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## MEMORANDUM

**TO:** Members, Utah State Board of Education

**FROM:** Joel Coleman  
Interim Chief Executive Officer

**DATE:** November 7, 2014

**ACTION:** R277-504 *Early Childhood, Elementary, Secondary, Special Education (K-12), and Preschool Special Education (Birth-Age 5)* (Amendment)

### **Background:**

The Board recently approved major revisions to R277-504 *Early Childhood, Elementary, Secondary, Special Education (K-12), and Preschool Special Education (Birth-Age 5)*. As university programs have begun implementation of the rule several issues have been discovered that require Board action to correct.

### **Key Points:**

1. The rule does not contain a clear definition of student teacher and intern in the context of education and does not provide guidelines for the use of student teachers as substitute teachers consistent with R277-508 *Employment of Substitute Teachers*.
2. The rule does not contain an implementation timeline for the cumulative GPA requirement.
3. R277-502 *Educator Licensing and Data Retention* allows for a ten percent waiver of entrance requirements for university teacher preparation programs, including GPA requirements. There is no such waiver in the R277-504 program requirements.

### **Anticipated Action:**

It is proposed that the Law and Licensing Committee consider approving R277-504 *Early Childhood, Elementary, Secondary, Special Education (K-12), and Preschool Special Education (Birth-Age 5)* as amended on first reading and, if approved by the Committee, the Board consider approving R277-504 on second reading.

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1 **R277. Education, Administration.**

2 **R277-504. Early Childhood, Elementary, Secondary, Special**  
3 **Education (K-12), and Preschool Special Education (Birth-Age**  
4 **5) Licensure.**

5 **R277-504-1. Definitions.**

6 A. "Board" means the Utah State Board of Education.

7 B. "Council for Exceptional Children" is an international  
8 professional organization dedicated to improving the  
9 educational success of both individuals with disabilities and  
10 individuals with gifts and talents. CEC advocates for  
11 appropriate governmental policies, sets professional  
12 standards, provides professional development, advocates for  
13 individuals with exceptionalities, and helps professionals  
14 obtain conditions and resources necessary for effective  
15 professional practice.

16 C. "Early Childhood license area of concentration" means  
17 an Early Childhood Education teaching license required for  
18 teaching kindergarten and permitting assignment in  
19 kindergarten through grade three. It is recommended for those  
20 teaching in formal public school programs below kindergarten  
21 level.

22 D. "Early intervention credential" is the highest  
23 qualified personnel standard established by the Department of  
24 Health that persons shall meet in able to provide services to  
25 infants and toddlers with disabilities age 0-3 in early  
26 intervention settings. In order to provide services to infants  
27 and toddlers with disabilities age 0-3 in early intervention  
28 settings, an individual shall have an Early Intervention  
29 Credential or a Preschool Special Education (Birth- Age 5)  
30 license.

31 E. "(1-8) license area of concentration" means an  
32 Elementary teaching license required for teaching grades one  
33 through eight.

34 F. "Elementary (K-6) license area of concentration" means

35 an Elementary teaching license required for teaching grades  
36 kindergarten through six.

37 G. "Endorsement" means a specialty field or area listed  
38 on the teaching license which indicates the specific  
39 qualification of the holder.

40 H. "Highest requirements in the State applicable to a  
41 specific profession or discipline" means the highest  
42 entry-level academic degree needed for any State-approved or  
43 State-recognized certification, license, registration, or  
44 other comparable requirement that applies to that profession  
45 or discipline.

46 I. "IEP" means a written statement of an individualized  
47 education program by an IEP team and developed, reviewed, and  
48 revised in accordance with Utah State Board of Education  
49 Special Education Rules and the Part B of the IDEA.

50 J. "Internship" means the placement of a teacher  
51 education student in an advanced stage of preparation, as a  
52 culminating experience, in employment in a school setting for  
53 a period of up to one school year during which the intern  
54 shall receive salary proportionate to the service rendered as  
55 determined by the LEA. An intern is supervised primarily by  
56 the school system but with a continuing relationship with  
57 college personnel and following a planned program designed to  
58 produce a demonstrably competent professional.

59 [F]K. "Level 1 license" means a Utah professional  
60 educator license issued upon completion of an approved  
61 preparation program or an alternative preparation program, or  
62 pursuant to an agreement under the NASDTEC Interstate  
63 Contract, to applicants who have also met all ancillary  
64 requirements established by law or rule.

65 [K]L. "Level 2 license" means a Utah professional  
66 educator license issued by the Board after satisfaction of all  
67 requirements for a Level 1 license and:

68 (1) satisfaction of requirements under R277-522 for

69 teachers whose employment as a Level 1 licensed educator began  
70 after January 1, 2003 in a Utah public LEA or accredited  
71 private school;

72 (2) at least three years of successful education  
73 experience in a Utah public LEA or accredited private school  
74 or one year of successful education experience in a Utah  
75 public LEA or accredited private school and at least three  
76 years of successful education experience in a public LEA or  
77 accredited private school outside of Utah;

78 (3) additional requirements established by law or rule.

79 [E]M. "Preschool Special Education (Birth-Age 5) license  
80 area of concentration" means a teaching license required for  
81 teaching preschool students with disabilities.

82 [M]N. "Secondary license area of concentration" means a  
83 Secondary teaching license required for teaching grades six  
84 through twelve. Secondary license areas carry endorsements for  
85 the areas in which the holder is qualified to provide  
86 instruction.

87 [N]O. "Special Education license area of concentration  
88 (K-12)" means Special Education teaching license required for  
89 teaching students with disabilities in kindergarten through  
90 grade twelve. Special Education areas of concentration carry  
91 endorsements in at least one of the following areas:

92 (1) Mild/Moderate Endorsement which indicates that the  
93 holder's preparation focused on teaching students with  
94 mild/moderate learning and behavior problems;

95 (2) Severe Endorsement which indicates that the holder's  
96 preparation focused on teaching students with severe learning  
97 and behavior problems;

98 (3) Deaf and Hard of Hearing Endorsement which indicates  
99 that the holder's preparation focused on teaching students who  
100 are deaf or other hearing impaired; and

101 (4) Blind and Visually Impaired Endorsement which  
102 indicates that the holder's preparation focused on teaching

103 students who are blind or other visually impaired.

104 P. "Student teaching" means the placement of a teacher  
105 education student in an advanced stage of preparation for a  
106 period of guided teaching in a school setting during which the  
107 student assumes increasing responsibility for directing the  
108 learning of a group or groups of students over a period of  
109 time.

110 [Ø]Q. "USOE" means the Utah State Office of Education.

111 **R277-504-2. Authority and Purpose.**

112 A. This rule is authorized by Utah Constitution Article  
113 X, Section 3 which vests the general control and supervision  
114 of the public schools in the State Board of Education and by  
115 Section 53A-1-402(1)(a) which directs the Board to make rules  
116 regarding the licensing of educators, and Section 53A-1-401(3)  
117 which allows the Board to adopt rules in accordance with its  
118 responsibilities.

119 B. The purpose of this rule is to:

120 (1) specify the requirements for Early Childhood (K-3),  
121 Elementary (K-6), Elementary (1-8), Secondary (6-12), Special  
122 Education (K-12), and Preschool Special Education (Birth-Age  
123 5) licensing; and

124 (2) specify the standards which the Board expects a  
125 teacher preparation institution to meet in specific areas for  
126 the institution to receive Board approval of the program.

127 **R277-504-3. General Standards for Approval of Programs for the**  
128 **Preparation of Teachers.**

129 A. The Board may approve the educator preparation program  
130 of an institution if the institution:

131 (1) prepares candidates to meet the Utah Effective  
132 Teaching Standards in R277-530;

133 (2) prepares candidates to teach the Utah Core Standards  
134 as established by the Board;

135 (3) requires candidates to maintain a cumulative  
136 university GPA of 3.0 and receive a C or better in all  
137 education related ~~[or]~~courses and major required content  
138 courses~~[+]~~:

139 (a) This requirement applies to candidates admitted to  
140 the program after January 1, 2015.

141 (b) A candidate admitted to the program with a GPA below  
142 3.0 under the 10 percent waiver provided in R277-502-3D shall  
143 maintain an overall GPA of 3.0 for all coursework completed  
144 after the candidate's admission to the program;

145 (4) requires the study of:

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

148 (b) knowledge and skills designed to meet the needs of  
149 students with disabilities in the regular classroom. Knowledge  
150 and skills shall include the following domains:

151 (i) knowledge of disabilities under IDEA;

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

154 (iii) skills in implementing and assessing the results of  
155 interventions intended to assist in the identification of  
156 students with disabilities.

157 (iv) skills in assessing the educational needs and  
158 progress of students with disabilities in the regular  
159 education classroom; and

160 (v) skills in the implementation of an educational  
161 program with accommodations and modifications established by  
162 an IEP for students with disabilities in the regular  
163 classroom; and

164 (c) knowledge and skills designed to meet the needs of  
165 diverse student populations in the regular classroom. These  
166 skills for diverse student populations shall include the  
167 skills to:

168 (i) allow teachers to create an environment using a

169 teaching model that is sensitive to multiple experiences and  
170 diversity;

171 (ii) design, adapt, and deliver instruction to address  
172 each student's diverse learning strengths and needs; and

173 (iii) incorporate tools of language development into  
174 planning and instruction for English language learners and  
175 support development of English proficiency; and

176 (5) requires a student teaching culminating experience  
177 that:

178 (a) requires a minimum of 400 clock hours with at least  
179 200 clock hours in a single placement;

180 (b) requires that student teachers meet the same contract  
181 hours as licensed teachers in the same LEA;

182 (c) requires that the student teacher not be employed in  
183 any capacity by the LEA where he is placed except as provided  
184 in R277-504-7B;

185 ([e]d) includes placement in all content or licensure  
186 areas in which the candidate shall be licensed unless:

187 (i) no viable student teaching placement in one or more  
188 of the candidate's endorsement areas is available; or

189 (ii) the candidate is seeking a license in Elementary  
190 (1-8) and is completing an elementary student teaching  
191 placement, but has also completed the USOE course requirements  
192 for an endorsement;

193 ([e]e) includes intermittent supervision and evaluation  
194 by institution personnel;

195 ([e]f) includes direct supervision of the candidate by a  
196 classroom teacher that:

197 (i) has been jointly selected by the institution student  
198 teaching placement officer and the LEA-designated authority  
199 over student teaching placement;

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

202 (iii) has received training from the institution on the

203 role and responsibilities of a classroom mentor teacher for  
204 student teachers, including the standards of R277-515;

205 ([f]g) include meaningful self-reflection with review and  
206 feedback from both the classroom mentor teacher and  
207 institution personnel; or

208 (6) Requires an internship culminating experience that:

209 (a) consists of full-time employment as an educator for  
210 one school year with a minimum of 1260 clock hours at a single  
211 school site;

212 (b) requires that interns meet the same contract teaching  
213 hours as licensed teachers in the same LEA;

214 (c) includes placement in the major content or licensure  
215 area in which the candidate shall be licensed;

216 (d) where possible, includes placement in all content or  
217 licensure areas in which the candidate shall be licensed  
218 unless:

219 (i) no viable internship in one or more of the  
220 candidate's non-major endorsement areas could be found; or

221 (ii) the candidate is seeking licensure in Elementary  
222 (1-8) and is completing an elementary internship, but has also  
223 completed the USOE course requirements for an endorsement;

224 (e) includes intermittent supervision and evaluation by  
225 institution personnel;

226 (f) includes an LEA assigned mentor that:

227 (i) has been jointly selected by the institution  
228 internship placement officer and the LEA-designated authority  
229 over internship placement;~~and~~

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

232 (iii) provides direct support and supervision to the  
233 intern during the regular school day in addition to the  
234 standard LEA supports of new teachers.

235 (g) includes meaningful self-reflection with review and  
236 feedback from both the assigned mentor and institution

237 personnel;

238 B. The Board may accept the following for an individual  
239 candidate as completely or partially satisfying the student  
240 teaching/internship requirement:

241 (1) one year of full-time contract teaching experience in  
242 a teaching position as defined in R277-503-4(C)(4) in a public  
243 or accredited private school in the candidate's proposed  
244 licensure content areas may completely satisfy the  
245 requirement;

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

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

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

254 **R277-504-4. Early Childhood Education (K-3) and Elementary**  
255 **(K-6) License Areas.**

256 A. The Board may approve the Early Childhood Education  
257 (K-3), Elementary (K-6), Elementary (1-8) teacher preparation  
258 program of an institution if the program:

259 (1) is aligned with the 2010 National Association for the  
260 Education of Young Children Standards for Initial and Advanced  
261 Early Childhood Professional Preparation Programs or the 2007  
262 Association for Childhood Education International Standards  
263 for Elementary Level Teacher Preparation, as appropriate; and

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

266 (a) literacy including listening, speaking, writing, and  
267 reading;

268 (b) mathematics;

269 (c) physical and life science;

270 (d) health and physical education;  
271 (e) social studies; and  
272 (f) fine arts; and  
273 (3) includes coursework specifically designed to prepare  
274 teachers:  
275 (a) in the science of reading instruction including  
276 phonemic awareness, phonics, fluency, vocabulary and  
277 comprehension;  
278 (b) in the science of mathematics instruction including  
279 quantitative reasoning, problem solving, representation, and  
280 numeracy;  
281 (c) with the technical skills to utilize common education  
282 technology;  
283 (d) to integrate technology to support and meaningfully  
284 supplement the learning of students;  
285 (e) to teach effectively in traditional, online-only, and  
286 blended classrooms;  
287 (f) to design, administer, and review educational  
288 assessments in a meaningful and ethical manner;  
289 (g) in early childhood development and learning, if it is  
290 an Early Childhood Education (K-3), or Elementary (K-6); and  
291 (h) in a specific content area resulting in an  
292 endorsement added to the license area, if it is an Elementary  
293 (1-8) program.  
294 B. The standards shall be applied to the specific age  
295 group or grade level for which the program of preparation is  
296 designed.  
297 (1) An Early Childhood Education (K-3) program shall  
298 focus primarily on early childhood development and learning.  
299 (2) An Elementary (K-6) shall include both early  
300 childhood development and learning and elementary content and  
301 pedagogy.  
302 (3) An Elementary (1-8) shall focus primarily on  
303 elementary content and pedagogy.

304 C. A teacher holding an Elementary (1-8) license area may  
305 earn an Early Childhood (K-3) license area by completing  
306 specific coursework requirements established by USOE.

307 D. An Elementary (1-8) license permits the teacher to  
308 teach in any academic area in self-contained classes in grades  
309 1-8.

310 E. An Elementary (1-8) license permits the teacher to  
311 teach specific content courses at the 7th or 8th grade level  
312 only if the teacher's license includes the appropriate  
313 endorsement.

314 **R277-504-5. Secondary (6-12) License Area.**

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

317 B. A Secondary (6-12) license area requires a major or  
318 major equivalent in a content area, but the teacher cannot  
319 teach in an elementary self-contained class.

320 C. The Board may approve the secondary educator  
321 preparation program of an institution if the program:

322 (1) is an undergraduate level program and requires  
323 candidates to have completed:

324 (a) an approved content area or teaching major  
325 consistent with subjects taught in Utah secondary schools; and

326 (b) content coursework reasonably equivalent to that  
327 required for individuals completing a non-teaching degree in  
328 the subject; or

329 (2) Is a graduate level program and requires candidates  
330 to have completed:

331 (a) a bachelor's degree or higher from an accredited  
332 university; and

333 (b) coursework equivalent to the minimum requirements for  
334 an endorsement as established by USOE, including the  
335 appropriate content knowledge assessment; and

336 (3) includes coursework specifically designed to prepare

337 candidates:

338 (a) with the technical skills necessary to utilize common  
339 education technology;

340 (b) to integrate technology to support and meaningfully  
341 supplement the learning of students;

342 (c) to teach effectively in traditional, online-only, and  
343 blended classrooms;

344 (d) to design, administer, and review educational  
345 assessments in a meaningful and ethical manner; and

346 (e) to include literacy and quantitative learning  
347 objectives in content specific classes in alignment with the  
348 Utah Core Standards.

349 D. After completing a Board-approved Secondary (6-12)  
350 educator preparation program, the license area shall be  
351 endorsed for all subjects in which the candidate has met the  
352 course requirements for the endorsement as established by  
353 USOE.

354 (1) A content area or teaching major requires not fewer  
355 than 30 semester hours of credit in one content area.

356 (2) An endorsement requires not fewer than 16 semester  
357 hours of credit in one content area.

358 **R277-504-6. Special Education (K-12+) and Preschool Special**  
359 **Education (Birth-Age 5).**

360 A. The Board may approve an institution's special  
361 education teacher preparation program if the program is  
362 aligned with the 2011 Council for Exceptional Children Special  
363 Education Standards for Professional Practice and is focused  
364 in one or more of the following special education areas:

365 (1) Mild/Moderate Disabilities

366 (2) Severe Disabilities

367 (3) Deaf and Hard of Hearing;

368 (4) Blind and Visually Impaired; or

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

370 B. The Board may issue teachers who hold Special  
371 Education (K-12+) license areas additional endorsements if all  
372 endorsement requirements are met. Teachers who hold only a  
373 Special Education (K-12+) license area may only be assigned as  
374 a teacher of record of students with disabilities.

375 C. The Board may approve a special education preparation  
376 program of an institution if the program includes coursework  
377 specifically designed to train candidates to:

378 (1) understand the legal and ethical issues surrounding  
379 special education;

380 (2) work with other school personnel to implement and  
381 evaluate academic and behavior interventions for the purpose  
382 of identification of students with disabilities;

383 (3) provide the necessary specialized instruction, as per  
384 IEPs, to students with disabilities, including

385 (a) core content and content specific pedagogy;

386 (b) knowledge of the role of regular education teachers,  
387 related service providers, and paraeducators in the education  
388 of students with disabilities;

389 (c) skills in implementing and assessing the results of  
390 research and evidence-based interventions for students with  
391 disabilities;

392 (d) skills in assessing and addressing the educational  
393 needs and progress of students with disabilities; and

394 (e) skills in the implementation of an specialized  
395 educational program with accommodations and modifications, as  
396 needed, that supplements the Utah Core Standards, as per an  
397 IEP, for students with disabilities.

398 D. The Board shall issue Blind and Visually Impaired/Deaf  
399 and Hard of Hearing Endorsements required under this rule to  
400 meet the highest requirements in the State applicable to a  
401 specific profession or discipline required by the Individuals  
402 with Disabilities Education Act of 2004 (IDEA), Pub. L. No.  
403 108-446, hereby incorporated by reference.

404 E. Preschool Special Education (Birth-Age 5) license  
405 holders who teach children who are hearing impaired (Birth-Age  
406 5) or vision impaired (Birth-Age 5) or both, in  
407 self-contained, categorical classrooms shall hold an  
408 endorsement for Deaf and Hard of Hearing (Birth-Age 5) or  
409 Blind and Visually Impaired (Birth-Age 5) or both.

410 **R277-504-7. Miscellaneous.**

411 A. The Middle Level license (5-9) continues to be valid;  
412 however, the Board has not issued a middle level license (5-9)  
413 since April 1, 1989 and it is no longer required of teachers  
414 or issued to teachers assigned to the middle school.

415 B. Consistent with LEA and university policy and  
416 R277-508-5E, a student teacher may work as a paid substitute  
417 in the classroom of the student teacher's classroom mentor  
418 teacher for no more than five days and no more than three  
419 consecutive days per university semester.

420 C. On the days a student teacher is working as a  
421 substitute teacher, the candidate's legal status as a  
422 substitute teacher/district employee will take precedence over  
423 the legal status as a teacher candidate.

424 D. A student teaching placement may be changed to an  
425 internship placement upon agreement of the student teacher,  
426 the university program, and the LEA.

427 **KEY: teacher licensing, professional education, accreditation**

428 **Date of Enactment or Last Substantive Amendment: 2014**

429 **Notice of Continuation: September 2, 2014**

430 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**

431 **53A-1-402(1) (a); 53A-1-401(3)**