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

298 (b) creating learning goals and objectives for a student with disabilities that are

299 specific, measurable, time-bound, and aligned to identified student needs and the

300 Utah Core Standards;

301 (c) designing or adapting learning environments for diverse student

302 populations that encourage active participation in individual and group activities;

303 (d) monitoring school compliance with the provisions of multiple student’s IEP

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

304 and Section 504 plans;

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

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

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

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

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

317 (1) Prior to approval by the Board, a deaf education preparation program shall:

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

320 (b) be aligned with the National Association of State Directors of Special  
321 Education, Inc., Optimizing Outcomes for Students who are Deaf or Hard of Hearing,  
322 Educational Service Guidelines, Third Edition;

323 (c) be focused on one or more of the following areas:

324 (i) teaching students who are deaf or hard of hearing from birth to age five  
325 using both listening and spoken language strategies and American Sign Language;

326 (ii) teaching students who are deaf or hard of hearing with listening and  
327 spoken language strategies; or

328 (iii) teaching students who are deaf or hard of hearing with strategies that  
329 promote the development of American Sign Language and English literacy across  
330 the curriculum;

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

- 331 (d) require the passage of a deaf education content knowledge assessment  
332 approved by the Superintendent;
- 333 (e) require demonstration of competency in:
- 334 (i) the areas detailed in Section R277-304-3.
- 335 (ii) legal and ethical issues surrounding special education, including:
- 336 (A) the IDEA;
- 337 (B) the Special Education Rules Manual incorporated by reference in Section  
338 R277-750-2; and
- 339 (C) all other applicable statutes and Board rules;
- 340 (iii) addressing specific linguistic and cultural needs of deaf and hard of  
341 hearing students throughout the curriculum;
- 342 (iv) skills for incorporating language into all aspects of the curriculum;
- 343 (v) pedagogical skills unique to teaching reading, writing, mathematics, and  
344 other content areas to deaf and hard of hearing students;
- 345 (vi) basic fluency in the use of American Sign Language;
- 346 (vii) knowledge of the audiological and physiological components of audition;
- 347 (viii) skills for teaching speech to deaf and hard of hearing students;
- 348 (ix) the socio-cultural and psychological implications of hearing loss; and
- 349 (x) assessing and addressing the educational needs and educational progress  
350 of deaf and hard of hearing students.
- 351 (2) For a program applicant accepted after January 1, 2020, a deaf or hard of  
352 hearing education preparation program shall require multiple opportunities for a  
353 program applicant to successfully demonstrate application of knowledge and skills  
354 gained through the program in a school-based setting in each of the following:
- 355 (a) all requirements outlined in Subsection R277-304-3(6);
- 356 (b) for a program focused on Subsection R277-304-7(1)(c)(i):
- 357 (i) assessing early childhood language development and assessment in  
358 American Sign Language and spoken English;

- 359           (ii) working with families with students who are deaf or hard of hearing while  
360 respecting a variety of communication modalities;
- 361           (iii) integrating language, speech, and listening everyday activities;
- 362           (iv) sharing knowledge with families iwth students who are deaf or hard of  
363 hearing about the complexities of deaf culture, including norms and behaviors of the  
364 deaf community;
- 365           (v) developing auditory perception in children and educating parents about  
366 developmental milestones for listening skills; and
- 367           (vi) proficiency in American Sign Language as demonstrate by passing an  
368 assessment approved by the Superintendent;
- 369           (c) for a program focused on Subsection R277-304-7(1)(c)(ii):
- 370           (i) developing auditory perception in children and strategies for develo[ing  
371 listening and spken language in deaf and hard of hearing students;
- 372           (ii) demonstrating understanding and expertise regarding early childhood  
373 spoken language development;
- 374           (iii) involving family members with students who are deaf or hard of hearing  
375 in learning and therapeutic activities;
- 376           (iv) integrating speech, listening, and spoken language in preschool and early  
377 elementary content areas; and
- 378           (v) integrating current listening technology, including troubleshooting such  
379 technology; and
- 380           (d) for a program focused on Subsection R277-304-7(1)(c)(iii):
- 381           (i) integrating American Sign Language into instruction of core academic  
382 content for all school-age students;
- 383           (ii) enhancing bilingual literacy of students who are deaf or hard of hearing in  
384 both American Sign Language and English;
- 385           (iii) integrating respect and understanding of deaf culture into instruction;
- 386           (iv) demonstrating understanding and expertise regarding American Sign

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

387 Language language development; and  
388 (v) proficiency in American Sign Language as demonstrated by passing an  
389 assessment approved by the Superintendent.

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

391 (1) Prior to approval by the Board, a CTE teacher preparation program  
392 designed for individuals that do not hold a bachelor's degree or higher shall:

393 (a) focus on one or more of the following areas:

394 (i) family and consumer sciences;

395 (ii) health sciences;

396 (iii) information technology;

397 (iv) skilled and technical sciences; or

398 (v) work-based learning;

399 (b) require that candidates have six years of documented, related  
400 occupational experiences within the 10 years prior to the program application in an  
401 approved CTE license area;

402 (c) require demonstration of competency in all areas detailed in Sections  
403 R277-304-3 and R277-304-5;

404 (d) For a program applicant accepted after January 1, 2020, a CTE  
405 preparation program shall require multiple opportunities for a program applicant to  
406 successfully demonstrate application of knowledge and skills gained through the  
407 program in a school-based setting in all requirements outlined in Section R277-304-  
408 5; and

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

412 (2) A program may count an associate's degree in a related area for up to two  
413 years of occupational experience to satisfy the requirement in Subsection R277-304-

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**DRAFT 5**  
**Boardmember Ellis**  
March 5, 2019

414 8(1)(b).  
415 (3)(a) An approved program may request a waiver from the Superintendent  
416 of the occupational experience required for a candidate if the candidate has passed  
417 an approved competency examination in the respective field at or above the passing  
418 score established by the Superintendent.  
419 (b) The Superintendent may grant a waiver under Subsection (2)(a) for up to  
420 five years from the date the candidate passed the examination.

421 **KEY:**  
422 **Date of Enactment of Last Substantive Amendment: 2018**  
423 **Authorizing, and Implemented or Interpreted Law: Art. X Sec. 3; 53A-1-401**