

1 **R277. Education, Administration.**

2 **R277-504. Early Childhood, Elementary, Secondary, Special Education (K-12), and**
3 **Preschool Special Education (Birth-Age 5) Licensure.**

4 **R277-504-1. Authority and Purpose.**

5 ~~[A-](1)~~ This rule is authorized by:

6 (a) Utah Constitution Article X, Section 3, which vests the general control and
7 supervision of the public schools in the State Board of Education; ~~[and by]~~

8 (b) Subsection 53E-3-501(1)(a), which directs the Board to make rules regarding the
9 licensing of educators~~;~~; and

10 (c) Subsection 53E-3-401(4), which allows the Board to ~~[adopt rules in accordance~~
11 ~~with its responsibilities]~~ make rules to execute the Board's duties and responsibilities under
12 the Utah constitution and state law.

13 ~~[B-](1)~~ The purpose of this rule is to:

14 ~~(1)~~a specify the requirements for Early Childhood (K-3), Elementary (K-6),
15 Elementary (1-8), Secondary (6-12), Special Education (K-12), and Preschool Special
16 Education (Birth-Age 5) licensing; and

17 ~~(2)~~b specify the standards which the Board expects a teacher preparation
18 institution to meet in specific areas for the institution to receive Board approval of the
19 program.

20 **R277-504-2. Definitions.**

21 ~~[A. "Board" means the Utah State Board of Education.]~~

22 ~~[B-](1)~~(a) "Council for Exceptional Children" or "CEC" is an international professional
23 organization dedicated to improving the educational success of both individuals with
24 disabilities and individuals with gifts and talents.

25 (b) CEC advocates for appropriate governmental policies, sets professional
26 standards, provides professional development, advocates for individuals with
27 exceptionalities, and helps professionals obtain conditions and resources necessary for
28 effective professional practice.

29 ~~[C-](2)~~(a) "Early Childhood license area of concentration" means an Early Childhood

30 Education teaching license required for teaching kindergarten and permitting assignment
31 in kindergarten through grade three.

32 (b) [H] An early childhood license area of concentration is recommended for those
33 teaching in formal public school programs below kindergarten level.

34 ~~[D.](3)(a)~~ "Early intervention credential" is the highest qualified personnel standard
35 established by the Department of Health that persons shall meet ~~[in]~~ to be able to provide
36 services to infants and toddlers with disabilities age 0-3 in early intervention settings.

37 (b) In order to provide services to infants and toddlers with disabilities age 0-3 in
38 early intervention settings, an individual shall have an Early Intervention Credential or a
39 Preschool Special Education (Birth- Age 5) license.

40 ~~[E.](4)~~ "Elementary (1-8) license area of concentration" means an ~~[E]~~elementary
41 teaching license required for teaching grades one through eight.

42 ~~[F.](5)~~ "Elementary (K-6) license area of concentration" means an ~~[E]~~elementary
43 teaching license required for teaching grades kindergarten through six.

44 ~~[G.](6)~~ "Endorsement" means a specialty field or area listed on the teaching license
45 which indicates the specific qualification of the holder.

46 ~~[H.](7)~~ "Highest requirements in the State applicable to a specific profession or
47 discipline" means the highest entry-level academic degree needed for any State-approved
48 or State-recognized certification, license, registration, or other comparable requirement that
49 applies to that profession or discipline.

50 ~~[I. "IEP" means a written statement of an individualized education program by an IEP
51 team and developed, reviewed, and revised in accordance with Utah State Board of
52 Education Special Education Rules and the Part B of the IDEA.]~~

53 ~~[J.](8)(a)~~ "Internship" means the placement of a teacher education student in an
54 advanced stage of preparation, as a culminating experience, in employment in a school
55 setting for a period of up to one school year during which the intern shall receive salary
56 proportionate to the service rendered as determined by the LEA.

57 (b) An intern is supervised primarily by the school system but with a continuing
58 relationship with college personnel and following a planned program designed to produce
59 a demonstrably competent professional.

60 ~~[K-]~~(9) "Level 1 license" means a Utah professional educator license issued upon
61 completion of an approved preparation program or an alternative preparation program, or
62 pursuant to an agreement under the NASDTEC Interstate Contract, to applicants who have
63 also met all ancillary requirements established by law or rule.

64 ~~[L-]~~(10) "Level 2 license" means a Utah professional educator license issued by the
65 Board after satisfaction of:

66 (a) all requirements for a Level 1 license ~~[and];~~

67 ~~([1]b)~~ satisfaction of requirements under R277-522 for teachers whose employment
68 as a Level 1 licensed educator began after January 1, 2003 in a Utah public LEA or
69 accredited private school;

70 ~~([2]c)~~ at least three years of successful education experience in a Utah public LEA
71 or accredited private school or one year of successful education experience in a Utah
72 public LEA or accredited private school and at least three years of successful education
73 experience in a public LEA or accredited private school outside of Utah; and

74 ~~([3]d)~~ additional requirements established by law or rule.

75 ~~[M-]~~(11) "Preschool Special Education (Birth-Age 5) license area of concentration"
76 means a teaching license required for teaching preschool students with disabilities.

77 ~~[N-]~~(12)(a) "Secondary license area of concentration" means a ~~[S]~~Ssecondary
78 teaching license required for teaching grades six through twelve.

79 (b) Secondary license areas carry endorsements for the areas in which the holder
80 is qualified to provide instruction.

81 ~~[O-]~~(13)(a) "Special Education license area of concentration (K-12)" means a a
82 ~~[S]~~Sspecial ~~[E]~~Education teaching license required for teaching students with disabilities in
83 kindergarten through grade twelve.

84 (b) Special Education areas of concentration carry endorsements in at least one of
85 the following areas:

86 ~~([1]i)~~ Mild/Moderate Endorsement₁, which indicates that the holder's preparation
87 focused on teaching students with mild/moderate learning and behavior problems;

88 ~~([2]ii)~~ Severe Endorsement₁, which indicates that the holder's preparation focused on
89 teaching students with severe learning and behavior problems;

90 ([3]iii) Deaf and Hard of Hearing Endorsement, which indicates that the holder's
91 preparation focused on teaching students who are deaf or other hearing impaired;

92 ([4]iv) Blind and Visually Impaired Endorsement, which indicates that the holder's
93 preparation focused on teaching students who are blind or other visually impaired; and

94 ([5]v) Deafblind Endorsement, which indicates that the holder's preparation focused
95 on teaching students who are both blind or other visually impaired and deaf or other
96 hearing impaired.

97 [P-](14) "Student teaching" means the placement of a teacher education student in
98 an advanced stage of preparation for a period of guided teaching in a school setting during
99 which the student assumes increasing responsibility for directing the learning of a group
100 or groups of students over a period of time.

101 [Q. "USOE" means the Utah State Office of Education.]

102 **R277-504-3. General Standards for Approval of Programs for the Preparation of**
103 **Teachers.**

104 [A-](1) The Board may approve the educator preparation program of an institution
105 if the institution:

106 ([1]a) prepares candidates to meet the Utah Effective Teaching Standards in
107 R277-530;

108 ([2]b) prepares candidates to teach the Utah Core Standards, the Utah Early
109 Childhood Core Standards, and the Essential Elements as appropriate to the area of
110 licensure as established by the Board;

111 ([3]c) requires candidates to maintain a cumulative university GPA of 3.0 and receive
112 a C or better in all education related courses and major required content courses:

113 [(a) This requirement applies to candidates admitted to the program after January
114 1, 2015.

115 ~~—(b) A candidate admitted to the program with a GPA below 3.0 under the 10 percent~~
116 ~~waiver provided in R277-502-3D shall maintain an overall GPA of 3.0 for all coursework~~
117 ~~completed after the candidate's admission to the program;]~~

118 ([4]d) requires the study of:

119 ([a]i) content and content-specific pedagogy appropriate for the area of licensure;
120 ([b]ii) knowledge and skills designed to assist in the identification of students with
121 disabilities and to meet the needs of students with disabilities in the regular classroom.
122 Knowledge and skills shall include the following domains:
123 ([i]A) knowledge of disabilities under IDEA and Section 504 of the Rehabilitation Act;
124 ([ii]B) knowledge of the role of non-special-education teachers in the education of
125 students with disabilities;
126 ([iii]C) skills in providing tier one instruction on the Utah Core Standards and positive
127 behavior supports to students with disabilities within a multi-tiered system of supports
128 including:
129 ([A]I) assessing and monitoring the education needs and progress of students with
130 disabilities;
131 ([B]II) implementing and assessing the results of interventions; and
132 ([C]III) skills in the implementation of an educational program with accommodations
133 and modifications established by an IEP or 504 plan for students with disabilities in the
134 regular classroom; and
135 ([e]iii) knowledge and skills designed to meet the needs of diverse student
136 populations in the regular classroom. These skills for diverse student populations shall
137 include the skills to:
138 ([i]A) allow teachers to create an environment using a teaching model that is
139 sensitive to multiple experiences and diversity;
140 ([ii]B) design, adapt, and deliver instruction to address each student's diverse
141 learning strengths and needs; and
142 ([iii]C) incorporate tools of language development into planning and instruction for
143 English language learners and support development of English proficiency; and
144 ([5]e) requires a student teaching culminating experience that:
145 ([a]i) requires a minimum of 400 clock hours with at least 200 clock hours in a single
146 placement;
147 ([b]ii) requires that student teachers meet the same contract hours as licensed
148 teachers in the same LEA;

149 ([e]iii) requires that the student teacher not be employed in any capacity by the LEA
150 where he is placed except as provided in R277-504-7[B](3);

151 ([e]iv) includes placement in all content or licensure areas in which the candidate
152 shall be licensed unless:

153 ([i]A) no viable student teaching placement in one or more of the candidate's
154 endorsement areas is available; or

155 ([ii]B) the candidate is seeking a license in Elementary (1-8) and is completing an
156 elementary student teaching placement, but has also completed the USOE course
157 requirements for an endorsement;

158 ([e]v) includes intermittent supervision and evaluation by institution personnel;

159 ([f]vi) includes direct supervision of the candidate by a classroom teacher that:

160 ([i]A) has been jointly selected by the institution student teaching placement officer
161 and the LEA-designated authority over student teaching placement;

162 ([ii]B) has been deemed effective by an evaluation system meeting the standards
163 of R277-531 or the LEA's equivalent; and

164 ([iii]C) has received training from the institution on the role and responsibilities of a
165 classroom mentor teacher for student teachers, including the standards of R277-515;

166 ([g]vii) include meaningful self-reflection with review and feedback from both the
167 classroom mentor teacher and institution personnel; or

168 ([6]f) Requires an internship culminating experience that:

169 ([a]i) consists of full-time employment as an educator for one school year with a
170 minimum of 1260 clock hours at a single school site;

171 ([b]ii) requires that interns meet the same contract teaching hours as licensed
172 teachers in the same LEA;

173 ([e]iii) includes placement in the major content or licensure area in which the
174 candidate shall be licensed;

175 ([e]iv) where possible, includes placement in all content or licensure areas in which
176 the candidate shall be licensed unless:

177 ([i]A) no viable internship in one or more of the candidate's non-major endorsement
178 areas could be found; or

179 ([ii]B) the candidate is seeking licensure in Elementary (1-8) and is completing an
180 elementary internship, but has also completed the USOE course requirements for an
181 endorsement;

182 ([e]v) includes intermittent supervision and evaluation by institution personnel;

183 ([f]vi) includes an LEA assigned mentor that:

184 ([i]A) has been jointly selected by the institution internship placement officer and the
185 LEA-designated authority over internship placement;

186 ([ii]B) has been deemed effective by an evaluation system meeting the standards
187 of R277-531 or the LEA's equivalent; and

188 ([iii]C) provides direct support and supervision to the intern during the regular school
189 day in addition to the standard LEA supports of new teachers.

190 ([g]vii) includes meaningful self-reflection with review and feedback from both the
191 assigned mentor and institution personnel;

192 [B-](2) The Board may accept the following for an individual candidate as completely
193 or partially satisfying the student teaching/internship requirement:

194 ([1]a) one year of full-time contract teaching experience in a teaching position [~~as~~
195 ~~defined in R277-503-4(C)(4)] in a public or accredited private school in the candidate's
196 proposed licensure content areas may completely satisfy the requirement;~~

197 ([2]b) teaching in a preschool or Headstart program may be accepted for up to
198 one-half of the student teaching requirement;

199 ([3]c) teaching experience in business or industry may be accepted for up to one-half
200 of the student teaching requirement; and

201 ([4]d) other experience accepted by the Board and designated as totally or partially
202 fulfilling the requirement.

203 **R277-504-4. Early Childhood Education (K-3) and Elementary (K-6) License Areas.**

204 [A-](1) The Board may approve the Early Childhood Education (K-3), Elementary
205 (K-6), or Elementary (1-8) teacher preparation program of an institution if the program:

206 ([1]a) is aligned with:

207 (i) the 2010 National Association for the Education of Young Children Standards for

208 Initial and Advanced Early Childhood Professional Preparation Programs; or
209 (ii) the 2007 Association for Childhood Education International Standards for
210 Elementary Level Teacher Preparation, as appropriate; ~~and~~
211 (2)(b) requires study and experiences which provide appropriate content knowledge
212 needed to teach:
213 (a)(i) literacy including listening, speaking, writing, and reading;
214 (b)(ii) mathematics;
215 (c)(iii) physical and life science;
216 (d)(iv) health and physical education;
217 (e)(v) social studies; and
218 (f)(vi) fine arts; and
219 (3)(c) includes coursework specifically designed to prepare teachers:
220 (a)(i) in the science of reading instruction including phonemic awareness, phonics,
221 fluency, vocabulary and comprehension;
222 (b)(ii) in the science of mathematics instruction including quantitative reasoning,
223 problem solving, representation, and numeracy;
224 (c)(iii) with the technical skills to utilize common education technology;
225 (d)(iv) to integrate technology to support and meaningfully supplement the learning
226 of students;
227 (e)(v) to facilitate student use of software for personalized learning;
228 (f)(vi) to teach effectively in traditional, online-only, and blended classrooms;
229 (g)(vii) to design, administer, and review educational assessments in a meaningful
230 and ethical manner;
231 (h)(viii) in early childhood development and learning, if it is an Early Childhood
232 Education (K-3), or Elementary (K-6); and
233 (ix) in a specific content area resulting in an endorsement added to the license area,
234 if it is an Elementary (1-8) program.
235 ~~B.-(2)~~ The program shall apply the standards ~~[shall be applied]~~ to the specific age
236 group or grade level for which the program of preparation is designed.
237 (1)(a) An Early Childhood Education (K-3) program shall focus primarily on early

238 childhood development and learning.

239 ([2]b) An Elementary (K-6) program shall include both early childhood development
240 and learning and elementary content and pedagogy.

241 ([3]c) An Elementary (1-8) program shall focus primarily on elementary content and
242 pedagogy.

243 [C-](3) A teacher holding an Elementary (1-8) license area may earn an Early
244 Childhood (K-3) license area by completing specific coursework requirements established
245 by [USOE] the Superintendent.

246 [D-](4) An Elementary (1-8) license permits the teacher to teach in any academic
247 area in self-contained classes in grades 1-8.

248 [E-](5) An Elementary (1-8) license permits the teacher to teach specific content
249 courses at the 7th or 8th grade level only if the teacher's license includes the appropriate
250 endorsement.

251 **R277-504-5. Secondary (6-12) License Area.**

252 [A-](1) A Secondary (6-12) license area with an endorsement~~[(s)]~~ is valid in grades
253 six through twelve.

254 [B-](2) A Secondary (6-12) license area requires a major or major equivalent in a
255 content area, but the teacher cannot teach in an elementary self-contained class.

256 [C-](3) The Board may approve the secondary educator preparation program of an
257 institution if the program:

258 ([4]a) is an undergraduate level program and requires candidates to have completed:

259 ([a]i) an approved content area or teaching major consistent with subjects taught
260 in Utah secondary schools; and

261 ([b]ii) content coursework reasonably equivalent to that required for individuals
262 completing a non-teaching degree in the subject; or

263 ([2]b) Is a graduate level program and requires candidates to have completed:

264 ([a]i) a bachelor's degree or higher from an accredited university; and

265 ([b]ii) coursework equivalent to the minimum requirements for an endorsement as
266 established by [USOE] the Superintendent, including the appropriate content knowledge

267 assessment; and
268 ([3]c) includes coursework specifically designed to prepare candidates:
269 ([a]i) with the technical skills necessary to utilize common education technology;
270 ([b]ii) to integrate technology to support and meaningfully supplement the learning
271 of students;
272 ([c]iii) to facilitate student use of software for personalized learning;
273 ([d]iv) to teach effectively in traditional, online-only, and blended classrooms;
274 ([e]v) to design, administer, and review educational assessments in a meaningful
275 and ethical manner; and
276 ([f]vi) to include literacy and quantitative learning objectives in content specific
277 classes in alignment with the Utah Core Standards.

278 [D.](4) After completing a Board-approved Secondary (6-12) educator preparation
279 program, the license area shall be endorsed for all subjects in which the candidate has met
280 the course requirements for [the] an endorsement as established by [USOE] the
281 Superintendent.

282 ([1]5) A content area or teaching major require[s] not fewer than 30 semester hours
283 of credit in one content area.

284 ([2]6) An endorsement requires not fewer than 16 semester hours of credit in one
285 content area.

286 **R277-504-6. Special Education (K-12+) and Preschool Special Education (Birth-Age**
287 **5) License Areas.**

288 [A.](1) The Board may approve an institution's special education teacher preparation
289 program if the program is aligned with the 2011 Council for Exceptional Children Special
290 Education Standards for Professional Practice and is focused in one or more of the
291 following special education areas:

- 292 ([1]a) Mild/Moderate Disabilities
- 293 ([2]b) Severe Disabilities
- 294 ([3]c) Deaf and Hard of Hearing;
- 295 ([4]d) Blind and Visually Impaired;

296 ([5]e) Deafblind; or

297 ([6]f) Preschool Special Education (Birth-Age 5).

298 [B-](2) The Board may issue additional endorsements to teachers who hold Special
299 Education (K-12+) license areas [~~additional endorsements~~] if all endorsement requirements
300 are met.

301 (3) A [F]teacher[s] who holds only a Special Education (K-12+) license area may
302 only be assigned as a teacher of record of students with disabilities.

303 [C-]4 The Board may approve a special education preparation program of an
304 institution if the program includes coursework specifically designed to train candidates to:

305 ([1]a) understand the legal and ethical issues surrounding special education;

306 ([2]b) comply with IDEA and Utah State Board of Education Special Education
307 Rules;

308 ([3]c) work with other school personnel to implement and evaluate academic and
309 positive behavior supports and interventions for students with disabilities within a multi-
310 tiered system of supports;

311 ([4]d) train and monitor education teachers, related service providers, and
312 paraeducators in providing services and supports to students with disabilities;

313 ([5]e) provide the necessary specialized instruction, as per IEPs, to students with
314 disabilities, including:

315 ([a]i) core content from the Utah Early Childhood Core Standards, [and] the
316 Essential Elements, and content specific pedagogy;

317 ([b]ii) skills in assessing and addressing the educational needs and progress of
318 students with disabilities;

319 ([c]iii) skills in implementing and assessing the results of research and
320 evidence-based interventions for students with disabilities; and

321 ([d]iv) skills in the implementation of an educational program with accommodations
322 and modifications established by an IEP for students with disabilities.

323 [D-](5) The Board may issue Blind and Visually Impaired/Deaf and Hard of Hearing
324 [E]endorsements required under this rule to meet the highest requirements in the State
325 applicable to a specific profession or discipline required by the [~~Individuals with Disabilities~~

326 Education Act of 2004 (~~IDEA~~), Pub. L. No. 108-446, hereby incorporated by reference].
327 ~~[E.](6)~~ Preschool Special Education (Birth-Age 5) license holders who teach children
328 who are hearing impaired (Birth-Age 5) or vision impaired (Birth-Age 5),_i or both, in
329 self-contained, categorical classrooms shall hold an endorsement for Deaf and Hard of
330 Hearing (Birth-Age 5) or Blind and Visually Impaired (Birth-Age 5),_i or both.

331 **R277-504-7. Miscellaneous.**

332 ~~[A.](1)~~ ~~[Beginning with the 2015-2016 school year, a]~~ An LEA that employs intern
333 teachers shall have a policy that includes the following:

334 ~~(1a)~~ the maximum number of interns that may be supported by each LEA assigned
335 mentor~~;~~_i and

336 ~~(2b)~~ a specific resource commitment to significant and quality LEA support services
337 to interns.

338 ~~[B.](2)(a)~~ ~~[The]~~ A Middle Level license (5-9) continues to be valid~~;~~_i ~~however, the~~
339 ~~Board has not issued a middle level license (5-9) since April 1, 1989 and it]~~

340 ~~(b)~~ A Middle Level license (5-9) is no longer required of teachers or issued to
341 teachers assigned to ~~[the]~~ a middle school.

342 ~~[C.](3)~~ Consistent with LEA and university policy and R277-508-~~[5E]4(4)~~, a student
343 teacher may work as a paid substitute in the classroom of the student teacher's classroom
344 mentor teacher for no more than five days and no more than three consecutive days per
345 university semester.

346 ~~[D.](4)~~ On the days a student teacher is working as a substitute teacher, the
347 candidate's legal status as a substitute teacher/district employee will take precedence over
348 the legal status as a teacher candidate.

349 ~~[E.](5)~~ A student teaching placement ~~[E.]~~ may be changed to an internship placement
350 upon agreement of the student teacher, the university program, and the LEA.

351 **R277-504-8. Sunset Clause.**

352 (1) This rule will sunset on June 30, 2020.

353 (2) An individual enrolled in an approved preparation program prior to January 1,

354 2020 may receive a professional license by completing the program approved in
355 accordance with this rule.

356 **KEY: teacher licensing, professional education, accreditation**

357 **Date of Enactment or Last Substantive Amendment: May 8, 2015**

358 **Notice of Continuation: September 2, 2014**

359 **Authorizing, and Implemented, or Interpreted Law: Art X Sec 3; 53E-3-501(1)(a);**

360 **53E-3-401(4)**

