

# Utah State Board of Education

## Alternate Pathway to Professional Educator License for Deaf Education (APPEL-DeafEd) Preparation Program Model Program Framework 2025

*This document outlines the USBE Model Program Framework for an Alternate Pathway to Professional Educator License Deaf Education (APPEL-DeafEd) Preparation Program - it is NOT the program approval application.*

### APPEL-DeafEd Program Outline

*For Deaf educator preparation program (Deaf EPP) approval, each Deaf EPP needs to submit a detailed narrative outlining how they will meet the board rule requirements for Deaf EPP. Each Deaf EPP outline should align with and expand upon its existing educator support and resources.*

#### **Program Outline Overview:**

- APPEL-DeafEd Leadership Team
- Candidate Initial Evaluation
- Deaf Education Content Knowledge Assessment
- Professional Learning Plan
- Educator Competencies
- Content Competencies and Discipline-Specific Methods
- Pedagogical Competencies
- Clinical Experience Fieldwork Overview
- Clinical Experience Competencies
- Program Mentoring
- Teacher Dispositions
- Remediation
- Record Management
- Personnel Training

# Deaf EPP APPEL- DeafEd Leadership Team

Other than the Program Director, these may be specific individuals or specific designees in your Deaf EPP (i.e., HR director, principal, etc.). Multiple roles may be assigned to one leadership team member.

<b>LEA Name: Utah Schools for the Deaf and Blind</b>	
<b>Leadership Title</b>	<b><i>Role/Responsibility and Qualifications/Skills</i></b>
<b>USBE Liason</b>  Serve as the bridge between the Utah State Board of Education (USBE) and USDB in ensuring the program is compliant, accountable, and aligned with state expectations.	<b>Name:</b> Tami Gear <b>E-mail:</b> tami.gear@schools.utah.gov <b>Phone:</b> (801)538-7724 <b>Role:</b> Safeguard compliance, facilitate communication, and support continuous improvement.  <b>Preferred Qualifications:</b> Assigned liaison by USBE
<b>Program Director</b>  Project management, organization, leadership, trainer, communicator	<b>Name:</b> Michelle Tanner <b>E-mail:</b> michellet@usdb.org <b>Phone:</b> (801)629-4711 <b>Role:</b> Point of contact, directs all elements of the program, communicates with administration, personnel, and candidates, ensures personnel training, schedules candidate progress meetings, and controls documents/records.  <b>Preferred Qualifications:</b> Professional License with years of experience, administrative license, school or district-level leadership experience
<b>Transcript Reviewer</b>  Attention to detail, communication	<b>Name:</b> Aimee Breinholt <b>E-mail:</b> aimeeb@usdb.org <b>Phone:</b> (801)440-9880 <b>Role:</b> Reviews candidate transcripts for content and pedagogy coursework, consulting with Pedagogy Consultant and Content Consultants as needed.  <b>Preferred Qualifications:</b> Bachelor's degree, licensed educator

<p>Expert in the field of education</p>	<p><b>Pedagogy Consultant</b>  <b>Name:</b> Aimee Breinholt  <b>E-mail:</b> <a href="mailto:aimeeb@usdb.org">aimeeb@usdb.org</a>  <b>Phone:</b> (801)440-9880  <b>Role:</b> Reviews transcripts and PLPs for pedagogical soundness.</p> <p><b>Preferred Qualifications:</b> Level 2 or Professional License, instructional coach, experience as a mentor, conducting professional learning, etc.</p>
<p>Expert in the appropriate content area/discipline</p>	<p><b>Content Consultants</b>  <b>Name:</b> Aimee Breinholt &amp; Michelle Tanner  <b>E-mail:</b> <a href="mailto:aimeeb@usdb.org">aimeeb@usdb.org</a> / <a href="mailto:michellet@usdb.org">michellet@usdb.org</a>  <b>Phone:</b> (801)440-9880 / (801)629-4711  <b>Role:</b> Reviews transcripts and PLPs for content-specific soundness.</p>

	<p><b>Preferred Qualifications:</b> Level 2 or Professional License, content specialist, experience with standards implementation, mentoring content educators</p>
<p>Organization, communication, attention to detail</p>	<p><b>Plan Writer</b>  <b>Name:</b> Aimee Breinholt  <b>E-mail:</b> <a href="mailto:aimeeb@usdb.org">aimeeb@usdb.org</a>  <b>Phone:</b> (801)440-9880  <b>Role:</b> After transcript review and upon consultation with other team members, write up the candidate's Professional License Plan.</p> <p><b>Preferred Qualifications:</b> basic computer literacy</p>
<p>Communication, management, mentoring skills, and modeling correct practice</p>	<p><b>Clinical Experience Coordinator</b>  <b>Name:</b> Aimee Breinholt  <b>E-mail:</b> <a href="mailto:aimeeb@usdb.org">aimeeb@usdb.org</a>  <b>Phone:</b> (801)440-9880  <b>Role:</b> Selects, trains, and monitors preparation program mentor-educators and coordinates candidate fieldwork experiences such as scheduling substitutes, arranging observations, and supporting candidate needs.</p> <p><b>Preferred Qualifications:</b> Level 2 or Professional License, prior Mentor experience; school or district-level leadership, prior work with pre-service teacher or university EPP</p>

<p><b>Progress Monitor</b> Organization, communication</p>	<p><b>Name:</b> Aimee Breinholt  <b>E-mail:</b> aimeeb@usdb.org  <b>Phone:</b> (801)440-9880</p> <p><b>Role:</b> Tracks PLPs, collects appropriate evidence, and ensures candidates are progressing through their plan and are appropriately supported.</p> <p><b>Preferred Qualifications:</b> experience in an educational setting, mentor experience, job coach experience</p>
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**CANDIDATE INITIAL EVALUATION:** *Describe how the program will review existing documentation and transcripts to identify content and pedagogical competencies already met by the candidate.*

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

- The Pedagogy Consultant reviews official transcripts, MIDAS transcripts, collects course descriptions for all pedagogy coursework to detail which competencies are met.
- Content Consultant reviews official transcripts, MIDAS transcripts, and Endorsement forms, collecting course descriptions for all content and methods coursework. Consult with USBE specialists as needed. Content Consultant reviews and provides technical assistance on the Deaf Education Content Knowledge Assessment.
- Plan Writer collates the Consultants' results and creates draft PLPs for each of the candidate's Associate license areas with related Associate endorsements using the Model Program PLP templates for each of the teaching assignments.

**PROFESSIONAL LEARNING PLAN (PLP):** *Describe how the program will write, monitor and show completion of each candidate's personalized professional license plan based on the requirement analysis. Describe how the candidates will demonstrate progress and achievement throughout the program.*

A **Professional License Plan (PLP)** includes elements from Board Rule R277-304, such as pedagogy/content studies, educator dispositions, educator competencies, clinical experience competencies, and other information. The Plan Writer fills in 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 work begins in the classroom.

### **Clinical Experiences Coordination**

The Clinical Experience Coordinator selects, trains, and monitors 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 educator 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 the appropriate standards, and coaching them through the educator dispositions and clinical experience competencies, etc.

The mentor-educator performs, or has performed, substantially the same duties as the candidate. Release time is provided to work as a mentor-educator or be assigned as an instructional coach or equivalent position.

### **Initial Consultation**

An initial consultation meeting is held between the candidate, the Program Director, and the mentor-educator to lay out the candidate's draft PLP and timeline. This also happens no later than **thirty days** after work begins in the classroom.

### **Disposition/Progress Consultations**

Candidates are placed on an approximate 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 completed, studies finished, etc.

Upon the candidate's successful demonstration on every competency on the PLP, the Program Director recommends the candidate to USBE for professional licensure.

**EDUCATOR COMPETENCIES:** *How will the program ensure each candidate successfully demonstrates competency in all educator competencies outlined in Board Rule 304?*

Progression towards competency demonstration will be determined by the mentor-educator reviewing curriculum lesson plans, observations, including discussion and reflection with the candidate, and/or the administrator evaluation reports. During reflection times, the mentor-educator and candidate will jointly discuss the state of competency and identify what further work needs to be completed to demonstrate mastery for the administrative evaluation. ([Deaf Education Competencies](#))

**CONTENT COMPETENCIES AND DISCIPLINE-SPECIFIC METHODS:** *Describe how the program will help candidates meet the content knowledge needs of candidates. Individual course information is not necessary, but the program should indicate who they will work with to meet these requirements; e.g. USBE, university, college, etc.*

The following learning outcomes from Board Rule are grouped under the bolded topics and covered in the APPEL-DeafEd program. The APPEL-DeafEd program is responsible for guiding candidates on how to accomplish the pedagogical and content studies. The Deaf Ed PLP will determine who will provide the individual studies. ([Deaf Education Competencies](#))

**PEDAGOGICAL COMPETENCIES:** *Describe how the program will help candidates meet the pedagogical knowledge needs of candidates. If the program will be creating custom coursework, please include a course title and course description for each. If the program will be partnering with a university or college, provide course names and a crosswalk of required competencies.*

The learning outcomes from Board Rule are grouped under each standard of the APPEL-DeafEd program. ([Deaf Education Competencies](#))

**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.*

In order to meet these requirements for each candidate, the Clinical Experiences Coordinator will:

- Create a fieldwork observations schedule as part of each candidate's PLP.
- Provide release time for the candidate, at least once every three weeks, for the first three months of teaching (for 1-2 class periods) to observe master educator classrooms. This release time must be other than the candidate's prep period. A substitute for the candidate's release time must be provided.
- Provide full-day release time at least three times over the following six months for the candidate to observe master educators' classrooms and educators in their content area. These full-day release time observations can occur in different school(s), but must be the entire school day and include the mentor-educator as much as possible so reflection on the practices observed can happen together. Substitutes for the candidate's and release time are provided.
  - One visit (specific placement and experience through observation and reflection) focused on deaf and hard-of-hearing students acquiring language through ASL and English.
  - One visit (specific placement and experience through observation and reflection) focused on deaf and hard-of-hearing students acquiring language through spoken language.
  - One visit (specific placement and experience through observation and reflection) focused on the needs of students with significant cognitive needs.
  - One visit (specific placement and experience through observation and reflection) focused on deaf and hard-of-hearing students in a mainstream setting.
  - One family visit (specific placement and experience through observation and reflection) focused on deaf and hard-of-hearing children from birth to 3 years of age.
- Provide additional release time, as necessary, for the candidate to continue observation and reflection experiences in other classrooms and schools to bridge the gaps identified during progress consultations. This will be a full-day release time that is scheduled every few months for the duration of the candidate's involvement in the APPEL-DeafEd program.

**CLINICAL EXPERIENCE COMPETENCIES:** *How will the candidate's clinical experience be supervised to ensure the specific clinical experience competencies outlined in Board Rule 304 are met successfully through demonstration of knowledge and skills?*

Progression towards competency demonstration will be determined by the mentor-educator reviewing curriculum lesson plans and observations, including discussion and reflection with the candidate and/or the administrator evaluation reports. Teacher artifacts, such as a portfolio, written curriculum, assessments, reflections, etc., should be part of the demonstration of competency. During reflection times, the mentor-educator and candidate will jointly discuss the state of competencies and identify further work that needs to be done to demonstrate mastery for the administrative evaluation.

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

Each candidate is assigned at least one mentor-educator. 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, as well as accompanies the candidate during the clinical experience events scheduled in the PLP to provide reflection guidance and interactions.

The key mentor-educator responsibility is to observe and give feedback in order to help the candidate meet the pedagogical requirements described in R277-301. The mentor-educator does not serve as an evaluator of the educator.

Mentor-educators are selected by the Program Director and building principal, in consultation with the APPEL-DeafEd Leadership Team, with the following criteria:

- Possesses a Utah professional educator license and prefers at least three years of teaching experience;
- Performs, or has performed, substantially the same instructional duties as the candidate;
- Models effective standards-based teaching and demonstrates high-leverage practices;
- Displays strong intra- and interpersonal and teaming skills;
- Has or will have participated in state-hosted Mentor Training in observation and quality feedback skills. See R277-308.

To prepare APPEL-DeafEd mentor-educators, the Clinical Experience Coordinator provides one-on-one initial 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, the candidate's PLP, and ensures mentoring fidelity.

***TEACHER DISPOSITIONS: Describe how your program will include consideration of a candidate's dispositions and suitability for teaching.***

Essential educator dispositions are professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

The mentor-educator ensures the candidate understands essential educator dispositions. The mentor-educator will model educator dispositions, the candidate will observe other educators in their classrooms as they exhibit educator dispositions, and the candidate will self-assess educator dispositions in their own teaching. The candidate must demonstrate progress over time in essential educator dispositions until the candidate meets basic competency in demonstrating all essential educator dispositions.

To successfully complete the Teacher Dispositions portion of the Professional Learning Plan, the candidate must demonstrate basic competency in essential educator dispositions.

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

The PLP Monitor ensures a candidate demonstrates progress, over time, in all of the areas of the PLP. The PLP Monitor notifies the APPEL-DeafEd leadership team if a candidate does not show sufficient progress. Insufficient progress leads to program probation, remediation, and exit counseling as needed. If placed on program probation, a candidate must work with their mentor-educator and PLP mentor to develop a plan for improvement, including a specific action plan for each appropriate area and a specific timeline to demonstrate improvement. As necessary, the program will release the candidate from regular teaching responsibilities to increase observation of other educators, make arrangements for the mentor-educator to team-teach or observe the candidate, or increase preparation time to make appropriate adjustments to curriculum development.

The APPEL-DeafEd program can request a one-year extension from the state, as long as they have not been on an AEL for more than 2 years and the candidate can show that they are making progress, but need additional time to complete licensure requirements.

If, upon reaching the improvement plan deadline or the end of the extension, the candidate does not demonstrate sufficient progress, the candidate may be removed from the program.

***RECORD MANAGEMENT: Describe how you will manage the documents, records, and workflow required for the APPEL-DeafEd program.***

USBE provides initial training on how to manage and organize the documents and records required in the program for all candidates. Listed below are the documents that each APPEL-DeafEd program is expected to collect/maintain. This list outlines the appropriate evidence needed to demonstrate that candidates have met all APPEL-DeafEd competencies and requirements.

**Program Documentation:**

- Tracking of both local and state professional development syllabi, and attendance, along with follow-up event logs, is used to build the capacity of the APPEL-DeafEd Leadership Team and mentor-educators.

**Candidate Documentation:**

- Official transcripts from regionally accredited institutions and CTE certifications and work experience documenting progressive progress.
- PLP documentation, including, but not limited to:
  - Transcript reviews, including course descriptions, etc., including endorsement form(s).
  - Draft PLP and subsequent updates and final versions as the candidate progresses toward Professional licensure.
  - Documentation of communications related to the candidate's progress.
  - Notes from consultation meetings, clinical experiences, and reflection conversations.
  - Relevant educator artifacts to document progress and evidence of competency.

**Document Storage:**

- Create a naming protocol for candidate electronic folders and files, such as transcripts, endorsement forms, certifications, PLPs, etc. to allow for multiple copies to be received and stored over time.

- Create a personal, private, password-protected storage area for the candidate to develop and maintain personal artifacts.
- Create a shared, password-protected storage area to house APPEL-DeafEd documents.
- Create a document sharing strategy to give restricted access to PLPs from draft to completion.
- Set up bookmarks, etc., for searching for course descriptions, regional accreditation status, MIDAS transcripts, etc., to support the transcript review process
- Create a tracking process to manage clinical experience schedules, consultation events, coursework progress, and shared documentation for each candidate.

**PERSONNEL PROFESSIONAL DEVELOPMENT:** *How will your APPEL-DeafEd Program Director build and maintain the capacity of program personnel in their duties and responsibilities? Please describe how your Deaf EPP program will continue to ensure personnel are consistent and confident in their responsibilities and duties. Describe how staff turnover is handled. Consider Deaf EPP-specific needs of training and monitoring personnel effectiveness, as well as personnel staff changes.*

USBE provides initial training for program leadership.

1. Technical assistance (boot-camp) for application to become an approved APPEL-DeafEd 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-DeafEd mentor-educators
5. State-level administrator evaluation training

Deaf EPPs will meet together annually as an APPEL-DeafEd Leadership Team to determine if personnel training is sufficient and develop action plans to adjust/augment personnel capacity as needed.

USBE will support APPEL-DeafEd network groups to foster collaboration, share resources, strengthen personnel practice, and provide support for programs.

**UNIVERSITY/COLLEGE PARTNERSHIP:** As you consider how to collaborate to develop a partnership with a college/university, feel free to utilize the following contact information and prompt questions:

When determining a university partnership, consider:

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

**UNIVERSITY/COLLEGE PARTNERSHIP contacts**

- [Idaho State University - Deaf Education Program](#) - Jill Radford, Clinical Instructor of Deaf Education
- [Rochester Institute of Technology -National Technical Institute of the Deaf](#) - Nathan Harrison, Ed.D.

Important details:

- The potential number of candidates in your program to help the partner university understand the level of demand
- Types of coursework (pedagogy, methods, content) offered by the university
- Coursework delivery options (online, summer, webinar, time of day, etc.)
- Type(s) of credit (continuing ed; undergraduate; graduate; etc.)
- Which parts of the process will be delegated to the partner university (coursework for candidates, training for mentor-educators, transcript reviews, coordinating clinical experiences, PPA support, etc)
- How/who will bill for services