

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~~ [directs](#) the Board to make rules
10 to 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 [a](#) teacher preparation institution ~~[prior to]~~ [before](#) program approval in
13 specified 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 individual strengths,
61 needs, 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 documentss is 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 provide evidence that the program:

81 (1) preparess candidates to meet the Utah Effective Teaching Standards in Rule
82 R277-~~[530]~~330;

83 (2) preparess candidates to teach:

84 (a) the Utah Core Standards; and

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

- 87 (3) includes school-based clinical experiences for a candidate to observe,
88 practice skills, and reflect on teaching that:
- 89 (a) are significant in number, depth, breadth, and duration;
 - 90 (b) are progressively more complex; and
 - 91 (c) include working with all types of students;
 - 92 (4) for candidates in an APPEL program who's professional learning plan was
93 established before September 1, 2024 or candidates who enroll in a university
94 preparation program before September 1, 2025, requires competency in:
- 95 (a) content and content-specific pedagogy appropriate for the area of licensure;
 - 96 (b) knowledge of the Educator Standards contained in Rule R277-217;
 - 97 (c) designing, administering, and reviewing formative and summative
98 assessments in a meaningful and ethical manner;
 - 99 (d) improving student outcomes by:
 - 100 (i) using student assessment data, both formative and summative;
 - 101 (ii) analyzing instructional practices; and
 - 102 (iii) making necessary adjustments to personalize learning;
 - 103 (e) using strategies to promote active student engagement;
 - 104 (f) systematically designing instruction toward a specific learning goal by:
 - 105 (i) providing tier one and tier two instruction and intervention on the Utah core
106 standards including the use of competency-based learning;
 - 107 (ii) using a variety of evidence-based instructional strategies, including explicit
108 instruction and scaffolded supports;
 - 109 (iii) integrating technology to support and meaningfully supplement the learning
110 of students;
 - 111 (iv) designing developmentally appropriate and authentic learning experiences;
 - 112 (v) developing higher order thinking and metacognitive skills; and
 - 113 (vi) integrating cross-disciplinary skills, such as literacy and numeracy, into
114 instruction;

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

142 (iv) incorporating language development into planning, instruction, and
143 intervention for students learning English, using their first language as an asset while
144 supporting development of English proficiency; and

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

147 (5) for candidates in an APPEL program who's professional learning plan is
148 established on or after September 1, 2024 or who enroll in a university preparation
149 program on or after September 1, 2025, requires competence in the General Teacher
150 Preparation Competencies;

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

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

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

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

162 (d) evaluating student artifacts and assessments;

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

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

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

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

169 (i) consulting and collaborating with qualified personnel, such as a ~~[mental health~~
170 ~~or behavior professional]~~ school counselor or school social worker, regarding the
171 emotional well-being of students ~~[and responding appropriately];~~

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

174 ([7]8) include plans for candidate remediation and exit counseling, if ~~[applicable]~~
175 appropriate.

176

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

178 (1) ~~[Prior to]~~ Before approval by the Board, a preparation program for early
179 childhood education or elementary education shall demonstrate how the program
180 requires candidate competency in:

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

182 (b) early childhood development and learning;

183 (c) for candidates in an APPEL program whose professional learning plan were
184 established before September 1, 2024 or candidates who enroll in a university
185 preparation program before September 1, 2025, the appropriate content knowledge
186 needed to teach:

187 (i) the science of literacy instruction including:

188 (A) phonemic awareness;

189 (B) phonics;

190 (C) fluency;

191 (D) vocabulary;

192 (E) comprehension; and

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

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

195 (A) quantitative reasoning;

196 (B) problem solving;

197 (C) representation;

- 198 (D) numeracy; and
- 199 (E) a balance of procedural and conceptual understanding;
- 200 (iii) physical and life science;
- 201 (iv) health and physical education;
- 202 (v) social studies; and
- 203 (vi) fine arts; or
- 204 (2) for candidates in an APPEL program whose professional learning plans are
- 205 established on or after September 1, 2024 or candidates who enroll in a university
- 206 preparation program on or after September 1, 2025, the Elementary Content
- 207 Competencies and the Educator Preparation Program Competencies for Early Literacy.
- 208 ([2]3) For a program ~~[applicant]~~ candidate accepted after January 1, 2020, a
- 209 preparation program for early childhood or elementary education shall ~~[require]~~ provide
- 210 multiple opportunities for a program ~~[applicant]~~ candidate to successfully demonstrate
- 211 application of knowledge and skills gained through the program in a school-based
- 212 setting in each of the following:
- 213 (a) all requirements outlined in Subsections R277-304-3(4) through (7);
- 214 (b) demonstrating content specific pedagogy in each of the areas outlined in
- 215 Subsection R277-304-5(1);
- 216 (c) diagnosing students struggling with reading and planning and implementing
- 217 remediation for those students; and
- 218 (d) diagnosing students struggling with mathematics and planning and
- 219 implementing remediation for those students.
- 220 ([3]4) An educator preparation program shall apply the standards in this Section
- 221 R277-304-4 to the specific age group or grade level for which the preparation program
- 222 ~~[of preparation]~~ is designed.
- 223 (a) An early childhood education program shall focus primarily on early
- 224 childhood development and learning in kindergarten through grade 3.
- 225 (b) An elementary program shall include both early childhood development and
- 226 learning and elementary content and pedagogy in kindergarten through grade 6.

227

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

229 (1) ~~[Prior to]~~ Before approval by the Board, a secondary preparation program
230 shall demonstrate that it requires competency in:

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

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

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

236 (d) planning instruction and assessment in content-specific teams and in cross-
237 curricular teams.

238 (2) For a program ~~[applicant]~~ candidate accepted after January 1, 2020, a
239 secondary preparation program shall ~~[require]~~ provide multiple opportunities for a
240 program ~~[applicant]~~ candidate to successfully demonstrate application of knowledge and
241 skills gained through the program in a school-based setting in each of the following:

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

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

245

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

247 (1) ~~[Prior to]~~ Before approval by the Board, a special education or preschool
248 special education preparation program shall demonstrate that:

249 (a) ~~[be]~~ the program is operated by or partnered with a Utah institution of higher
250 education or the Utah State Board of Education;

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

254 (i) Mild/Moderate Disabilities;

255 (ii) Severe Disabilities;

- 256 (iii) Deaf and Hard of Hearing;
- 257 (iv) Blind and Visually Impaired;
- 258 (v) Deafblind; or
- 259 (vi) Preschool Special Education (Birth-Age 5);
- 260 (c) the program requires the passage of a special education content knowledge
- 261 assessment approved by the Superintendent;
- 262 (d) the program requires the passage of a Braille assessment approved by the
- 263 Superintendent for a program in the Blind and Visually Impaired area;
- 264 (e) the program requires competency in:
- 265 (i) all areas detailed in Subsections R277-304-3(4) through (7);
- 266 (ii) legal and ethical issues surrounding special education, including:
- 267 (A) the IDEA;
- 268 (B) the Special Education Rules Manual incorporated by reference in Section
- 269 R277-750-2; and
- 270 (C) all other applicable statutes and Board rules;
- 271 (iii) working with other school personnel to implement and evaluate academic,
- 272 behavioral, and developmental supports and interventions for students with disabilities
- 273 within a multi-tiered system of supports as appropriate for the area of licensure;
- 274 (iv) training in and supervising the services and supports provided to students
- 275 with disabilities by general education teachers, related service providers, and
- 276 paraprofessionals; and
- 277 (v) providing specially designed instruction, including content specific pedagogy,
- 278 as per IEPs, to students with disabilities, including:
- 279 (A) the Utah Core Standards; and
- 280 (B) the Essential Elements as appropriate to a candidate's prospective area of
- 281 licensure as established by the Board;
- 282 (C) skills in assessing and addressing the educational, developmental, and
- 283 functional needs and progress of students with disabilities;

284 (D) skills in implementing and assessing the results of research and evidence-
285 based interventions for students with disabilities; and

286 (E) skills in implementing an educational program with accommodations,
287 modifications, services, and supports established by an IEP for students with
288 disabilities.

289 (2) For a program ~~[applicant]~~ candidate accepted after January 1, 2020, a
290 special education or preschool special education preparation program shall require
291 multiple opportunities for a program ~~[applicant]~~ candidate to successfully demonstrate
292 application of knowledge and skills gained through the program in a school-based
293 setting in each of the following:

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

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

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

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

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

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

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

310 (h) if the program is designed to prepare an individual for a special education
311 license area, developing and implementing a secondary transition plan as it related to

312 post-secondary education and training, competitive employment, and independent
313 living.

314

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

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

318 (a) be operated by or partnered with a Utah institution of higher education or the
319 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 using
325 both listening and spoken language strategies and American Sign Language;

326 (ii) teaching students who are deaf or hard of hearing with listening and spoken
327 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 the
330 curriculum;

331 (d) require the passage of a deaf education content knowledge assessment
332 approved by the Superintendent;

333 (e) require competency in:

334 (i) the areas detailed in Subsections R277-304-3(4) through (7).

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 hearing
341 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 of
350 deaf and hard of hearing students.

351 (2) For a program ~~[applicant]~~ candidate accepted after January 1, 2020, a deaf
352 or hard of hearing education preparation program shall require multiple opportunities for
353 a program ~~[applicant]~~ candidate to successfully demonstrate application of knowledge
354 and skills gained through the program in a school-based setting in each of the following:

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

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 with 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 developing
- 371 listening and spoken language in deaf and hard of hearing students;
- 372 (ii) demonstrating understanding and expertise regarding early childhood spoken
- 373 language development;
- 374 (iii) involving family members with students who are deaf or hard of hearing in
- 375 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 content
- 382 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
- 387 Language, language development; and
- 388 (v) proficiency in American Sign Language as demonstrated by passing an
- 389 assessment approved by the Superintendent.

390

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

392 (1) ~~[Prior to]~~ Before approval by the Board, a CTE teacher preparation program

393 designed for individuals that do not hold a bachelor's degree or higher shall:

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

395 (i) family and consumer sciences;

396 (ii) health sciences;

397 (iii) information technology;

- 398 (iv) skilled and technical sciences; or
399 (v) work-based learning;
400 (b) require that candidates have six years of documented, related occupational
401 experiences within the 10 years [~~prior to~~] before the program application in an approved
402 CTE license area;
403 (c) require competency in all areas detailed in Section R277-304-5;
404 (d) For a program [~~applicant~~] candidate accepted after January 1, 2020, a CTE
405 preparation program shall require multiple opportunities for a program [~~applicant~~]
406 candidate to successfully demonstrate application of knowledge and skills gained
407 through the program in a school-based setting in all requirements outlined in Section
408 R277-304-5; and
409 (e) require candidates to hold the applicable license or certificate issued by the
410 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-
414 8(1)(b).
415 (3)(a) An approved program may request a waiver from the Superintendent of
416 the occupational experience required for a candidate if the candidate has passed an
417 approved competency examination in the respective field at or above the passing score
418 established by the Superintendent.
419 (b) The Superintendent may grant a waiver under Subsection (2)(a) for up to five
420 years from the date the candidate passed the examination.

421

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

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

424 **Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#); [53E-6-](#)
425 [201](#)**