



## Utah's Support and Enhancement Program for Level 1 Educators

*Utah State Board of Education – [www.schools.utah.gov](http://www.schools.utah.gov)*

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This document describes policies and procedures for Utah's Entry Years Enhancement (E.Y.E.) program. Since this program continues to change and develop, it is advisable to refer to the most recent version of the document available online at <http://www.schools.utah.gov/CURR/educatoreffectiveness/EYE.aspx>.

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## WHAT IS ENTRY YEARS ENHANCEMENT (E.Y.E.)?

The *Entry Years Enhancement (E.Y.E.)* is a structured support program for Level 1 educators as you fulfill the requirements for a Level 2 professional license. EYE provides you with accredited school, district, and state support for a three-year period. **All** Level 1 educators are required to participate and all requirements must be completed within the first three years of service.

The goal of the E.Y.E. program is to encourage you to develop successful teaching skills and strategies as described in the Utah Effective Teaching Standards with assistance from experienced colleagues. Upon successful completion of three years of service and all EYE requirements, your employing local education agency (LEA) may approve you for a Level 2 Utah Professional Educator License. If all E.Y.E. requirements have not been met, the LEA may request a one-time, one-year extension at their discretion.

## WHAT ARE THE UTAH EFFECTIVE TEACHING STANDARDS?

The Standards are a description of highly effective teaching as adopted by the Utah State Board of Education. They represent the knowledge and skills necessary to teach the Utah Core Standards. They align with national teaching standards (INTASC, 2011) and current research on effective teaching practices. The Standards provide a resource for you to analyze and prioritize expectations for high quality instruction. The Standards may be used to self-assess your own performance and identify areas that need improvement.

<p><b>Standard 1</b> The teacher understands cognitive, linguistic, emotional, and physical areas of student development.</p>	<p><b>Standard 6</b> The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community context.</p>
<p>A. Creates developmentally appropriate and challenging learning experiences based on individual student's strengths, interests, and needs. B. Collaborates with families, colleagues and other professionals to promote student growth and development.</p>	<p>A. Plans instruction based on the approved state curriculum. B. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction. C. Differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning. D. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work. E. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.</p>
<p><b>Standard 2</b> The teacher understands individual learner differences and cultural and linguistic diversity.</p>	<p><b>Standard 7</b> The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.</p>
<p>A. Understands individual learner differences and holds high expectations of students. B. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs. C. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity. D. Creates a learning culture that encourages individual learners to persevere and advance. E. Incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.</p>	<p>A. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies. B. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners. C. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning. D. Uses a variety of instructional strategies to support and expand learners' communication skills. E. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. F. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions. And solve real-world problems. G. Supports content and skill development by using multiple media and technology resources, and knows how to evaluate these resources for quality, accuracy, and effectiveness. H. Uses a variety of questioning strategies to promote engagements and learning.</p>
<p><b>Standard 3</b> The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagements in learning, and self-motivation.</p>	<p><b>Standard 8</b> The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</p>
<p>A. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. B. Collaborates with students to establish a positive learning climate of openness, respectful, interactions, support, and inquiry. C. Uses a variety of classroom management strategies to effectively maintain a positive learning environment. D. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention. E. Extends the learning environment using technology, media, and local and global resources. F. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.</p>	<p>A. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice. B. Actively seeks professional, Community, and technological learning experiences, within and outside the school, as supports for reflection and problem-solving. C. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences. D. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection. E. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.</p>

<p><b>Standard 4</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</p>	<p><b>Standard 9</b> The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</p>
<p>A. Knows the content of the discipline and conveys accurate information and concepts. B. Demonstrates an awareness of the Utah Common Core Standards/Core Curriculum and references it in the short- and long-term planning. C. Engages students in applying methods of inquiry and standards of evidence of the discipline. D. Uses multiple representations of concepts that capture key ideas. E. Supports students in learning and using academic language accurately and meaningfully.</p>	<p>A. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community. B. Participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback. C. Advocates for the learners, the school, the community, and the profession. D. Works with other school professional to plan and jointly facilitate learning to meet diverse needs of learners. E. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.</p>
<p><b>Standard 5</b> The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.</p>	<p><b>Standard 10</b> The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.</p>
<p>A. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills. B. Engages students in understanding and identifying the elements of quality work, and provides them with timely and descriptive feedback to guide their progress in producing that work. C. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals. D. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction. E. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways. F. Understands and practices appropriate and ethical assessment principles and procedures.</p>	<p>A. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. B. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities. C. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way. D. Maintains accurate instructional and non-instructional records. E. Maintains integrity and confidentiality in matters concerning student records and collegial consultation. F. Develops appropriate student-teacher relationships as defined in rule, law, and policy. G. Maintains professional demeanor and appearance as defined by the local education agency (LEA).</p>

## WHO MUST COMPLETE E.Y.E.?

**All** Level 1 educators must complete the E.Y.E. requirements appropriate to your area(s) of concentration and be eligible for upgrade to Level 2 when you have three years of verifiable professional experience in a public or an accredited private school in Utah **AND** prior to your Level 1 license expiring. One or two years of licensed out-of-state experience may be used toward the E.Y.E. service requirement at the discretion of the employing LEA with all other requirements to be completed within the first three years of experience in Utah. Level 1 Educators who are in the Return to Educator program with two or more years of service and have not completed E.Y.E., you must include the completion of E.Y.E. requirements in your Professional Learning Plan. The LEA has discretion in determining the employment or re-employment status of educators. Educators holding a license with more than one area of concentration must complete all E.Y.E. requirements for each area of concentration.

Educators applying for a Utah Educator License who have three or more years of verifiable experience from another state or country in a public or an accredited private school may be approved for a Level 2 Utah Educator License after one year of service in Utah.

USBELicensing policy dictates that for a 'year of licensed teaching experience' to count towards upgrade, the following four criteria must be met: 1) you have a current Utah Educator License, 2) you are in a position that requires a Utah Educator License, 3) you are considered the 'teacher of record' for students assigned to you, and 4) your assignment is posted in the *Comprehensive Administration Credentials for Teachers in Utah Schools* (CACTUS) system.

To view your CACTUS record, you must be able to log in to your Utah Education Network (UEN) account.

- Register with UEN at [www.my.uen.org](http://www.my.uen.org), click on "Create Account."
- Log in and scroll to the 'Services/Tools' section of your UEN Personal Page.
- The name associated with your UEN account must match the name in the CACTUS database.
- Click on the appropriate link to enter CACTUS.
- Your CACTUS # will be noted in the top left corner, and other information such as license areas/credentials and endorsements, tests, assignment history, etc. are viewable within each tab.

## WHAT ARE THE E.Y.E. REQUIREMENTS?

Educators with three (3) or more years of licensed Out-of-State/Country experience in a public or accredited private school should complete the following:

- Hold a Level 1 Utah educator License and teach for at least one academic year.
- Waive Praxis PLT test and Professional portfolio per LEA due to out-of-state/country experience.
- Receive two professional evaluations in a Utah LEA with a satisfactory final evaluation.
- Complete any additional LEA requirements.
- Cleared background check per *Board Rule R277-500*; begin at [www.utah.gov/teachers](http://www.utah.gov/teachers).
- Receive an LEA approval for upgrade to Level 2.
- Achieve NCLB HQ status in at least one licensure area by passing a content praxis test if licensed or endorsed in any NCLB subject area.
- Provide verification of out-of-state or foreign years of licensed teaching experience in a public, charter, or accredited private school.
- Complete CTE required coursework, if applicable; contact CTE at 801-538-7662 for information.
- Complete the Ethics Review within one calendar year of upgrade at [www.utah.gov/teachers](http://www.utah.gov/teachers).
- Complete a 2-hour, LEA-sponsored Suicide Prevention course within license cycle.

## E.Y.E. REQUIREMENTS BY AREA OF CONCENTRATION

### ***Early Childhood Education, Elementary Education, Secondary Education, Special Education, Career & Technical Education (CTE) and Library Media Specialist***

- Hold a Level 1 Utah Educator License and teach for three academic years (see page 6\*).
- Complete a professional portfolio.
- Receive two professional evaluations per year in a Utah LEA with a satisfactory final evaluation.
- Achieve a score of 160 or better on ONE of the four Praxis II: PLT tests at the appropriate level of educational preparation; 5621, 5622, 5623, or 5624.
- Work with a trained mentor for three years.
- Complete any additional LEA requirements.
- Cleared background check per *Board Rule R277-500*; begin at [www.utah.gov/teachers](http://www.utah.gov/teachers).
- Receive an LEA approval for upgrade to Level 2.
- Achieve NCLB HQ status in at least one licensure area by passing a content praxis test if licensed or endorsed in any NCLB subject area.
- Complete CTE required coursework, if applicable; contact CTE at 801-538-7662 for information.
- Complete the Ethics Review within one calendar year of upgrade at [www.utah.gov/teachers](http://www.utah.gov/teachers).
- Complete a 2-hour, LEA-sponsored Suicide Prevention course within license cycle.

### ***Speech-Language Pathologist, Speech-Language Technician, and Communication Disorders***

- Hold a Level 1 Utah Educator License and teach for three academic years.
- Complete a Professional Portfolio.
- Receive two professional evaluations per year in a Utah LEA with a satisfactory final evaluation.
- Work with a trained mentor for three years.
- Complete any additional LEA requirements.
- Cleared background check per *Board Rule R277-500*; begin at [www.utah.gov/teachers](http://www.utah.gov/teachers).
- Receive an LEA approval for upgrade to Level 2.
- Complete the Ethics Review within one calendar year of upgrade at [www.utah.gov/teachers](http://www.utah.gov/teachers).
- Complete a 2-hour, LEA-sponsored Suicide Prevention course within license cycle.

### ***Pre-school SpEd (B-5), School Counselor, School Psychologist, and School Social Worker***

- Hold a Level 1 Utah Educator License and teach for three academic years.
- Receive two professional evaluations per year in a Utah LEA with a satisfactory final evaluation.
- Work with a trained mentor for three years.
- Complete any additional LEA requirements.
- Cleared background check per *Board Rule R277-500*; begin at [www.utah.gov/teachers](http://www.utah.gov/teachers).
- Receive an LEA approval for upgrade to Level 2.
- Complete the Ethics Review within one calendar year of upgrade at [www.utah.gov/teachers](http://www.utah.gov/teachers).
- Complete a 2-hour, LEA-sponsored Suicide Prevention course within license cycle.

### Suggested Schedule for Completion of E.Y.E. Requirements

YEAR 1	YEAR 2	YEAR 3
Mentor	Mentor	Mentor
2 Evaluations	2 Evaluations	2 Evaluations
Work on Portfolio	Work on Portfolio	Complete Portfolio
Pass Praxis II Principles of Learning and Teaching (PLT) test		
Achieve Highly Qualified status under NCLB by passing a content praxis test		
Complete CTE additional coursework, if applicable		
Complete a 2-hour, LEA-sponsored Suicide Prevention course		
	Complete any additional LEA requirements	Complete the Ethics Review within one calendar year of upgrade Cleared USBE Background/Fingerprint Check per <i>State Board Rule R277-500</i> LEA approval for upgrade to Level 2

### WHAT IS A PROFESSIONAL PORTFOLIO?

The E.Y.E. portfolio is a record of your growth, represented through evidence and reflections. The portfolio provides a professional record to guide future professional learning and may serve as supportive evidence in future employment interviews. It provides introspection opportunities for you, as well as a conversation tool between your mentor and yourself. The portfolio is designed and evaluated by each LEA according to its own requirements using the following guidelines. The portfolio should:

- be based upon the *Utah Effective Teaching Standards*
- include evidence of effective teaching
- include notations and reflections explaining the artifacts
- be a vehicle for collaboration with the mentor
- provide evidence of content knowledge and pedagogy

### WHAT ARE PROFESSIONAL EVALUATIONS?

Utah LEAs are required to observe and evaluate your teaching skills at least twice during each of the three E.Y.E. years. Observations and evaluation plans are developed by each LEA. It is recommended that your evaluations be linked to the requirements of the *Utah Effective Teaching Standards*.

### WHAT TESTS ARE NEEDED TO COMPLETE E.Y.E. REQUIREMENTS?

#### Praxis II Principles of Learning and Teaching (PLT) Tests

The *Praxis II Principles of Learning and Teaching* (PLT) test is required of all Level 1 educators to complete E.Y.E. requirements and qualify for a Level 2 license. The test is designed to assess your pedagogical knowledge and your understanding of such areas as human growth and development, classroom management, instructional design and delivery techniques, and evaluation and assessment. The test uses a case study approach and features constructed-response and multiple-choice items.

You must pass one of the PLT tests with a score of 160 or greater in order to apply for a Level 2 License. Registration information, current test fees, and practice supports can be found at the Educational Testing Services (ETS) website, [www.ets.org/praxis/ut](http://www.ets.org/praxis/ut). ETS will forward scores to the USBE upon your request. Please allow 6-8 weeks to receive test results.

Select the Praxis II PLT test that most closely relates to your license area of concentration (i.e. Secondary Education (6-12), Elementary Education (K-6), Special Education (K-12), etc.).

<b>Early Childhood</b>	<i>Praxis II (5621) Principles of Learning and Teaching</i>
<b>Grades K-6</b>	<i>Praxis II (5622) Principles of Learning and Teaching</i>
<b>Grades 5-9</b>	<i>Praxis II (5623) Principles of Learning and Teaching</i>
<b>Grades 7-12</b>	<i>Praxis II (5624) Principles of learning and Teaching</i>

## Praxis II Content Tests

To complete E.Y.E. requirements and qualify for Level 2 licensure, you must be NCLB Highly Qualified (HQ) in at least one of the NCLB license areas in which you are licensed or endorsed. If licensed or endorsed in a non-NCLB area, you are not held to this requirement.

### Early Childhood and Elementary Educators

To become NCLB HQ in **Elementary (K-6 or 1-8)**, you must submit a passing score for the *Praxis II (5001) Elementary Education: Multiple Subject Test*. This test is made up of 4 subtests in Language Arts (5002), Mathematics (5003), Science (5005), and Social Studies (5004). Each subtest will have its own passing score. You must pass all 4 subtests to be considered HQ in Elementary Education. If you are licensed only in **Early Childhood (K-3)**, you may submit a passing score for the *Praxis II (5025) Early Childhood Education Content Knowledge* or 5001. You probably passed one of these content tests as part of your education program to earn your Utah Education License, and are already considered HQ.

### Secondary Educators Endorsed in NCLB Areas

To become NCLB HQ in Secondary Education subject areas, you must submit a passing score for the appropriate content *Praxis II* test. HQ status applies to educators of core subjects in the following areas: English, Fine Arts, Foreign Language, Reading/Language Arts, Mathematics, Science, Civics and Government, History, and Geography. Additional information regarding HQ status is available at <http://www.schools.utah.gov/cert/NCLB.aspx>. You probably passed one of these content tests as part of your education program to earn a Utah Education License, and are already considered HQ.

### Special Education teachers

You must be HQ in one area of licensure in order to apply for a Level 2 license. You should consult with your LEA special education department when determining the best test for your educational goals. You probably passed one of these content tests as part of your education program to earn your Utah Education License, and are already considered HQ.

<b>Mild/Moderate Disabilities</b>	<b>5354-SpEd Content, 5543-SpEd Content, 5169 and hold</b> Special Education Math endorsement, <b>5047-Middle School Language Arts, or 5001-Elementary Content</b>
<b>Blind and Visually Impaired</b>	<b>5354-SpEd Content, 5169 and hold</b> Math endorsement for Special Educators, <b>5047-Middle School Language Arts, or 5001-Elementary Content</b>
<b>Severe Disabilities</b>	<b>5545-Severe SpEd Content 5354-SpEd Content, 5169 and hold</b> Math endorsement for Special Educators, <b>5047-Middle School Language Arts, or 5001-Elementary Content</b>
<b>Deaf and Hard of Hearing</b>	<b>5354-SpEd Content, 5169 and hold</b> Math endorsement for Special Educators, <b>5047-Middle School Language Arts, or 5001-Elementary Content</b>
<b>SpEd-Secondary subject area endorsements</b>	See Praxis test list for NCLB core subject areas other than English/Language Arts: <a href="http://www.schools.utah.gov/cert/NCLB.aspx">http://www.schools.utah.gov/cert/NCLB.aspx</a>

## WHAT IS THE ROLE OF THE MENTOR?

The trained mentor assigned to you by the LEA acts as a resource for you. Utah State Board rule requires that E.Y.E. mentors be trained to successfully carry out their assignment to support you. Mentors should develop appropriate attitudes, knowledge, and skills as described in the *Utah Competencies of a Quality E.Y.E. Mentor* to effectively assist you. To see the *Mentor Competencies* go to <http://www.schools.utah.gov/CURR/educatoreffectiveness/EYE.aspx>.

## HOW MAY AN EDUCATOR UPGRADE TO A LEVEL 2 LICENSE?

During the three-year duration of your Level 1 license, you are supervised by your employing LEA to complete the E.Y.E. upgrade requirements. Upon your successful completion of E.Y.E. and any additional LEA requirements, your employer may approve an upgrade for a Level 2 Utah Professional Educator License in the CACTUS system. A Level 2 license may be issued after:

- Three years of licensed academic service (\*adjusted by LEA due to verified out-of-state/country experience OR authorizations/Alternative Routes to Licensure [ARL] years) and completion of E.Y.E. requirements,
- Cleared background check after July 1, 2015, per *Board Rule R277-500*,
- Completed Ethics Review within one calendar year of upgrade,
- Approval in CACTUS by your employing LEA beginning in January of your upgrade year, **and**
- Final payment of the upgrade fee by you. You may access [www.utah.gov/teachers](http://www.utah.gov/teachers), choose "Upgrade to Level 2," follow the instructions, and pay the fee online to obtain a copy of your Level 2 Utah Educator License **prior to June 29** of your license expiration year. Please wait 24 hours after payment to receive an email with a copy of your upgraded license. Check your junk mailbox as well for it from [support@utah.gov](mailto:support@utah.gov).
- For educators who have three or more years of verified out of state/country teaching experience, and it is being used by your LEA to waive certain E.Y.E. requirements, you will not upgrade online since the CACTUS system will not allow a LEA approval. Your approval will be done manually and submitted with the fee to USBE for processing.

### **One-Year Extension**

If a Level 1 licensed educator fails to complete all of the E.Y.E. requirements within the three-year period because of unusual or extenuating emergency circumstances, the LEA may request a one-time, one-year extension of the level 1 license to provide additional time for the educator to complete the upgrade requirements; see <http://www.schools.utah.gov/CURR/educatoreffectiveness/EYE.aspx> for the form. Requests for a Level 1 extension may be submitted beginning in March of the expiration year, but prior to the expiration of your license on June 30.

### **Upgrade vs Renewal**

The difference between upgrade and renewal is that UPGRADE is to go from Level 1 to Level 2 licensure by completing the E.Y.E. upgrade requirements. Whereas RENEWAL is to 'renew' the same level of licensure by earning a set amount of points over the three-year license cycle. These are two different processes with the same end goal – keeping a Utah Educator License current. You are completing the E.Y.E. program in place of earning points during your first three years of service in Utah. You are not required to document points for completing professional learning activities as part of the E.Y.E. upgrade requirements. Although, you may need to document your participation for your administrator as additional LEA requirements. As a Level 1 licensed educator with three years of 'licensed teaching experience' in Utah, you must upgrade to the Level 2 license because your level 1 license is nonrenewable.

### **Expired Level 1 Licenses**

If your license is due to expire on June 30, of the current year, it is your responsibility to work with your LEA to obtain a Level 2 upgrade or a one-year extension. If the license expires, your employment may be in jeopardy. If your license has expired, you should consult immediately with your LEA to develop a plan to upgrade the license as soon as possible. The following forms and fee are required to upgrade an expired Level 1 license:

- Signed upgrade approval from employing LEA; <http://www.schools.utah.gov/CURR/educatoreffectiveness/EYE.aspx>.
- Complete a Level 1 renewal form to verify 100 re-licensure points; <http://schools.utah.gov/cert/Forms.aspx>.
- Submit all documentation and upgrade fee to USBE at the address on the upgrade form.

## **WHAT ARE THE ETHICS REQUIRED FOR UTAH EDUCATORS?**

The Utah State Board of Education requires educators to comply with federal, state, and local laws, maintain a safe learning environment, and exhibit appropriate professional educator conduct. Violations of professional standards may result in license discipline. You are responsible for your own professional conduct and should be familiar with Utah State Board requirements detailed in [State Board Rule R277-515](#). All Level 1 educators must complete the Ethics Review at [www.utah.gov/teachers](http://www.utah.gov/teachers) within one calendar year of receiving an approval for upgrade to a level 2 Utah Professional Educator License.