

2025 APPEL Program Approval Review

Program Name: Alcott Learning APPEL program

Initial Review Date: April 28, 2026, updated 6/11/2026 & 7/17/2026

The following outlines how the program intends to meets the requirements in Board rule, as outlined in their application.

Board Rule Requirements			
Item	Criteria	Meets requirement	Notes
Definition of Educator Preparation Program (R277-303-2)	Program is developed by or associated with an institution of higher education, individual LEA, a consortium of LEAs, or the Board.		Program has provided email communications with LEA directors on potential associations, if approved
Flexibility (R277-303-2)	Program designs and implements focused options for candidates to demonstrate required competencies	X	Program has provided multiple options for candidates to demonstrate required competencies
Physical Location (R277-303-5(2))	Program meets one of the following requirements: 1. Have a physical location in Utah where participants attend classes; or 2. If the program provides only online instruction, the program's primary headquarters is located in Utah and the program is licensed to do business through the Utah Department of Commerce.	X	Program plans to offer hybrid learning and has established a location where candidates will attend classes and is licensed to do business through the Utah Department of Commerce (see application pg.5 for details)
Entry Requirements (R277-303-5(2))	Program establishes entry requirements that include measures of previous academic success, disposition for employment in an educational setting, and basic skills in reading, writing, and mathematics.	X	Program provided anticipated measures of previous academic success, disposition for employment in an education setting, and basic skills in reading, writing, and mathematics in their application (see pg. 14 for details)
Utah Educator Preparation Program Standard 1a (R277-303-3)	Program completers can effectively demonstrate the educator preparation competencies established in Board rule	X	See notes below under APPEL Model Program Outline items Content Competencies & Methods, General Teacher Preparation, and Clinical Experience Competencies
Utah Educator Preparation	Program completers have the experience, knowledge, and skills needed to serve students with a variety of educational needs	X	See notes below under APPEL Model Program Outline items Content

Program Standard 1b (R277-303-3)			Competencies & Methods, General Teacher Preparation, and Clinical Experience Competencies
Utah Educator Preparation Program Standard 1c (R277-303-3)	Program completers establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection.	X	See notes below under APPEL Model Program Outline items Content Competencies & Methods, General Teacher Preparation, and Clinical Experience Competencies
Utah Educator Preparation Program Standard 2a (R277-303-3)	Program provides high quality learning experiences aligned to Utah competencies and standards while offering multiple opportunities for a candidate to demonstrate that the candidate has the knowledge and skills to serve all students.	X	See notes below under APPEL Model Program Outline items Content Competencies & Methods, General Teacher Preparation, and Clinical Experience Competencies
Utah Educator Preparation Program Standard 2b (R277-303-3)	Program seeks out and supports high quality clinical experiences for a candidate where the candidate has opportunities to practice and receive feedback on their knowledge and skills		See notes below under APPEL Model Program Outline item Clinical Experience Overview
Utah Educator Preparation Program Standard 2c (R277-303-3)	Program develops and supports high quality mentors who support program candidates in demonstrating competencies in Board rule	X	See notes below under APPEL Model Program Outline item Program Mentoring
Utah Educator Preparation Program Standard 2d (R277-303-3)	Program prioritizes capacity to support candidates as reflected in staffing and institutional resources	X	See notes below under APPEL Model Program Outline item Leadership Team
Utah Educator Preparation Program Standard 3a (R277-303-3)	Program engages in thoughtful continuous improvement practices by reviewing program performance data and seeking opportunities for innovations and enhancement	X	See notes below under APPEL Model Program Outline item Personnel Professional Development
Utah Educator Preparation Program Standard 3b (R277-303-3)	Program seeks partnerships with stakeholders to strengthen the Utah education system.		See emails on potential associations with LEAs

The Superintendent shall design and maintain a model educator preparation program that meets the requirements of all applicable Board rules, and may be adopted by an LEA, an accredited private school, or consortium of accredited private schools as long as the private schools meet all the requirements listed above (see R277-303-5). The following outlines how the program intends to meet the APPEL Model Program Outline, as described in their application.

APPEL Model Program Outline			
Item	Criteria	Meets requirement	Notes
Leadership Team	Program describes the experience and qualifications of the individuals who will lead the program and support candidates.	X	Almost all leadership roles will be administered by program director, who holds a professional teaching license in Utah & Texas. Application indicates intent to hire additional staff as program expands
Initial Evaluation	Program describes how it will review transcripts and existing documentation.	X	Adapt model program (see application pg. 9-15)
Professional Learning Plan	Program describes how it will write, monitor and show progress and completion of candidate's PLP.	X	Adopt the model program
UETS & Teaching Dispositions	Program describes how it will support and evaluate UETS competency and teacher dispositions	X	Adopt the model program
Content Competencies and Methods	Program describes how it will help candidates meet content knowledge and content-specific pedagogical needs.	X	Adopt the model program
General Teacher Preparation	Program describes how it will meet the general pedagogical needs of candidates.	X	Adapt model program (see application pg. 22-27); Staff have approved program courses as aligned to General Teacher Preparation Competencies
Clinical Experience Overview	Program describes how it will support candidates during their clinical experiences and how candidates will have opportunities to observe, practice skills, and reflect on teaching.		Adapt model program (see application pg. 27-30) see comments below on "Clinical Experience in Non-Traditional Settings" and "Support for Multi-State Clinical Experience".
Clinical Experience Competencies	Program describes how candidates will demonstrate clinical experience competencies in Board rule.	X	Adopt the model program

Program Mentoring	Program describes how mentor-educators will be selected, trained, and supported.	X	Adapt model program (see application pg. 31-33)
Teacher Dispositions	Program describes how it will evaluate candidate disposition for teaching.	X	Adopt the model program
Remediation	Program describes how it will plan for candidate's remediation and exit counseling.	X	Adopt the model program
Personnel Professional Development	Program describes how it will build and maintain capacity of program personnel in their responsibilities.	X	Adapt model program (See Application pg. 40-41)
Record Management	Program describes how it will manage documents, records, and workflow.	X	Adopt the model program

Page #	General Comments
28-29	<u>Clinical Experience in Non-Traditional Settings</u> Program application mentions desire to provide clinical experiences in non-traditional settings including "private schools, microschools, higher education settings, and other structured learning-based programs". Board rule defines clinical experience as "a structured opportunity in which a program candidate is mentored by a licensed teacher and evaluated by a school or district administrator or institution of higher education preparation program faculty member with appropriate training. Competency is also defined as evidence be demonstrated in 'higher education or preK-12 classroom setting". USBE Staff discussed the following questions/concerns with the program: • Demonstration competencies must be demonstrated in a classroom with children, meaning no higher education settings. Candidates must have opportunities to teach children in a clinical setting to demonstrate these competencies. • Need a better definition of microschools and structured-learning based programs to know if they meet the definition of clinical experience. Will these placements have a licensed educator to mentor candidates and 'school administrator or IHE faculty member with training' to evaluate candidates? • The placement site's academic or curricular standards need to align to Utah Core Standards so candidates can demonstrate competency in teaching the Utah Core Standards.
30-31	<u>Support for Multi-State Clinical Experience</u> Program application mentions desire to provide candidates with clinical experiences in other states. USBE Staff discussed the following questions/concerns with the program: • How will the program monitor and support candidates in clinical experiences in other states? • For candidates who secure their own placements, who will clinical experience requirements be communicated to candidates?