

**MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Travis Rawlings  
Licensing Coordinator

**DATE:** October 8, 2015

**INFORMATION:** Educator Licensure Options for Utah LEAs

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**Background:**

Board members have expressed a desire for more information regarding the various licensing options available to LEAs for individuals hired in a position requiring a Utah Educator License.

**Key Points:**

The purpose of educator licensing is to ensure a minimum level of competency for individuals entrusted to teach the children of Utah in public and accredited private schools.

The Utah State Legislature and the Utah State Board of Education have crafted laws and rules that attempt to balance this important public trust with flexibility for when an LEA finds a unique, non-licensed individual with exceptional skills and experience that makes them potentially a valuable educator. These policies have been crafted to model best practice in educator preparation for the majority of those entering the teaching profession, but to allow alternative methods of licensure at the discretion of LEAs.

**Anticipated Action:**

Information will be provided to the Board regarding the various licensure options available under current Utah laws and administrative rules.

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Utah STATE OFFICE of Education

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# Utah Educator Licensure Options

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Educator Licensing Coordinator

October 2015

# Purpose of Educator Licensure

- Ensure a minimum level of competency for individuals entrusted to teach the children of Utah in public and accredited private schools.



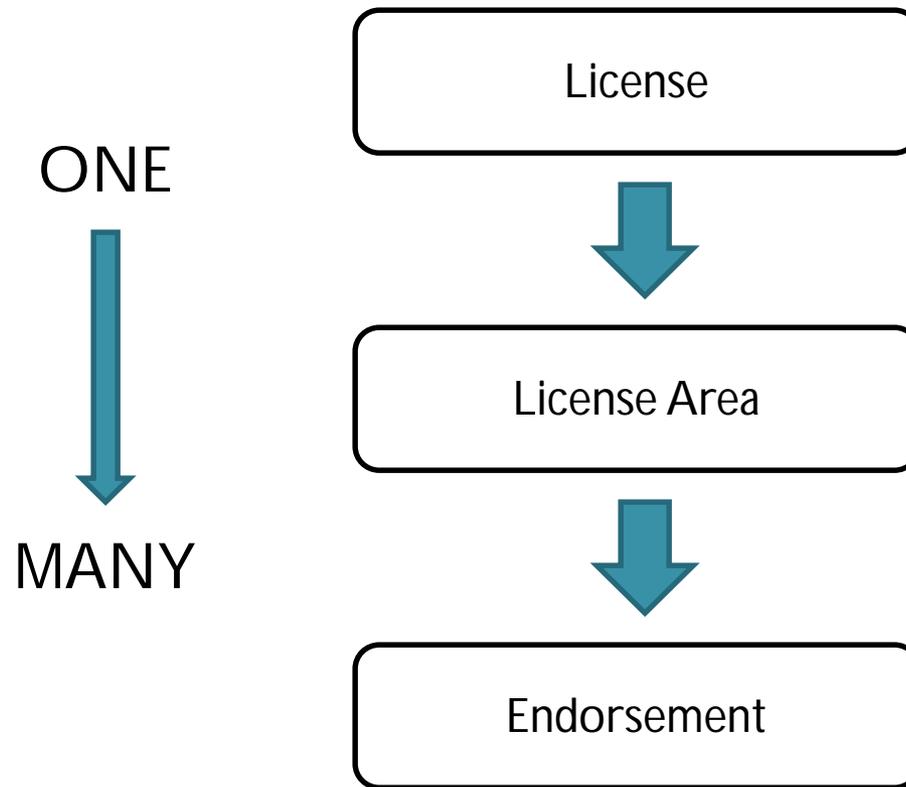
- Flexibility for when an LEA finds a unique individual with exceptional skills and experience that makes them potentially a valuable educator but also one that doesn't fit the traditional mold.

# Utah Educator Licensure

<b>Percentage of Educator FTE</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Standard Qualifications	94.63%	94.45%	94.66%	93.23%	91.91%
Letter of Authorization	2.08%	2.08%	2.11%	3.06%	3.51%
Not qualified	1.70%	2.04%	1.91%	2.24%	2.50%
Currently in USOE ARL	0.70%	0.55%	0.50%	0.63%	1.12%
State-Approved Endorsement Plan	0.58%	0.55%	0.47%	0.47%	0.51%
Restricted (NESS Endo or LEA-Specific)	0.31%	0.32%	0.36%	0.38%	0.45%

# Utah Educator License Structure

- License vs. License Area vs. Endorsement



# Standard Licensure

- Level 1, 2, or 3
- Completion of a Board-approved Preparation Program; or
- Completion of the Alternative Routes to Licensure Program (ARL)
  
- License Area of Concentration Level
- Licensure in other States (NASDTEC)
- Endorsements – Post-Program

# Restricted Licensure

- LEA-specific Competency-based License
  - Issued under the authority of an LEA and valid only in that LEA
  - Requires a bachelor's degree or higher and passage of a Board-approved content knowledge test in core areas
  - License or License Area Level
- Restricted Endorsements
  - Endorsements restricted to a Necessarily Existent Small School (NESS; R277-445)
  - 9 credits completed towards endorsement

# Temporary or Emergency Licensure

- ARL License
  - License issued for individuals enrolled in ARL;
  - 1 school year
- State Approved Endorsement Plan (SAEP)
  - Temporary endorsement issued to an individual that has a valid license area
  - 9 credits completed towards the endorsement
  - 2 school years; 2 additional years possible

# Temporary or Emergency Licensure

- Letter of Authorization (LoA)
  - A request from an LEA to license a particular individual in a specific position
  - 1 school year
  - Individual educators are limited to 3 school years LoA's in their career (after 2000-01)
  - Requires Board approval; consent calendar

# Temporary or Emergency Licensure

## – Eminence Authorization

- Similar to LoA
- Intended to allow individuals with exceptional training or expertise to teach or work in the public schools on a limited basis
- 0.37 FTE or less; 2 periods per day
- No request limit

# Temporary or Emergency Licensure

- Expanded Eminence
  - Similar to LoA
  - Separate item on consent calendar
  - No FTE limit; no request limit
  - Available in two specific situations:
    - if the LEA can find no other qualified individual to fill the position; or
    - if an individual has exceptional skills, expertise, and experience that make him the primary candidate for the position





# Teacher Retention Data

- See Printout



## Utah 5-Year Retention Data

**Travis Rawlings**

## Utah New Teacher 5-Year Retention Data - October 2015

<b>Population</b>	Each cohort is defined as any individual assigned to a public LEA in a licensed position during the indicated school year that did not have any non-intern, non-paraprofessional experience prior to the cohort year. For the purposes of this analysis, CACTUS experience rows at a Utah private school were not considered experience for cohort definition or for retention counts. This means that a small number of individuals in each cohort may have had prior private school experience. All counts are counts of individuals.
<b>LEA Type</b>	For the purposes of this analysis, individuals were categorized as in a district or charter based only on the cohort year; subsequent employment may have been in either a district or charter school.
<b>Duplication</b>	Each individual educator appears in this data exactly once. If an educator was assigned to multiple LEAs in the same school year the educator was listed as in one LEA based on the highest FTE or the earliest begin date (if FTEs are equal).
<b>Employing LEAs</b>	Represents the number of LEAs an individual was employed by during the 5 year analysis period (i.e. in the 2007-08 cohort, 30 individuals were employed by 3 different LEAs during the 5 year period)

# Utah New Teacher 5-Year Retention Data - October 2015

2007-08 Cohort		2007-08	2008-09		2009-10		2010-11		2011-12	
		Count	Count	%Retained	Count	%Retained	Count	%Retained	Count	%Retained
2007-08 LEA Type	District	2,604	2,193	84.22%	1,916	73.58%	1,721	66.09%	1,600	61.44%
	Charter School	396	310	78.28%	264	66.67%	222	56.06%	201	50.76%
<b>State Total</b>		<b>3,000</b>	<b>2,503</b>	<b>83.43%</b>	<b>2,180</b>	<b>72.67%</b>	<b>1,943</b>	<b>64.77%</b>	<b>1,801</b>	<b>60.03%</b>

Number of Employing LEAS		
LEAs	Count	%
1	2505	83.50%
2	465	15.50%
3	30	1.00%

2008-09 Cohort		2008-09	2009-10		2010-11		2011-12		2012-13	
		Count	Count	%Retained	Count	%Retained	Count	%Retained	Count	%Retained
2008-09 LEA Type	District	2,591	2,234	86.22%	1,987	76.69%	1,782	68.78%	1,640	63.30%
	Charter School	463	384	82.94%	310	66.95%	255	55.08%	238	51.40%
<b>State Total</b>		<b>3,054</b>	<b>2,618</b>	<b>85.72%</b>	<b>2,297</b>	<b>75.21%</b>	<b>2,037</b>	<b>66.70%</b>	<b>1,878</b>	<b>61.49%</b>

Number of Employing LEAS		
LEAs	Count	%
1	2581	84.51%
2	430	14.08%
3	42	1.38%
4	1	0.03%

2009-10 Cohort		2009-10	2010-11		2011-12		2012-13		2013-14	
		Count	Count	%Retained	Count	%Retained	Count	%Retained	Count	%Retained
2009-10 LEA Type	District	1,866	1,618	86.71%	1,426	76.42%	1,274	68.27%	1,180	63.24%
	Charter School	460	352	76.52%	303	65.87%	259	56.30%	227	49.35%
<b>State Total</b>		<b>2,326</b>	<b>1,970</b>	<b>84.69%</b>	<b>1,729</b>	<b>74.33%</b>	<b>1,533</b>	<b>65.91%</b>	<b>1,407</b>	<b>60.49%</b>

Number of Employing LEAS		
LEAs	Count	%
1	1976	84.95%
2	323	13.89%
3	26	1.12%
4	1	0.04%

2010-11 Cohort		2010-11	2011-12		2012-13		2013-14		2014-15	
		Count	Count	%Retained	Count	%Retained	Count	%Retained	Count	%Retained
2010-11 LEA Type	District	1,905	1,621	85.09%	1,427	74.91%	1,254	65.83%	1,145	60.10%
	Charter School	512	422	82.42%	356	69.53%	303	59.18%	267	52.15%
<b>State Total</b>		<b>2,417</b>	<b>2,043</b>	<b>84.53%</b>	<b>1,783</b>	<b>73.77%</b>	<b>1,557</b>	<b>64.42%</b>	<b>1,412</b>	<b>58.42%</b>

Number of Employing LEAS		
LEAs	Count	%
1	2010	83.16%
2	359	14.85%
3	44	1.82%
4	4	0.17%

2011-12 Cohort		2011-12	2012-13		2013-14		2014-15	
		Count	Count	%Retained	Count	%Retained	Count	%Retained
2011-12 LEA Type	District	1,936	1,651	85.28%	1,497	77.32%	1,327	68.54%
	Charter School	501	395	78.84%	339	67.66%	291	58.08%
<b>State Total</b>		<b>2,437</b>	<b>2,046</b>	<b>83.96%</b>	<b>1,836</b>	<b>75.34%</b>	<b>1,618</b>	<b>66.39%</b>

Number of Employing LEAS		
LEAs	Count	%
1	1947	79.89%
2	431	17.69%
3	55	2.26%
4	4	0.16%

2012-13 Cohort		2012-13	2013-14		2014-15	
		Count	Count	%Retained	Count	%Retained
2012-13 LEA Type	District	2,213	1,914	86.49%	1,713	77.41%
	Charter School	596	469	78.69%	403	67.62%
<b>State Total</b>		<b>2,809</b>	<b>2,383</b>	<b>84.83%</b>	<b>2,116</b>	<b>75.33%</b>

Number of Employing LEAS		
LEAs	Count	%
1	2363	84.12%
2	413	14.70%
3	33	1.17%

2013-14 Cohort		2013-14	2014-15	
		Count	Count	%Retained
2013-14 LEA Type	District	2,421	2,048	84.59%
	Charter School	605	473	78.18%
<b>State Total</b>		<b>3,026</b>	<b>2,521</b>	<b>83.31%</b>

Number of Employing LEAS		
LEAs	Count	%
1	2677	88.47%
2	349	11.53%