

1 **R277. Education, Administration.**

2 **R277-729. Improvement of Early Literacy Outcomes**

3 **R277-729-1. Authority and Purpose.**

4 (1) This rule is authorized by:

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

7 Board's duties and responsibilities under the Utah Constitution and state law; and

8 (c) Section [53E-3-1003](#), which requires the Board to establish a Utah SoR panel;

9 (b) Subsection [53E-3-401](#)(4), which allows the Board to make rules to execute the
10 and

11 (d) Section [53E-6-302](#), which requires the Superintendent to consult with the Utah
12 Board of Higher Education in hiring faculty to promote SoR in university preparation
13 programs.

14 (2) The purpose of this rule is to:

15 (a) set the membership qualifications and appointment process for the Utah SoR
16 panel; and

17 (b) set criteria for higher education faculty hired to promote SoR in university
18 preparation programs.

19

20 **R277-729-2. Definitions.**

21 (1) "Adjunct faculty" means an instructor on a limited-term contract, often for one
22 semester at a time.

23 (2) "SoR" means the Science of Reading.

24 (3) "SoR Faculty" means faculty hired by a university preparation program for
25 promote SoRI in accordance with Subsection [53E-6-302](#)(6).

26 (4) "SoRI" means the Science of Reading Instruction.

27

28 **R277-729-3. Utah Science of Reading Panel.**

29 (1) There is created the Utah Science of Reading Panel or Utah SoR Panel.

30 (2) The Utah SoR Panel shall meet and carry out those functions identified in Section
31 [53E-3-1003](#).

32 (3) The Superintendent shall appoint members of the Utah SoR Panel.

33 (4) Members of the Utah SOR Panel shall have a deep knowledge of SoR, which

34 may include:

35 (a) experience publishing in peer-reviewed journals with known relationship with

36 scientific underpinnings of reading and reading development;

37 (b) experience presenting at SoR conferences;

38 (c) a background in practical application of the science of reading in classrooms,

39 including as a teacher, administrator, professional development provider, or literacy

40 coach;

41 (d) experience teaching in a higher education setting;

42 (e) experience conducting research that is funded by credible institutions;

43 (f) leadership experience with systems change; and

44 (g) deep knowledge of SoR demonstrated through:

45 (i) dyslexia certifications, accreditations, or extensive training through:

46 (A) Wilson Language;

47 (B) Certified Academic Language Therapy;

48 (C) the American Speech-Language-Hearing Association; or

49 (D) Orton Gillingham;

50 (ii) terminal or masters degree in reading instruction; or

51 (iii) completion of:

52 (A) Foundations of Reading Test;

53 (B) Knowledge and Practice Examination for Effective Reading Instruction; or

54 (C) Language Essential for Teachers of Reading and Spelling test..

55 (5) Members of the Utah SoR Panel shall serve three year terms, with member

56 terms on a staggered basis so that one-third of the panel is appointed each year.

57 (6) Members of the Utah SoR Panel shall have strong interpersonal

58 communication skills and display professionalism and public support of the adoption of

59 the SoR in Utah classrooms.

60 (7) Members of the Utah SoR Panel may not promote balanced literacy or whole

61 language publications, conferences, training opportunities, or curriculum.

62 (8) As member terms expire, the Superintendent shall conduct an active search for

63 new panelists.

64 (a) An applicant shall submit the following documents to the Superintendent:

65 (i) a curriculum vitae; and

66 (ii) disclosure of any conflict of interest.

67 (9)(a) A community member may recommend an individual for membership on the
68 Utah SoR panel.

69 (b) The Superintendent shall invite an individual recommended by a community
70 member to provide the materials required in Subsection (7) if interested.

71 (10) An applicant may submit the materials required in Subsection (7) at any time
72 and the Superintendent shall keep the materials on file for future vacancies on the Utah
73 SoR panel.

74 (11)(a) A review committee, appointed by the Superintendent, shall review
75 materials submitted by applicants and make recommendations to the Superintendent for
76 appointments.

77 (b) Members of the review committee shall including community partners, with
78 representation of the IHE implementing the SoR, k-12 public education, and the Utah
79 Literacy Coalition.

80 (c) The review committee may conduct interviews with applicants prior to making
81 recommendations to the Board.

82 (12) The Board may remove a panel member prior to the end of the member's term
83 if the panel member:

84 (a) is unable to fulfill the member's responsibilities; or

85 (b) hinders the intended role of the panel.

86

R277-729-4. University Preparation Program Science of Reading Faculty.

88 (1) SoR faculty at an institution focused primarily on teaching shall:

89 (a) conduct work in field settings related to SOR for no less than 20% of the
90 workload and no more than 50% of the workload, such as:

91 (i) supervising student teachers;

92 (ii) performing collaborative research focused on K-3 literacy, evaluation research
93 on SOR, or similar research fields;

94 (iii) supporting instructional coaches, previous graduates, or other teachers in the
95 local community that need additional mentoring; or
96 (iv) working in a clinical setting.
97 (b) provide program leadership by:
98 (i) verifying program alignment with Utah board rule competencies;
99 (ii) providing ongoing review and feedback of program courses and the content of
100 those course with SoR relying on syllabi and teacher candidate post graduation feedback;
101 (iii) providing courses on how to teach reading and SoR assessment support for
102 retake candidates; and
103 (iv) preparing adjunct faculty to teach reading courses;
104 (c) teach at least two courses in SoR or SoRI; and
105 (d) engage with the Superintendent and the Utah SoR Panel at least twice a year.
106 (2) SOR faculty at a research institution, shall:
107 (a) teach at least one SoR focused graduate course annually;
108 (b) serve at least 75% of their time in work related to SoR and SoRI, aligning with
109 elements in Subsection (1) as appropriate to their role; and
110 (c) serve no more than 25% of their time on service, committee work, or other
111 needs identified by the university.

112 **KEY: science of reading, panel, preparation programs**

113 **Date of Enactment or Last Substantive Amendment:**

114 **Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53E-3-401; 53E-3-**
115 **1003; 53E-6-302**