

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

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

12 _____ (2) The purpose of this rule is to set criteria for higher education faculty hired to
13 promote SoR in university preparation programs.

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15 **R277-729-2. Definitions.**

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

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

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

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

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23 **R277-729-3. University Preparation Program Science of Reading Faculty.**

24 _____ (1) SoR faculty at an institution focused primarily on teaching may:

25 _____ (a) conduct work in field settings related to SoR for no less than 20% of the
26 workload and no more than 50% of the workload, including:

27 _____ (i) supervising student teachers;

28 _____ (ii) performing collaborative research focused on K-3 literacy, evaluation research
29 on SoR, or similar research fields;

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

- 32 (iv) working in a clinical setting.
- 33 (b) provide program leadership by:
- 34 (i) verifying program alignment with Utah Board rule competencies;
- 35 (ii) providing ongoing review and feedback of program courses and the content of
- 36 those courses with SoR relying on syllabi and teacher candidate post graduation
- 37 feedback; and
- 38 (iii) providing courses on how to teach reading and SoR assessment support for
- 39 candidates who retake assessments; and
- 40 (c) prepare adjunct faculty to teach reading courses.
- 41 (2) SoR faculty at an institution focused primarily on teaching shall:
- 42 (a) teach at least two courses in SoR or SoRI; and
- 43 (b) engage with the Superintendent and SoR panel as requested by the
- 44 Superintendent.
- 45 (3) SoR faculty at a research institution, shall:
- 46 (a) teach at least one SoR focused graduate course annually;
- 47 (b) serve at least 75% of the faculty's time in work related to SoR and SoRI, aligning
- 48 with elements in Subsection (1) and (2) as appropriate to the faculty's role; and
- 49 (c) serve no more than 25% of the faculty's time on service, committee work, or
- 50 other needs identified by the institution.

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

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

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

54 **[1003](#); [53E-6-302](#)**