

Entry Years Enhancements

Utah's Support and Enhancement Program for Level 1 Educators

EYE



Utah State Office of Education – www.schools.utah.gov

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This document describes policies and procedures for Utah's Entry Years Enhancements (EYE) 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 www.schools.utah.gov/cert.

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WHAT IS ENTRY YEARS ENHANCEMENTS (EYE)?

The *Entry Years Enhancements (EYE)* is a structured support program for Level 1 educators as they fulfill the requirements for a Level 2 professional license. EYE provides Level 1 educators 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 EYE program is to encourage Level 1 educators to develop successful teaching skills and strategies as described in the Utah Professional Teacher Standards (UPTS) with assistance from experienced colleagues. Upon successful completion of three years of service and all EYE requirements, the Local Education Agency (LEA) may recommend the Level 1 educator for a Level 2 Utah Professional Educator License. If all EYE 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, and align with national teaching standards (INTASC, 2011) and current research on effective teaching practices. The Standards provide a resource for educators throughout the state of Utah to analyze and prioritize expectations for high quality instruction. They may be used by individuals to self-assess their own performance and identify areas that need improvement, and within Learning Communities to assess the quality of instruction and plan collaborative improvements.

<p>Standard 1 The teacher understands cognitive, linguistic, emotional, and physical areas of student development.</p>	<p>Standard 6 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>Standard 2 The teacher understands individual learner differences and cultural and linguistic diversity.</p>	<p>Standard 7 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>Standard 3 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>Standard 8 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>Standard 4 The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</p>	<p>Standard 9 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>Standard 5 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>Standard 10 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 EYE?

All educators with a level 1 Utah educator License must complete the EYE requirements appropriate to their area of concentration. Educators holding a license with more than one area of concentration must complete all EYE requirements for each area of concentration; for example Elementary Education, School Counselor, Speech-Language Pathologist, etc.

WHAT ARE THE EYE REQUIREMENTS?

All Level 1 educators must complete the EYE requirements appropriate to their area(s) of concentration and be eligible for upgrade to Level 2 by the time they have three years of verifiable professional experience in a public or an accredited private school as designated by the EYE program **AND** their Level 1 license expires. One or two years of licensed out-of-state experience may be used toward the EYE service requirement at the discretion of the employing LEA. All educators who are upgrading their Level 1 license must have a completed Ethics Review and cleared background/fingerprint check prior to final approval from the employing LEA within one calendar year of upgrade. A LEA may request a one-time, one-year extension at their discretion to support a Level 1 educator in completing EYE requirements, see page 6 for further details.

Educators applying for a Utah Educator License who have three or more years of verifiable prior experience from another state or country in a public or an accredited private school or who were licensed (Level 1) and hired in Utah prior to January 1, 2003 may be recommended for a Level 2 Utah Educator License after one additional year of service, two satisfactory professional evaluations, cleared background/fingerprint check within one calendar year, completed Ethics Review, and a recommendation from the employing LEA beginning in January of the upgrade school year. Level 1 Educators who are in the Return to Education program with two or more years of service and have not completed EYE must include the completion of EYE requirements in their Professional Development Plan. The LEA has discretion in determining the employment or re-employment status of educators.

Educators with licensed experience in Utah prior to January 1, 2003 OR three (3) or more years of licensed Out-of-State 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.
- Complete one year of licensed service in a Utah public or accredited private school

- Receive two professional evaluations in a Utah public, charter or accredited private school with a satisfactory final evaluation
- Complete any additional LEA requirements.
- Have a cleared background/fingerprint check within one calendar year; www.utah.gov/teachers.
- Receive a LEA recommendation for upgrade to Level 2.
- Achieve NCLB HQ status in at least one licensure area, if qualified in any NCLB subject area.
- Provide verification of out-of-state, foreign, or in-state (not posted in CACTUS) years of licensed teaching experience in a public, charter or accredited private school.
- CTE may require additional coursework; contact CTE department at 801-538-7662 for information
- Complete the Ethics Review at www.utah.gov/teachers.
- Complete a 2-hour, LEA-sponsored Suicide Prevention course

EYE 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.
- Complete a professional portfolio.
- Receive two professional evaluations per year for three years in a Utah public, charter or accredited private school 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; 0621 (5621), 0622 (5622), 0623 (5623), or 0624 (5624).
- Work with a trained mentor for three years.
- Complete any additional LEA requirements.
- Have a cleared background/fingerprint check within one calendar year; www.utah.gov/teachers.
- Receive a LEA recommendation for upgrade to Level 2.
- Achieve NCLB HQ status in at least one licensure area, if qualified in any NCLB subject area.
- CTE may require additional coursework; contact CTE department at 801-538-7662 for information
- Complete the Ethics Review at www.utah.gov/teachers.
- Complete a 2-hour, LEA-sponsored Suicide Prevention course

Speech-Language Pathologist, Speech-Language Technician, and Communication Disorders-Audiology

- Hold a Level 1 Utah Educator License and teach for three academic years.
- Complete a Professional Portfolio
- Receive two professional evaluations per year for three years in a Utah public, charter or accredited private school with a satisfactory final evaluation.
- Work with a trained mentor for three years.
- Complete any additional LEA requirements.
- Have a cleared background/fingerprint check within one calendar year; www.utah.gov/teachers.
- Receive a LEA recommendation for upgrade to Level 2.
- Complete the Ethics Review at www.utah.gov/teachers.
- Complete a 2-hour, LEA-sponsored Suicide Prevention course

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 for three years in a Utah public, charter or accredited private school with a satisfactory final evaluation.
- Work with a trained mentor for three years.
- Complete any additional LEA requirements.
- Have a cleared background/fingerprint check within one calendar year; www.utah.gov/teachers.
- Receive a LEA recommendation for upgrade to Level 2.
- Complete the Ethics Review at www.utah.gov/teachers.
- Complete a 2-hour, LEA-sponsored Suicide Prevention course

Suggested Schedule for Completion of EYE 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		
Complete CTE additional coursework, if applicable		
Complete a 2-hour, LEA-sponsored Suicide Prevention course		
	Complete any additional LEA requirements	Complete the Ethics Review Cleared Background/Fingerprint Check within one calendar year LEA recommendation for upgrade to Level 2

WHAT IS A PROFESSIONAL PORTFOLIO?

The EYE portfolio is a record of the Level 1 educator's growth, represented through artifacts and reflections. The portfolio is prepared according to the guidelines of the employing LEA and is submitted during the Level 1 educator's second or third year of teaching. The portfolio is evaluated by the employer.

The portfolio provides a professional record to guide future professional development and may serve as supportive evidence in future employment interviews. It provides introspection opportunities for the Level 1 educator as well as a conversation tool between the mentor and the Level 1 educator. Each LEA will design and evaluate its own EYE Portfolio requirements, using the following guidelines. The portfolio should:

- be based upon the *Utah Effective Teaching Standards*
- include teaching artifacts
- 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 Level 1 educators and evaluate their teaching skills at least twice during each of the three EYE years. Evaluations and evaluation plans are developed by each LEA. It is recommended that evaluations of EYE educators be linked to the requirements of the *Utah Effective Teaching Standards*.

WHAT TESTS ARE NEEDED TO COMPLETE EYE REQUIREMENTS?

Praxis II Principles of Learning and Teaching (PLT) Tests

The *Praxis II Principles of Learning and Teaching* (PLT) test is required of all educators to complete EYE requirements and qualify for a Level 2 license. The test is designed to assess a beginning educator's pedagogical knowledge. It assesses an educator's 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.

Level 1 Educators must pass the PLT test with a score of 160 or greater in order to apply for a Level 2 License. Educators who do not achieve a passing score may retake the test within the three-year duration of the Level 1 license.

Registration information and current test fee information can be found at the Educational Testing Services (ETS) website, www.ets.org/praxis. ETS will forward scores to the Utah State Office of Education upon the educator's request. Please allow 6-8 weeks to receive test results.

Level 1 Educators select the Praxis II Principles of Learning and Teaching (PLT) test that most closely relates to their license area of concentration:

Early Childhood	<i>Praxis II (0621/5621) Principles of Learning and Teaching</i>
Grades K-6	<i>Praxis II (0622/5622) Principles of Learning and Teaching</i>
Grades 5-9	<i>Praxis II (0623/5623) Principles of Learning and Teaching</i>
Grades 7-12	<i>Praxis II (0624/5624) Principles of learning and Teaching</i>

Praxis II Content Tests

To complete EYE requirements and qualify for Level 2 licensure, a Level 1 educator must be NCLB Highly Qualified in at least one of the NCLB license areas in which they are endorsed. Level 1 educators licensed in non-NCLB areas are not held to this requirement.

Early Childhood and Elementary Educators

To become NCLB Highly Qualified, Elementary (K-6 or 1-8) educators must submit a passing score for the *Praxis II (5031) Elementary Education: Multiple Subject Test*. This test is made up of 4 subtests in Language Arts (5032), Mathematics (5033), Science (5035), and Social Studies (5034). Each subtest will have its own passing score. An individual must pass all 4 subtests to be considered Highly Qualified (HQ) in Elementary Education.

Early Childhood (K-3) educators may submit a passing score for the *Praxis II (0022) Early Childhood Education Content Knowledge*. Educators may register for these tests, view test descriptions, and obtain study guides at www.ets.org/praxis.

Secondary Educators Endorsed in NCLB Areas

Secondary Educators endorsed in NCLB areas must become HQ before applying for a Level 2 license. Highly-Qualified 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 www.schools.utah.gov/cert/No-Child-Left-Behind.aspx.

Special Education

Special education teachers must be HQ in one area of licensure in order to apply for a Level 2 license. Special Education teachers should consult with their LEA special education department when determining the best test for the educational goals.

Mild/Moderate Disabilities	<i>0354-SpEd Content, 0543-SpEd Content, 0069-Middle School Mathematics, 0049-Middle School Language Arts, or 5031-Elementary Content</i>
Blind and Visually Impaired	<i>0354-SpEd Content, 0069-Middle School Mathematics, 0049-Middle School Language Arts, or 5031-Elementary Content</i>
Severe Disabilities	<i>0545-Severe SpEd Content 0354-SpEd Content, 0069-Middle School Mathematics, 0049-Middle School Language Arts, or 5031-Elementary Content</i>
Deaf and Hard of Hearing	<i>0354-SpEd Content, 0069-Middle School Mathematics, 0049-Middle School Language Arts, or 5031-Elementary Content</i>
SpEd - Secondary subject area endorsements	<i>See Praxis test list pertaining to NCLB core subject area endorsements, other than Mathematics and English/Languages Arts: www.schools.utah.gov/cert/No-Child-Left-Behind.aspx</i>

WHAT IS THE ROLE OF THE MENTOR?

The trained mentor assigned by the LEA acts as a resource for the Level 1 educator. Utah State Board rule requires that EYE mentors be trained to successfully carry out their assignment. Mentors should develop appropriate attitudes, knowledge, and skills as described in the *Utah EYE Mentor Standards* to effectively assist Level 1 educators.

HOW MAY AN EDUCATOR UPGRADE TO A LEVEL 2 LICENSE?

The Level 1 Utah Educator License is issued to an individual who is recommended by a Board-approved educator preparation program, an individual approved by an alternative preparation program, or an educator who was originally licensed in another state.

During the three-year duration of the Level 1 license, the Level 1 educator is supervised by the employing LEA and completes the EYE requirements. A Level 2 license may be issued after three years of service, the completion of all EYE requirements, cleared background/fingerprint check within one calendar year, completion of the Ethics Review, and a recommendation by the employing LEA beginning in January of the upgrade school year. The Level 2 license is issued for five years and may be renewed for successive five-year periods.

One-Year Extension

If a Level 1 educator fails to complete all of the EYE requirements within the three-year period because of unusual or extenuating emergency circumstances, the employer 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; the Level 1 extension form is at <http://www.schools.utah.gov/cert/New-Teacher-Entry-Years-Enhancement/Level1ExtensionForm.aspx>. Requests for a Level 1 extension must be received between April 1st and June 30th of the license expiration year.

Recommendation for Upgrade

Upon the Level 1 educator's successful completion of state EYE requirements and any additional LEA requirements, the employer may recommend the educator to the State Board of Education for a Level 2 Utah Professional Educator License. The employing LEA will make the upgrade recommendation in the educator's file in the *Comprehensive Administration Credentials for Teachers in Utah Schools* (CACTUS) system. This electronic recommendation must be followed by payment of an upgrade fee by the recommended educator. Educators may access www.utah.gov/teachers, choose Upgrade to Level 2, follow the on-line instructions, and pay the fee to obtain a copy of the Utah Educator License showing Level 2 status.

Expired Level 1 Licenses

If an educator's license is due to expire on June 30th of the current year, it is the educator's responsibility to work with their LEA to obtain a Level 2 upgrade or a one-year extension. If the license expires, the educator's employment may be in jeopardy. An educator whose license has expired should consult immediately with their district/accredited and develop a plan to reinstate the license as soon as possible. The following steps are required to reinstate an expired Level 1 license:

- 1) Complete all Entry Years Enhancement (EYE) requirements. Obtain Level 1 to Level 2 upgrade approval from employing LEA; upgrade form is at <http://www.schools.utah.gov/cert/New-Teacher-Entry-Years-Enhancement/EYEIndividualForm.aspx>.
- 2) Complete Level 1 Utah Educator License renewal form to verify 100 relicensure points; see the renewal form at <http://www.schools.utah.gov/cert/License-Renewals/Renewal-Information/Level-1/level1RenewalFormVer3.aspx>.
- 3) Complete USOE fingerprint/background check within one calendar year. Initiate fingerprint/background check at www.utah.gov/teachers.
- 4) Complete the Ethics Review within one calendar year at www.utah.gov/teachers.
- 5) Complete a 2-hour, LEA-sponsored Suicide Prevention course
- 6) Submit all documentation to USOE at the address on the upgrade form with the upgrade fee.

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. All educators are responsible for their 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 prior to receiving a recommendation for upgrade to a level 2 Utah Professional Educator License.