

Utah State Board of Education

Alternate Pathway to Professional Educator License (APPEL)

Program Approval Application 2025

An educator preparation program is a comprehensive program administered by an entity that is intended to prepare individuals to meet the requirements for a Utah professional license or license area of concentration.

Board rule requires an educator preparation program applying for approval by the Superintendent to demonstrate how it will ensure all candidates:

- Are prepared to meet the Utah Effective Educator Standards established in [Board Rule R277-330](#)
- Demonstrate all competencies applicable to the license area and subject area as established by the Superintendent.
- If the educator preparation program is not an LEA (i.e. private school), the educator preparation program shall:
 - Have a physical location in Utah where participants attend classes; or if the program provides only online instruction, have the program's primary headquarters located in Utah; and
 - Be licensed to do business through the Utah Department of Commerce; and
 - Establish entry requirements that are designed to ensure that only high-quality individuals enter the preparation program, which includes measure of previous academic success, disposition for employment in an educational setting, and basic skills in reading, writing, and mathematics.

To assist the application process, a potential preparation program may adopt the model preparation program framework developed by the Superintendent or adapt the model program framework or create a custom educator preparation program and have it approved by USBE Staff under [Board Rule R277-303](#)

- Adopt: If choosing to adopt the model program framework in any specific section, please state in that section of the narrative "Adopting the model program framework."
- Adapt: If adapting a portion of the model program framework in any specific section, you can write "Using the model program framework with the following adaptation: ____." You will need to write details in the narrative to explain the adaptation/changes to the model program framework description.

- Custom: You will write the narrative to describe how you will meet the requirements of that section.

If an APPEL program application does not meet the requirements of Board rule, the applicant is provided with feedback from USBE staff with the option to resubmit the application.

The application is in a narrative form and submitted with supporting documentation as appendix items. All requirements in the Board rules must be addressed. To assist applicants, a recommended outline is included with prompts for this narrative and a list of the educator preparation competencies explicitly required in rule.

Completed APPEL program approval applications should be emailed in PDF format to:

APPEL@schools.utah.gov

If you need assistance in this process, please direct all questions to:

APPEL@schools.utah.gov

Application Recommended Outline

- **APPEL Leadership Team:** Provide LEA names, titles, and duties of leaders in the APPEL program.
- **Candidate Initial Evaluation:** Describe how the program will review existing documentation and transcripts to identify content and pedagogical competencies already met by the candidate.
- **Professional Learning Plan:** Describe how the program will write, monitor and show completion of each candidate's personalized professional learning plan based on the requirement analysis. Describe how the candidates will demonstrate progress and achievement throughout the program. Professional learning plans must be established within 30 days of candidates' enrollment in the program.
- **Utah Effective Teaching Standards (UETS) and Educator Competencies:** Describe how the program will support and evaluate candidates in demonstrating competency in the Utah Effective Teaching Standards. Refer to the [Utah Effective Teaching Standard Field Guide](#) for details. How will the program ensure each candidate successfully demonstrates competency in all educator preparation competencies outlined in Board Rule 304.3(4)? (*See competencies list on next page.*)
- **Content-Specific Competencies:** Describe how the program will help candidates meet the content knowledge and pedagogical needs of candidates. Individual course information is not necessary, but the program should indicate whom they will work with to meet these requirements, e.g. USBE, university, college, etc. If programs intend to create their own courses, those courses will need to be reviewed separately. For more information, reach out to Jennifer Prince at Jennifer.Prince@schools.utah.gov for assistance.
- **General Teacher Preparation Competencies:** Describe how the program will help candidates meet the General Teacher Preparation competencies in [R277-304-4](#). If the program will be partnering with a university or college, provide course names and a crosswalk of required competencies. If the program intends to create their own courses, those courses will need to be reviewed separately. For more information, reach out to Jennifer Prince at Jennifer.Prince@schools.utah.gov for assistance.
- **Clinical Experience/Fieldwork Overview and Competencies:** Describe how the program will support candidates to meet board rule requirements to observe, practice skills, and reflect on teaching that are significant in number, depth, breadth, and

duration; are progressively more complex; occur in multiple schools and classrooms; include working with all types of students; and include creating and consistently implementing beginning of semester or school year classroom procedures and practices. Describe how the candidate's clinical experience will be supervised to ensure [Board Rule 304.4\(6\)](#) is met successfully through demonstration of knowledge and skills.

- **Program Mentoring:** Describe how you will select, train, and monitor mentor-educators for candidates.
- **Teacher Dispositions:** Describe how your program will include consideration of a candidate's dispositions and suitability for teaching.
- **Remediation:** Describe how your program will plan for candidate remediation and exit counseling.
- **Record Management:** Describe how you will manage the documents, records, and workflow.

Educator and Clinical Experience Competencies Required in Rule

Educator Competencies Required in Board Rule R277-304-4 (General Teacher Preparation):

- Content and content-specific pedagogy appropriate for the area of licensure
- Knowledge of the Educator Professional Standards contained in Board Rule [R277-217](#)
- Designing, administering, and reviewing formative and summative assessments in a meaningful and ethical manner
- Improving student outcomes by using student assessment data (both formative and summative), analyzing instructional practices, and making necessary adjustments to personalize learning
- Using strategies to promote active student engagement
- Systematically designing 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 support
 - 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
- Providing positive and constructive feedback to guide students' learning and behavior
- Establishing 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
- 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 accommodation, modifications, services, and supports established by an IEP or a 504 plan for students with disabilities in the general education classroom
- 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 communicating and collaborating with parents, colleagues, and administration

Clinical Experience Competencies Required in Board Rule:

- 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 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 professional, regarding the emotional well-being of students and responding appropriately