

2022 Annual Report to the Board

Educator Licensing

Educator Preparation

Educator Preparation & License Areas

- Early Childhood Education (PK-3)
- Elementary (K-8)
- Secondary (6-12)
- School Leadership
- Career & Technical Education (CTE)
- School Counselor
- School Psychologist
- Special Education (K-12)
- Preschool Special Education (PK)
- Deaf Education (K-12)
- Speech Language Pathologist
- Speech Language Technician
- School Social Worker
- Audiologist

Educator Preparation Programs (EPP)

- 10 University Programs
- 53 LEA-based Alternative Pathway to Professional Educator License (APPEL) Programs
 - 137 Utah LEAs
 - 24 Utah accredited private schools
- 1 USBE-based Program (Special Education)

Competency-Based Teacher Preparation

- *Alternate Pathway to Professional Educator License (APPEL)*
Programs are **innovative, competency-based** teacher preparation
- **Third largest** teacher preparation program in the state
- **Sponsored by LEAs**, consortiums of LEAs or private schools
- Designed to **value individuals' knowledge and skills** and **personalize preparation**
- **Reduce barriers and increase flexibility** to high quality preparation

APPEL Program Results

Started
in July
2020

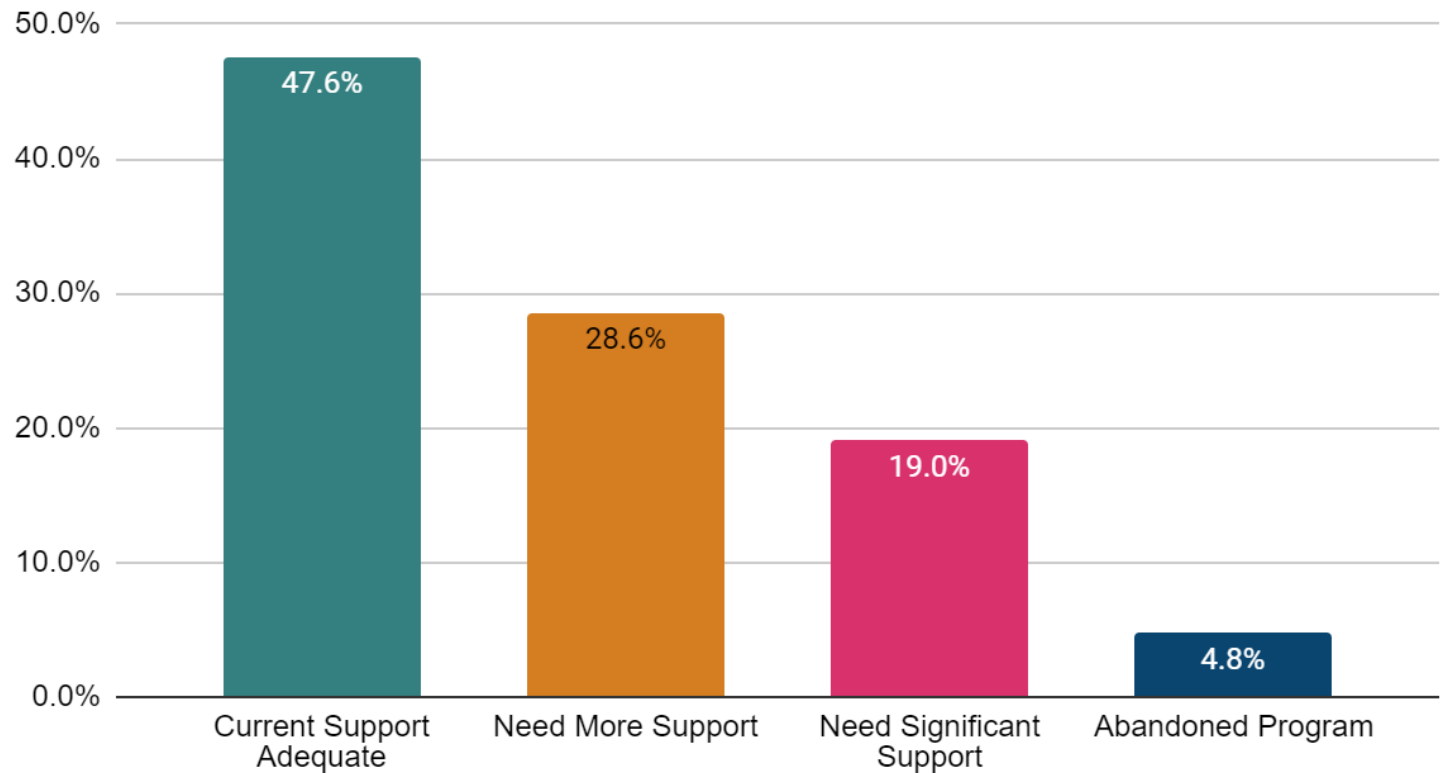
1410
educators
enrolled
2022-2023

319 completed
preparation and
earned a
Professional
Educator License

APPEL Programs

- 53 Programs Statewide
- 162 Public LEAs & Private Schools

Results of APPEL Monitoring



EPP Enrollment for Teaching Licensing Areas

Teacher Preparation Program	ECE	ELEM	SEC	SPED*	Total
Brigham Young University	120	620	736	115	1591
Utah State University	32	351	865	230	1478
APPEL	11	424	854	111	1400
Western Governors University	0	698	203	208	1109
Utah Valley University	0	291	348	43	682
Weber State University	50	273	260	67	650
Southern Utah University	0	206	182	96	484
University of Utah	5	99	185	87	376
Utah Tech University	0	108	55	0	163
Westminster College	0	33	31	13	77
Total:	218	3103	3719	970	
*SPED includes Special Education K-12, Preschool Special Education, and Deaf Education					

Support Services Enrollment 2021-2022

Educator Preparation Program	Leadership	Counselor	Social Worker	Psychologist	Audiologist	SLP	TOTAL
Southern Utah University	369	n/a	n/a	n/a	n/a	n/a	369
University of Utah	81	42	34	63	44	93	357
Utah State University	20	115	16	19	18	25	213
Brigham Young University	48	n/a	75	37	n/a	31	191
Western Governors University	126	n/a	n/a	n/a	n/a	n/a	126
Utah Valley University	17	44	n/a	n/a	n/a	n/a	61
Weber State University	9	n/a	n/a	n/a	n/a	n/a	9
TOTAL:	670	201	125	119	62	149	
n/a = Program is not offered at this institution							

Aligning to the new secondary content competencies for Endorsements

Proposed Timeline:

- Fall 2023 - Institutions start moving candidates to the new competency-based pathways if they will not complete their programs by July 2025
- Between now and August 2023 – Need to have content areas that align to the new competencies approved by USBE
- Fall 2024 – All new courses aligned to competencies available to candidates
- July 2025 – All candidates recommended for licensure/endorsement must meet new competency-based endorsement requirements (old endorsements no longer available)

Clinical Experiences

Q: Describe how candidates complete clinical experience(s) in your programs. Please include descriptions of these clinical experiences, including the number, depth, breadth, and duration of the experiences.

- Have multiple opportunities to complete clinical experiences before ‘student teaching’
 - These experiences are tracked through courses (usually methods courses) and ‘clock hours’
 - Total clock hours range from 60 – 230hrs depending on the license area
- Observing teachers in classrooms, tutoring students, planning lessons, teaching lessons, observing classroom management techniques including student behavior management and support.
- Some institutions mentioned they have policies on providing experiences in a variety of contexts, including working in Title I schools or working in multiple grade levels

Clinical Experiences

Q: Describe your programs' policies around clinical experiences, including student teaching placements. Please list any policies regarding candidate employment status, salary restrictions, candidate remediation, evidence collected, and assignment of cooperating/mentor teachers.

- What are your program's policies around candidate employment status, especially during student teaching? (I have to quit my job to do student teaching)
- What are your program's policies on how mentor/cooperating teachers are selected, assigned and trained?

Educator Licensing

Educator License Levels

1. Professional

All requirements have been met, preparation completed, and competencies demonstrated.

2. Associate

A minimum number of requirements have been met and/or competencies demonstrated.

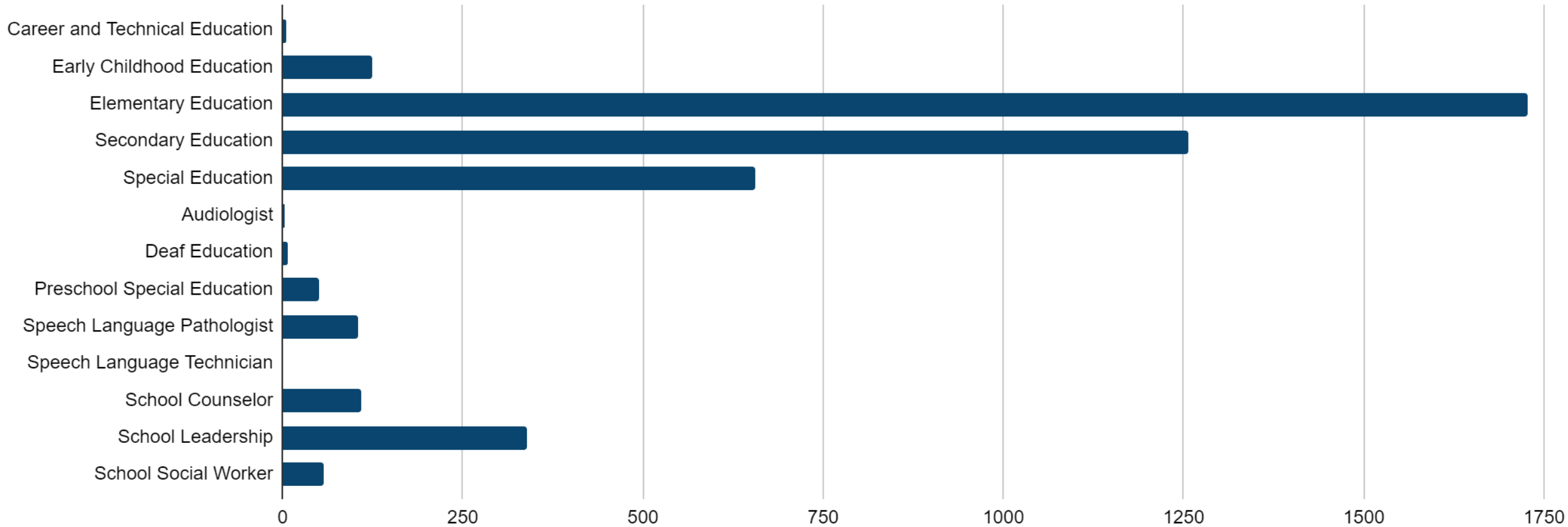
3. Local Education Agency (LEA) Specific

Under direction of the local governing boards of school districts or charters. Typically, educators who have not yet met the Associate requirements.

Number of Professional Licenses Awarded by License Level – SY2022

License Level	Number Awarded
Associate	615
LEA-Specific	2133
Professional	4321
Grand Total	7230

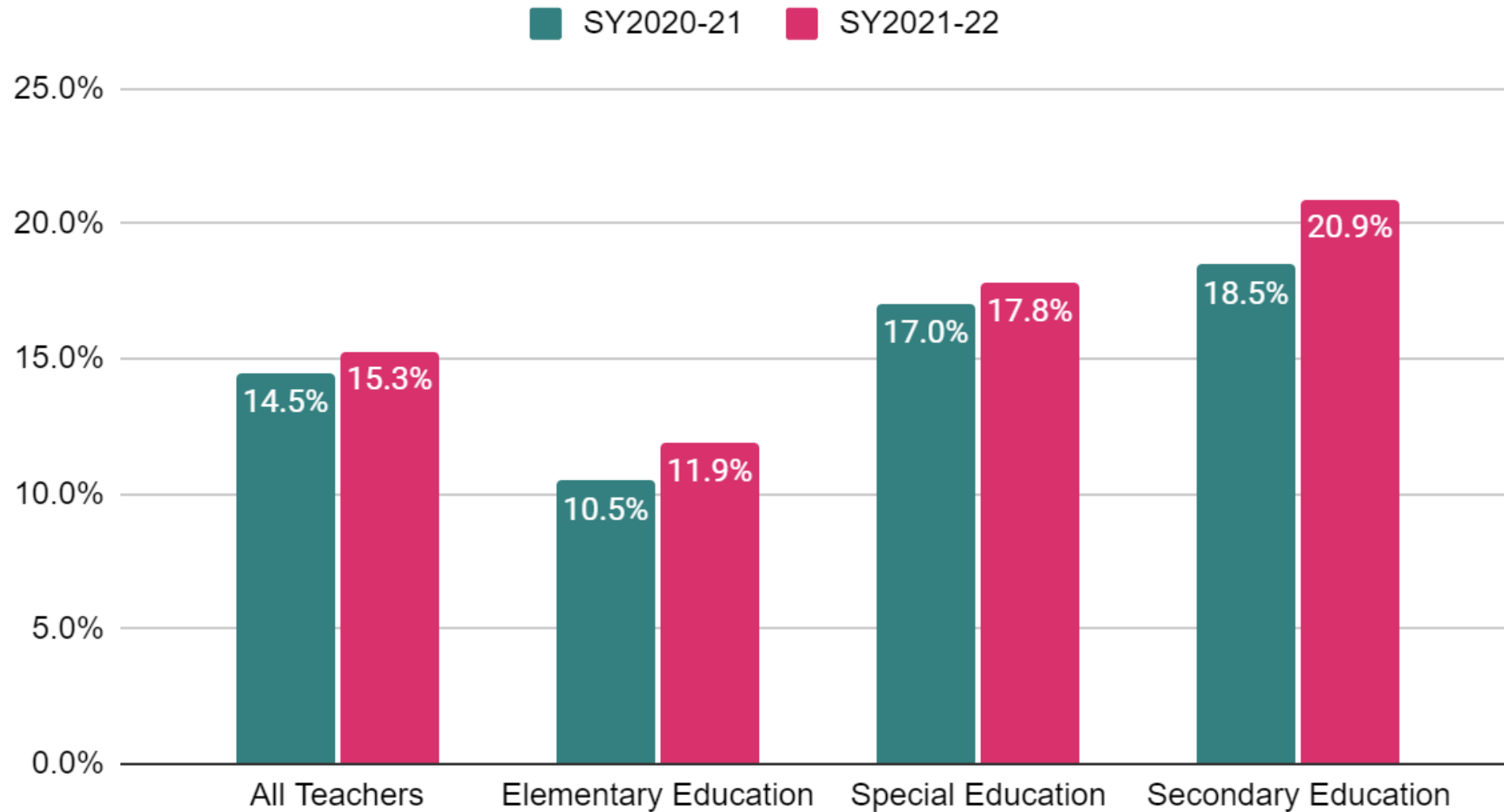
Number of Professional License Areas by Area – SY2022



License Level Distribution by Educator Assignment

Educator Assignment	Professional	LEA-Specific or None	Associate
Secondary	81%	12%	7%
Elementary	89%	6%	4%
Special Education Teachers	84%	10%	6%
School Administrators	91%	9%	0%
Kindergarten	90%	6%	5%
School Based Specialists	94%	4%	2%
LEA Instructional Support	93%	7%	0%
Other LEA Admin	82%	18%	0%
School Social Workers	68%	22%	10%
School Psychologists	82%	15%	3%
PreK Special Ed	82%	11%	7%
Secondary Counselor	91%	4%	5%
Speech-Language Pathologists	91%	4%	5%
Library Media Specialists	86%	12%	2%
Superintendency	78%	22%	0%
PreK Regular Ed	51%	48%	1%
Elementary Counselor	87%	6%	8%
Audiologists	90%	10%	0%
Grand Total	86%	9%	5%

Teacher Shortages: Percent of Teachers Without Professional Licensure



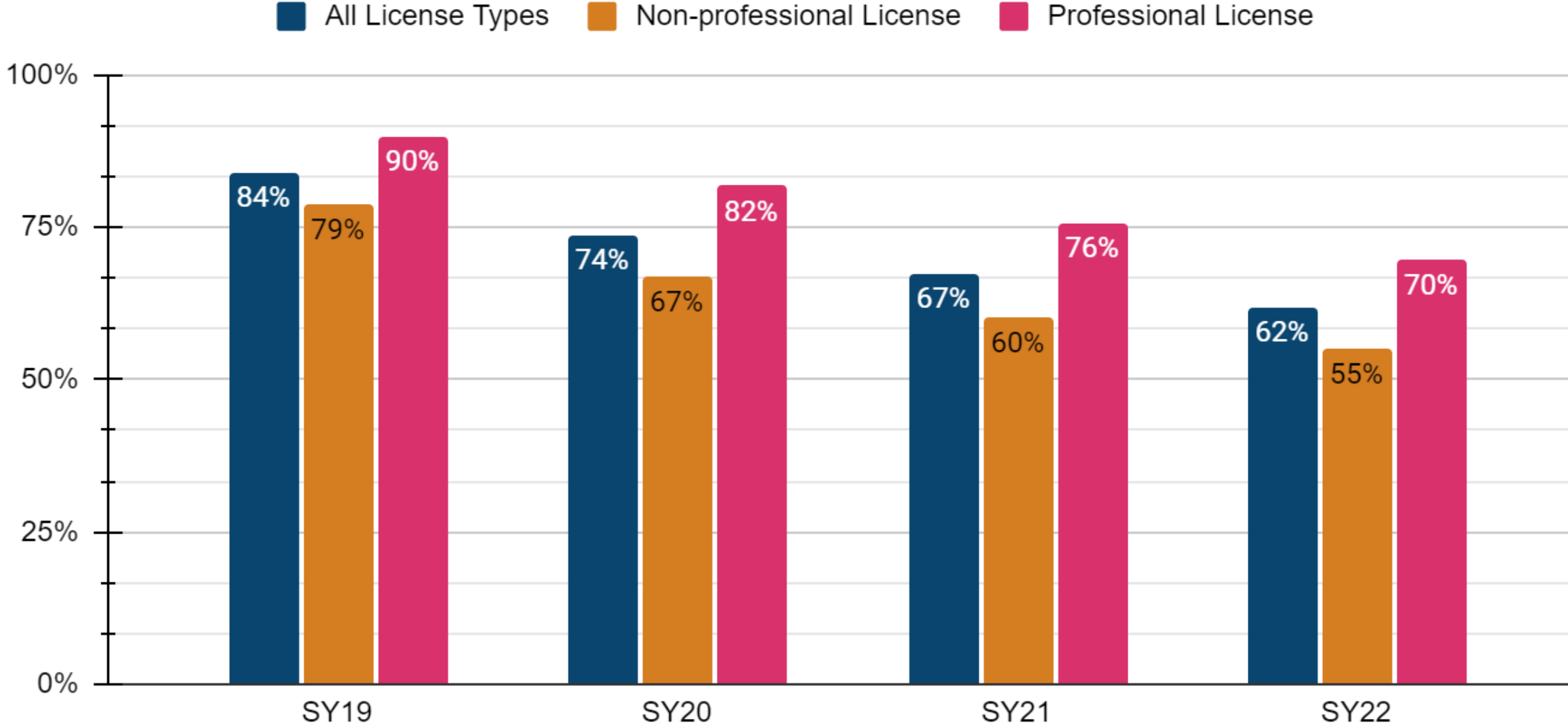
Critical Teacher Shortage Areas

(TH Bell Scholarships)

Subject Area	Critical Shortage Area	Shortage Area	Fully Qualified for Assignment	Irregular, provisional, temporary, or emergency certification	Total FTE	Percent
Grand Total			33631	6090	39721	15.33%
Elementary Education	X		12254	1649	13903	4.15%
Special Education		X	3885	844	4729	2.12%
Career and Technical Education		X	1677	693	2370	1.74%
Support Staff		X	4960	562	5522	1.41%
Language Arts		X	1907	412	2319	1.04%
Mathematics		X	1727	397	2124	1.00%
Art and Music Education		X	1553	380	1933	0.96%
Science		X	1263	326	1589	0.82%
Administrative		X	2009	256	2265	0.64%
Health and Physical Fitness		X	756	226	982	0.57%
Social Studies		X	962	181	1143	0.46%
World Languages		X	531	134	665	0.34%
English as a Second Language		X	107	27	134	0.07%
Drivers Education			40	3	43	0.01%

Educator Retention

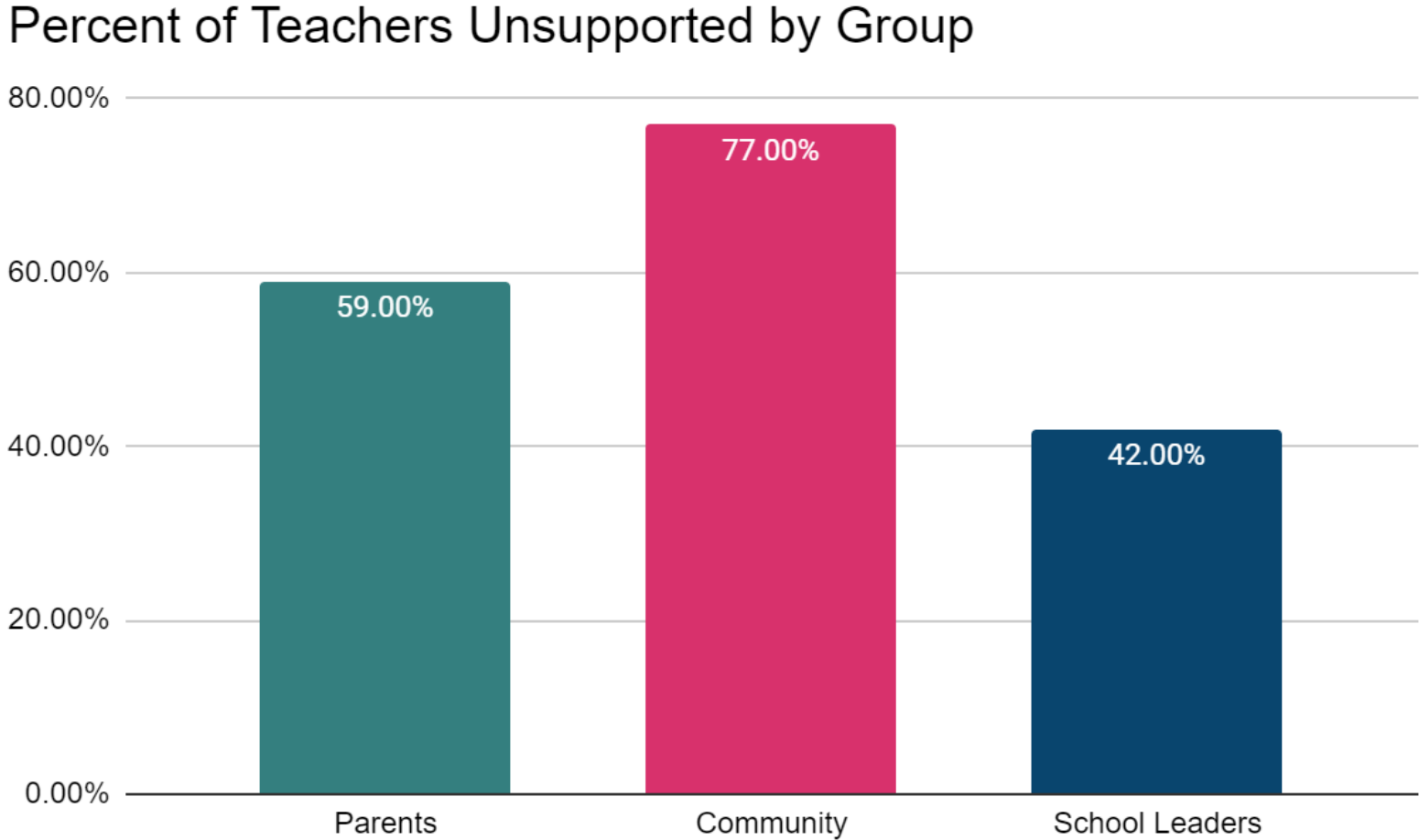
Teacher Retention for 2017-18 Cohort (n=3152)



Top Reasons for Leaving the Profession

1. Unrealistic workload expectations
2. Lack of recognition, respect or general accountability
3. Lack of training, support and/or resources
4. Lack of professionalism
5. Extremes in student behavior

Distribution of Secondary Factors Influential to the Decision to Leave

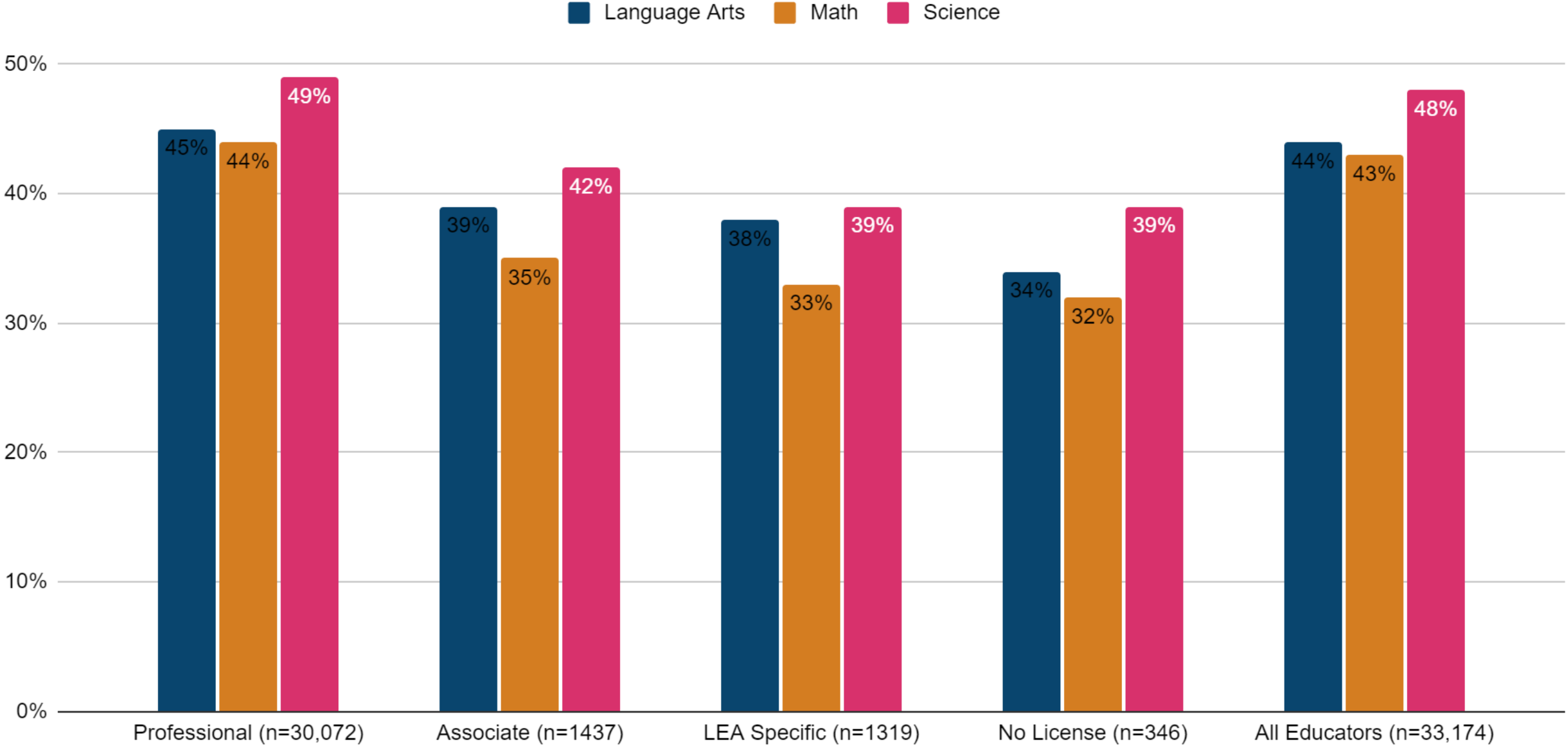


Reasons for Staying in the Profession

In studies conducted on USBE incentive programs, educators have described intrinsic values such as student-teacher relations and school culture as having a higher effect on their decision to remain at a school than receiving a bonus (See [ETHPS, 2022](#)).



SY2021-22 Student Proficiency (Grades 3-8) by Teacher License Level



Additional Questions

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