

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~~] before 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

17 **R277-304-2. Definitions.**

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

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

25 (2) "Clinical experience" means a structured opportunity in which a program
26 candidate is mentored by a licensed educator and evaluated by a teacher leader, school
27 administrator, or university preparation program faculty member, in order to develop and
28 demonstrate competency in the skills and knowledge necessary to be an effective teacher,
29 in a physical classroom, which may include experiences in a virtual classroom.

30 (3) "Competency" means evidence through demonstration in a higher education or
31 prek-12 classroom setting of successful application of knowledge and skills.

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

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

39 (5) "Essential Elements" means the alternate academic achievement standards for
40 students with significant cognitive disabilities, established by the Board in the Special
41 Education Rules Manual, dated October 2016, incorporated by reference in Section [R277-](#)
42 [750-2](#).

43 (6) "Diverse student populations" means unique student groups as identified by:

44 (a) gender;

45 (b) race;

46 (c) ethnicity;

47 (d) disability;

48 (e) sexual orientation;

49 (f) academic learning needs; or

50 (g) linguistic needs.

51 (7)(a) "Multi-tiered system of supports" or "MTSS" means a framework for
52 integrating assessment and intervention to maximize student achievement, reduce
53 behavior problems, and increase long-term success.

54 (b) The combination of systematic implementation of increasingly intensive
55 intervention, sometime referred to as tiers, and carefully monitoring students' progress,
56 distinguishes MTSS from typical prevention measures.

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

59 (8) "Personalize" means to engage all students with high expectations for their
60 learning goals and to empower each learner to take ownership of their strengths, needs,
61 and interests, while tailoring flexible supports to maximize student growth and
62 competence.

63 (9) "Utah Core Standards" means the core standards established by the Board in
64 Rule [R277-700](#) for grades K-12 and the Utah Early Childhood Core Standards, February
65 2013 edition.

66

67 **R277-304-3. Incorporation by Reference of Educator Preparation Program**
68 **Competencies [~~for Elementary Literacy~~].**

69 (1) This rule incorporates by reference:

70 (a) the General Teacher Preparation Competencies dated January 2024;

71 (b) the Educator Preparation Program Competencies for Elementary Literacy
72 dated May 2022[-]; and

73 (c) the Elementary Content Competencies dated January 2024.

74 (2) A copy of [~~this~~] these document [~~is~~] are located at:

75 (a) <https://schools.utah.gov/administrativerules/documentsincorporated>; and

76 (b) the offices of the Utah State Board of Education.

77

78 **R277-304-4. General Teacher Preparation.**

79 [~~Prior to~~] Before approval by the Board, a teacher preparation program shall:

80 (1) prepare candidates to meet the Utah Effective Teaching Standards in Rule
81 ~~R277-530~~ 330;

82 (2) prepare candidates to teach:

83 (a) the Utah Core Standards; and

84 (b) the Essential Elements, as appropriate to a candidate's prospective area of
85 licensure as established by the Board;

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

- 88 (a) are significant in number, depth, breadth, and duration;
- 89 (b) are progressively more complex; and
- 90 (c) include working with all types of students;
- 91 (4) for candidates in an APPEL program who's professional learning plan was
- 92 established before September 1, 2023 or candidates who enroll in a university
- 93 preparation program before September 1, 2025, require competency in:
- 94 (a) content and content-specific pedagogy appropriate for the area of licensure;
- 95 (b) knowledge of the Educator Standards contained in Rule R277-217;
- 96 (c) designing, administering, and reviewing formative and summative
- 97 assessments in a meaningful and ethical manner;
- 98 (d) improving student outcomes by:
- 99 (i) using student assessment data, both formative and summative;
- 100 (ii) analyzing instructional practices; and
- 101 (iii) making necessary adjustments to personalize learning;
- 102 (e) using strategies to promote active student engagement;
- 103 (f) systematically designing instruction toward a specific learning goal by:
- 104 (i) providing tier one and tier two instruction and intervention on the Utah core
- 105 standards including the use of competency-based learning;
- 106 (ii) using a variety of evidence-based instructional strategies, including explicit
- 107 instruction and scaffolded supports;
- 108 (iii) integrating technology to support and meaningfully supplement the learning
- 109 of students;
- 110 (iv) designing developmentally appropriate and authentic learning experiences;
- 111 (v) developing higher order thinking and metacognitive skills; and
- 112 (vi) integrating cross-disciplinary skills, such as literacy and numeracy, into
- 113 instruction;
- 114 (g) providing positive and constructive feedback to guide students' learning and
- 115 behavior;

- 116 (h) establishing a consistent, organized, and respectful learning environment,
117 including:
- 118 (i) positive behavior interventions and supports within a multi-tiered system of
119 support;
 - 120 (ii) classroom procedures and routines;
 - 121 (iii) trauma-informed practices; and
 - 122 (iv) restorative practices;
- 123 (i) knowledge and skills to assist in the identification of and instruction for
124 students with disabilities in the general classroom, including:
- 125 (i) knowledge of the IDEA and Section 504 of the Rehabilitation Act;
 - 126 (ii) knowledge of the role of non-special-education teachers in the education of
127 students with disabilities;
 - 128 (iii) knowledge and skills in implementing least restrictive behavior interventions;
 - 129 (iv) skills in implementing and assessing the results of interventions; and
 - 130 (v) skills in the implementation of an educational program with accommodations,
131 modifications, services, and supports established by an IEP or a 504 plan for students
132 with disabilities in the general education classroom;
 - 133 (j) knowledge and skills designed to meet the needs of diverse student
134 populations in the general education classroom, including:
- 135 (i) allowing students alternative ways to demonstrate learning that are sensitive
136 to student diversity;
 - 137 (ii) creating an environment that is sensitive to multiple experiences and
138 diversity;
 - 139 (iii) designing, adapting, and delivering instruction to address each student's
140 diverse learning strengths and needs; and
 - 141 (iv) incorporating language development into planning, instruction, and
142 intervention for students learning English, using their first language as an asset while
143 supporting development of English proficiency; and

144 (k) effectively communicating and collaborating with parents, colleagues, and
145 administration[.];

146 (5) for candidates in an APPEL program who's professional learning plan is
147 established on or after September 1, 2023 or who enroll in a university preparation
148 program on or after September 1, 2025, require competence in the General Teacher
149 Preparation Competencies;

150 ([5]6) for a program applicant accepted on or after January 1, 2020, require
151 multiple opportunities for a program applicant to successfully demonstrate application of
152 knowledge and skills gained through the program in one or more clinical experiences in
153 collaboration with a licensed teacher over an extended period of time in each of the
154 following competencies:

155 (a) implementing the planning and design, delivery, facilitation, assessment,
156 evaluation, and reflection of a unit of instruction;

157 (b) revising instructional plans for future implementation or reteaching concepts
158 as appropriate;

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

161 (d) evaluating student artifacts and assessments;

162 (e) establishing and maintaining classroom procedures and routines that include
163 positive behavior interventions and supports;

164 (f) establishing and maintaining a positive learning climate;

165 (g) reflecting on the teaching process and justifying instructional decisions;

166 (h) participating in at least one IEP meeting or parental consultation regarding a
167 student that the program applicant has instructed; and

168 (i) consulting with qualified personnel, such as a mental health or behavior
169 professional, regarding the emotional well-being of students and responding
170 appropriately;

171 ([6]7) include consideration of a candidate's dispositions and suitability for
172 teaching; and

173 ([7]8) include plans for candidate remediation and exit counseling, if applicable.

174

175 **R277-304-5. Early Childhood and Elementary Preparation Programs.**

176 (1) [~~Prior to~~ Before] approval by the Board, a preparation program for early
177 childhood education or elementary education shall require competency in:

178 (a) the areas outlined in Section R277-304-3;

179 (b) early childhood development and learning;

180 (c) for candidates in an APPEL program who's professional learning plan was
181 established before September 1, 2023 or candidates who enroll in a university
182 preparation program before September 1, 2025, the appropriate content knowledge
183 needed to teach:

184 (i) the science of literacy instruction including:

185 (A) phonemic awareness;

186 (B) phonics;

187 (C) fluency;

188 (D) vocabulary;

189 (E) comprehension; and

190 (vi) the Educator Preparation Program Competencies for Elementary Literacy;

191 (ii) the science of mathematics instruction, including:

192 (A) quantitative reasoning;

193 (B) problem solving;

194 (C) representation;

195 (D) numeracy; and

196 (E) a balance of procedural and conceptual understanding;

197 (iii) physical and life science;

198 (iv) health and physical education;

199 (v) social studies; and

200 (vi) fine arts; or

201 (2) for candidates in an APPEL program who's professional learning plan is
202 established on or after September 1, 2023 or candidates who enroll in a university
203 preparation program on or after September 1, 2025, the Elementary Content
204 Competencies and the Educator Preparation Program Competencies for Early Literacy.

205 ([2]3) For a program applicant accepted after January 1, 2020, a preparation
206 program for early childhood or elementary education shall require multiple opportunities
207 for a program applicant to successfully demonstrate application of knowledge and skills
208 gained through the program in a school-based setting in each of the following:

209 (a) all requirements outlined in Subsections R277-304-3(4) through (7);

210 (b) demonstrating content specific pedagogy in each of the areas outlined in
211 Subsection (1);

212 (c) diagnosing students struggling with reading and planning and implementing
213 remediation for those students; and

214 (d) diagnosing students struggling with mathematics and planning and
215 implementing remediation for those students.

216 ([3]4) An educator preparation program shall apply the standards in this Section
217 R277-304-4 to the specific age group or grade level for which the program of
218 preparation is designed.

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

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

223

224 **R277-304-6. Secondary Preparation Programs.**

225 (1) [~~Prior to~~] Before approval by the Board, a secondary preparation program
226 shall require competency in:

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

229 (b) all areas outlined in Subsections R277-304-3(4) through (7);

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

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

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

238 (a) all requirements outlined in Subsections R277-304-3(4) through (7); and

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

241

242 **R277-304-7. Special Education and Preschool Special Education Programs.**

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

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

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

250 (i) Mild/Moderate Disabilities;

251 (ii) Severe Disabilities;

252 (iii) Deaf and Hard of Hearing;

253 (iv) Blind and Visually Impaired;

254 (v) Deafblind; or

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

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

- 258 (d) require the passage of a Braille assessment approved by the Superintendent
259 for a program in the Blind and Visually Impaired area;
- 260 (e) require competency in:
- 261 (i) all areas detailed in Subsections R277-304-3(4) through (7);
- 262 (ii) legal and ethical issues surrounding special education, including:
- 263 (A) the IDEA;
- 264 (B) the Special Education Rules Manual incorporated by reference in Section
265 R277-750-2; and
- 266 (C) all other applicable statutes and Board rules;
- 267 (iii) working with other school personnel to implement and evaluate academic,
268 behavioral, and developmental supports and interventions for students with disabilities
269 within a multi-tiered system of supports as appropriate for the area of licensure;
- 270 (iv) training in and supervising the services and supports provided to students
271 with disabilities by general education teachers, related service providers, and
272 paraprofessionals; and
- 273 (v) providing specially designed instruction, including content specific pedagogy,
274 as per IEPs, to students with disabilities, including:
- 275 (A) the Utah Core Standards; and
- 276 (B) the Essential Elements as appropriate to a candidate's prospective area of
277 licensure as established by the Board;
- 278 (C) skills in assessing and addressing the educational, developmental, and
279 functional needs and progress of students with disabilities;
- 280 (D) skills in implementing and assessing the results of research and evidence-
281 based interventions for students with disabilities; and
- 282 (E) skills in implementing an educational program with accommodations,
283 modifications, services, and supports established by an IEP for students with
284 disabilities.
- 285 (2) For a program applicant accepted after January 1, 2020, a special education
286 or preschool special education preparation program shall require multiple opportunities

287 for a program applicant to successfully demonstrate application of knowledge and skills
288 gained through the program in a school-based setting in each of the following:

289 (a) all requirements outlined in Subsections R277-304-3(4) through (7);

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

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

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

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

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

303 (g) communicating with parents of students with disabilities to ensure they are
304 informed regarding the progress of their student and their right to due process; and

305 (h) if the program is designed to prepare an individual for a special education
306 license area, developing and implementing a secondary transition plan as it related to
307 post-secondary education and training, competitive employment, and independent
308 living.

309

310 **R277-304-8. Deaf Education Preparation Programs.**

311 (1) [~~Prior to~~] Before approval by the Board, a deaf education preparation
312 program shall:

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

- 315 (b) be aligned with the National Association of State Directors of Special
316 Education, Inc., Optimizing Outcomes for Students who are Deaf or Hard of Hearing,
317 Educational Service Guidelines, Third Edition;
- 318 (c) be focused on one or more of the following areas:
- 319 (i) teaching students who are deaf or hard of hearing from birth to age five using
320 both listening and spoken language strategies and American Sign Language;
- 321 (ii) teaching students who are deaf or hard of hearing with listening and spoken
322 language strategies; or
- 323 (iii) teaching students who are deaf or hard of hearing with strategies that
324 promote the development of American Sign Language and English literacy across the
325 curriculum;
- 326 (d) require the passage of a deaf education content knowledge assessment
327 approved by the Superintendent;
- 328 (e) require competency in:
- 329 (i) the areas detailed in Subsections R277-304-3(4) through (7).
- 330 (ii) legal and ethical issues surrounding special education, including:
- 331 (A) the IDEA;
- 332 (B) the Special Education Rules Manual incorporated by reference in Section
333 [R277-750-2](#); and
- 334 (C) all other applicable statutes and Board rules;
- 335 (iii) addressing specific linguistic and cultural needs of deaf and hard of hearing
336 students throughout the curriculum;
- 337 (iv) skills for incorporating language into all aspects of the curriculum;
- 338 (v) pedagogical skills unique to teaching reading, writing, mathematics, and
339 other content areas to deaf and hard of hearing students;
- 340 (vi) basic fluency in the use of American Sign Language;
- 341 (vii) knowledge of the audiological and physiological components of audition;
- 342 (viii) skills for teaching speech to deaf and hard of hearing students;
- 343 (ix) the socio-cultural and psychological implications of hearing loss; and

344 (x) assessing and addressing the educational needs and educational progress of
345 deaf and hard of hearing students.

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

350 (a) all requirements outlined in Subsections R277-304-3(4) through (7);

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

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

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

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

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

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

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

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

365 (i) developing auditory perception in children and strategies for developing
366 listening and spoken language in deaf and hard of hearing students;

367 (ii) demonstrating understanding and expertise regarding early childhood spoken
368 language development;

369 (iii) involving family members with students who are deaf or hard of hearing in
370 learning and therapeutic activities;

371 (iv) integrating speech, listening, and spoken language in preschool and early
372 elementary content areas; and

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

385

386 **R277-304-9. Career and Technical Education Preparation Programs.**

- 387 (1) [~~Prior to~~] Before approval by the Board, a CTE teacher preparation program
388 designed for individuals that do not hold a bachelor's degree or higher shall:
389 (a) focus on one or more of the following areas:
390 (i) family and consumer sciences;
391 (ii) health sciences;
392 (iii) information technology;
393 (iv) skilled and technical sciences; or
394 (v) work-based learning;
395 (b) require that candidates have six years of documented, related occupational
396 experiences within the 10 years [~~prior to~~] before the program application in an approved
397 CTE license area;
398 (c) require competency in all areas detailed in Section R277-304-5;
399 (d) For a program applicant accepted after January 1, 2020, a CTE preparation
400 program shall require multiple opportunities for a program applicant to successfully

401 demonstrate application of knowledge and skills gained through the program in a
402 school-based setting in all requirements outlined in Section R277-304-5; and

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

406 (2) A program may count an associate's degree in a related area for up to two
407 years of occupational experience to satisfy the requirement in Subsection R277-304-
408 8(1)(b).

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

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

415

416 **KEY: teacher preparation, programs, educators**

417 **Date of Enactment or Last Substantive Amendment: June 22, 2020**

418 **Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#); [53E-6-](#)**

419 **[201](#)**