



## Alternate Pathway to Professional Educator License (APPEL)

### 2025 APPEL Model Program Framework

This document outlines the USBE Model Program Framework for an Alternate Pathway to Professional Educator License (APPEL). The sections listed in this document are the same as those outlined in the application.

The model framework serves to outline minimum program requirements as indicated in Board Rule. LEAs may choose to adopt or adapt the framework, but any adaptations must meet minimum requirements established in Board Rule.

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# APPEL Model Program Outline

For educator preparation program approval, each program needs to submit a detailed narrative outlining how they will meet the board rule requirements for educator preparation programs. Each program outline should align with and expand upon its existing educator support and resources.

## Model Program Outline Overview

- APPEL Leadership Team
- Candidate Initial Evaluation
- Professional Learning Plan
- Utah Effective Teaching Standards (UETS) and Teacher Dispositions
- Content Competencies and Discipline-Specific Methods
- General Teacher Preparation Competencies
- Clinical Experience Fieldwork Overview
- Clinical Experience Competencies
- Program Mentoring
- Remediation
- Personnel Professional Development
- Record Management

## APPEL Leadership Team

Other than the Program Director, there may be specific individuals or specific designees in your agency (i.e., HR director, principal, etc.). Multiple roles may be assigned to one leadership team member. The following are the roles of the leadership team.

**Program Director** - Point of contact, directs all elements of the program, communicates with administration, personnel and candidates, ensures personnel training, schedules candidate progress meetings, controls documents/records. *Qualifications: Professional teaching license with years of experience, administrative license, school or district-level leadership experience.*

**Transcript Reviewer** - Reviews candidate transcripts for content and pedagogy coursework, consulting with Pedagogy Consultant and Content Consultants as needed. *Qualifications: Bachelor's degree, professionally licensed educator.*

**Pedagogy Consultant** - Reviews transcripts and PLPs for pedagogical soundness. *Qualifications: Professional teaching license, instructional coach, experience as a mentor, conducting professional learning, etc.*

**Content Consultants** - Reviews transcripts and PLPs for content-specific soundness. *Qualifications: Professional teaching license, content specialist, experience with standards implementation, mentoring content educators.*

**Plan Writer** - After transcript review, and upon consultation with other team members, writes up the candidate's Professional License Plan. *Qualifications: Professional teaching license, instructional coach, experience as a mentor, conduction professional learning, etc.*

**Clinical Experience Coordinator** - Selects, trains, and monitors preparation program mentor-educators and coordinates candidate fieldwork experiences such as scheduling substitutes, arranging observations, and supporting candidate needs. *Qualifications: Professional teaching license, prior mentor experience, school or district-level leadership, prior work with pre-service teacher or university EPP.*

**Progress Monitor** - Tracks PLPs, collects appropriate evidence, and ensures candidates are progressing through their plan and appropriately supported. *Qualifications: Professional teaching license, experience in an educational setting, mentor experience, job coach experience.*

## Candidate Initial Evaluation

Describe how the program will review existing documentation and transcripts to identify content and pedagogical competencies already met by the candidate.

Transcript reviews are conducted as outlined in the guidelines provided by USBE including these processes:

- Pedagogy Consultant reviews official transcripts, MIDAS transcripts, collects course descriptions for all pedagogy coursework to detail which competencies are met.

- Content Consultant reviews official transcripts, MIDAS transcripts, and Endorsement forms, collecting course descriptions for all content and methods coursework. Consult with USBE specialists as needed.
- Plan Writer collates the Consultant's results and creates draft PLPs for each of the candidate's license areas and endorsements.

## Professional Learning Plan

Describe how the program will write, monitor, and show completion of each candidate's personalized professional license plan based on the requirement analysis. Describe how the candidates will demonstrate progress and achievement throughout the program.

Professional Learning Plan templates are provided by USBE on the [website](#). The PLP template includes elements from Board Rule [R277-304](#) such as pedagogy/content studies, educator dispositions, educator competencies, clinical experience competencies, and UETS evaluations. The Plan Writer fills in the studies portion of the template according to the transcript review analysis.

[Endorsement application forms](#) are provided by USBE to track evidence of what studies have met endorsement requirements. Endorsement application forms must be filled out and completed prior to recommendation.

Each APPEL program will create an enrollment policy that includes a timeframe that specifies when the PLP will be created. The draft PLP is created no later than thirty days after the candidate is admitted into the APPEL program.

### Clinical Experiences Coordination

The Clinical Experience Coordinator selects, trains, and monitors mentor-educators. The candidate's assigned mentor-educator models, advises, and supports the candidate through the program experience. The mentor-educator is an advocate for the candidate and helps them through their educator preparation experience by guiding the candidate through school and district policies and procedures, answering questions, providing resources, reviewing curriculum plans, observing instruction, ensuring the candidate is familiar with UETS and the evaluation tool,

and coaching them through the educator dispositions and clinical experience competencies, etc. The mentor-educator performs, or has performed, substantially the same duties as the candidate.

### **Initial Consultation**

An initial consultation meeting is held between the candidate, the Program Director (or designated team member), and mentor-educator to lay out the candidate's draft PLP and timeline.

### **Administrator Annual Evaluations for UETS**

The school administrator observes the candidate's classroom mastery of UETS and disposition for teaching at least twice yearly using the LEA observation tool based on UETS. The administrator meets with the candidate to review the results of the observation/evaluation. See [R277-533](#) for board rule guidelines for evaluating educators.

## Disposition/Progress Consultations

Candidates are placed on an approximate timeline for the work to be completed on the PLP. Regular progress meetings with the candidate, Program Director, Progress Monitor, school administrator and mentor-educator(s) are conducted (at least one per year) to ensure the candidate is progressing through the PLP according to the proposed PLP timeline. The Progress Monitor maintains documentation of any PLP progress updates with signatures signing off on competencies met, evaluations completed, studies finished, etc. Upon the candidate's successful competencies demonstration on every item on the PLP, the Program Director recommends the candidate to USBE for professional licensure.

## Utah Effective Teaching Standards (UETS) and Teaching Dispositions

Describe how your program will support and evaluate candidates in demonstrating competencies that meet [Utah Effective Teaching Standards](#) proficiency levels. Refer to the UETS Booklet for standard details. Include the evaluation tool your APPEL program will use as an appendix item.

The mentor-educator ensures the candidate understands the five standards and is developing competency in teaching as outlined in the Utah Effective Teaching Standards (UETS).

### Educator Dispositions

A teacher preparation program shall consider a candidate's dispositions and suitability for teaching ([R277-304-4\(7\)](#)). USBE has not defined what specific dispositions need to be considered beyond the educator competencies and ethics. Programs may determine which dispositions they consider suitable for teaching. They need to provide evidence of how they measure these dispositions.

The mentor-educator will model and understand essential educator dispositions, and the candidate will observe other educators in their classrooms as they exhibit educator disposition. The candidate will self-assess educator dispositions in their own teaching. The candidate must demonstrate progress over time in essential

educator dispositions until the candidate meets basic competency in demonstrating all essential educator dispositions. Candidate's dispositions for teaching may be evaluated in tandem with formal evaluations or may be evaluated separately.

## Content Competencies and Discipline-Specific Methods

Describe how the program will help candidates meet the content knowledge needs of candidates. Individual course information is not necessary, but the program should indicate who they will work with to meet these requirements, e.g., USBE, university, college, etc.

A teacher preparation program shall require competency in content and content-specific pedagogy appropriate for the area of licensure. APPEL programs administered by local school districts and charters, or consortiums of districts and/or charter schools can recommend candidates for licensure in Early Childhood, Elementary, Secondary and Career & Technical Education (CTE) license areas.

To track the completion of content for Elementary and Early Childhood, programs may use the [Elementary and Early Childhood PLP template](#) provided by USBE. For Secondary and CTE license areas, programs may use the [Secondary and CTE PLP template](#). The educator must also complete all requirements outlined on the [endorsement forms \(Secondary and CTE\)](#), with a completed copy of the form included in their educator file.

## General Teacher Preparation

The General Teacher Preparation competencies are outlined in [R277-304-4](#) and have traditionally been met by completing general pedagogy coursework. General Pedagogy courses may be offered through an approved Utah university or an APPEL program. If an APPEL program chooses to create and administer courses designed to meet educator competencies, these courses must be reviewed and approved by USBE Licensing Staff prior to implementation in the APPEL program. Approval of APPEL Coursework is a separate process from APPEL Program approval and will be handled after the program has been approved. Please review the APPEL Director's Handbook on the [website](#) for more information on creating coursework.

The General Teacher Preparation competencies have generally been organized into the following five courses:

### **Instruction, Technology, Assessment, and Planning**

Upon completion of this course, teacher candidates will be able to:

- Design, administer, and review formative and summative assessments in a meaningful and ethical manner.
- Improve student outcomes by using student assessment data (both formative and summative).
- Analyze instructional practices and make necessary adjustments to personalize learning.
- Use strategies to promote active student engagement.
- Systematically design instruction toward a specific learning goal by:
  - ◆ Providing tier one and tier two instruction and intervention on the Utah core standards including the use of competency-based learning.
  - ◆ Using a variety of evidence-based instructional strategies, including explicit instruction and scaffold supports.
  - ◆ Integrating technology to support and meaningfully supplement the learning of students.
  - ◆ Designing developmentally appropriate and authentic learning experiences.
  - ◆ Developing higher order thinking and metacognitive skills.
  - ◆ Integrating cross-disciplinary skills, such as literacy and numeracy, into instruction.
- Provide positive and constructive feedback to guide students' learning and behavior.

## Creating and Managing a Learning Environment

Upon completion of this course, teacher candidates will be able to:

- Provide positive and constructive feedback to guide students' learning and behavior.
- Establish a consistent, organized, and respectful learning environment, including:
  - ◆ Positive behavior interventions and supports within a multi-tiered system of support.
  - ◆ Classroom procedures and routines.
  - ◆ Trauma-informed practices.
  - ◆ Restorative practices.

## Introduction to Special Education

Upon completion of this course, teacher candidates will be able to demonstrate:

- Knowledge and skills to assist in the identification of and instruction for students with disabilities in the general classroom, including:
  - ◆ Knowledge of the [IDEA and Section 504 of the Rehabilitation Act](#).
  - ◆ Knowledge of the role of non-special-education teachers in the education of students with disabilities.
  - ◆ Knowledge and skills in implementing least restrictive behavior interventions.
  - ◆ Skills in implementing and assessing the results of interventions.
  - ◆ Skills in the implementation of an educational program with accommodations, modifications, services, and supports established by an [IEP or a 504](#) plan for students with disabilities in the general education classroom.

## Strategies for Working with Diverse Learners

Upon completion of this course, teacher candidates will be able to demonstrate:

- Knowledge and skills designed to meet the needs of diverse student populations in the general education classroom, including:
  - ♦ Allowing students alternative ways to demonstrate learning that are sensitive to student diversity.
  - ♦ Creating an environment that is sensitive to multiple experiences and diversity.
  - ♦ Designing, adapting, and delivering instruction to address each student’s diverse learning strengths and needs.
  - ♦ Incorporating language development into planning, instruction, and intervention for students learning English, using their first language as an asset while supporting development of English proficiency.
- Effectively communicate and collaborate with parents, colleagues, and administration.

### **Literacy in the Content Area (for Secondary/CTE license areas only)**

Upon completion of this course, teacher candidates will be able to demonstrate:

- Incorporating literacy and quantitative learning objectives in content specific classes in alignment with the Utah Core Standards.
- Planning instruction and assessment in content-specific teams and in cross-curricular teams.
- Integrating cross-disciplinary skills, such as literacy and numeracy, into instruction.

Several Utah-based universities offer general pedagogy coursework that has been reviewed by USBE staff. APPEL directors are encouraged to collaborate with and contact universities about what courses they may need offered. Not all courses are offered every semester. For an updated list of university contact information, reach out to Jennifer Prince, USBE APPEL Support Specialist at [jennifer.prince@schools.utah.gov](mailto:jennifer.prince@schools.utah.gov).

If an APPEL program chooses to offer their own coursework or use a course that is not offered through a Utah university, the courses will need to be approved by USBE and available for USBE credit through MIDAS. To offer USBE credit, courses

must be approved in MIDAS before candidates enroll in the courses and classes start.

The course approval process in MIDAS includes a review of how the course meets the [Utah Professional Learning Standards](#), the [Utah Effective Teaching Standards](#) and the competencies in Board Rule. The approval process will take 3-4 weeks. For instructions and resources on how to get coursework approved in MIDAS, visit the [APPEL Directors Collaboration Google Drive](#).

## Clinical Experience Competencies

To document progress over time, the school administrator observes and evaluates the candidate a minimum of two times per school year, with at least one evaluation using the UETS rubric or an LEA evaluation tool that is aligned to the UETS. The other evaluation completed each school year can be a formative evaluation, like a drop-in or a walk-through. Clinical experiences should include opportunities to observe master teachers, opportunities to be observed, and opportunities to demonstrate they have met the Clinical Experience competencies in Board Rule.

Describe how the program will include school-based clinical experiences for a candidate to observe, practice skills, and reflect on teaching that board rule requirements to observe, practice skills, and reflect on teaching that:

- are significant in number, depth, breadth, and duration
- are progressively more complex; and
- include working with all types of students

## Clinical Experience Competencies and Dispositions

Board Rule [R277-304](#) outlines clinical experience competencies each candidate needs to demonstrate in a classroom with students before being recommended for professional licensure. A teacher preparation program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in one or more clinical experiences in collaboration with a licensed teacher over an extended period of time in each of the following competencies:

- Implementing the planning and design, delivery, facilitation, assessment, evaluation, and reflection of a unit of instruction.
- Revising instructional plans for future implementation or reteaching concepts as appropriate.
- Implementing the accommodations, modifications, services, and supports as outlined in a student's [IEP or 504 plan](#).
- Evaluating student artifacts and assessments.
- Establishing and maintaining classroom procedures and routines that include positive behavior interventions and supports.
- Establishing and maintaining a positive learning climate.
- Reflecting on the teaching process and justifying instructional decisions.
- Participating in at least one IEP meeting or parental consultation regarding a student that the program applicant has instructed.
- Consulting with qualified personnel, such as a mental health or behavior professionals, regarding the emotional well-being of students and responding appropriately.

Programs may track and document the clinical experience using the PLP Templates provided by USBE, or through other methods of artifact collection. Candidates should be provided opportunities to observe master educators, and to reflect on that observation. Programs should document these opportunities to observe master educators and include this documentation in the candidate's file.

## Program Mentoring

Describe how you will select, train, and monitor mentor-educators for candidates. Each candidate is assigned to have at least one mentor-educator. In compliance with Board Rule [R277-308](#) New Educator Induction and Mentoring, "mentor" means an educator with a professional educator license who is trained to advise, coach, consult and guide the development of a new educator. The candidate's mentor educator(s) must perform, or have performed, substantially the same duties as the candidate, with release time to work as a mentor-educator or be assigned as an instructional coach or equivalent position. The mentor-educator observes, consults, and gives quality feedback, as well as accompanies the candidate during the clinical

experience events scheduled in the PLP to provide reflection guidance and interactions.

The key mentor-educator responsibility is to observe and give feedback in order to help the candidate meet the pedagogical requirements described in [R277-301.5\(5\)](#) including the Utah Effective Teaching Standards described in [R277-330](#). The mentor-educator does not serve as an evaluator of the educator.

Mentor-educators are selected by the Program Director and building principal, in consultation with the APPEL Leadership Team with the following criteria:

- Possesses a Utah professional educator license and preferring at least three years teaching experience.
- Performs, or has performed, substantially the same instructional duties as the candidate.
- Models effective standards-based teaching and demonstrates high leverage practices.
- Displays strong intra- and interpersonal and teaming skills.
- Has or will have participated in state-hosted Mentor Training in observation and quality feedback skills. See Board Rule [R277-308](#).

To prepare APPEL mentor-educators, the Clinical Experience Coordinator provides one-on-one initial orientation with mentor-educators and then conducts regular check-ins with each mentor-educator to ensure the mentor-educator completely understands the responsibility to the candidate, the candidate's PLP, and ensures mentoring fidelity.

## Remediation

Describe how your program will plan for candidate remediation and exit counseling if necessary. The PLP Monitor ensures a candidate demonstrates progress, over time, in all the areas of the PLP. The PLP Monitor notifies the APPEL leadership team if a candidate does not show sufficient progress. Insufficient progress leads to probation, remediation and exit counseling as needed.

If placed on program probation, a candidate must work with their mentor educator and PLP mentor to develop a plan for improvement including a specific action plan for each appropriate area and a specific timeline to demonstrate improvement. As necessary, the program will release the candidate from regular teaching responsibilities to increase observation of other educators, arrange for the mentor-educator to team-teach or observe the candidate, or increase preparation time to make appropriate adjustments to curriculum development. If, upon reaching the improvement plan deadline or end of the extension, the candidate does not demonstrate sufficient progress the candidate may be removed from the program.

## Personnel Professional Development

How will your APPEL Program Director build and maintain the capacity of program personnel in their duties and responsibilities? Please describe how your LEA program will continue to ensure personnel are consistent and confident in their responsibilities and duties. Describe how staff turnover is handled. Consider LEA-specific needs for training and monitoring personnel effectiveness as well as personnel staff changes.

### USBE-Provided Initial Training for Program Leadership

1. Technical assistance (boot-camp) for application to become an approved APPEL program.
2. Technical assistance for each job role—Program Director, Transcript Reviewer, etc.
3. Technical assistance for records management strategies.
4. State-level mentor training for APPEL mentor-educators.
5. State-level administrator evaluation training.

USBE will host an annual APPEL Leadership Conference, along with monthly or semi-monthly APPEL Director meetings. Programs are encouraged to collaborate with USBE APPEL staff for support and inquiry. USBE will continue to support Leadership Teams in collaborating, sharing resources, and strengthening personnel practice, as needed. Program Leadership Teams will meet regularly to determine if personnel training is sufficient and develop action plans to adjust personnel capacity as needed.

## Record Management

Describe how you will manage the documents, records, and workflow required for the APPEL program. USBE provides initial training on how to manage and organize the documents and records required in the program for all candidates. Please see the list below of the documents that each APPEL program is expected to collect/maintain. This list will outline the appropriate evidence that candidates in your program have met all competencies and requirements.

### Program Documentation

- Tracking of both local and state professional development syllabi, and attendance along with follow up event logs used to build capacity of the APPEL Leadership Team and mentor-educators.

### Candidate Documentation

- Official transcripts from regionally accredited institutions and CTE certifications and work experience documenting progressive progress.
- PLP documentation including, but not limited to:
  - ◆ Transcript reviews including course descriptions, etc. including endorsement form(s).
  - ◆ Draft PLP and subsequent updates and final versions as the candidate progresses toward Professional licensure.
  - ◆ Documentation of communications related to the candidate's progress
  - ◆ Notes from consultation meetings, clinical experiences, and reflection conversations.
  - ◆ Relevant educator artifacts to document progress and evidence of competency.

## Document Storage

- Create a naming protocol for candidate electronic folders and files such as transcripts, endorsement forms, certifications, PLPs, etc. to allow for multiple copies to be received and stored over time.
- Create a personal, private, password-protected storage area for the candidate to develop and maintain personal artifacts.
- Create a shared, password-protected storage area to house APPEL documents.
- Create a document sharing strategy to give restricted access to PLPs from draft to completion.
- Set up bookmarks, etc. for searching for course descriptions, regional accreditation status, MIDAS transcripts, etc. to support the transcript review process.
- Create a tracking process to manage clinical experience schedules, consultation events, coursework progress, and shared documentation for each candidate.