

**MINUTES**  
**COUNCIL ON TEACHER EDUCATION MEETING**  
Date: November 19, 2018

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**MEMBERS PRESENT:** Curtis Benjamin, Marilyn Cuch, Dennise Gackstetter, Sheri Haderlie, Scott Hunsaker, Francine Johnson, Sonia Manuel-Dupont, Richard Mueller, Eric Mohr, Camille Odell, Travis Rawlings, Sylvia Read, Kady Schneider, Tyson Sorensen, Maria Spicer-Escalante, Leslie Timmons, Deidra Thomas, Kathy Trundle, Michelle Wilson, Julie Wheeler

**MEMBERS EXCUSED:** Bryce Day, Cory Evans, Peter Mathesius, Matt Omasta, Kim Panter, Amy Piotrowski, Edward Reeve, Frank Schofield, Tim Slocum,

**GUESTS:** Sharla Hart, Shawnda Moss, Darcie Peterson, Denise Taylor

**ACTION ITEMS:**

1. Approval of Minutes:  
Minutes for October 15<sup>th</sup> approved as written.
  
2. Course Approvals:
  - SPED 5530 – Technology for Teaching Exceptional Learners  
Action requested – change to standard grading  
Justification – change this course from P/F only to a letter grade.  
*Scott Hunsaker motioned to accept the change in grading for this course. Sheri Haderlie seconded the motion. A discussion was held. Darcie mentioned that traditional programs need the letter grade but it will still be offered P/F to the alternative teacher Ed programs. Scott indicated that the wording should be “to include standard grading” not “change to standard grading.” Motion carried.*

**Information Items:**

1. USBE Updates: Shawnda reported that a second draft of the standards that will go before the committee in a couple of weeks. Policy 304 (the new licensing structure – requirements for licensing for associate and professional) is in the middle of re-writing that will also go before the committee. This policy will define the requirements.

***The R277-304 Draft for Public Input and the Educator Preparation – Teacher Programs Rule Revision documents are attached at the end of the minutes.***

2. Committee update regarding liability for students in the event of injury: Scott Hunsaker reported that a committee meeting is scheduled for December 5<sup>th</sup>.
3. District Feedback: No report from the district representatives.
4. Pedagogical performance assessment – presentation from EST about PPAT on December 13 at UVU: Nine people RSVP'd that they would like to attend the presentation on December 13<sup>th</sup>. If you didn't RSVP and still want to attend, email Sylvia. As a reminder, PPAT is the Pedagogical Performance Assessment for Teachers from ETS.
5. AAQEP update: Sylvia has submitted the final report for teacher education and instructional leadership. Camille is working on the school counseling. The site visit days will February 12<sup>th</sup> and 13<sup>th</sup> of 2019. Representatives from EI Ed, SCED, SPED, and partner departments will be asked to attend a meeting on one of these days. There won't be anything to prepare, just participate in a discussion.
6. Faculty Senate Report: Sylvia and Shannon are working on the Faculty Senate report that will be presented in January.
7. ETS Title II (Praxis) Report update: The ETS Title II report was updated until next February 2019.

**Next meeting will be held on December 17, if needed**

1 **R277. Education, Administration.**

2 **R277-304. Teacher Preparation Programs.**

3 **R277-304-1. Authority and Purpose.**

4

5 **R277-304-2. Definitions.**

6

7 **R277-304-3. General Teacher Preparation.**

8 Prior to approval by the Board, a teacher preparation program shall:

9 (1) prepare candidates to meet the Utah Effective Teaching Standards in

10 Rule R277-530;

11 (2) prepare candidates to teach:

12 (a) the Utah Core Standards;

13 (b) the Utah Early Childhood Core Standards; and

14 (c) the Essential Elements as appropriate to a candidate's prospective  
15 area of licensure as established by the Board;

16 (3) include significant, progressively more complex, school-based clinical  
17 experiences for a candidate to observe, practice skills, and reflect on teaching  
18 in multiple schools and classrooms, with all types of students, and in the  
19 beginning, middle, and end of the school year;

20 (4) ensure that candidates have clinical experiences with sufficient  
21 depth, breadth, and duration to ensure that they have gained the knowledge,  
22 skills, and dispositions requisite so all students learn;

23 (5) require the demonstration of competency in:

24 (a) content and content-specific pedagogy appropriate for the area of  
25 licensure;

26 (b) the Utah Educator Professional Standards contained in Rule R277-  
27 515;

28 (c) creating effective learning environments by establishing and  
29 implementing routines and procedures with consistent expectations;

30 (d) skills in providing tier one and tier two instruction on the Utah Core  
31 Standards and positive behavior supports to each student within a multi-tiered  
32 system of supports;

33 (e) integrating technology to support and meaningfully supplement the  
34 learning of students;

35 (f) designing, administering, and reviewing educational assessments in a  
36 meaningful and ethical manner;

37 (g) analyzing formative and summative assessments results to inform  
38 and modify instruction;

39 (h) assessing students for competency for the purpose of personalized  
40 learning;

41 (i) implementing trauma informed practices for students;

42 (j) knowledge and skills designed to assist in the identification of  
43 students with disabilities and to meet the needs of students with disabilities in  
44 the regular classroom, including:

45 (i) knowledge of disabilities under the IDEA and Section 504 of the  
46 Rehabilitation Act;

47 (ii) knowledge of the role of non-special-education teachers in the  
48 education of students with disabilities;

49 (iii) knowledge and skills in implementing least restrictive behavior  
50 interventions;

51 (iv) skills in implementing and assessing the results of interventions; and

52 (v) skills in the implementation of an educational program with  
53 accommodations and modifications established by an IEP or 504 plan for  
54 students with disabilities in the regular classroom; and

55 (k) knowledge and skills designed to meet the needs of diverse student  
56 populations in the regular classroom, including:

57 (i) allowing learners multiple ways to demonstrate learning sensitive to  
58 diversity;

- 59 (ii) creating an environment using a teaching model that is sensitive to  
60 multiple experiences and diversity;
- 61 (iii) designing, adapting, and delivering instruction to address each  
62 student’s diverse learning strengths and needs; and
- 63 (iv) incorporating tools of language development into planning,  
64 instruction, and intervention for students learning English and supporting  
65 development of English proficiency;
- 66 (6) for a program applicant accepted on or after January 1, 2020, require  
67 multiple opportunities for a program applicant to successfully demonstrate  
68 application of knowledge and skills gained through the program in a school-  
69 based setting in each of the following competencies:
- 70 (a) implementing the full teaching cycle of a unit of instruction; e.g.,  
71 planning and design, delivery, facilitation, assessment, evaluation, and  
72 reflection, including:
- 73 (i) varied instructional strategies;  
74 (ii) developmentally appropriate learning experiences;  
75 (iii) scaffolded instruction;  
76 (iv) differentiated instruction;  
77 (v) instruction targeting higher order thinking or metacognitive skills; and  
78 (vi) project-based or competency-based learning opportunities;
- 79 (b) designing and selecting pre-assessments, formative, and summative  
80 assessments that align to student learning objectives;
- 81 (c) integrating cross-disciplinary skills, such as literacy or numeracy, into  
82 instruction;
- 83 (d) engaging students in the learning process;  
84 (e) utilizing technology to enhance and personalize instruction;  
85 (f) implementing the accommodations as outlined in a student’s IEP or  
86 504 plan;
- 87 (g) evaluating student artifacts and assessments for the purposes of:

- 88 (i) measuring student understanding;
- 89 (ii) modifying instruction;
- 90 (iii) targeting tier two instruction in a Multi-tiered System of Support;
- 91 (iv) providing feedback to students; and
- 92 (v) documenting student progress, i.e., assigning an academic grade;
- 93 (h) establishing and maintaining classroom procedures and routines that
- 94 include positive behavior interventions and supports;
- 95 (i) establishing and maintaining a positive learning climate;
- 96 (j) reflecting on the teaching process and justifying instructional
- 97 decisions;
- 98 (k) collaborating with grade level, subject, or cross-curricular teams to:
- 99 (i) analyze student data;
- 100 (ii) inform, plan, and modify instruction; and
- 101 (iii) implementing common formative assessments; and
- 102 (l) effectively communicating with parents, colleagues, and
- 103 administration;
- 104 (7) include evaluation of a candidate's dispositions and suitability for
- 105 teaching; and
- 106 (8) include plans for candidate remediation and exit counseling if
- 107 applicable.

108

109 **R277-304-4. Early Childhood and Elementary Preparation Programs.**

- 110 (1) Prior to approval by the Board, a preparation program for early
- 111 childhood education or elementary education shall:
- 112 (a) align, as appropriate, with:
- 113 (i) the 2010 National Association for the Education of Young Children
- 114 Standards for Initial and Advanced Early Childhood Professional Preparation
- 115 Programs;
- 116 (ii) \*\*\*the 2007 Association for Childhood Education International

117 Standards for Elementary Level Teacher Preparation; or the CAEP 2018 K-6  
118 Elementary Teacher Preparation Standards\*\*\*; and  
119 (b) require the demonstration of competency in:  
120 (i) the areas outlined in Section R277-304-3(5);  
121 (ii) the appropriate content knowledge needed to teach:  
122 (A) literacy, including listening, speaking, writing, and reading;  
123 (B) mathematics;  
124 (C) physical and life science;  
125 (D) health and physical education;  
126 (E) social studies; and  
127 (F) fine arts;  
128 (iii) the science of reading instruction including:  
129 (A) phonemic awareness;  
130 (B) phonics;  
131 (C) fluency;  
132 (D) vocabulary; and  
133 (E) comprehension;  
134 (iv) the science of mathematics instruction, including:  
135 (A) quantitative reasoning;  
136 (B) problem solving;  
137 (C) representation;  
138 (D) numeracy; and  
139 (E) a balance of procedural and conceptual understanding; and  
140 (v) early childhood development and learning.  
141 (2) For a program applicant accepted after January 1, 2020, a preparation  
142 program for early childhood or elementary education shall require multiple  
143 opportunities for a program applicant to successfully demonstrate application  
144 of knowledge and skills gained through the program in a school-based setting  
145 in each of the following:

- 146 (a) all requirements outlined in Subsection R277-304-3(6);  
147 (b) demonstrating content specific pedagogy in each of the areas  
148 outlined in Subsection R277-304-4(1)(b)(ii);  
149 (c) diagnosing students struggling with reading and planning and  
150 implementing remediation for those students; and  
151 (d) diagnosing students struggling with mathematics and planning and  
152 implementing remediation for those students.

153 (3) An educator preparation program shall apply the standards in this  
154 Section R277-304-4 to the specific age group or grade level for which the  
155 program of preparation is designed.

156 (a) An early child education program shall focus primarily on early  
157 childhood development and learning in kindergarten through grade 3.

158 (b) An elementary program shall include both early childhood  
159 development and learning and elementary content and pedagogy in  
160 kindergarten through grade 6.

161

162 **R277-304-5. Secondary Preparation Programs.**

163 (1) Prior to approval by the Board, a secondary preparation program shall  
164 require competency in:

165 (a) all content competencies established by the Superintendent for a  
166 professional educator license in at least one endorsement;

167 (b) all areas outlined in Section R277-304-3(5);

168 (c) including literacy and quantitative learning objectives in content  
169 specific classes in alignment with the Utah Core Standards; and

170 (d) planning instruction and assessment in content-specific teams and  
171 in cross-curricular teams.

172 (2) For a program applicant accepted after January 1, 2020, a secondary  
173 preparation program shall require multiple opportunities for a program applicant  
174 to successfully demonstrate application of knowledge and skills gained through

175 the program in a school-based setting in each of the following:

176 (a) all requirements outlined in Subsection R277-304-3(6);

177 (b) ensuring student safety and learning in educational labs or shops and  
178 extra-curricular settings;

179 (c) collaborating with a school counselor to ensure student progress on  
180 the student's four-year plan for college and career readiness; and

181 (d) consulting with a school counselor regarding the emotional well-being  
182 of students and referring the students to a school counselor when necessary.

183

184 **R277-304-6. Special Education and Preschool Special Education**  
185 **Programs.**

186 (1) Prior to approval by the Board, a special education or preschool  
187 special education preparation program shall:

188 (a) be operated by or partnered with a Utah institution of higher  
189 education or the Utah State Board of Education;

190 (b) aligned with the 2012 Council for Exceptional Children Initial  
191 Preparation Standards as informed by the Council for Exceptional Children  
192 Specialty Sets for Initial Preparation Programs in one or more of the following  
193 special education areas:

194 (i) Mild/Moderate Disabilities;

195 (ii) Severe Disabilities;

196 (iii) Deaf and Hard of Hearing;

197 (iv) Blind and Visually Impaired;

198 (v) Deafblind; or

199 (vi) Preschool Special Education (Birth-Age 5);

200 (c) require the demonstration of competency in:

201 (i) all areas detailed in Section R277-304-3(5);

202 (ii) legal and ethical issues surrounding special education, including:

203 (A) the IDEA;

204 (B) the Special Education Rules Manual incorporated by reference in  
205 Section R277-750-2; and

206 (C) all other applicable statutes and Board rules;

207 (iii) working with other school personnel to implement and evaluate  
208 academic and positive behavior supports and interventions for students with  
209 disabilities within a multi-tiered system of supports;

210 (iv) training in and supervising the services and supports provided to  
211 students with disabilities by education teachers, related service providers, and  
212 paraprofessionals; and

213 (v) providing specially designed instruction, as per IEPs, to students with  
214 disabilities, including:

215 (A) core content from the Utah Early Childhood Core Standards and the  
216 Essential Elements and content specific pedagogy;

217 (B) skills in assessing and addressing the educational needs and  
218 progress of students with disabilities;

219 (C) skills in implementing and assessing the results of research and  
220 evidence-based interventions for students with disabilities; and

221 (D) skills in the implementation of an educational program with  
222 accommodations and modifications established by an IEP for students with  
223 disabilities.

224 (2) The standards in this Section R277-304-6 shall be applied to the  
225 specific special education area and grade level for which the preparation  
226 program is designed.

227 (3) For a program applicant accepted after January 1, 2020, a special  
228 education or preschool special education preparation program shall require  
229 multiple opportunities for a program applicant to successfully demonstrate  
230 application of knowledge and skills gained through the program in a school-  
231 based setting in each of the following:

232 (a) all requirements outlined in Subsection R277-304-3(6);

233 (b) creating learning goals and objectives for a student with disabilities  
234 that are aligned to identified needs;

235 (c) designing or adapting learning environments for diverse student  
236 populations that encourage active participation in individual and group  
237 activities;

238 (d) ensuring school compliance with the provisions of multiple student  
239 IEP and Section 504 plans;

240 (e) conduct a student IEP meeting under the supervision of a licensed  
241 special education teacher;

242 (f) using knowledge of measurement principles and practices to interpret  
243 assessment information in making instructional, eligibility, program, and  
244 placement decisions for students with disabilities, including those from  
245 culturally or linguistically diverse backgrounds; and

246 (g) communicating with parents of students with disabilities to ensure  
247 they are informed regarding the progress of their student and their right to due  
248 process.

249

250 **R277-304-7. Deaf Education Preparation Programs.**

251 (1) Prior to approval by the Board, a deaf education preparation program  
252 shall:

253 (a) be operated by or partnered with a Utah institution of higher  
254 education or the Utah State Board of Education;

255 (b) be aligned with the National Association of State Directors of Special  
256 Education, Inc., Optimizing Outcomes for Students who are Deaf or Hard of  
257 Hearing, Educational Service Guidelines, Third Edition;

258 (c) be focused on one or more of the following areas:

259 (i) teaching students who are deaf or hard of hearing from birth to age  
260 five using both listening and spoken language strategies and American Sign  
261 Language;

262 (ii) teaching students who are deaf or hard of hearing with listening and  
263 spoken language strategies; or  
264 (iii) teaching students who are deaf or hard of hearing with strategies  
265 that promote the development of American Sign Language and English literacy  
266 across the curriculum;  
267 (d) required demonstration of competency in:  
268 (i) the areas detailed in Section R277-304-3(5).  
269 (ii) legal and ethical issues surrounding special education, including:  
270 (A) the IDEA;  
271 (B) the Special Education Rules Manual incorporated by reference in  
272 Section R277-750-2; and  
273 (C) all other applicable statutes and Board rules;  
274 (iii) addressing specific linguistic and cultural needs of deaf and hard of  
275 hearing students throughout the curriculum;  
276 (iv) skills for incorporating language into all aspects of the curriculum;  
277 (v) pedagogical skills unique to teaching reading, writing, mathematics,  
278 and other content areas to deaf and hard of hearing students;  
279 (vi) basic fluency in the use of American Sign Language;  
280 (vii) knowledge of the audiological and physiological components of  
281 audition;  
282 (viii) skills for teaching speech to deaf and hard of hearing students;  
283 (ix) the socio-cultural and psychological implications of hearing loss; and  
284 (x) assessing and addressing the educational needs and educational  
285 progress of deaf and hard of hearing students.  
286 (2) For a program applicant accepted after January 1, 2020, a deaf or hard  
287 of hearing education preparation program shall require multiple opportunities  
288 for a program applicant to successfully demonstrate application of knowledge  
289 and skills gained through the program in a school-based setting in each of the  
290 following:

- 291 (a) all requirements outlined in Subsection R277-304-3(6);  
292 (b) for a program focused on Subsection R277-304-7(1)(c)(i):  
293 (i) assessing early childhood language development and assessment in  
294 American Sign Language and spoken English;  
295 (ii) working with families with students who are deaf or hard of hearing  
296 while respecting a variety of communication modalities;  
297 (iii) integrating language, speech, and listening everyday activities;  
298 (iv) sharing knowledge with families with students who are deaf or hard  
299 of hearing about the complexities of deaf culture, including norms and behaviors  
300 of the deaf community;  
301 (v) developing auditory perception in children and educating parents  
302 about developmental milestones for listening skills; and  
303 (vi) proficiency in American Sign Language as demonstrate by passing an  
304 assessment approved by the Superintendent;  
305 (c) for a program focused on Subsection R277-304-7(1)(c)(ii):  
306 (i) developing auditory perception in children and strategies for  
307 developing listening and spoken language in deaf and hard of hearing students;  
308 (ii) demonstrating understanding and expertise regarding early childhood  
309 spoken language development;  
310 (iii) involving family members with students who are deaf or hard of  
311 hearing in learning and therapeutic activities;  
312 (iv) integrating speech, listening, and spoken language in preschool and  
313 early elementary content areas; and  
314 (v) integrating current listening technology, including troubleshooting  
315 such technology; and  
316 (d) for a program focused on Subsection R277-304-7(1)(c)(iii):  
317 (i) integrating American Sign Language into instruction of core academic  
318 content for all school-age students;  
319 (ii) enhancing bilingual literacy of students who are deaf or hard of

320 hearing in both American Sign Language and English;  
321 (iii) integrating respect and understanding of deaf culture into  
322 instruction;  
323 (iv) demonstrating understanding and expertise regarding American Sign  
324 Language language development; and  
325 (v) proficiency in American Sign Language as demonstrated by passing  
326 an assessment approved by the Superintendent.

327

328 **R277-304-8. Career and Technical Education Preparation Programs.**

329 (1) Prior to approval by the Board, a CTE teacher preparation program  
330 shall:

331 (a) focus on one or more of the following areas:

332 (i) family and consumer sciences;

333 (ii) health sciences;

334 (iii) information technology;

335 (iv) skilled and technical sciences; or

336 (v) work-based learning;

337 (b) require that candidates have six years of documented, related  
338 occupational experiences within the 10 years prior to the program application  
339 in an approved CTE license area;

340 (c) require demonstration of competency in all areas detailed in Section  
341 R277-304-3 and Section R277-304-5; and

342 (d) For a program applicant accepted after January 1, 2020, a CTE  
343 preparation program shall require multiple opportunities for a program applicant  
344 to successfully demonstrate application of knowledge and skills gained through  
345 the program in a school-based setting in all requirements outlined in Section  
346 R277-304-5; and

347 (e) require candidates to hold the applicable license or certificate issued  
348 by the Utah State Department of Commerce, Division of Occupational and

349 Professional Licensing in any area where such licensure or certification exists.

350 (2)(a) An approved program may request a waiver from the

351 Superintendent of the occupational experience required for a candidate if the

352 candidate has passed an approved competency examination in the respective

353 field at or above the passing score established by the Superintendent.

354 (b) The Superintendent may grant a waiver under Subsection (2)(a) for

355 up to five years from the date the candidate passed the examination.

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# Educator Preparation – Teacher Programs Rule Revision

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## Summary

USBE staff have prepared proposed revisions to R277-504 based on the licensing revisions passed by the Board in R277-301 and the proposed revisions to R277-303. The proposed rule also encompasses the content of R277-514 and R277-518. The draft is based on multiple meetings with stakeholder groups. A brief summary of topics from these meetings and staff insight into the topics precedes the draft rule.

An initial draft is being sent to stakeholders to solicit written feedback. This initial draft is not confidential and recipients should feel free to share the draft with other interested parties. Please pay particular attention to the competencies and opportunities for demonstration in each section. If you feel something specific should be added to any of these parts of the rule please be certain to let us know. All feedback must be received by USBE by **noon on Monday, December 24** to be considered for the draft of the rule that will be presented in the January 2019 Board meeting.

We are particularly interested in feedback on which of the two standards (links in the draft rule; lines 111-113) should be included in the rule for elementary licensure programs. The definition section has been omitted for this draft. In your feedback, please include any terms that you feel need to be clearly defined in the rule.

## Focus Groups

Staff held the following focus groups in relation to this specific rule:

- Internal USBE Staff
- Superintendent, HR Directors, Charter Directors, and other interested organizations
- 5 groups of currently practicing teachers
- University-based preparation program faculty

## Draft Rule – Key Points

Based on the feedback received, the following statements were key to how the rule was drafted. A rationale for each is included later in this document.

- High difficulty aspects of teaching must be called out specifically in the rule to emphasize the importance of the topic to all preparation programs.
- Preparation programs must prepare teachers to be lifelong learners who continually improve their skills and techniques.
- Observation and clinical experience is essential to becoming an effective teacher. Preparation programs need to ensure that licensing candidates experience a variety of classrooms early and throughout the program.

- The exact length of these experiences is less important than the quality of the experiences. Time is an essential variable for the true internalization of the skill and knowledge necessary to be an effective teacher.
- The “sink or swim” model of student teaching must end.
- Traditional programs provide more opportunity for candidates to be “weeded out” before the candidate can have a significant impact on the learning of students. Alternative programs must take this into account and plan for significant early support, remediation, and, if necessary, candidate exit counseling.
- A candidate must have demonstrated all competencies in this rule, multiple times, prior to being recommended for a Professional Educator License.
- Parts of the rules being replaced (R277-504, 514, and 518) include language indicating what a license holder may or may not be qualified to do in a Utah public school. This language has been removed in R277-304 but will be included in the rewrite of R277-520.

## Key Points – Rationale

### High Difficulty Aspects of Teaching

In the focus groups, educators were asked what aspects of teaching traditionally prepared teachers struggled with and what alternatively prepared teachers struggled with. While the answers did differ, there were some things that came up repeatedly, for both groups. Participants did note significant differences between where both types of candidates started on these skills, in general. This suggests that these skills are some of the most difficult aspects of teaching regardless of an individual’s preparation. The skills repeatedly mentioned in this part of the discussion were classroom management (in particular, establishing classroom procedures and routines), differentiation, and tier 2 instruction for all students.

By specifically mentioning these skills in the rule, the Board emphasizes their importance and sends a message to programs that they must place extra focus on these skills and make improvements in how they are taught, regardless of the type of program.

### Clinical Experience Changes

It is easy to assume that these ideas are only for traditional programs. This is incorrect. The importance of guided observation, skill practice, and coaching are vital to all programs, regardless of type. There will be challenges. Traditional programs will need to find ways to ensure that candidates experience all aspects of a school year, not just 10 weeks in the spring. Alternative programs will need to find ways to ensure that candidates are not tied to their own classroom; to give them opportunities to observe and learn from effective teachers. Candidates benefit greatly from opportunities to observe other teachers, to debrief with those teachers, and to work with all types of students.

## Time Requirements

A common question is whether teaching is an art or a science. As with most things in life, it is both. Effective teaching is not simply a set of skills. It is a combination of skills, tools, beliefs, and effort. An individual can quickly demonstrate mastery of a particular skill, but effective teaching also requires adaptation and integration of that skill with all other aspects of teaching. The current rule attempts to ensure this by establishing a minimum time that individuals must practice implementing the skills (student teaching, internship, ...etc.). These types of requirements are using time as an easily measurable proxy for something that is extremely difficult to measure; the mastery and integration of skills. It is more important to ensure that a teacher candidate has had multiple opportunities to successfully implement the teaching cycle of a unit of instruction and has been coached on the results than it is to ensure that an individual has had 400 hours in front of students instead of 399.

Removal of these aspects of requirements can be very concerning, particularly if we believe that there are individuals and organizations that will always do the minimum. To be clear, the message from the focus groups was that more clinical experience is needed in all programs, not less. However, staff believes that by explicitly stating the tasks and experiences that a teacher candidate must repeatedly complete successfully in the rule, rather than a specific number of hours, that programs will have the flexibility to try new approaches while still ensuring a candidate is truly ready to be recommended for a professional teaching license after completing the program.

## Sink or Swim

While almost all universities have worked hard to eliminate this view of student teaching, it persists. The model of having the master teacher leave the classroom to allow the student teacher to sink or swim has somehow perpetuated itself for many years; if only in the minds of the master teacher working with the student teacher. We do not want to prepare teachers to work in isolation. We need to prepare teachers to work in a collaborative environment with their grade-level or content-specific teams and this starts in the candidate's preparation and clinical experience. Co-teaching and internship-style models with significant support that have been implemented by some Utah universities show promise in this area. The draft rule does not specifically speak to this topic, but the Board may wish to include language supporting or encouraging continued movement to these types of preparation.

## Exit Counseling and Plans

Not everyone that wants to be a teacher has the dispositions necessary to be successful. One of the key roles of a university-based preparation program has always been to redirect students that show evidence of being unsuited to being a teacher into other career paths. While this process is not a perfect science, a university-based preparation program under the proposed licensing revisions will have an easier time than an LEA-based preparation program. An LEA-based program will need to navigate being both the preparer and the employer of the candidate. When such a program discovers that an individual may not be suited to being a teacher they are faced with the reality that if they remove the individual, they have to replace them, often midyear, with few available candidates to fill the position. This can lead to a significant waste of resources in trying to remediate the teacher or, in a worst-case

scenario, allowing the teacher to finish out the year and be released even though we know they are not serving students. It is possible that frank conversations regarding why the individual is being released could complicate the employment separation process. This means a person may be let go without realizing the true issue and without knowing that they would be better suited in a different career or if it is simply that they don't fit with that particular school or LEA. Staff is not proposing any specific rules regarding timelines or processes in this area but does feel that it is a significant enough issue that LEA-based programs need to consider this issue and have a plan in place, before it becomes a problem.