

Utah State Board of Education

Alternate Pathway to Professional Educator License (APPEL)

LEA Program Approval Application 2020

The final application will be submitted through Canvas: [\(insert link here\)](#)

When an LEA needs to hire a non-professional licensed teacher to provide instruction to students, the LEA can consider job applicants with a Utah Associate Educator License with the required Associate license area, and Associate endorsement(s).

An applicant with an Associate license will have earned a degree (or CTE expertise), met the minimum content requirement (typically a content test), passed the state background check, passed the Educator Ethics Review, and completed four rudimentary modules (approximately 2 hours each) in educator ethics, basic special education law and instruction, classroom management and instruction, and Utah Effective Teaching Standards (UETS).

When considering which job openings are available, it is recommended that administrators and HR make a list of the Endorsements needed to teach each of the classes in the job opening. Part of the screening process when considering Associate license holders is to preview the content and methods expertise by comparing the content endorsement forms to the applicant’s transcripts as well as previewing the depth of competencies (typically coursework) in pedagogy. Judgment should be exercised to prefer an applicant who can meet the Professional license requirements within a two- to three-academic year timeframe.

After hiring the best available applicant, the LEA must complete a personalized professional learning plan for the new hire (hereafter referred to as candidate) and then provide the required support for the candidate to complete the plan within two academic years. A one-year extension to the candidate’s Associate Educator License can be requested by the LEA for the candidate to complete final requirements.

NOTE: *To be considered for program approval, the Utah State Board of Education (USBE) must receive your electronic copy of the APPEL application. All application submissions will be confirmed with a receipt email from USBE within 24 business hours. The narrative sections of the proposal must be double-spaced with a font no smaller than 11-point.*

Please direct all questions to:

Lisa McLachlan
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Utah State Board of Education
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Program

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Educator
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Copies of this application, rubric, and support materials are on the Utah State Board of Education website at [\(insert link here\)](#).

Educator Preparation Program Requirements

An educator preparation program is a comprehensive program administered by an entity that is intended to prepare individuals to meet the requirements for a Utah professional license or license area of concentration.

USBE shall approve an educator preparation program that meets the requirements of [Board Rule R277-303](#).

An educator preparation program that applies for approval by the Superintendent shall demonstrate how it will ensure that participants:

- Are prepared to meet the Utah Effective Teaching Standards established in [Board Rule R277-530](#);
- Are prepared to complete a pedagogical performance assessment that meets [Utah Pedagogical Performance Assessment Standards](#) created by USBE;
- Have met all requirements for a professional license or license area of concentration including all applicable endorsement requirements in [Board Rule R277-301](#);
- Have met the specific educator and clinical experience competencies in the license area being earned as required in [Board Rule R277-304](#); and
- Have sufficiently demonstrated the ability to work in the applicable license area and subject area before being recommended for a professional license or license area.

APPEL Program Creation Preparation

Before submitting an application to the State Superintendent for program approval by the Board, an LEA shall:

1. Read through the following USBE Board Rules:

[Board Rule R277-301: Educator Licensing](#)

[Board Rule R277-303: Educator Preparation Programs](#)

[Board Rule R277-304: Teacher Preparation Programs](#)

[Board Rule R277-530: Utah Effective Educator Standards](#)

2. Designate the individual who will be primarily responsible for the implementation of the LEA APPEL program (herein called the Program Director).

It is assumed that this person will manage the following functions and responsibilities for the APPEL program:

- a. Be the main point of of
- b. Run the program - ensure that the program is set up and ready to work with educators to move from an Associate to a Professional license.
- c. Ensure personnel training is complete and monitor program personnel.
- d. Manage the workflow of evidence and documents.
- e. Ensure the program is implemented with fidelity over time.

3. Develop the rest of the APPEL team.

Under the direction of the LEA administration, with the help of the Program Director, a team shall be assembled to provide support and perform certain roles, functions, and responsibilities for the APPEL program to run successfully.

4. Send the LEA APPEL team to a pre-submission APPEL Application Bootcamp (Technical Assistance) hosted by USBE.

The APPEL Application Bootcamp will go through the USBE board rules surrounding Educator Preparation Programs, review the program and educator competencies in those board rules, and examine the documentation that needs to be submitted with the APPEL application.

5. Submit a completed application.

APPEL Post-Approval Procedures and Resources

Once an LEA APPEL program is approved by USBE, it shall engage in the following procedures to maintain continuous program approval:

- **APPEL Site Visits** (ad-hoc)
Site visits are utilized as deemed necessary by USBE or as designated for periodic monitoring by USBE.
- **APPEL Evaluation** (annually, summer)
 - Required: annual program report
 - Potential: evaluation site visits from USBE
- **APPEL License Recommendation Review** (random)
USBE will randomly desktop audit individual license recommendations to monitor program fidelity of candidates.
- **APPEL Program Approval Renewal** (at least every seven years, upon notification)
USBE will conduct an on-site review of approved educator preparation programs that includes a self-study, interviews and evaluation.

An approved program may be placed on probation for failure to meet program requirements or failure to submit complete and accurate information in reports. USBE may revoke the approval of a probationary program that fails to meet probationary requirements with at least one year's notice to the educator preparation program.

Once an LEA APPEL program is approved by USBE, it can utilize the following resources to support program fidelity:

- **APPEL Summit** (annually, spring)
This event focuses on sharing best practices, attending workshop training, and reviewing program requirements.
- **APPEL Networks** (ad-hoc)
Network groups will be created to allow for collaboration, resource-sharing, and provide support for programs.
- **APPEL Site Visits** (ad-hoc)
Site visits as requested by the LEA for observation and feedback.

APPEL Program Timelines

An approximate timeline outlining the program requirements.

Definitions:

Program Director- the person responsible for managing the APPEL program

Candidate - a person with an Associate Educator License hired by the LEA who will be completing the APPEL program.

Pre-Submission Schedule	Action
Pre-application	APPEL Application Bootcamp Instruction on application process. Model Program Framework explanation. University Partnership options.
Application submitted	LEA submits the APPEL application to USBE.
3-6 weeks from submission of APPEL application	USBE determines approval or denial of APPEL application; initial denial consists of application feedback and the LEA can submit a revised APPEL application for approval.

Post-Submission Schedule	Action
Upon APPEL program approval	USBE will work with the Program Director to ensure designated LEA-program personnel are prepared and the program is ready to accept Candidates.
After personnel training	The LEA will ensure that mentoring and support systems are in place for the Candidate’s clinical experiences including preparing Candidates for the pedagogical performance assessment.
Within 30 days from Candidate beginning work in the classroom	Program Director sets up a formal discussion and observation process with the Candidate in outlining the Professional License Plan and setting up mentor support within the clinical experience.
Within 60 days from Candidate beginning work in the classroom	The Professional License Plan is created, reviewed, and signed off by the Candidate and Program Director and other appropriate personnel.

Approximately six months prior to the Candidate completing program.	Candidate will complete preparation for the Pedagogical Performance Assessment and begin fulfilling the assessment as outlined by the assessment provider.
January 31st annually	USBE will provide guidelines for the APPEL program annual report.
July 1st annually	The LEA will submit the APPEL program annual report as outlined by USBE.
Upon completion of all licensure requirements by Candidate	All appropriate APPEL personnel sign off on recommendation of the Candidate for professional licensure; the Program Director submits recommendation and requested documentation to USBE.

LEA APPEL Leadership

Other than the Program Director these may be specific individuals or specific designees in your LEA (i.e. human resources director, principal, etc.)

Wasatch Front Consortium (Hawthorn, Ascent, Mountain West, North Star, Quest Academies)			
Title and Role/Responsibility in APPEL program	Name	Email	Phone
Program Director	Hawthorn: Dr. Deborah L. Swensen	dswensen@hawthornacademy.org	801-282-9066
<i>Role/Responsibility: Project management, organization, leadership, trainer, communicator</i>	Role: Point of contact, directs elements of the program, ensures training, controls documents/records.		
Transcript Reviewer	Consortium Lead: Diana Seidel - North Star Susan Goldsberry - Quest	dseidel@north-staracademy.com sgoldsberry@questac.org	801-302-9579 801-731-9859
<i>Role/Responsibility: Attention to detail, communication</i>	Role: Reviews transcripts/records		
Pedagogy Consultant	Consortium Lead: Karen Johnson -Ascent	kjohnson@ascentutah.org	801-560-9592
<i>Role/Responsibility: Educator expert in the field of education</i>	Role: Reviews transcripts/plan.		
Content Consultants	Charter Specialists - MWM Sheri Ebert (literacy specialist)	sebert@mwmacademy.org	801-566-6962
<i>Role/Responsibility: Educator expert in the appropriate content area/discipline</i>	Role: Reviews transcripts/endorsement transcripts.		

Plan Writer	Consortium Committee HA - Shannon Zobrist NSA: Tana Archer MWMA: Sheri Ebert Q: Susan Goldsberry Ascent: Karen Johnson	szobrist@hawthornacademy.org tarcher@north-staracademy.com sebert@mwmacademy.org sgoldsberry@questac.org kjohnson@ascentutah.org	801-282-9066 801-302-9579 801-566-6962 801-731-9859 801-560-9592
<i>Role/Responsibility:</i> Organization, communication, attention to detail	Role: Write and present the plan to the educator.		
Clinical Experience Coordinator	Consortium Jana McLachlan	jmclachlan@hawthornacademy.org	801-282-9066
<i>Role/Responsibility:</i> Communication, management, mentoring skills, modeling correct practice	Role: Trains and monitors preparation program mentor-educators and coordinates candidate fieldwork experiences – overseeing clinical experience.		
Pedagogical Performance Assessment Specialist	Consortium Committee NSA - Tana Archer HA - Jana McLachlan MWMA-Kari Schein Q-Susan Goldsberry Ascent: Karen Johnson	tarcher@north-staracademy.com jmclachlan@hawthornacademy.org kschein@mwmacademy.org sgoldsberry@questac.org kjohnson@ascentutah.org	801-302-9579 801-282-9066 801-566-6962 801-731-9859 801-560-9592
<i>Role/Responsibility:</i> Communication, modeling correct practice, organization, support	Role: Trained by PPA provider, prepares candidates for and supports candidates through the performance assessment process		
Progress Monitor	HA: Steve Giles NSA: Tana Archer MWMA: Angie Johnson QA: Susan Goldsberry Ascent: Karen Johnson	sgiles@hawthornacademy.org tarcher@north-staracademy.com ajohnson@mwmacademy.org sgoldsberry@questac.org kjohnson@ascentutah.org	801-282-9066 801-302-9579 801-566-6962 801-731-9859 801-560-9592
<i>Role/Responsibility:</i> Organization, communication	Role: Tracks PLPs, collects appropriate evidence, and ensures candidates are progressing through their plan and appropriately supported		

List the skills, qualifications necessary for each team member title on the APPEL team:

Wasatch Front Consortium	
Title	Qualifications, experience, skillset, etc.
<p>Program Director</p> <p>Project management, organization, leadership, trainer, communicator</p>	<p>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.</p> <p>Qualifications: Meets requirements</p> <p>Required: Level 2/Professional License with years of experience</p> <p>Preferred: administrative license, school or Consortium-level leadership</p>
<p>Transcript Reviewer</p> <p>Attention to detail, communication</p>	<p>Role: Reviews candidate transcripts for content and pedagogy coursework, consulting with Pedagogy Consultant and Content Consultants as needed.</p> <p>Qualifications: Meets requirements</p> <p>Required: Bachelor’s degree</p> <p>Preferred: licensed educator</p>
<p>Pedagogy Consultant</p> <p>Educator expert in the field of education</p>	<p>Role: Reviews transcripts and PLPs for pedagogical soundness.</p> <p>Qualifications: Meets requirements</p> <p>Required: Level 2 or Professional License</p> <p>Preferred: instructional coach or experience as a mentor, conducting professional learning, etc.</p>
<p>Content Consultants</p> <p>Educator expert in the appropriate content area/discipline</p>	<p>Role: Reviews transcripts and PLPs for content-specific soundness.</p> <p>Qualifications: Meets requirements</p> <p>Required: Level 2 or Professional License</p> <p>Preferred: experience with standards implementation, mentoring content teachers</p>
<p>Plan Writer</p> <p>Organization, communication, attention to detail</p>	<p>Role: After transcript review, and upon consultation with other team members, writes up the candidate’s Professional License Plan.</p> <p>Qualifications: Meets requirements</p>

	Required: basic computer literacy
Clinical Experience Coordinator Communication, management, mentoring skills, modeling correct practice	Role: Selects, trains, and monitors preparation program mentor-educators and coordinates candidate fieldwork experiences such as scheduling substitutes, arranging observations, and supporting candidate needs. Qualifications: Meets Requirements Required: Level 2 or Professional License, prior Mentor experience; Preferred: completed Mentor training
Pedagogical Performance Assessment Specialist Communication, modeling correct practice, organization, support	Role: Trained by PPA provider, prepares candidates for and supports candidates through the performance assessment process Qualifications: Meets Requirements Required: Level 2 or Professional License, prior mentor experience
Progress Monitor Organization, communication	Role: Tracks PLPs, collects appropriate evidence, and ensures candidates are progressing through their plan and appropriately supported. Qualifications: Meets Requirements Required: experience in an educational setting Preferred: mentor experience, job coach experience, administrator

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.

This application will demonstrate how your LEA APPEL program will ensure that candidates in your program meet requirements outlined in Board Rule R277-303:

- Are prepared to meet the Utah Effective Teaching Standards in R277-530.
- Are prepared to teach the Utah Core Standards and Essential Elements as appropriate to a candidate's prospective area of licensure.
- Are prepared to complete the pedagogical performance assessment required in R277-301.
- Have met the competencies described in R277-304.
- Have sufficiently demonstrated the ability to work in the applicable license area and subject area.

Program Outline Overview:

- Professional License Plans
- Program Studies
- University Partnership
- Program Mentoring
- Educator Competencies
- Clinical Experience Fieldwork
- Clinical Experience Competencies
- Utah Effective Teaching Standards
- Teacher Dispositions
- Remediation
- Pedagogical Performance Assessment Preparation
- Personnel Training
- Records Management

PROFESSIONAL LICENSE PLANS: Describe how your program will review existing documentation and transcripts to identify content and pedagogical knowledge requirements already met and those not yet met by the individual. Describe how your program will write, monitor and show completion of each candidate's personalized professional license plan based on the requirement analysis. Describe how your candidates will demonstrate progress and achievement throughout your program.

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

- Transcript Reviewer attends training provided by USBE.
- Transcript Reviewer reviews candidate transcripts
- Pedagogy Consultant reviews and evaluates official transcripts, MIDAS transcripts, collects course descriptions for all pedagogy coursework to detail which competencies are met.

- Content Consultant reviews and evaluates official transcripts, MIDAS transcripts, and Endorsement forms, collecting course descriptions for all content and methods coursework. Consults with USBE specialists as needed.
- Plan Writer compiles the Consultants' results and creates draft PLPs using the Model Program PLP templates for each of the endorsements needed for teaching assignments.
- (NOTE: Please see Document Collection in the Records Management section for processes to collect, name and store all documents needed for the transcript review.) 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, evaluations, and the pedagogical performance assessment. The Plan Writer completes 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 teacher agreement has begun.

Clinical Experiences Coordination

In collaboration with the candidate's principal, the Clinical Experience Coordinator selects the mentor-educator. The Clinical Experience Coordinator collaborates with other Consortium Specialists to train and monitor 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 teacher 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. (see Evaluation Tool in Appendix).

The mentor-educator performs or has 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.

Administrator Annual Evaluations

The school administrator and/or district administrator observes the candidate's classroom mastery of teaching standards and disposition for teaching at least twice yearly. The administrator meets with the candidate to review the results of the observation/evaluation.

Disposition/Progress Consultations

Candidates are placed on a 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 complete, studies finished, etc.

Upon the candidate's successful demonstration of competency of every item on the PLP, the Program Director at each of the Consortium schools recommends the candidate from their school 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 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.

PROGRAM STUDIES: Describe how your program will meet the pedagogical and content studies needs of each of your candidates. How will your candidates complete their studies and training? Include course syllabi as appendix items to your application (see appendix guidelines).

Candidates primarily fulfill this requirement through a university partnership. Each candidate completes courses covering the following topics:

- Instruction and Curriculum
- Content Area Literacy
- Classroom Management
- 21st Century Teaching and Learning
- Assessing Educational Practices
- Universal Design for Learning
- Diversity and Differentiation

Each school in the Wasatch Front Consortium provides supplemental support in these ways:

1. Pedagogical development is provided in multiple ways such as: coaching, mentoring, district training (Comprehensive Math Instruction (CMI), New Teacher Induction, Beginning Training (class management, Lesson Planning and Curricular Mapping, Disclosures, Site Protocols, Professionalism, Communication - internal and with parents, use of school's technology platform), Focused Observations, LRE training, Literacy Coaching Cycles, Fine Arts Coaching Cycles, Digital Coaching Cycles, etc.).
2. Classroom management training (Student Engagement and Positive Behavior Interventions) will be provided to candidates by educator-mentors and coaches through mentor meetings and coaching cycles. Candidates will have access to each school in the Consortium's created resources to help them successfully manage their classrooms.
3. Consortium teachers have collaborated and created a framework scope and sequence, in and across schools in the Consortium, in various curriculum areas. Candidates are provided time to meet in grade-level and/or content teams to identify the specific details in which to implement the framework. Training is provided to candidates by framework teacher leaders.
4. Planning, instruction and assessment occurs collaboratively through PLC teams and framework teams as candidates analyze instruction as well as assessment. Candidates will also have the opportunity to be coached by one or more of the following: Mentors, Administrative Instructional Leaders, team/content team leaders, identified master teachers in each school, instructional coach.
5. Candidates, within each school in the Consortium, work together on collaborative teams to create formative assessments for students. They will look at data and make instructional choices based on that data.
6. At each school in the consortium technology coach or team lead coaches candidates to help them integrate technology into their content in meaningful ways.
7. Candidates participate in a collaborative team that discusses the needs of students within the three tiers of support. They learn how to help students with tier 2 and tier 3 academic and behavioral needs.
8. Candidates are supported in how to communicate with parents and patrons of the school. This support comes through their onsite mentor-educators and administrator.

9. Each school in the Consortium provides training prior to the beginning of the school year for all new teachers. This new teacher induction includes management, core objectives and strategies for teachers to plan and instruct core curriculum (literacy, math, etc.) in the various content areas. In this training, teachers are supported as they create an instructional plan to begin the school year and receive ongoing site based support from coaches and/or mentors throughout the entire school year.
10. Each school in the Consortium provides training in alignment with their plan to guide language and content instruction of English Language Learners.
11. The Consortium provides ongoing training and staff development in each school regarding diverse populations (GT, ELL, SpEd, etc.) for all teachers.
12. SpEd Teachers/Directors meet at least quarterly across the Consortium about policies and procedures for SpEd and discuss strategies for specific student needs. This information is shared with all teachers as needed through faculty meetings, professional development, and collaboration. Classroom teachers are provided with ongoing communication with SpEd teachers on goals and strategies for working with students, maintaining records of interventions and results from interventions.

UNIVERSITY/COLLEGE PARTNERSHIP (optional): Describe each university you are partnering with and why you choose to partner with that particular institution. Include contact information for the university/college liaison (name, email, phone number). Describe in detail exactly HOW that partnership works - how are responsibilities divided; what is the university/college doing and what is your LEA doing in preparing your candidates?

Consider questions such as:

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

The Wasatch Front Consortium has contacted and will partner with Utah Valley University to meet professional expectations for preparing teacher candidates for the successful completion and mastery of USBE’s required pedagogical knowledge and skills.

Utah Valley University

Confirmed willing to partner with our consortium

Stan Harward
Office (801) 863-6571

Utah Valley University has committed to work closely with the Wasatch Front Consortium. They have developed a Graduate Certificate Program that will provide pedagogical courses for the needs of teacher candidates. The courses are as follows:

APPEL Pedagogical Competency Category	UVU Course Name	Credit Hours
Creating a Learning Environment	Classroom Management	3
Curriculum Scope and Sequence, Planning & Assessment	Curriculum Design	3
	Assessing Educational Practices	3
Literacy Strategies in the Content Area	Content Area Reading	3
Working with Diverse Learners	Diversity & Differentiation	3
Introduction to Special Education	Intro to Special Ed./Exceptional Students	3
Introductory Technology	Designing & Producing Media for Classroom Instruction	3
Pedagogical Performance Assessment	EdTPA	2

The teacher performance assessment is the EdTPA, for which Utah Valley University will assume responsibility.

If a class schedule does not work out the consortium has also engaged agreements with additional higher education organizations for courses. The consortium members will work with teachers to find the best fit for classes to fulfill requirements.

SUU Partnership

Confirmed willing to partner with our consortium

Nichole Wangsgard <wangsgard@suu.edu>

We will start offering the core content courses as part of the APPEL program online. SUU currently has the following courses ready to deliver.

EDUC 5120: Creating and Managing a Learning Environment

SPED 5030: Introduction to Special Education

EDUC 5034: Strategies for Working with Diverse Learners and Educational Psychology

EDUC 5160: Curriculum Scope and Sequence - Instruction, Technology, Assessment, Planning

SCED 3720: Literacy in the Content Areas

SLCC Partnership:

Confirmed willing to partner with our consortium

Maria Griffin: maria.griffin@slcc.edu

Cell 253-380-6630

Office 801-957-5423

The five pedagogy courses that meet the APPEL requirements for Professional Licensure include: SLCC Committed to offering the following courses 2 - 3x each year for the consortium - during fall, spring, & summers)

EDU 2800 - Instruction Technology Assessment and Planning

EDU 2820 - Creating a Learning Environment

EDU 2840 - Literacy in the Content Area

EDU 2850 - Intro to Special Education (formerly 2010)

EDU 2860 Survey of Teaching Diverse Populations

Note: WTED 0100 (formerly CEAL 100) for those under an ARL plan still offered, but APPEL licensure does not require this course.

Licensure courses for elementary methods include:

EDU 2870 English Language Arts Methods for Elementary Teachers

EDU 2871 Mathematics Methods for Elementary Teachers

EDU 2872 Science Methods for Elementary Teachers

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Confirmed willing to partner with our consortium

Mary Burbank (mary.burbank@utah.edu)

<https://uite.utah.edu/summer-course-schedules/>

The University of Utah will facilitate PPA training for interested participants. The training will be held at a date TBD. They do not foresee a circumstance where they would assume responsibility for the assessment. They will provide methods classes in the following elementary areas:

Math in the Elementary Classroom for Beginning Teachers | 3 credit hrs |

Language Arts in the Classroom for Beginning Teachers | 3 credit hrs |

Science in the Classroom for Beginning Teachers | 3 credit hrs |

Social Studies in the Classroom for Beginning Teachers | 3 credit hrs |

They will provide secondary methods classes in the following areas with Mathematics and Language Arts being offered in the fall of 2020:

1. Social Studies
2. Language Arts
3. Science
4. Mathematics
5. Classroom Management
6. Technology

The University of Utah is willing to help with special education classes. They will create a cohort in each of their special education areas of emphasis: Mild and Moderate, Early Childhood Education, Severe and Profound and Sensory.

Any additional classes not with a university regionally accredited institution will be presented to the USBE for approval.

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

Each candidate is assigned at least one site-based mentor-educator. Candidates also receive mentor-educator support from each school in the Consortium’s team leads, administrative instructional leaders and instructional coaches. 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. The mentor-educator supports the candidate during the clinical experience events scheduled in the PLP to provide reflection guidance and interactions.

The key mentor-educator responsibilities are to observe, coach, and give feedback 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 building principal in consultation with the APPEL Leadership Team at their school with the following considerations:

1. Has a Utah professional educator license and preferring at least three years of teaching experience
2. Performs or has performed substantially the same instructional duties as the candidate
3. Models effective standards-based teaching and demonstrates high leverage practices
4. Displays strong intrapersonal, interpersonal, and teaming skills
5. Has or will have participated in Mentor Training in observation and quality feedback skills.

To prepare APPEL mentor-educators, the Clinical Experience Coordinator provides 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 and candidate’s PLP and to assure mentoring fidelity. Wasatch Front Consortium mentor-educator training includes at a minimum:

- Coaching Basics
- Coaching-in-Real-Time (with utilization of video of strategies in action)
- Mentor-educator coaching support meetings
- Alignment with each school's Charter focus
- Annual mentor-educator coach review

Consortium Mentoring Requirements are as follows for each school:

MENTORING

1. For at least the first three (3) years of employment, each school shall provide a mentoring program to each employee with an LEA-specific license. The mentoring program shall include a trained mentor educator who holds a professional educator license and, where possible:
 - a. performs substantially the same duties as the educator, with release time to work as a mentor; or is assigned as an instructional coach or equivalent position.
2. The mentor does not evaluate the educator; however, all employees, including mentors, must promptly report educator misconduct in violation of each school policy.
3. The mentor will help the employee meet the Utah Effective Educator Standards found in Utah Admin Code. R277-530 by:
 - a. assisting the educator with a self-assessment; ensuring that the educator has a formal professional learning plan; and meeting regularly with the educator for coaching observations and feedback.
4. The mentoring program shall include:
 - a. a formal professional learning plan for each teacher; support in meeting the requirements of a professional license area; and ongoing training on educator ethics and special education

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

Developmental progression towards competency demonstration is determined by the administrator reviewing curriculum and planning, observations including discussion and reflection with the candidate, and the administrator evaluation reports. During reflection times, the administrator and candidate jointly discuss the state of competency and what further work needs to be done to demonstrate mastery for the administrative evaluation. The administrator collaborates with the mentor-educator in order for the mentor-educator to provide support to the candidate.

APPEL leadership, based on the transcript review, determines what content-specific pedagogy and additional content courses are required for the candidate to complete endorsement coursework requirements.

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

Through a university partnership and/or MicroCredential classes, candidates complete a course of study focused on classroom management, creating effective learning environments, and developing routines and procedures. Candidates observe effective learning environments created by other educators. Candidates demonstrate their competency implementing the concepts learned in their studies by developing an effective learning environment in their own classroom.

Through a university partnership and/or UEN approved Canvas Courses and/or MicroCredential classes, candidates complete courses of study in instructional planning and assessment and of basic special education law and instruction that include positive behavior supports and MTSS principles. Candidates demonstrate their competency implementing the concepts learned in their studies by planning and executing appropriate instruction and support in their lessons.

Through a university partnership or courses with UEN, candidates complete a course of study in instructional technology. Candidates demonstrate their competency implementing the concepts learned in their studies by incorporating technology in lesson planning and classroom instruction as a learning strategy and resource in student learning.

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.*

For each candidate to fulfill these requirements, the Clinical Experiences Coordinator will:

- Create the fieldwork observations schedule (including mentor-educator coaching cycles and administrator evaluations) as part of each candidate’s PLP.
- Coordinate with the APPEL team, in each Consortium school, to provide release time for the candidate once every two weeks for the first three months of teaching to observe master teacher classrooms. This release time is in addition to the candidate’s prep period. A substitute for the candidate’s release time is provided.
- Coordinate with the APPEL team, in each Consortium school, to provide full-day release time at least three times over the following six months for the candidate to observe master teacher classrooms and teachers in their content area. These full-day release times include the mentor-educator team lead or instructional coach as much as possible so reflection on the practices observed can happen together. The full-day observations focus on topics designed to enhance the educator’s skills based on the PPL and evaluations. It supports the educator’s course work and may include, but is not limited to the following topics:
 - One visit (specific placement and experience through observation and reflection) focuses on the needs of ethnically diverse students and language acquisition.
 - One visit (specific placement and experience through observation and reflection) focuses on low SES students and their needs.
 - One visit (specific placement and experience through observation and reflection) focused on the needs of special education students.
 - One visit (specific placement and experience through observation and reflection) focuses on the unique needs of the candidate.
- Coordinate with the APPEL team, in each Consortium school, to provide additional release time as necessary for the candidate to continue observation and reflection experiences in other classrooms and schools as needed to bridge the gaps identified during progress consultations.

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?

Developmental progression towards competency demonstration is determined by the school administrator. Mentor-educators, and where one is in place, instructional coaches review curriculum and planning, complete observations, and reflect with the candidate. Ultimately, the administrator is responsible for determining competency through evaluation reports. Teacher artifacts such as a portfolio, written curriculum, and assessments, reflections, etc. are also part of the demonstration of competency. During reflection times, the administrator and mentor-educator and candidate will jointly discuss the state of competency and what 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:

- systematic and explicit instructional design and implementation;
- varied evidence-based instructional strategies;

iii. developmentally appropriate and authentic learning experiences;

- a. scaffolded instruction;
- b. differentiated instruction;
- c. 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; and

- a. revising instructional plans for future implementation or reteaching concepts as appropriate;

b. Candidates demonstrate competency by completing the entire teaching cycle (planning, instruction and assessment) and documenting the reflection process with the mentor-educator (Including instructional coaches when there is one) 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 demonstrate competency by intentionally incorporating cross-disciplinary skills into their curriculum.

c) engaging students in the learning process;

Candidates 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 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 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:

- measuring student understanding;
- modifying instruction;

iii. targeting tier two instruction and intervention in a multi-tiered system of support;

- providing feedback to students, and
- documenting student progress, i.e., assigning an academic grade;

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

h) establishing and maintaining a positive learning climate;

Candidates 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 demonstrate competency by intentionally using a variety of instructional strategies to support and expand each learners' 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:

- analyze student data; and
- inform, plan, and modify instruction;

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

UETS: Describe how your program will support and evaluate candidates in demonstrating competency that meet Utah Effective Teaching Standards proficiency levels. Refer to the UETS Booklet for standard details. Include the evaluation tool your APPEL program will use as an appendix item.

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, a certified school administrator takes the candidate through a minimum of two evaluative observation cycles prior to February 15th of each school year. The evaluation evidence is measured against the UETS rubric. 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. All evaluations are conducted according to USBE required evaluation guidance.

TEACHER DISPOSITIONS: Describe how your program will include consideration of a candidate's dispositions and suitability for teaching. Refer to the [UETS Booklet](#) for some essential teaching dispositions.

All teachers in each of the schools in the Wasatch Front Consortium are part of a Professional Learning Team. Team members are collectively and individually responsible to meet behavioral norms and professional expectations as defined by the respective team and Consortium school procedures and policy. Norms include: teacher to teacher interactions, responsibilities for curriculum planning and development, student assessment, data evaluation, reteach and enrichment activities based upon student data, behavior management, and planning and sharing professional duties associated with whole team activities. Developing the skills necessary to meet listed expectations fall to the individual candidate, team members and the individual's educator-mentor. Additional resources are provided through each school's Professional Development Program. Assistance from the identified instructional coach/master teacher at each school is made available by request from the building administrator, the educator-mentor or the teacher themselves. Guided observations and planning time are made available to the teacher through the educator-mentor and the building administrator. The building administrator is responsible to ensure that the teacher meets professional expectations as measured by Utah Effective Teaching Standards.

REMEDIATION: Describe how your program will plan for candidate remediation and exit counseling if necessary.

Remediation for all Provisional teachers in each school of the Wasatch Front Consortium is governed by the Evaluation and Performance of the teacher meeting Basic Level on Utah Effective Teaching Standards and also the Employee Discipline, Administrative Leave and Orderly Termination guidelines in each school's Employee handbook. Furthermore, all provisional teachers are considered at-will and may be dismissed without cause at the end of a contract year as defined in each school's Employee handbook.

All remediation conversations are guided by the administration of the state created teacher observation tool, [Utah Effective Teaching Standards](#) as defined in Board Rule R277-533.

PPA PREPARATION: What state superintendent-approved pedagogical performance assessment will you require for your candidates? Describe how you will prepare candidates for and implement the pedagogical performance assessment.

The Wasatch Front Consortium will primarily use the PPAT as the pedagogical performance assessment. If candidates are enrolled at UVU, they will complete the edTPA.

The Wasatch Front Consortium 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 conducts and reviews different assessment task assignments with the Clinical Experience Coordinator at each school 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 along with each school's Clinical Experience Coordinator monitors the candidate's progress and offers support as allowed throughout the PPA assessment process.

All candidates will successfully complete the Pedagogical Performance Assessment before receiving a professional license.

PERSONNEL TRAINING: How will your APPEL Program Director build and maintain the capacity of program personnel in their duties and responsibilities? Consider LEA-specific needs of training and monitoring personnel effectiveness as well as personnel staff changes.

The Wasatch Front Consortium in each school has designated an APPEL Program Director. All school Directors work in cooperation between schools and oversee the program at their school. All personnel at each school assigned a role in the APPEL program work directly under the Principal of their school in the Charter schools with more than one campus, they work under the direction of the Lead Director. Each school and the Consortium’s Pedagogical Consultant, Content Consultants, Pedagogical Performance Assessment Specialist, Clinical Experience Coordinator are master teachers, content-area specialists, educator-mentors, educators-mentor trainers, trained in coaching techniques and are employed full-time. All regularly provide and participate in professional development as part of their essential job functions. Future training has been planned in the area of pedagogical testing and essential training will be planned as program needs become evident.

The Principals/Lead Directors at each school have begun and will continue to train school administrators in regards to their role as Progress Monitors. Training will take place during principal’s meetings, USBE provided training and mandatory summer training.

The University of Utah is willing to help facilitate training on the PPAT, of which the Wasatch Front Consortium will take advantage.

The Wasatch Front Consortium may also take advantage of all training opportunities provided by USBE as defined:

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

RECORDS MANAGEMENT: Describe how you will manage the documents, records, and workflow required for the APPEL program.

Candidate Documentation

Official transcripts from accredited institutions and/or CTE certifications and/or work experience documentation will be submitted.

1. PLP documentation includes, but is not limited to:
 - A. Transcript reviews including course descriptions, etc. including endorsement form(s).
 - B. Draft PLP and subsequent updates and final versions as the candidate progresses toward Professional licensure.
 - C. Documentation of communication related to the candidate’s progress.
 - D. Notes from consultation meetings, clinical experiences, and reflection conversations.
 - E. Relevant educator artifacts to document progress and evidence of competency.

Document Storage

1. All documents will be stored in two separate Google Documents.
2. Two accounts will be created by each school’s APPEL Director or designee.
 - a. The first account, the Candidate Professional Learning Plan file, will be shared between the Transcript Reviewer, the Plan Writer and the employee. It will house sensitive documents that are strictly associated with the Professional Learning Plan.
 - b. The second account, Candidate Individual Learning Plan File, will be shared between the Program Director, the employee, the educator-mentor and the progress monitor. This file will contain the Professional Learning Plan, teaching artifacts and progress monitoring information.

Appendix

[APPEL Syllabi](#)

[UETS Standards](#)

[University Course Descriptions](#)

[USBE Microcredentials](#)

[USBE/UEN Courses](#)

[UTOT Evaluation Tool](#)

STATEMENT OF ASSURANCES

Should APPEL program approval be made to the applicant in support of the outline proposed in this application, the authorized signature on this page of the application certifies to the USBE that the authorized official will:

1. Prior to recommending a Candidate to USBE for a Professional Educator License, ensure that all members of the APPEL team feel the candidate should be recommended for professional licensure.
2. Upon request, provide the Utah State Board of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations and board rules.
3. Conduct educator preparation instruction in compliance with board rules and regulations.
4. Submit, in accordance with stated guidelines and deadlines, all APPEL reports required by the Utah State Board of Education.
5. Retain records of the APPEL program indefinitely and will allow access to those records for purposes of review and audit.

Dr. Deborah L. Swensen	Superintendent	dswensen@hawthornacademy.org	June 1, 2020	Hawthorn Academy
Angie Johnson	Director	ajohnson@mwmacademy.org	June 1, 2020	Mountain West Montessori Academy
Susan Goldsberry	Mentor/Coach	sgoldsberry@questac.org	June 1, 2020	Quest Academy Charter School
Tana Archer	Director	tarcher@north-staracademy.com	June 1, 2020	North Star Academy

Karen Johnson	MTSS Network Coordinator	kjohnson@ascentutah.org	June 1, 2020	Ascent Academies of Utah
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