

R277. Education, Administration.

R277-729. Improvement of Early Literacy Outcomes

R277-729-1. Authority and Purpose.

(1) This rule is authorized by:

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

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

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

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

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

(2) The purpose of this rule is to:

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

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

R277-729-2. Definitions.

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

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

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

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

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

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

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

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

_____ (4) Members of the Utah SOR Panel shall have a deep knowledge of SoR, which may include:

_____ (a) experience publishing in peer-reviewed journals with known relationship with scientific underpinnings of reading and reading development;

_____ (b) experience presenting at SoR conferences;

_____ (c) a background in practical application of the science of reading in classrooms, including as a teacher, administrator, professional development provider, or literacy coach;

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

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

_____ (f) leadership experience with systems change; and

_____ (g) deep knowledge of SoR demonstrated through:

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

_____ (A) Wilson Language;

_____ (B) Certified Academic Language Therapy;

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

_____ (D) Orton Gillingham;

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

_____ (iii) completion of:

_____ (A) Foundations of Reading Test;

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

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

_____ (5) Members of the Utah SoR Panel shall serve three year terms, with member terms on a staggered basis so that one-third of the panel is appointed each year.

_____ (6) Members of the Utah SoR Panel shall have strong interpersonal communication skills and display professionalism and public support of the adoption of the SoR in Utah classrooms.

_____ (7) Members of the Utah SoR Panel may not promote balanced literacy or whole language publications, conferences, training opportunities, or curriculum.

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

new panelists.

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

(i) a curriculum vitae; and

(ii) disclosure of any conflict of interest.

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

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

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

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

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

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

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

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

(b) hinders the intended role of the panel.

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

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

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

(i) supervising student teachers;

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

_____ (iii) supporting instructional coaches, previous graduates, or other teachers in the
local community that need additional mentoring; or

_____ (iv) working in a clinical setting.

_____ (b) provide program leadership by:

_____ (i) verifying program alignment with Utah board rule competencies;

_____ (ii) providing ongoing review and feedback of program courses and the content of
those course with SoR relying on syllabi and teacher candidate post graduation feedback;

_____ (iii) providing courses on how to teach reading and SoR assessment support for
retake candidates; and

_____ (iv) preparing adjunct faculty to teach reading courses;

_____ (c) teach at least two courses in SoR or SoRI; and

_____ (d) engage with the Superintendent and the Utah SoR Panel at least twice a year.

_____ (2) SOR faculty at a research institution, shall:

_____ (a) teach at least one SoR focused graduate course annually;

_____ (b) serve at least 75% of their time in work related to SoR and SoRI, aligning with
elements in Subsection (1) as appropriate to their role; and

_____ (c) serve no more than 25% of their time on service, committee work, or other
needs identified by the university.

KEY: science of reading, panel, preparation programs

Date of Enactment or Last Substantive Amendment:

Authorizing, and Implemented or Interpreted Law: [Art X, Sec 3; 53E-3-401; 53E-3-1003; 53E-6-302](#)