

## Demonstrated Competency for One Course in the English Endorsement

In order to be eligible to apply for demonstrated competency you must:

1. Have a current Utah Secondary teaching level 2 license,
2. Have taught English under contract in Utah for two years in a regular education English classroom within the previous five-year period.

Based on this eligibility, the applicant will demonstrate competency through the development of an evidence-based, professional portfolio for each individual course requirement that includes the following essential elements:

1. A thorough written explanation, with concrete examples, of how the teacher is using Utah's Teacher Effectiveness Standards to focus on instructional practices:  
<http://www.schools.utah.gov/CURR/educatoreffectiveness/Professional-Learning.aspx>
2. Demonstrates competency in:
  - Using the Utah Core Standards in daily instruction  
<http://www.schools.utah.gov/CURR/langartsec/>
  - Designing rigorous and engaging lessons, based on the Cognitive Rigor Matrix and Depth of Knowledge levels, FOR a wide range of students to support the achievement of and progress toward specific Utah Core Standards in each of the four strands:
    1. Reading (Literary and Informational Text)
    2. Writing (Argument, Expository, Narrative)
    3. Speaking and Listening
    4. Language
  - Using a range of student performance assessments (Depth of Knowledge 3 or 4 on the Cognitive Rigor Matrix), aligned to specific standards across the four strands, to adjust instruction to be included in the portfolio.
  - Analyzing student work from those specific performance assessments (samples of student work and the analysis as evidence) in a comprehensive expository essay by the teacher, including thorough responses to these framing inquiry questions:
    - What evidence from the students' work did you use to re-design your instruction? (This includes student work samples with a detailed analysis of how what you learned from students' work has helped you CHANGE your instruction for four specific students {struggling students with a focus on English Learners specifying the Language Proficiency level as well as students with IEPs or 504 plans and students who are also above average in their end of level summative assessments}).
    - How did you change your instruction for these specific students? Please include your lesson re-design. How did the students improve the quality of their work?

Timeline and Process:

1. The Portfolio will be submitted to the USOE Secondary English Specialist and be assessed by a committee with two university professors, two teachers of English, and the USOE Secondary Specialist as a Pass/ No Pass.
2. If it is determined to be a no pass, feedback will be provided by each evaluator to the candidate and re-submitted to the USOE Secondary English Specialist within 30 days of the no pass designation.
3. Revisions will be reviewed by both the USOE Secondary English Specialist and the K-12 Literacy Coordinator to determine if the candidate's changes have addressed the feedback from each evaluator.
4. The secondary English specialist will notify the candidate within 2 weeks of the submission of revisions about the status of the demonstrated competency request.