

# Educator Licensing; an overview for Utah State Board of Education

Presented by,  
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# Intended Outcomes

- ▶ Provide the Board with a basic understanding of the Educator Licensing process
- ▶ Define the Board's current role in Educator Licensing
- ▶ Clarify the Board's role/intent for future Educator Licensing rule changes

# Additional license options:

- ▶ **Temporary/Restricted Licensure:**
  - ▶ Letter of Authorization
    - ▶ Standard
    - ▶ Eminence
  - ▶ LEA-Specific Competency-Based License

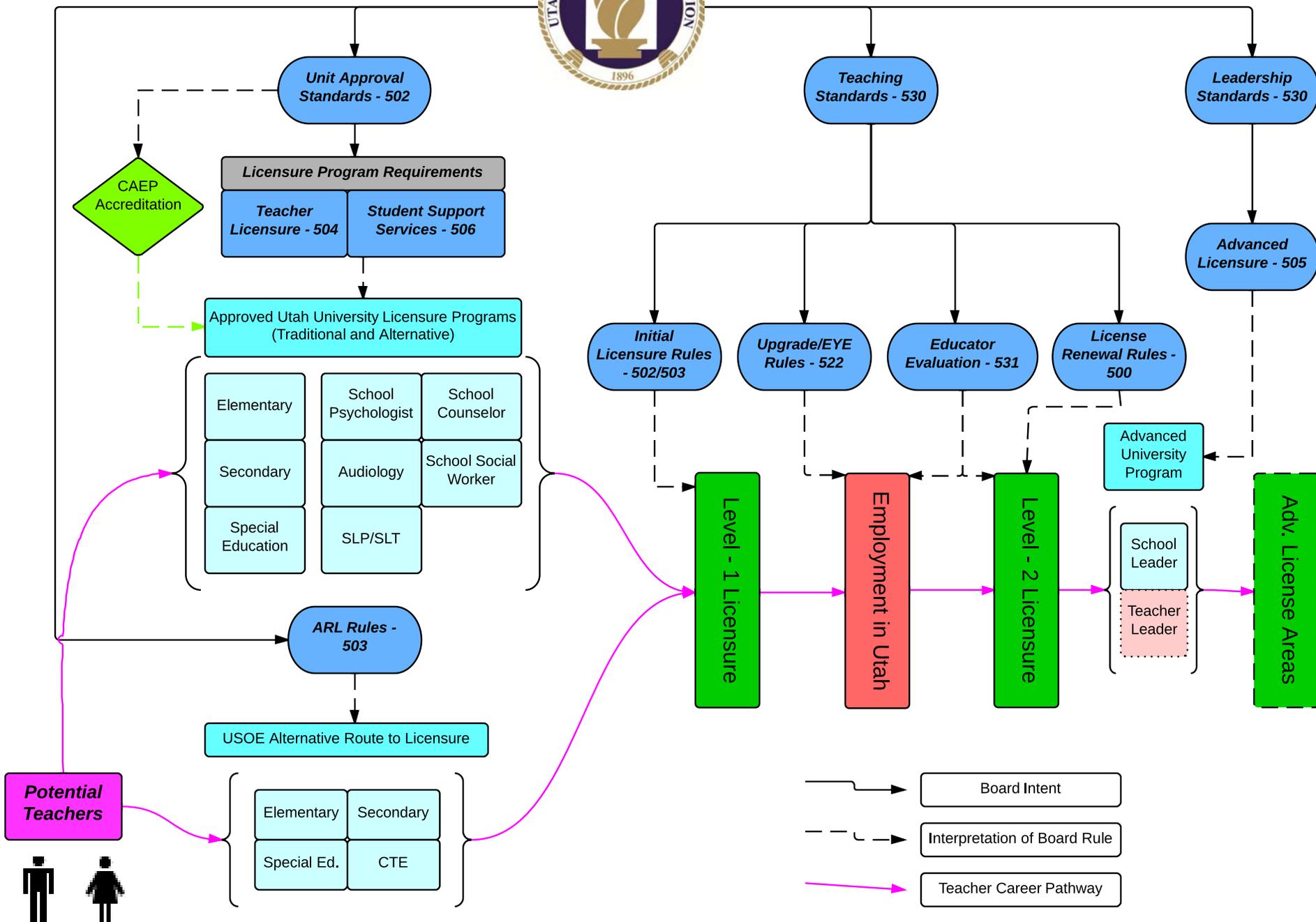
## Other policymakers who impact licensure:

- ▶ Utah State Legislature
- ▶ Utah Board of Regents
- ▶ Local School-Boards

License Renewal Rules - 500	Unit Approval Standards - 502	Initial Licensure & ARL Rules - 503
<ul style="list-style-type: none"> <li>• Not currently under study for revision</li> <li>• Details procedural rules               <ul style="list-style-type: none"> <li>• Timelines</li> <li>• Background check /ethics review</li> <li>• Admin signature</li> </ul> </li> <li>• Details intent of renewal               <ul style="list-style-type: none"> <li>• Professional Learning Plan</li> <li>• Appropriate renewal activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Not currently under study for revision</li> <li>• Recently revised</li> <li>• Details general requirements for the approval of university programs               <ul style="list-style-type: none"> <li>• Aligned with UETS</li> <li>• Entrance requirements</li> <li>• Accreditation</li> <li>• Annual Report</li> </ul> </li> <li>• Details basic requirements for the various license levels               <ul style="list-style-type: none"> <li>• Individuals licensed in other states/countries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Not currently under study for revision</li> <li>• Recent minor revisions</li> <li>• Details requirements for the USOE ARL program               <ul style="list-style-type: none"> <li>• Eligibility</li> <li>• Timelines</li> <li>• Pathways                   <ul style="list-style-type: none"> <li>• Standard</li> <li>• Dem. Comp. (ABCTE)</li> </ul> </li> </ul> </li> <li>• Details some requirements for initial licensure               <ul style="list-style-type: none"> <li>• Completion of Utah approved program</li> <li>• Content knowledge testing</li> </ul> </li> </ul>

Teacher Licensure Program Requirements - 504	Advanced Licensure - 505	Student Support Licensure Program Requirements - 506
<ul style="list-style-type: none"> <li>• Currently in final stages of study for revision (details below are proposed)</li> <li>• Details requirements for all teacher license programs               <ul style="list-style-type: none"> <li>• Aligned with UETS</li> <li>• Special Ed/ Diversity component</li> <li>• Student teaching requirements</li> <li>• Internship requirements</li> </ul> </li> <li>• Details unique requirements for various license areas               <ul style="list-style-type: none"> <li>• Content major/major equiv. for Secondary</li> <li>• Content requirements for Elementary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Currently in initial phases of study for revision</li> <li>• Details requirements for Administrative licensure in Utah               <ul style="list-style-type: none"> <li>• Masters degree</li> <li>• Completion of Utah approved program</li> <li>• Administrative Internship</li> </ul> </li> <li>• Details additional requirements for renewal of a license with Admin</li> <li>• Additional aspects being studied               <ul style="list-style-type: none"> <li>• rules for Utah educators completing out-of-state admin programs</li> <li>• exploration of teacher leader licensure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Currently scheduled for study for revision               <ul style="list-style-type: none"> <li>• currently significantly out-dated</li> </ul> </li> <li>• Details requirements for various support service licensure               <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Psychologist</li> <li>• School Social Worker</li> <li>• Communication Disorders (proposed move from 504)</li> </ul> </li> <li>• Additional aspects being studied               <ul style="list-style-type: none"> <li>• SLT rules and approved services</li> <li>• rules for Utah educators completing out-of-state school counselor programs</li> </ul> </li> </ul>

Upgrade/EYE Rules - 522	Teacher and Leadership Standards - 530	Educator Evaluation - 531
<ul style="list-style-type: none"> <li>• Currently in initial stages of study for revision</li> <li>• Details requirements for educators to upgrade from a Level 1 to Level 2 license               <ul style="list-style-type: none"> <li>• Work with teacher mentor</li> <li>• 3 years of successful experience</li> <li>• Pass pedagogy test (PLT)</li> <li>• Working portfolio</li> <li>• LEA recommendation</li> </ul> </li> <li>• Details requirements for mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Not currently under study for revision</li> <li>• Details USOE and LEA responsibilities for implementation of the standards</li> <li>• Lists the standards as defined by the Board</li> <li>• Charters are <u>not exempt</u> from this rule</li> </ul>	<ul style="list-style-type: none"> <li>• Not Currently under study for revision</li> <li>• Details requirements for LEA evaluation systems               <ul style="list-style-type: none"> <li>• Timelines</li> <li>• Include:                   <ul style="list-style-type: none"> <li>• Observation</li> <li>• Student Growth</li> <li>• Parent and Student input</li> </ul> </li> </ul> </li> <li>• Charters are <u>exempt</u> from this rule</li> </ul>



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1 **R277-504-3. General Standards for Approval of Programs for the**  
2 **Preparation of Teachers.**

3 A. The educator preparation program of an institution  
4 may be approved by the Board if it:

5 (1) prepares candidates to meet the Utah Effective  
6 Teaching Standards as detailed in R277-530;

7 (2) requires candidates to maintain a cumulative  
8 university GPA of 3.0 and receive a C or better in all  
9 education related or major required content courses;

10 (3) requires the study of:

11 (a) content and content-specific pedagogy appropriate  
12 for the area of licensure;

13 (b) knowledge and skills designed to meet the needs of  
14 students with disabilities in the regular classroom. These  
15 shall include the following domains:

16 (i) knowledge of disabilities;

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

19 (iii) skills in implementing and assessing the  
20 results of interventions intended to identify students with  
21 disabilities.

22 (iv) skills in assessing the educational needs and  
23 progress of students with disabilities in the regular  
24 education classroom; and

25 (v) skills in the implementation of an educational  
26 program with accommodations established by an IEP for students  
27 with disabilities in the regular classroom; and

28 (c) knowledge and skills designed to meet the needs of  
29 a diverse student population in the regular classroom. These  
30 shall include the skills to:

31 (i) allow students different ways to demonstrate

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32 learning sensitive to multiple experiences and diversity;

33 (ii) design, adapt, and deliver instruction to address

34 each student's diverse learning strengths and needs; and

35 (iii) incorporate tools of language development into

36 planning and instruction for English language learners and

37 support development of English proficiency; and

38 (4) requires a student teaching culminating experience

39 that shall:

40 (a) require at minimum 400() clock hours with at least

41 200 clock hours in a single placement;

42 (b) require that student teachers meet the same contract

43 teaching hours as licensed teachers in the same LEA;

44 (c) include placement in all content or licensure areas

45 in which the individual will be licensed unless:

46 (i) no viable student teaching placement in one or more

47 of the student's endorsement areas could be found; or

48 (ii) the student is being licensed in Elementary (1-8)

49 and is completing an elementary student teaching placement but

50 has also completed the USOE course requirements for a content

51 endorsement;

52 (d) include intermittent supervision and evaluation by

53 institution personnel;

54 (e) include direct supervision of the student by a

55 classroom teacher that:

56 (i) has been jointly selected by the institution

57 student teaching placement officer and the LEA-designated

58 authority over student teaching placement;

59 (ii) has been deemed effective by an evaluation system

60 meeting the standards of R277-531 or the LEA's equivalent; and

61 (iii) has received training from the institution on

62 the role and responsibilities of a classroom mentor teacher

63 for student teachers;

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64           (f) include meaningful self-reflection with review and  
65 feedback from both the classroom mentor teacher and  
66 institution personnel; or

67           (5) requires an internship culminating experience that  
68 shall:

69           (a) consist of full-time employment as an educator for  
70 one school year with a minimum of (1260) clock hours at a  
71 single school site;

72           (b) require that interns meet the same contract teaching  
73 hours as licensed teachers in the same LEA;

74           (c) include placement in the major content or licensure  
75 area in which the individual will be licensed;

76           (d) where possible, include placement in all content or  
77 licensure areas in which the individual will be licensed  
78 unless:

79           (i) no viable internship in one or more of the student's  
80 non-major content or endorsement areas could be found; or

81           (ii) the student is being licensed in Elementary (1-8)  
82 and is completing an elementary internship but has also  
83 completed the USOE course requirements for a content  
84 endorsement;

85           (e) include intermittent supervision and evaluation by  
86 institution personnel;

87           (f) include an LEA assigned mentor that:

88           (i) has been jointly selected by the institution  
89 internship placement officer and the LEA-designated authority  
90 over internship placement; and

91           (ii) has been deemed effective by an evaluation system  
92 meeting the standards of R277-531 or the LEA's equivalent;

93           (g) include meaningful self-reflection with review and  
94 feedback from both the assigned mentor and institution  
95 personnel;

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96           B.    The following may be accepted for an individual  
97 student as totally or partially fulfilling the student  
98 teaching/internship requirement:

99           (1) one year of full-time contract teaching experience  
100 in a teaching position as defined in R277-503-4(C)(3) in a  
101 public or accredited private school in the individual's  
102 proposed licensure subject areas may totally fulfill the  
103 requirement;

104           (2) teaching in a preschool or headstart program may be  
105 accepted for up to one-half of the student teaching  
106 requirement;

107           (3) teaching experience in business or industry may be  
108 accepted for up to one-half of the student teaching  
109 requirement; and

110           (4) other experience accepted by the Board and  
111 designated as totally or partially fulfilling the requirement.

112 **R277-504-\*. Early Childhood Education (K-3) and Elementary**  
113 **(K-6) license areas.**

114           A.    The Early Childhood Education (K-3), Elementary  
115 (K-6). Elementary (1-8) teacher preparation program of an  
116 institution may be approved by the Board if it:

117           (1) Is aligned with the standards prescribed by the  
118 National Association for the Education of Young Children or  
119 the Association for Childhood Education International, as  
120 appropriate; and

121           (2) requires study and experiences which provide  
122 appropriate content knowledge needed to teach:

123           (a) literacy including listening, speaking, writing, and  
124 reading;

125           (b) mathematics;

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- 126           (c) physical and life science;
- 127           (d) health and physical education;
- 128           (e) social studies; and
- 129           (f) fine arts; and
- 130           (3) includes coursework specifically designed to prepare
- 131 teachers:
- 132           (a) in the science of reading instruction including
- 133 phonemic awareness, phonics, fluency, vocabulary and
- 134 comprehension;
- 135           (b) in the science of mathematics instruction including
- 136 quantitative reasoning, problem solving, representation, and
- 137 numeracy;
- 138           (c) utilize technology to support and meaningfully
- 139 supplement the learning of students;
- 140           (d) teach in traditional, online-only, and blended
- 141 classrooms;
- 142           (e) design, administer, and review educational
- 143 assessments in a meaningful and ethical manner
- 144           (f) \*\*\*\*\* additional coursework focus as appropriate
- 145 \*\*\*\*\*
- 146           (g) in early childhood development and learning, if it
- 147 is an Early Childhood Education (K-3) or Elementary (K-6)
- 148           (h) includes a focus in a specific content area
- 149 resulting in a content endorsement added to the license area,
- 150 if it is an Elementary (1-8) program.
- 151           B. The standards shall be applied to the specific age
- 152 group or grade level for which the program of preparation is
- 153 designed.
- 154           (1) An Early Childhood Education (K-3) program shall
- 155 focus primarily on early childhood development and learning.
- 156           (2) An Elementary (K-6) shall include both early
- 157 childhood development and learning and elementary content and

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158 pedagogy.

159 (3) An Elementary (1-8) shall focus primarily on  
160 elementary content and pedagogy.

161 C. An individual holding an Elementary (1-8) license  
162 area may earn an Early Childhood (K-3) license area by  
163 completing specific coursework requirements established by  
164 USOE.

165 D. An Elementary (1-8) license permits the teacher to  
166 teach in any academic area in self-contained classes in grades  
167 1-8.

168 E. An Elementary (1-8) license permits the teacher to  
169 teach content specific courses at the 7th or 8th grade level  
170 only if it includes the content specific endorsement.

171 **R277-504-\*. Secondary (6-12) License Area.**

172 A. A Secondary (6-12) license area with subject  
173 endorsement(s) is valid in grades six through twelve.

174 B. A Secondary (6-12) license area requires a major or  
175 major equivalent in a subject, but the teacher cannot teach in  
176 an elementary self-contained class

177 C. The secondary educator preparation program of an  
178 institution may be approved by the Board if it:

179 (1) requires candidates to have completed an approved  
180 teaching major consistent with subjects taught in Utah  
181 secondary schools;

182 (2) requires candidates to have completed content  
183 coursework reasonably equivalent to that required for  
184 individuals completing a non-teaching degree in the subject;  
185 and

186 (3) includes coursework specifically designed to train  
187 teachers to:

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188 (a) utilize technology to support and meaningfully  
189 supplement the learning of students;

190 (b) teach in traditional, online-only, and blended  
191 classrooms;

192 (c) design, administer, and review educational  
193 assessments in a meaningful and ethical manner;

194 (d) include literacy and quantitative learning  
195 objectives in content specific classes in alignment with the  
196 Utah Core Standards; and

197 (e) \*\*\*\*\*additional coursework focus as  
198 appropriate\*\*\*\*\*

199 D. After completing a Board-approved Secondary (6-12)  
200 educator preparation program the license area shall be  
201 endorsed for all subjects in which the applicant has met the  
202 course requirements for the endorsement as established by  
203 USOE.

204 (1) A teaching major requires not fewer than 30 semester  
205 hours of content credit in one subject.

206 (2) An endorsement requires not fewer than 16 semester  
207 hours of credit in one subject.

208 **R277-504-\*. Special Education (K-12+) and Preschool Special**  
209 **Education (Birth-Age 5).**

210 A. The special education teacher preparation program of  
211 an institution may be approved by the Board if it is aligned  
212 with the standards prescribed by the Council for Exceptional  
213 Children and is focused on one or more of the following  
214 special education areas:

215 (1) Mild/Moderate Disabilities

216 (2) Severe Disabilities

217 (3) Deaf and Hard of Hearing;

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218 (4) Blind and Visually Impaired; or

219 (5) Preschool Special Education (Birth-Age 5).

220 B. Educators who hold Special Education (K-12+) license  
221 areas may also be issued additional special education or  
222 content endorsements if all endorsement requirements are met.

223 Educators who hold only a Special Education (K-12+) license  
224 area may only be assigned as a teacher of record of special  
225 education students.

226 C. The special education preparation program of an  
227 institution may be approved by the Board if it includes  
228 coursework specifically designed to train teachers to:

229 (1) understand the legal and ethical issues surrounding  
230 special education;

231 (2) work with regular education teachers to implement  
232 and evaluate interventions for the purpose of special  
233 education identification, also known as Response to  
234 Intervention;

235 (3) meet the needs of special education students when  
236 working in a co-teaching assignment with a regular education  
237 teacher

238 (4) \*\*\*\*Other Special Ed concepts that are the core of  
239 a Special Education license area\*\*\*\*

240 D. Blind and Visually Impaired/Deaf and Hard of Hearing  
241 Endorsements required under this rule shall be issued to meet  
242 "the highest requirements in the State applicable to a  
243 specific profession or discipline" required by the Individuals  
244 with Disabilities Education Act of 2004 (IDEA), Pub. L. No.  
245 108-446, hereby incorporated by reference.

246 E. Preschool Special Education (Birth-Age 5) license  
247 holders who teach children who are hearing impaired (birth-age  
248 5) or vision impaired (birth-age 5) or both, in  
249 self-contained, categorical classrooms shall hold an

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250 endorsement for Deaf and Hard of Hearing (Birth-Age 5) or  
251 Blind and Visually Impaired (Birth-Age 5) or both.

252 **R277-504-\*. Miscellaneous.**

253         The Middle Level license (5-9) continues to be valid;  
254 however, a middle level license (5-9) has not been issued  
255 since April 1, 1989 and is no longer required of teachers or  
256 issued to teachers assigned to the middle school.

257 **Proposed move to R277-506**

258 **R277-505-\*. Communication Disorders.**

259         A. Applicants for Communication Disorders license areas  
260 of concentration (audiologist) shall have completed a  
261 Board-approved program for teaching pupils with communication  
262 disorders which includes a master's degree.

263         B. The preparation program for audiologists of a higher  
264 education institution may be approved by the Board if it is  
265 aligned with the standards prescribed by ASHA.

266 **R277-505-\*. Speech-Language Pathologist (SLP).**

267         A. To qualify for the SLP area of concentration, an  
268 individual shall have completed a Board-approved program for  
269 teaching students with speech/language impairments. Such  
270 programs include:

271             (1) a master's degree and Certificate of Clinical  
272 Competence (CCC); or

273             (2) a master's degree; or

274             (3) an international equivalent of a master's degree,  
275 earned in a communication disorders program, or equivalent  
276 after receiving a bachelor's degree at an accredited higher  
277 education institution.

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278           B.    The preparation program for Speech-Language  
279 Pathologists of a higher education institution may be approved  
280 by the Board if it is aligned with the standards prescribed by  
281 ASHA.

282           C.    An individual that has been accepted into a Board  
283 approved program may be licensed and may serve as a  
284 Speech-Language Technician (SLT) as described in R277-504-\*.  
285 The duties and responsibilities of the individual may not  
286 exceed his current preparation.

287           D.    This area of concentration does not qualify the  
288 individual to provide services outside of the educational  
289 setting.

290 **R277-504-\*. Speech-Language Technician (SLT).**

291           A.    To qualify for the SLT area of concentration, an  
292 individual shall have completed a Board-approved bachelor's  
293 degree in communication disorders and additional training as  
294 required by the USOE. Additional professional development  
295 shall be completed prior to or within the first year of  
296 receiving this area of concentration, in order to meet defined  
297 competencies.

298           B.    A speech-language technician shall work under the  
299 supervision of a speech-language pathologist who accepts full  
300 responsibility for the work of the speech-language technician.

301           C.    The supervising SLP maintains full responsibility  
302 for the caseload of the SLP and any SLTs supervised by the  
303 SLP.

304           D.    An individual may perform speech-language technician  
305 functions and duties solely within the confines of the public  
306 school.

307           E.    This area of concentration does not qualify the

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308 individual to provide services outside of the educational  
309 setting.

310 F. The speech-language technician's function and duties  
311 shall conform to Utah's SLP/SLT Handbook, developed by the  
312 USOE, 2007.

313 G. The performance of SLP and SLT duties shall be  
314 strictly consistent with Utah's SLP/SLT Handbook.

315 H. Documented clinical employment may be substituted at  
316 a school district's discretion for employment in education.

# R277-504 – Discussion Guide

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## Overview:

This rule is in an early phase of review. At this stage, USOE staff requests that the Board provide guidance on the general layout, concepts, and ideas in the rule. The rule is intended to define the minimum requirements that a teacher preparation program must meet to be eligible to receive Board approval as a licensure program; a program is free to add additional requirements. Some aspects of the rule may seem redundant, but this is intended to illustrate how the Board can use the rule to communicate to programs and USOE staff specific areas on which the Board wishes to place special emphasis.

The primary questions staff need answered are what is missing from this rule and what is unnecessary in this rule? Staff will then base a proposed rule for first reading on this feedback in the next Board meeting for review of the specific wording of the rule.

## *Lines 1-111 General Requirements for all Teacher Programs*

- candidates prepared to meet the Utah Effective Teaching Standards;
- maintain a GPA equivalent to the minimum entry GPA (R277-502) and minimum standard for specific courses;
- prepare candidates in both content and teaching;
- prepare candidates to meet the needs of students with disabilities;
- prepare candidates to meet the needs of a diverse student population;
- minimum requirements for student teaching and internship including placement types, hours, and supervision;
- defines approved alternatives to the student teaching requirement;

## *Lines 112-170 Requirements for Elementary Programs*

- aligned with appropriate national organization standards;
- requires the program to include content knowledge in specific subjects;
- program focus requirements (i.e. reading instruction, non-traditional setting pedagogy) ;
- iterates the primary differences between the various elementary license areas;
- 1-8 license area programs to include a content endorsement;

## *Lines 171-207 Requirements for Secondary Programs*

- a major in a content area or a reasonable equivalent of such a major;
- program focus requirements (i.e. non-traditional setting, imbedding reading, language arts and math in other classes)
- definition of teaching major and endorsement minimum requirements

## *Lines 208-251 Requirements for Special Education Programs*

- aligned with appropriate national organization standards;
- focus on one endorsement area of special education;
- allows endorsements to be added to Special Ed license areas;
- program focus requirements (i.e. special ed legal issues, co-teaching pedagogy);