

1 **R277. Education, Administration.**

2 **R277-304. Teacher Preparation Programs.**

3 **R277-304-1. Authority, Purpose, and Oversight Category.**

4 (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which vests general control and
6 supervision over public education in the Board;

7 (b) Subsection 53E-3-401(4), which allows the Board to make rules to execute
8 the Board's duties and responsibilities under the Utah Constitution and state law; and

9 (c) Subsection 53E-6-201(3)(a), which directs the Board to make rules to
10 establish the criteria for obtaining an educator license.

11 (2)(a) The purpose of this rule is to specify the standards which the Board
12 expects of a teacher preparation institution before program approval in specified areas.

13 (b) The standards in this rule apply to the specific educational area and grade
14 level for which the preparation program is designed.

15 (3) This Rule R277-304 is categorized as Category 4 as described in Rule R277-
16 111.

17

18 **R277-304-2. Definitions.**

19 (1)(a) "Career and technical education" or "CTE" means organized educational
20 programs or competencies which directly or indirectly prepare students for employment,
21 or for additional preparation leading to employment, in occupations where entry
22 requirements do not generally require a baccalaureate or advanced degree.

23 (b) CTE programs provide all students a continuous education system, driven by
24 a student's college and career readiness plan, through competency-based instruction,
25 culminating in essential life skills, certified occupational skills, and meaningful
26 employment.

27 (2) "Clinical experience" means a structured opportunity in which a program
28 candidate is mentored by a licensed educator and evaluated by a teacher leader, school
29 administrator, or university preparation program faculty member, in order to develop and

30 demonstrate competency in the skills and knowledge necessary to be an effective
31 teacher, in a physical classroom, which may include experiences in a virtual classroom.

32 (3) "Competency" means evidence through demonstration in a higher education
33 or prek-12 classroom setting of successful application of knowledge and skills.

34 (4) "Essential Elements" means the alternate academic achievement standards
35 for students with significant cognitive disabilities, established by the Board in the Special
36 Education Rules Manual, dated June 2023, incorporated by reference in Section R277-
37 750-2.

38 (5) "Diverse student populations" means unique student groups as identified by:
39 (a) disability;
40 (b) academic learning needs; or
41 (c) linguistic needs.

42 (6)(a) "Multi-tiered system of supports" or "MTSS" means a framework for
43 integrating assessment and intervention to maximize student achievement, reduce
44 behavior problems, and increase long-term success.

45 (b) The combination of systematic implementation of increasingly intensive
46 intervention, referred to as tiers, and carefully monitoring students' progress,
47 distinguishes MTSS from typical prevention measures.

48 (c) Emphasis, in MTSS, is placed on ensuring interventions are implemented
49 effectively.

50 (7) "Personalize" means to engage all students with high expectations for their
51 learning goals and to empower each learner to take ownership of individual strengths,
52 needs, and interests, while tailoring flexible supports to maximize student growth and
53 competence.

54 (8) "Utah Core Standards" means the core standards established by the Board
55 in Rule R277-700 for grades K-12 and the Core Standards for Early Learning, adopted
56 June 2023.

58 **R277-304-3. Incorporation by Reference of Educator Preparation Program**
59 **Competencies.**
60 (1) This rule incorporates by reference:
61 (a) the General Teacher Preparation Competencies dated June 2024;
62 (b) the Educator Preparation Program Competencies for Elementary Literacy
63 dated May 2022;
64 ~~(c) the Elementary Content Competencies dated January 2024;~~
65 ~~(d)~~ the Standards for Special Education Educator Preparation Program
66 Approval dated August 2024; and
67 ~~(e)~~ the Special Education Preparation Foundational Competencies dated
68 March 2025.

69 (2) A copy of these documents is located at:
70 (a) <https://schools.utah.gov/administrative-rules/documentsincorporated>; and
71 (b) the offices of the Utah State Board of Education.

72

73 **R277-304-4. General Teacher Preparation.**

74 Before approval by the Board, a teacher preparation program shall provide
75 evidence that the program:
76 (1) prepares candidates to meet the Utah Effective Teaching Standards in Rule
77 R277-330;
78 (2) prepares candidates to teach:
79 (a) the Utah Core Standards; and
80 (b) the Essential Elements, as appropriate to a candidate's prospective area of
81 licensure as established by the Board;
82 (3) includes school-based clinical experiences for a candidate to observe,
83 practice skills, and reflect on teaching that:
84 (a) are significant in number, depth, breadth, and duration;
85 (b) are progressively more complex; and
86 (c) include working with all types of students;

November 19, 2025

87 (4) for candidates who enroll in a preparation program before September 1,
88 2026, requires competency in:

89 (a) content and content specific pedagogy appropriate for the area of licensure;

90 (b) knowledge of the Educator Standards contained in Rule R277-217;

91 (c) designing, administering, and reviewing formative and summative
92 assessments in a meaningful and ethical manner;

93 (d) improving student outcomes by:

94 (i) using student assessment data, both formative and summative;

95 (ii) analyzing instructional practices; and

96 (iii) making necessary adjustments to personalize learning;

97 (e) using strategies to promote active student engagement;

98 (f) systematically designing instruction toward a specific learning goal by:

99 (i) providing tier one and tier two instruction and intervention on the Utah core
100 standards including the use of competency-based learning;

101 (ii) using a variety of evidence-based instructional strategies, including explicit
102 instruction and scaffolded supports;

103 (iii) integrating technology to support and meaningfully supplement the learning
104 of students;

105 (iv) designing developmentally appropriate and authentic learning experiences;

106 (v) developing higher order thinking and metacognitive skills; and

107 (vi) integrating cross-disciplinary skills, such as literacy and numeracy, into
108 instruction;

109 (g) providing positive and constructive feedback to guide students' learning and
110 behavior;

111 (h) establishing a consistent, organized, and respectful learning environment,
112 including:

113 (i) positive behavior interventions and supports within a multi-tiered system of
114 support;

115 (ii) classroom procedures and routines;

145 of knowledge and skills gained through the program in one or more clinical experiences
146 in collaboration with a licensed teacher over an extended period in each of the following
147 competencies:

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

150 (b) revising instructional plans for future implementation or reteaching concepts
151 as appropriate;

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

154 (d) evaluating student artifacts and assessments;

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

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

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

159 (h) participating in at least one IEP meeting or parental consultation regarding a
160 student that the program candidate has instructed; and

161 (i) consulting and collaborating with qualified personnel, such as a school
162 counselor or school social worker, regarding the emotional well-being of students;

163 (7) include consideration of a candidate's dispositions and suitability for
164 teaching; and

165 (8) include plans for candidate remediation and exit counseling, if appropriate.

166

167 R277-304-5. Early Childhood and Elementary Preparation Programs.

168 (1) Before approval by the Board, a preparation program for early childhood
169 education or elementary education shall demonstrate how the program requires
170 candidate competency in:

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

172 (b) early childhood development and learning;

173 (c) the Educator Preparation Program Competencies for Elementary Literacy;

November 19, 2025

174 (d) for candidates who enrol in a preparation program before September 1,

175 2026,] the appropriate content knowledge needed to teach:

176 (i) the science of literacy instruction including:

177 (A) phonemic awareness;

178 (B) phonics;

179 (C) fluency;

180 (D) vocabulary:

181 (E) comprehension; and

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

183 (A) quantitative reasoning:

184 (B) problem solving:

185 (C) representation:

186 (D) numeracy: and

187 (E) a balance of procedural and conceptual understanding:

188 (iii) physical and life science:

189 (iv) health and physical education:

190 (v) social studies; and

191 (vi) fine arts: or

(2) for candidates who enroll in a preparation program on or after September 1.

193 2026. the Elementary Content Competencies and the Educator Preparation Program

194 Competencies for Early Literacy.]

195 ([3]2) For a program candidate accepted after January 1, 2020, a preparation
196 program for early childhood or elementary education shall provide multiple opportunities
197 for a program candidate to successfully demonstrate application of knowledge and skills
198 gained through the program in a school-based setting in each of the following:

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

200 (b) demonstrating content-specific pedagogy in each of the areas outlined in

201 Subsection R277-304-5(1);

November 19, 2025

202 (c) diagnosing students struggling with reading and planning and implementing
203 remediation for those students; and

204 (d) diagnosing students struggling with mathematics and planning and
205 implementing remediation for those students.

206 ([4]3) An educator preparation program shall apply the standards in this Section
207 R277-304-4 to the specific age group or grade level for which the preparation program
208 is designed.

209 (a) An early childhood education program shall focus primarily on early
210 childhood development and learning in preschool through grade 3.

211 (b) An elementary program shall include both early childhood development and
212 learning and elementary content and pedagogy in kindergarten through grade 6.

214 R277-304-6. Secondary Preparation Programs.

215 (1) Before approval by the Board, a secondary preparation program shall
216 demonstrate that it requires competency in:

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

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

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

222 (d) planning instruction and assessment in content-specific teams and in cross-
223 curricular teams.

224 (2) For a program candidate accepted after January 1, 2020, a secondary
225 preparation program shall provide multiple opportunities for a program candidate to
226 successfully demonstrate application of knowledge and skills gained through the
227 program in a school-based setting in each of the following:

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

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

231

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

233 (1) Before approval by the Board, a special education or preschool special
234 education preparation program shall demonstrate that:

235 (a) the program is operated by or partnered with a Utah institution of higher
236 education or the Board;

237 (b) it requires competency in Board approved special education teacher
238 preparation competencies in one or more of the following special education areas:

239 (i) Mild/Moderate Support Needs;

240 (ii) Complex Support Needs;

241 (iii) Deaf and Hard of Hearing;

242 (iv) Blind and Visually Impaired;

243 (v) Deafblind; or

244 (vi) Preschool Special Education (Birth-Age 5);

245 (c) the program requires the passage of a Braille assessment approved by the
246 Superintendent for a program in the Blind and Visually Impaired area;

247 (d) For a candidate enrolled in a special education preparation program before
248 September 1, 2027 or enrolled in a preschool special education preparation program,
249 the program requires competency in:

250 (i) all areas detailed in Subsections R277-304-4(4) through (7);

251 (ii) legal and ethical issues surrounding special education, including:

252 (A) the IDEA;

253 (B) the Special Education Rules Manual incorporated by reference in Section
254 R277-750-2; and

255 (C) all other applicable statutes and Board rules;

256 (iii) working with other school personnel to implement and evaluate academic,
257 behavioral, and developmental supports and interventions for students with disabilities
258 within a multi-tiered system of supports as appropriate for the area of licensure;

November 19, 2025

259 (iv) training in and supervising the services and supports provided to students
260 with disabilities by general education teachers, related service providers, and
261 paraprofessionals; and

262 (v) providing specially designed instruction, including content-specific pedagogy,
263 as per IEPs, to students with disabilities, including:

264 (A) the Utah Core Standards; and

265 (B) the Essential Elements as appropriate to a candidate's prospective area of
266 licensure as established by the Board;

267 (C) skills in assessing and addressing the educational, developmental, and
268 functional needs and progress of students with disabilities;

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

271 (E) skills in implementing an educational program with accommodations,
272 modifications, services, and supports established by an IEP for students with
273 disabilities.

274 (2) For a program candidate accepted after January 1, 2020, a special education
275 or preschool special education preparation program shall require multiple opportunities
276 for a program candidate to successfully demonstrate application of knowledge and skills
277 gained through the program in a school-based setting in each of the following:

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

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

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

284 (d) monitoring school compliance with multiple student IEP and Section 504
285 plans;

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

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

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

294 (h) if the program is designed to prepare an individual for a special education
295 license area, developing and implementing a secondary transition plan as it relates to
296 post-secondary education and training, competitive employment, and independent
297 living.

298 (3) For a program candidate accepted on or after September 1, 2027, a special
299 education preparation program shall require demonstration of:

300 (a) the Special Education Preparation Foundational Competencies; and

301 (b) the competencies for at least one special education endorsement.

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

304 (1) Before approval by the Board, a deaf education preparation program shall:

305 (a) be operated by or partnered with a Utah institution of higher education or the
306 Board;

307 (b) be aligned with the National Association of State Directors of Special
308 Education, Inc., Optimizing Outcomes for Students who are Deaf or Hard of Hearing,
309 Educational Service Guidelines, Third Edition;

310 (c) be focused on one or more of the following areas:

311 (i) teaching students who are deaf or hard of hearing from birth to age five using
312 both listening and spoken language strategies and American Sign Language;

313 (ii) teaching students who are deaf or hard of hearing with listening and spoken
314 language strategies; or

November 19, 2025

315 (iii) teaching students who are deaf or hard of hearing with strategies that
316 promote the development of American Sign Language and English literacy across the
317 curriculum:

318 (d) require competency in:

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

320 (ii) legal and ethical issues surrounding special education, including:

321 (A) the IDEA;

322 (B) the Special Education Rules Manual incorporated by reference in Section

323 R277-750-2; and

324 (C) all other applicable statutes and Board rules;

325 (iii) addressing specific linguistic and cultural needs of deaf and hard of hearing
326 students throughout the curriculum;

327 (iv) skills for incorporating language into all aspects of the curriculum;

328 (v) pedagogical skills unique to teaching reading, writing, mathematics, and

329 other content areas to deaf and hard of hearing students;

330 (vi) basic fluency in the use of American Sign Language;

331 (vii) knowledge of the audiological and physiological components of audition;

332 (viii) skills for teaching speech to deaf and hard of hearing students;

333 (ix) the socio-cultural and psychological implications of hearing loss; and

334 (x) assessing and addressing the educational needs and educational progress of
335 deaf and hard of hearing students.

336 (2) For a program candidate accepted after January 1, 2020, a deaf or hard of
337 hearing education preparation program shall require multiple opportunities for a
338 program candidate to successfully demonstrate application of knowledge and skills
339 gained through the program in a school-based setting in each of the following:

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

341 (b) for a program focused on Subsection R277-304-8(1)(c)(i);

342 (i) assessing early childhood language development and assessment in

343 American Sign Language and spoken English;

344 (ii) working with families with students who are deaf or hard of hearing while
345 respecting a variety of communication modalities;

346 (iii) integrating language, speech, and listening into everyday activities;

347 (iv) sharing knowledge with families with students who are deaf or hard of
348 hearing about the complexities of deaf culture, including norms and behaviors of the
349 deaf community;

350 (v) developing auditory perception in children and educating parents about
351 developmental milestones for listening skills; and

352 (vi) proficiency in American Sign Language as demonstrate by passing an
353 assessment approved by the Superintendent;

354 (c) for a program focused on Subsection R277-304-8(1)(c)(ii):

355 (i) developing auditory perception in children and strategies for developing
356 listening and spoken language in deaf and hard of hearing students;

357 (ii) demonstrating understanding and expertise regarding early childhood spoken
358 language development;

359 (iii) involving family members with students who are deaf or hard of hearing in
360 learning and therapeutic activities;

361 (iv) integrating speech, listening, and spoken language in preschool and early
362 elementary content areas; and

363 (v) integrating current listening technology, including troubleshooting such
364 technology; and

365 (d) for a program focused on Subsection R277-304-8(1)(c)(iii):

366 (i) integrating American Sign Language into instruction of core academic content
367 for all school-age students;

368 (ii) enhancing bilingual literacy of students who are deaf or hard of hearing in
369 both American Sign Language and English;

370 (iii) integrating respect and understanding of deaf culture into instruction;

371 (iv) demonstrating understanding and expertise regarding American Sign
372 Language, language development; and

373 (v) proficiency in American Sign Language as demonstrated by passing an
374 assessment approved by the Superintendent.

375

376 R277-304-9. Career and Technical Education Preparation Programs.

377 (1) Before approval by the Board, a CTE teacher preparation program designed
378 for individuals that do not hold a bachelor's degree or higher shall:

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

380 (i) family and consumer sciences;

381 (ii) health sciences;

382 (iii) information technology:

383 (iv) skilled and technical sciences: or

384 (v) work-based learning:

385 (b) require that candidates have six years of documented, related occupational
386 experiences within the 10 years before the program application in an approved CTE
387 license area:

388 (c) require competency in all areas detailed in Section R277-304-4;

389 (d) for a program candidate accepted after January 1, 2020, a CTE preparation
390 program shall require multiple opportunities for a program candidate to successfully
391 demonstrate application of knowledge and skills gained through the program in a
392 school-based setting in all requirements outlined in Section R277-304-4; and

393 (e) require candidates to hold the applicable license or certificate issued by the
394 Utah State Department of Commerce, Division of Professional Licensing in any area
395 where such licensure or certification exists

396 (2) A program may count an associate's degree in a related area for up to two
397 years of occupational experience to satisfy the requirement in Subsection R277-304-
398 9(1)(b).

399 (3)(a) An approved program may request a waiver from the Superintendent of
400 the occupational experience required for a candidate if the candidate has passed an

401 approved competency examination in the respective field at or above the passing score
402 established by the Superintendent.

403 (b) The Superintendent may grant a waiver under Subsection (3)(a) for up to five
404 years from the date the candidate passed the examination.

405

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

407 **Date of Last Change: May 8, 2025**

408 **Notice of Continuation: March 15, 2024**

409 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401; 53E-6-
410 201**

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