Utah State Board of Education

Alternate Pathway to Professional Educator License (APPEL)

LEA-Model Program Framework 2020

This document outlines the USBE Model Program Framework for an Alternate Pathway to Professional Educator License (APPEL) - it is <u>NOT</u> the program approval application. The sections listed in this document are the same as those outlined in the application.

You may choose to use the Model Program Framework either in its entirety, utilize certain sections of the framework, adapt the framework to serve your LEA's specific needs, or you may choose to disregard the framework and customize your application by creating your own answers.

- *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.*
- *Custom: You will write the narrative to describe how you will meet the requirements of that section.*

APPEL Program Outline

For educator preparation program approval, each LEA needs to submit a detailed narrative outlining how they will meet the board rule requirements for educator preparation programs. Each LEA outline should align with and expand upon its existing educator support and resources.

<u>**Program Outline Overview:**</u>

- APPEL Leadership Team
- Candidate Initial Evaluation
- Professional Learning Plan
- Utah Effective Teaching Standards (UETS)
- Educator Competencies
- Content Competencies and Discipline-Specific Methods
- Pedagogical Competencies
- Clinical Experience Fieldwork Overview
- Clinical Experience Competencies
- Program Mentoring
- Teacher Dispositions
- Remediation
- Pedagogical Performance Assessment (PPA) Preparation
- Record Management
- Personnel Training

LEA APPEL Leadership Team

Other than the Program Director these may be specific individuals or specific designees in your LEA (i.e., HR director, principal, etc.). Multiple roles may be assigned to one leadership team member. *If you would like to utilize this leadership team chart, please include the chart with your application as an appendix item.*

LEA Name: _____	
Leadership Title	***Role/Responsibility and Qualifications/Skills***
Program Director Project management, organization, leadership, trainer, communicator	**Name:** **E-mail:** **Phone:** **Role:** Point of contact, directs all elements of the program, communicates with administration, personnel and candidate, ensures personnel training, schedules candidate progress meetings, controls documents/records. **Preferred Qualifications:** Level 2/Professional License with years of experience, administrative license, school or district-level leadership experience
Transcript Reviewer Attention to detail, communication	**Name:** **E-mail:** **Phone:** **Role:** Reviews candidate transcripts for content and pedagogy coursework, consulting with Pedagogy Consultant and Content Consultants as needed. **Preferred Qualifications:** Bachelor's degree, licensed educator
Pedagogy Consultant Expert in the field of education	**Name:** **E-mail:** **Phone:** **Role:** Reviews transcripts and PLPs for pedagogical soundness. **Preferred Qualifications:** Level 2 or Professional License, instructional coach, experience as a mentor, conducting professional learning, etc.
Content Consultants Expert in the appropriate content area/discipline	**Name:** **E-mail:** **Phone:** **Role:** Reviews transcripts and PLPs for content-specific soundness.

	Preferred Qualifications: Level 2 or Professional License, content specialist, experience with standards implementation, mentoring content educators
Plan Writer Organization, communication, attention to detail	**Name:** **E-mail:** **Phone:** **Role:** After transcript review, and upon consultation with other team members, writes up the candidate's Professional License Plan. **Preferred Qualifications:** basic computer literacy
Clinical Experience Coordinator Communication, management, mentoring skills, modeling correct practice	**Name:** **E-mail:** **Phone:** **Role:** Selects, trains, and monitors preparation program mentor-educators and coordinates candidate fieldwork experiences such as scheduling substitutes, arranging observations, and supporting candidate needs. **Preferred Qualifications:** Level 2 or Professional License, prior Mentor experience; school or district-level leadership, prior work with pre-service teacher or university EPP
Pedagogical Performance Assessment Specialist Communication, modeling correct practice, organization, support	**Name:** **E-mail:** **Phone:** **Role:** Trained by PPA provider, prepares candidates for and supports candidates through the performance assessment process **Preferred Qualifications:** Level 2 or Professional License, prior mentor experience, taken the PPA themselves or completed NBCT portfolio
Progress Monitor Organization, communication	**Name:** **E-mail:** **Phone:** **Role:** Tracks PLPs, collects appropriate evidence, and ensures candidates are progressing through their plan and appropriately supported. **Preferred Qualifications:** experience in an educational setting, mentor experience, job coach experience

Transcript reviews are conducted as outlined in the guidelines provided by USBE including these processes:

- Pedagogy Consultant reviews official transcripts, MIDAS transcripts, collects course descriptions for all pedagogy coursework to detail which competencies are met.
- Content Consultant reviews official transcripts, MIDAS transcripts, and Endorsement forms, collecting course descriptions for all content and methods coursework. Consult with USBE specialists as needed.
- Plan Writer collates the Consultants' results and creates draft PLPs for each of the candidate's Associate license areas with related Associate endorsements using the Model Program PLP templates for each of the teaching assignments. (Since endorsement requirements will be evolving over the 2020/21 school year, completing the content knowledge portion of a candidate's Professional Learning Plan may be postponed until the revised endorsement forms are published by USBE.)

A **Professional License Plan (PLP)** template is provided by USBE. The PLP template includes elements from Board Rule R277-304 such as pedagogy/content studies, educator dispositions, educator competencies, clinical experience competencies, UETS evaluations, and the pedagogical performance assessment. The Plan Writer fills in the studies portion of the template according to the transcript review analysis. Endorsement templates are provided by USBE to track evidence of what studies have met endorsement requirements.

The draft PLP is created no later than **thirty days** after work begins in the classroom.

Clinical Experiences Coordination
The Clinical Experience Coordinator selects, trains, and monitors mentor-educators.

The candidate's assigned mentor-educator models, advises' and supports the candidate through the program experience. The mentor-educator is an advocate for the candidate and helps them through their educator preparation experience by guiding the candidate through school and district policies and procedures, answering questions, providing resources, reviewing curriculum plans, observing instruction, ensuring the candidate is familiar with UETS and the evaluation tool, and coaching them through the educator dispositions and clinical experience competencies, etc.

The mentor-educator performs, or has performed, substantially the same duties as the candidate. Release time is provided to work as a mentor-educator or be assigned as an instructional coach or equivalent position.

Initial Consultation
An initial consultation meeting is held between the candidate, the Program Director (or designated team member), and mentor-educator to lay out the candidate's draft PLP and timeline. This also happens no later than **thirty days** after work begins in the classroom.

Administrator Annual Evaluations for UETS
The school administrator observes the candidate's classroom mastery of UETS and disposition for teaching at least twice yearly using the LEA observation tool based on UETS. The administrator meets with the candidate to review the results of the observation/evaluation. See R277-531 for board rule guidelines for evaluation system and R277-533 for board rule guidelines for evaluating educators.

Disposition/Progress Consultations
Candidates are placed on an approximate timeline for the work to be completed on the PLP. Regular progress meetings with the candidate, Program Director, Progress Monitor, school administrator and mentor-educator(s) are conducted (at least one per year) to ensure the candidate is progressing through the PLP according to the proposed PLP timeline.

The Progress Monitor maintains documentation of any PLP progress updates with signatures signing off on competencies met, evaluations completed, studies finished, etc.

Upon the candidate's successful competencies demonstration on every item on the PLP, the Program Director recommends the candidate to USBE for professional licensure.

Pedagogical Performance Assessment
The Pedagogical Performance Assessment (PPA) is the culminating assessment for the candidate in the APPEL program. It requires an intense combination of portfolio evidence, teaching instruction and reflection, and is completed over time.

The PPA Specialist receives training directly from the assessment provider/vendor on how to prepare candidates to complete the assessment successfully. Based on the PLP timeline, the PPA Specialist prepares candidates for the assessment. The PPA Specialist monitors the candidate's progress through the assessment, in accordance with policy.

The mentor-educator ensures the candidate understands the ten standards and is developing competency in teaching as outlined in the Utah Effective Teaching Standards (UETS). To document progress over time, the school administrator observes and evaluates the candidate a minimum of two times per school year using the UETS rubric or an LEA evaluation tool that is based on the UETS.

To successfully complete the UETS portion of the Professional Learning Plan, the candidate must meet a minimum of Emerging/Minimal proficiency in all UETS standards.

EDUCATOR COMPETENCIES: *How will the program ensure each candidate successfully demonstrates competency in all educator competencies outlined in Board Rule 304.3(4)?*

Progression towards competency demonstration will be determined by the mentor-educator reviewing curriculum lesson plans, observations including discussion and reflection with the candidate, and/or the administrator evaluation reports. During reflection times, the mentor-educator and candidate will jointly discuss the state of competency and identify what further work needs to be completed to demonstrate mastery for the administrative evaluation.

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

   APPEL leadership will, based on the transcript review, determine what content-specific pedagogy and additional content courses are required for the candidate to complete endorsement coursework requirements.(This will evolve over time as USBE works through endorsement content requirements - APPEL programs should focus on pedagogy initially.)

b) knowledge of the Utah Educator Professional Standards contained in Board Rule R277-515;

   Augmenting what the candidate learned in the four required Associate Educator License modules, the mentor-educator and administrator will ensure that the candidate knows the Utah Educator Professional Standards through observation, discussion, and reflection.

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

> Candidates will complete a course of study focused on classroom management, creating effective learning environments, and developing routines and procedures. Candidates will observe effective learning environments created by other educators. Candidates will demonstrate their competencies implementing the concepts learned in their studies by developing an effective learning environment in their own classroom.

d) 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;

> Candidates will complete courses of study on instructional planning and assessment, basic special education law, and instruction that include positive behavior supports and MTSS principles. Candidates will demonstrate their competencies implementing the concepts learned in their studies by planning and executing appropriate instruction and supports in their lessons.

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

> Candidates will complete a course of study on instructional technology. Candidates will demonstrate their competencies implementing the concepts learned in their studies by incorporating technology in lesson planning and classroom instruction as a learning strategy and resource for student learning.

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

> Candidates will complete a course of study on assessment. Candidates will explore various assessment strategies used by other educators in their content area. Candidates will demonstrate their competencies in assessment by creating and administering a variety of assessments with their students.

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

> Candidates will complete a course of study on assessment. Candidates will demonstrate their competencies in assessment analysis by working with their mentor-educator to analyze assessment evidence for insight into student learning and making appropriate adjustments to assessments to enhance student understanding.

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

> Candidates will complete a course of study on assessment. Candidates will demonstrate their competencies in assessing students for personalized learning by developing appropriate strategies in their lesson planning for personalized learning instruction.

i) skills in implementing personalized learning practices that consider the whole child including:
    i. trauma-informed instructional practices;
    ii. restorative instructional practices.

Candidates will participate in grade-level or content-level team discussions on effective trauma-informed instructional practices around safety, connections, and emotion management. Candidates will demonstrate their competency by, in consultation with the mentor-educator, making adjustments in classroom culture, policies, and non-punitive practices to better support student success.

j) 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, including:
   i. knowledge of the IDEA and Section 504 of the Rehabilitation Act;
   ii. knowledge of the role of non-special-education teachers in the education of students with disabilities;
   iii. knowledge and skills in implementing least restrictive behavior interventions;
   iv. skills in implementing and assessing the results of interventions;
   v. skills in the implementation of an educational program with accommodations, modifications, services, and supports established by an IEP or a 504 plan for students with disabilities in the general education classroom.

   Candidates will complete a course of study on basic special education law and instruction. Candidates will demonstrate their understanding of special education by sharing least restrictive behavior strategies, making appropriate accommodations, providing appropriate support for special education students, and taking part in a minimum of two IEP or 504 plan meetings.

k) knowledge and skills designed to meet the needs of diverse student populations in the general education classroom, including:
   i. allowing students multiple ways to demonstrate learning that are sensitive to student diversity;
   ii. creating an environment using a teaching model that is sensitive to multiple experiences and diversity;
   iii. designing, adapting, and delivering instruction to address each student's diverse learning strengths and needs;
   iv. incorporating tools of language development into planning, instruction, and intervention for students learning English and supporting the development of English proficiency.

   Candidates will complete a course of study on teaching diverse populations. Candidates will demonstrate their competencies in creating a diversity-friendly learning environment by implementing diverse instruction strategies to meet student's individual needs, allowing students to demonstrate their learning in diverse ways, as well as considering and incorporating language development tools, as appropriate, for their classes.

l) knowledge and skills in collaborating with parents and guardians.

   Candidates will demonstrate their ability to communicate and collaborate with parents and guardians by participating in parent-teacher conferences as well as conducting personalized contacts, as appropriate and needed, for student support and intervention.

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 who they will work with to meet these requirements; e.g. USBE, university, college, etc.*

(Response in this area may be general since endorsement requirements will be evolving over the 2020/21 school year. Completing the content knowledge portion of a candidate's Professional Learning Plan may be postponed until the revised endorsement forms are published by USBE.)

The following learning outcomes must be covered in the APPEL program. The learning outcomes from Board Rule are grouped under the bolded topics. [The LEA APPEL program is responsible to guide candidates on how to accomplish the pedagogical and content studies. The LEA will determine who will provide the studies.]

- **Additional content coursework** (as necessary)
    - Content coursework gaps identified from the endorsement form transcript review

- **Methods of Teaching content course or appropriate CTE conference**
    - Content-specific methods appropriate for the area of licensure.

The following learning outcomes must be covered in the APPEL program. The learning outcomes from Board Rule are grouped under the bolded topics. [USBE will be vetting coursework aligned to these requirements and will inform LEAs of all approved options. The LEA APPEL program is responsible to guide candidates on how to accomplish the pedagogical and content studies. The LEA will determine who will provide the studies.]

- **Creating a Learning Environment** (best practices in classroom management)
  - Creating effective learning environments by establishing and implementing routines and procedures with consistent expectations; skills in implementing personalized learning practices that consider the whole child including: trauma-informed instructional practices; and restorative instructional practices.

- **Curriculum Scope and Sequence - Instruction, Technology, Assessment, Planning**
  - Planning instruction and assessment in content-specific teams and in cross-curricular teams.
  - Designing, administering, and reviewing educational assessments in a meaningful and ethical manner; formative and summative assessments results to inform and modify instruction; assessing students for competency for the purpose of personalized learning.
  - Integrating technology to support and meaningfully supplement student learning, including the effective use of software for personalized learning.
  - Knowledge of the Utah Educator Professional Standards (UETS); knowledge and skills to collaborate with parents and guardians; skills in providing tier one and tier two instruction and intervention on the Utah Core Standards and positive behavior supports to each student within a multi-tiered system of supports.

- **Literacy Strategies in the Content Area** (reading, writing, mathematics)
  - Literacy and quantitative learning objectives in content specific classes in alignment with the Utah Core Standards, including diagnosis, planning, and implementing remediation for struggling students.

- **Working with Diverse Learners** (which includes language acquisition for Language Learning students)
  - Knowledge and skills to meet the needs of diverse student populations in the general education classroom, including: allowing students multiple ways to demonstrate learning that are sensitive to student diversity; creating an environment using a teaching model that is sensitive to multiple experiences and diversity; designing, adapting, and delivering instruction to address each student's diverse learning strengths and needs; and incorporating tools of language development into planning, instruction, and intervention for students learning English and supporting the development of English proficiency.

- **Introduction to Special Education**
  - Knowledge and skills designed to assist in the identification of students with disabilities and to meet their needs in the general classroom, including: knowledge of the IDEA and Section 504 of the Rehabilitation Act; knowledge of the role of non-special-education educators in the

education of students with disabilities; knowledge and skills in implementing least restrictive behavior interventions; skills in implementing and assessing the results of interventions; and skills in the implementation of an educational program with accommodations, modifications, services, and supports established by an IEP or a 504 plan for students with disabilities in the general education classroom.

CLINICAL EXPERIENCE/FIELDWORK OVERVIEW: 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.*

In order to meet these requirements for each candidate, the Clinical Experiences Coordinator will:
- Create a fieldwork observations schedule as part of each candidate's PLP.
- Provide release time for the candidate, once every three weeks, for the first three months of teaching (for 1-2 class periods) to observe master educator classrooms. This release time must be other than the candidate's prep period. A substitute for the candidate's release time must be provided.
- Provide full-day release time at least three times over the following six months for the candidate to observe master educators' classrooms and educators in their content area. These full-day release time observations can occur in a different school(s), but must be the entire school-day and include the mentor-educator as much as possible so reflection on the practices observed can happen together. Substitutes for the candidate's and mentor-release time are provided.
  - One visit (specific placement and experience through observation and reflection) is focused on the needs of ethnically diverse students and language acquisition.
  - One visit (specific placement and experience through observation and reflection) is focused on students from low SES and their needs.
  - One visit (specific placement and experience through observation and reflection is focused on the needs of students with special needs.

- One visit (specific placement and experience through observation and reflection) is focused on the unique needs of the candidate (i.e., What does the candidate need to experience the most at that time?)
- Provide additional release time, as necessary, for the candidate to continue observation and reflection experiences in other classrooms and schools to bridge the gaps identified during progress consultations. [USBE recommends a full-day release time is scheduled every few months for the duration of time the candidate is in the APPEL program.]

CLINICAL EXPERIENCE COMPETENCIES: How will the candidate's clinical experience be supervised to ensure the specific clinical experience competencies outlined in Board Rule 304.3(5) are met successfully through demonstration of knowledge and skills?

Progression towards competency demonstration will be determined by the mentor-educator reviewing curriculum lesson plans and observations including discussion and reflection with the candidate and/or the administrator evaluation reports. Teacher artifacts such as a portfolio, written curriculum and assessments, reflections, etc. should be part of the demonstration of competency. During reflection times, the mentor-educator and candidate will jointly discuss the state of competencies and identify further work needs to be done to demonstrate mastery for the administrative evaluation.

a) implementing the planning and design, delivery, facilitation, assessment, evaluation, and reflection of a unit of instruction, including:
  i. systematic and explicit instructional design and implementation;
  ii. varied evidence-based instructional strategies;
  iii. developmentally appropriate and authentic learning experiences;
  iv. scaffolded instruction;
  v. differentiated instruction;
  vi. instruction targeting higher order thinking and metacognitive skills;
  vii. project-based or competency-based learning opportunities;
  viii. designing and selecting pre-assessments, formative, and summative assessments that align to student learning objectives;
  ix. revising instructional plans for future implementation or reteaching concepts as appropriate;

  Candidates will demonstrate competency by completing the entire teaching cycle and documenting the reflection process with the mentor-educator and grade-level or content-level teams, revising and improving subsequent units of instruction.

b) integrating cross-disciplinary skills such as literacy or numeracy into instruction;

Candidates will demonstrate competency by intentionally incorporating cross-disciplinary skills into their curriculum.

c) engaging students in the learning process;

Candidates will demonstrate competency by planning instruction that strengthens students' ownership of their own learning and provide opportunities for them to teach their peers.

d) utilizing technology to enhance and personalize instruction;

Candidates will demonstrate competency by incorporating technology resources into their curriculum to support and complement the instructional content.

e) implementing the accommodations, modifications, services, and supports as outlined in a student's IEP or 504 plan;

Candidates will demonstrate competency by seeking information about, providing support for, and implementing appropriate accommodations in curriculum for a student's IEP or 504 plan.

f) evaluating student artifacts and assessments for the purposes of:
    i. measuring student understanding;
    ii. modifying instruction;
    iii. targeting tier two instruction and intervention in a multi-tiered system of support;
    iv. providing feedback to students; and
    v. documenting student progress (i.e., assigning an academic grade)

Candidates will demonstrate competency by using various assessment strategies, providing alternatives to assessment according to students' individual needs, and providing students specific and timely feedback on their work.

g) establishing and maintaining classroom procedures and routines that include positive behavior interventions and supports;

Candidates will demonstrate competency by creating and teaching specific classroom procedures and routines for students to follow.

h) establishing and maintaining a positive learning climate;

Candidates will demonstrate competency by planning the classroom space, establishing and teaching students about a positive learning environment, and encouraging all students to contribute to the learning climate of the classroom.

i) reflecting on the teaching process and justifying instructional decisions;

Candidates will demonstrate competency by intentionally using a variety of instructional strategies to support and expand learner's communication, academic, and social skills. Candidates will reflect on the efficacy of the selected strategies.

j) collaborating with grade level, subject, or cross-curricular teams to:
    i. analyze student data; and
    ii. inform, plan, and modify instruction;

Candidates will demonstrate competency by contributing to data discussions with grade-level or content-level teams, creating intervention strategies, and evaluating changes in resulting outcomes.

k) participating in at least one IEP meeting or parental consultation regarding a student that the program applicant has instructed;

Candidates will demonstrate competency by working with a Special Educator educator prior to an IEP meeting, meaningfully participating during the meeting, and by implementing the IEP supports in the classroom with fidelity.

l) effectively communicating with parents, colleagues, and administration;

Candidates will demonstrate competency by regularly interacting with stakeholders to deepen understanding of individual student motivations and interests through conferences, written communication, and participation in school committees and meetings.

m) consulting with a school counselor regarding the emotional well-being of students and referring the students to a school counselor when necessary.

Candidates will demonstrate competency by explicitly including trauma-informed instructional practices and restorative instructional practices consulting with a school counselor to refine understanding and classroom practices.

PROGRAM MENTORING: *Describe how you will select, train, and monitor mentor-educators for candidates.*

Each candidate is assigned at least one mentor-educator. In compliance with Board Rule R277-308 New Educator Induction and Mentoring, "mentor" means an educator with a professional educator license who is trained to advise, coach, consult and guide the development of a new educator. The candidate's mentor-educator(s) must perform, or have performed, substantially the same duties as the candidate, with release time to work as a mentor-educator or be assigned as an instructional coach or equivalent position. The mentor-educator observes, consults, and gives quality feedback, as well as accompanies the candidate during the clinical experience events scheduled in the PLP to provide reflection guidance and interactions.

The key mentor-educator responsibility is to observe and give feedback in order to help the candidate meet the pedagogical requirements described in R277-301.5(5) including the Utah Effective Teaching Standards described in R277-530. The mentor-educator does not serve as an evaluator of the educator.

Mentor-educators are selected by the Program Director and building principal, in consultation with the APPEL Leadership Team with the following criteria:
- Possesses a Utah professional educator license and preferring at least three years teaching experience;
- Performs, or has performed, substantially the same instructional duties as the candidate;
- Models effective standards-based teaching and demonstrates high leverage practices;
- Displays strong intra- and interpersonal and teaming skills;
- Has or will have participated in state-hosted Mentor Training in observation and quality feedback skills. See Board Rule R277-308.

To prepare APPEL mentor-educators, the Clinical Experience Coordinator provides one-on-one initial orientation with mentor-educators and then conducts regular check-ins with each mentor-educator to ensure the mentor-educator completely understands the responsibility to the candidate, the candidate's PLP, and ensure mentoring fidelity.

Essential educator dispositions are professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

The mentor-educator ensures the candidate understands essential educator dispositions as outlined in the UETS Booklet. The mentor-educator will model educator dispositions, the candidate will observe other educators in their classrooms as they exhibit educator dispositions, and the candidate will self-assess educator dispositions in their own teaching. The candidate must demonstrate progress over time in essential educator dispositions until the candidate meets basic competency in demonstrating all essential educator dispositions.

To successfully complete the Teacher Dispositions portion of the Professional Learning Plan, the candidate must demonstrate basic competency in essential educator dispositions.

The PLP Monitor ensures a candidate demonstrates progress, over time, in all of the areas of the PLP. The PLP Monitor notifies the APPEL leadership team if a candidate does not show sufficient progress. Insufficient progress leads to program probation, remediation and exit counseling as needed. If placed on program probation, a candidate must work with their mentor-educator and PLP mentor to develop a plan for improvement including a specific action plan for each appropriate area and a specific timeline to demonstrate improvement. As necessary, the program will release the candidate from regular teaching responsibilities to increase observation of other educators, make arrangements for the mentor-educator to team-teach or observe the candidate, or increase preparation time to make appropriate adjustments to curriculum development.

The APPEL program can request a one-year extension from the state for the candidate's license if they can show that the candidate is making progress, but needs additional time to complete licensure requirements.

If, upon reaching the improvement plan deadline or end of the extension, the candidate does not demonstrate sufficient progress the candidate may be removed from the program.

Guided by the USBE pedagogical performance assessment standards, USBE approved two national pedagogical performance assessments. [The LEA must choose one of these assessments to use in their APPEL program and state it in the application.]

- Educational Testing Service's PPAT [Monica Beane, mbeane@ets.org]
- Pearson's edTPA [Kellie Crawford, Kellie.Crawford@pearson.com]

The selected assessment provider (ETS or Pearson) works with the APPEL program to ensure sufficient understanding and training in the assessment. The PPA Specialist attends all training sessions before meeting with candidates to ensure they understand the requirements of the assessment tasks. As part of a candidate's preparation, the PPA Specialist can conduct and review different assessment task assignments to build candidate understanding of the tasks prior to when the candidate begins the pedagogical performance assessment.

Once the candidate begins the pedagogical performance assessment, the PPA Specialist monitors the candidate's progress and offers support as allowed throughout the PPA assessment process and related provider/vendor guidelines.

To successfully complete the Pedagogical Performance Assessment portion of the Professional Learning Plan, the candidate must meet, at minimum, the state-established cut-score for the PPA.

USBE provides initial training on how to manage and organize the documents and records required in the program for all candidates. Please see the list below of the documents that each APPEL program is expected to collect/maintain. This list will outline the appropriate evidence that candidates in your program have met all competencies and requirements.

Program Documentation:
- Tracking of both local and state professional development syllabi, and attendance along with follow-up event logs used to build capacity of the APPEL Leadership Team and mentor-educators.

Candidate Documentation:
- Official transcripts from regionally accredited institutions and CTE certifications and work experience documenting progressive progress.
- PLP documentation including, but not limited to:
  - Transcript reviews including course descriptions, etc. including endorsement form(s).
  - Draft PLP and subsequent updates and final versions as the candidate progresses toward Professional licensure.
  - Documentation of communications related to the candidate's progress.
  - Notes from consultation meetings, clinical experiences, and reflection conversations.
  - Relevant educator artifacts to document progress and evidence of competency.

Document Storage:
- Create a naming protocol for candidate electronic folders and files such as transcripts, endorsement forms, certifications, PLPs, etc. to allow for multiple copies to be received and stored over time.
- Create a personal, private, password-protected storage area for the candidate to develop and maintain personal artifacts.
- Create a shared, password-protected storage area to house APPEL documents. Create a document sharing strategy to give restricted access to PLPs from draft to completion.
- Set up bookmarks, etc. for searching for course descriptions, regional accreditation status, MIDAS transcripts, etc. to support the transcript review process
- Create a tracking process to manage clinical experience schedules, consultation events, coursework progress, and shared documentation for each candidate.

USBE provides initial training for program leadership.
1. Technical assistance (boot-camp) for application to become an approved APPEL program.
2. Technical assistance for each job role (Program Director, Transcript Reviewer, etc.)
3. Technical assistance for records management strategies
4. State-level mentor training for APPEL mentor-educators
5. State-level administrator evaluation training

LEAs will meet together annually as an APPEL Leadership Team to determine if personnel training is sufficient and develop action plans to adjust/augment personnel capacity as needed.

USBE will support APPEL network groups to foster collaboration, share resources, strengthen personnel practice, and provide support for programs.

Consider questions such as:

- *How may the university help you meet the pedagogy/content studies requirements?*
- *How may the university help you meet the clinical experience competencies?*
- *How may the university help prepare candidates for the pedagogical performance assessment?*
- *How may the university help with candidate evaluations and UETS support?*

UNIVERSITY/COLLEGE PARTNERSHIP contacts
- Salt Lake Community College - Maria Griffin 801-957-5423
- Southern Utah University - Serena Woodhouse 435-865-8085 or Nicole Wangsgard 435-865-8295; k12inservice@suu.edu; https://suu.edu/ed/k12
- University of Utah - Mary Burbank 801-581-6074 mary.burbank@utah.edu
- Utah State University - Sylvia Read 435-797-4109 sylvia.read@usu.edu
- Utah Valley University - Dr. Stan Harward 801-863-6571 Stan.Harward@uvu.edu; https://www.uvu.edu/education/
- Weber State - Penee Stewart 801-626-7402 or 801-626-7410 pstewart@weber.edu
- WGU - Aaron Popham 801-592-3831 aaron.popham@wgu.edu
- Westminster College - Dr. Lowell Oswald 801-832-2483 loswald@westminstercollege.edu

Discussion topics include:
- Potential number of candidates in your program to help the partner understand the level of demand
- Types of coursework (pedagogy, methods, content)
- Coursework delivery options (on-line, summer, webinar, time of day, etc.)
- Type(s) of credit (continuing ed; undergraduate; graduate; etc.)
- Which parts of the process will be delegated to the partner (coursework for candidates; training for mentor-educators; transcript reviews; coordinating clinical experiences; PPA support; etc.)
- How/who will bill for services