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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: May 9, 2014

**DISCUSSION/
DRAFT:** Conceptual Draft - R277-504 *Early Childhood, Elementary, Secondary, Special Education (K-12), Communication Disorders, Speech-Language Pathologist and Speech-Language Technician, and Preschool Special Education (Birth-Age 5) Licensure*

Background:

1. R277-504 *Early Childhood, Elementary, Secondary, Special Education (K-12), Communication Disorders, Speech-Language Pathologist and Speech-Language Technician, and Preschool Special Education (Birth-Age 5) Licensure* is due for a five-year review and continuation consistent with the Utah Administrative Rulemaking Act. The rule must be approved for continuation by the Board or it will expire on September 3, 2014.
2. The Board has requested an early review of this rule to provide more time for Board feedback on necessary revisions of the rule in relation to R277-502 *Educator Licensing and Data Retention* and R277-503 *Licensing Routes*.
3. The National Council on Teacher Quality recently released its 2013 State Teacher Policy Yearbook. USOE staff feels that some policy recommendations in this report should be considered by the Board in relation to this rule.

Key Points:

1. Administrative rules R277-502 and R277-503 no longer allow teacher preparation programs to be approved based solely on national accreditation. R277-504 details the requirements that the Board establishes for its approval of such programs in specific license areas of concentration.
2. Board members have discussed a preference to consider policy options in the development of this rule. This conceptual draft is provided for Board member discussion prior to formalizing the rule.
3. USOE staff consulted with the Utah Council of Education Deans regarding the revisions to this rule. UCED members will be in attendance to respond to Board Member questions regarding current Utah teacher preparation programs.

Anticipated Action: It is proposed that the Law and Licensing Committee review and provide feedback regarding the conceptual draft of R277-504. USOE staff requests direction from the Board regarding program requirements currently proposed in this rule and any additional requirements the Board wishes to consider.

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1 **R277-504-3. General Standards for Approval of Programs for the**
2 **Preparation of Teachers.**

3 A. The educator preparation program of an institution
4 may be approved by the Board if it:

5 (1) prepares candidates to meet the Utah Effective
6 Teaching Standards as detailed in R277-530;

7 (2) requires candidates to maintain a cumulative
8 university GPA of 3.0 and receive a C or better in all
9 education related or major required content courses;

10 (3) requires the study of:

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

13 (b) knowledge and skills designed to meet the needs of
14 students with disabilities in the regular classroom. These
15 shall include the following domains:

16 (i) knowledge of disabilities;

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

19 (iii) skills in implementing and assessing the
20 results of interventions intended to identify students with
21 disabilities.

22 (iv) skills in assessing the educational needs and
23 progress of students with disabilities in the regular
24 education classroom; and

25 (v) skills in the implementation of an educational
26 program with accommodations established by an IEP for students
27 with disabilities in the regular classroom; and

28 (c) knowledge and skills designed to meet the needs of
29 a diverse student population in the regular classroom. These
30 shall include the skills to:

31 (i) allow students different ways to demonstrate

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32 learning sensitive to multiple experiences and diversity;

33 (ii) design, adapt, and deliver instruction to address

34 each student's diverse learning strengths and needs; and

35 (iii) incorporate tools of language development into

36 planning and instruction for English language learners and

37 support development of English proficiency; and

38 (4) requires a student teaching culminating experience

39 that shall:

40 (a) require at minimum 400() clock hours with at least

41 200 clock hours in a single placement;

42 (b) require that student teachers meet the same contract

43 teaching hours as licensed teachers in the same LEA;

44 (c) include placement in all content or licensure areas

45 in which the individual will be licensed unless:

46 (i) no viable student teaching placement in one or more

47 of the student's endorsement areas could be found; or

48 (ii) the student is being licensed in Elementary (1-8)

49 and is completing an elementary student teaching placement but

50 has also completed the USOE course requirements for a content

51 endorsement;

52 (d) include intermittent supervision and evaluation by

53 institution personnel;

54 (e) include direct supervision of the student by a

55 classroom teacher that:

56 (i) has been jointly selected by the institution

57 student teaching placement officer and the LEA-designated

58 authority over student teaching placement;

59 (ii) has been deemed effective by an evaluation system

60 meeting the standards of R277-531 or the LEA's equivalent; and

61 (iii) has received training from the institution on

62 the role and responsibilities of a classroom mentor teacher

63 for student teachers;

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64 (f) include meaningful self-reflection with review and
65 feedback from both the classroom mentor teacher and
66 institution personnel; or

67 (5) requires an internship culminating experience that
68 shall:

69 (a) consist of full-time employment as an educator for
70 one school year with a minimum of (1260) clock hours at a
71 single school site;

72 (b) require that interns meet the same contract teaching
73 hours as licensed teachers in the same LEA;

74 (c) include placement in the major content or licensure
75 area in which the individual will be licensed;

76 (d) where possible, include placement in all content or
77 licensure areas in which the individual will be licensed
78 unless:

79 (i) no viable internship in one or more of the student's
80 non-major content or endorsement areas could be found; or

81 (ii) the student is being licensed in Elementary (1-8)
82 and is completing an elementary internship but has also
83 completed the USOE course requirements for a content
84 endorsement;

85 (e) include intermittent supervision and evaluation by
86 institution personnel;

87 (f) include an LEA assigned mentor that:

88 (i) has been jointly selected by the institution
89 internship placement officer and the LEA-designated authority
90 over internship placement; and

91 (ii) has been deemed effective by an evaluation system
92 meeting the standards of R277-531 or the LEA's equivalent;

93 (g) include meaningful self-reflection with review and
94 feedback from both the assigned mentor and institution
95 personnel;

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96 B. The following may be accepted for an individual
97 student as totally or partially fulfilling the student
98 teaching/internship requirement:

99 (1) one year of full-time contract teaching experience
100 in a teaching position as defined in R277-503-4(C)(3) in a
101 public or accredited private school in the individual's
102 proposed licensure subject areas may totally fulfill the
103 requirement;

104 (2) teaching in a preschool or headstart program may be
105 accepted for up to one-half of the student teaching
106 requirement;

107 (3) teaching experience in business or industry may be
108 accepted for up to one-half of the student teaching
109 requirement; and

110 (4) other experience accepted by the Board and
111 designated as totally or partially fulfilling the requirement.

112 **R277-504-*. Early Childhood Education (K-3) and Elementary**
113 **(K-6) license areas.**

114 A. The Early Childhood Education (K-3), Elementary
115 (K-6). Elementary (1-8) teacher preparation program of an
116 institution may be approved by the Board if it:

117 (1) Is aligned with the standards prescribed by the
118 National Association for the Education of Young Children or
119 the Association for Childhood Education International, as
120 appropriate; and

121 (2) requires study and experiences which provide
122 appropriate content knowledge needed to teach:

123 (a) literacy including listening, speaking, writing, and
124 reading;

125 (b) mathematics;

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- 126 (c) physical and life science;
- 127 (d) health and physical education;
- 128 (e) social studies; and
- 129 (f) fine arts; and
- 130 (3) includes coursework specifically designed to prepare
- 131 teachers:
- 132 (a) in the science of reading instruction including
- 133 phonemic awareness, phonics, fluency, vocabulary and
- 134 comprehension;
- 135 (b) in the science of mathematics instruction including
- 136 quantitative reasoning, problem solving, representation, and
- 137 numeracy;
- 138 (c) utilize technology to support and meaningfully
- 139 supplement the learning of students;
- 140 (d) teach in traditional, online-only, and blended
- 141 classrooms;
- 142 (e) design, administer, and review educational
- 143 assessments in a meaningful and ethical manner
- 144 (f) ***** additional coursework focus as appropriate
- 145 *****
- 146 (g) in early childhood development and learning, if it
- 147 is an Early Childhood Education (K-3) or Elementary (K-6)
- 148 (h) includes a focus in a specific content area
- 149 resulting in a content endorsement added to the license area,
- 150 if it is an Elementary (1-8) program.
- 151 B. The standards shall be applied to the specific age
- 152 group or grade level for which the program of preparation is
- 153 designed.
- 154 (1) An Early Childhood Education (K-3) program shall
- 155 focus primarily on early childhood development and learning.
- 156 (2) An Elementary (K-6) shall include both early
- 157 childhood development and learning and elementary content and

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158 pedagogy.

159 (3) An Elementary (1-8) shall focus primarily on
160 elementary content and pedagogy.

161 C. An individual holding an Elementary (1-8) license
162 area may earn an Early Childhood (K-3) license area by
163 completing specific coursework requirements established by
164 USOE.

165 D. An Elementary (1-8) license permits the teacher to
166 teach in any academic area in self-contained classes in grades
167 1-8.

168 E. An Elementary (1-8) license permits the teacher to
169 teach content specific courses at the 7th or 8th grade level
170 only if it includes the content specific endorsement.

171 **R277-504-*. Secondary (6-12) License Area.**

172 A. A Secondary (6-12) license area with subject
173 endorsement(s) is valid in grades six through twelve.

174 B. A Secondary (6-12) license area requires a major or
175 major equivalent in a subject, but the teacher cannot teach in
176 an elementary self-contained class

177 C. The secondary educator preparation program of an
178 institution may be approved by the Board if it:

179 (1) requires candidates to have completed an approved
180 teaching major consistent with subjects taught in Utah
181 secondary schools;

182 (2) requires candidates to have completed content
183 coursework reasonably equivalent to that required for
184 individuals completing a non-teaching degree in the subject;
185 and

186 (3) includes coursework specifically designed to train
187 teachers to:

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188 (a) utilize technology to support and meaningfully
189 supplement the learning of students;

190 (b) teach in traditional, online-only, and blended
191 classrooms;

192 (c) design, administer, and review educational
193 assessments in a meaningful and ethical manner;

194 (d) include literacy and quantitative learning
195 objectives in content specific classes in alignment with the
196 Utah Core Standards; and

197 (e) *****additional coursework focus as
198 appropriate*****

199 D. After completing a Board-approved Secondary (6-12)
200 educator preparation program the license area shall be
201 endorsed for all subjects in which the applicant has met the
202 course requirements for the endorsement as established by
203 USOE.

204 (1) A teaching major requires not fewer than 30 semester
205 hours of content credit in one subject.

206 (2) An endorsement requires not fewer than 16 semester
207 hours of credit in one subject.

208 **R277-504-*. Special Education (K-12+) and Preschool Special**
209 **Education (Birth-Age 5).**

210 A. The special education teacher preparation program of
211 an institution may be approved by the Board if it is aligned
212 with the standards prescribed by the Council for Exceptional
213 Children and is focused on one or more of the following
214 special education areas:

215 (1) Mild/Moderate Disabilities

216 (2) Severe Disabilities

217 (3) Deaf and Hard of Hearing;

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218 (4) Blind and Visually Impaired; or

219 (5) Preschool Special Education (Birth-Age 5).

220 B. Educators who hold Special Education (K-12+) license
221 areas may also be issued additional special education or
222 content endorsements if all endorsement requirements are met.

223 Educators who hold only a Special Education (K-12+) license
224 area may only be assigned as a teacher of record of special
225 education students.

226 C. The special education preparation program of an
227 institution may be approved by the Board if it includes
228 coursework specifically designed to train teachers to:

229 (1) understand the legal and ethical issues surrounding
230 special education;

231 (2) work with regular education teachers to implement
232 and evaluate interventions for the purpose of special
233 education identification, also known as Response to
234 Intervention;

235 (3) meet the needs of special education students when
236 working in a co-teaching assignment with a regular education
237 teacher

238 (4) ****Other Special Ed concepts that are the core of
239 a Special Education license area****

240 D. Blind and Visually Impaired/Deaf and Hard of Hearing
241 Endorsements required under this rule shall be issued to meet
242 "the highest requirements in the State applicable to a
243 specific profession or discipline" required by the Individuals
244 with Disabilities Education Act of 2004 (IDEA), Pub. L. No.
245 108-446, hereby incorporated by reference.

246 E. Preschool Special Education (Birth-Age 5) license
247 holders who teach children who are hearing impaired (birth-age
248 5) or vision impaired (birth-age 5) or both, in
249 self-contained, categorical classrooms shall hold an

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250 endorsement for Deaf and Hard of Hearing (Birth-Age 5) or
251 Blind and Visually Impaired (Birth-Age 5) or both.

252 **R277-504-*. Miscellaneous.**

253 The Middle Level license (5-9) continues to be valid;
254 however, a middle level license (5-9) has not been issued
255 since April 1, 1989 and is no longer required of teachers or
256 issued to teachers assigned to the middle school.

257 **Proposed move to R277-506**

258 **R277-505-*. Communication Disorders.**

259 A. Applicants for Communication Disorders license areas
260 of concentration (audiologist) shall have completed a
261 Board-approved program for teaching pupils with communication
262 disorders which includes a master's degree.

263 B. The preparation program for audiologists of a higher
264 education institution may be approved by the Board if it is
265 aligned with the standards prescribed by ASHA.

266 **R277-505-*. Speech-Language Pathologist (SLP).**

267 A. To qualify for the SLP area of concentration, an
268 individual shall have completed a Board-approved program for
269 teaching students with speech/language impairments. Such
270 programs include:

271 (1) a master's degree and Certificate of Clinical
272 Competence (CCC); or

273 (2) a master's degree; or

274 (3) an international equivalent of a master's degree,
275 earned in a communication disorders program, or equivalent
276 after receiving a bachelor's degree at an accredited higher
277 education institution.

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278 B. The preparation program for Speech-Language
279 Pathologists of a higher education institution may be approved
280 by the Board if it is aligned with the standards prescribed by
281 ASHA.

282 C. An individual that has been accepted into a Board
283 approved program may be licensed and may serve as a
284 Speech-Language Technician (SLT) as described in R277-504-*.
285 The duties and responsibilities of the individual may not
286 exceed his current preparation.

287 D. This area of concentration does not qualify the
288 individual to provide services outside of the educational
289 setting.

290 **R277-504-*. Speech-Language Technician (SLT).**

291 A. To qualify for the SLT area of concentration, an
292 individual shall have completed a Board-approved bachelor's
293 degree in communication disorders and additional training as
294 required by the USOE. Additional professional development
295 shall be completed prior to or within the first year of
296 receiving this area of concentration, in order to meet defined
297 competencies.

298 B. A speech-language technician shall work under the
299 supervision of a speech-language pathologist who accepts full
300 responsibility for the work of the speech-language technician.

301 C. The supervising SLP maintains full responsibility
302 for the caseload of the SLP and any SLTs supervised by the
303 SLP.

304 D. An individual may perform speech-language technician
305 functions and duties solely within the confines of the public
306 school.

307 E. This area of concentration does not qualify the

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308 individual to provide services outside of the educational
309 setting.

310 F. The speech-language technician's function and duties
311 shall conform to Utah's SLP/SLT Handbook, developed by the
312 USOE, 2007.

313 G. The performance of SLP and SLT duties shall be
314 strictly consistent with Utah's SLP/SLT Handbook.

315 H. Documented clinical employment may be substituted at
316 a school district's discretion for employment in education.