



Application for the Utah State Board of Education Reading Endorsement Level 1

Reading Endorsement 1 may be attached and used under an Educator License with an Elementary, Secondary, or K-12 Special Education area of concentration.

Applicant Information

Name _____ Date application submitted _____

Cactus ID _____ Email _____

District _____ School _____

Major _____ Minor _____

Home Address: Street _____

City _____ Zip Code _____

Home Phone _____ Work Phone _____

- Check One:** _____ This is an application for Reading Endorsement Level 1.
 _____ This is an application for a State Approved Endorsement Plan (SAEP) for Reading Endorsement 1 (see page 3).
 _____ This application is for ARL or Out of State (OOS) licensure.

University and Professional Development Courses Approved by USBE

1. Courses are to be a minimum of three semester hours.
2. Courses are to be graduate level.
3. Courses are to be taken within eight (8) years of the date of this application. Classes older than eight years will not be accepted.
4. Online courses will be accepted if they are aligned to the requirements. Be sure to check that the course is a match before you enroll. Contact Sara Wiebke at sara.wiebke@schools.utah.gov for assistance.
5. Professional Development courses (e.g. those offered by as NUCC, SUTEC, etc.) must be pre-approved by USBE and entered in MIDAS.

Instructions for Completing the Application

1. All applications submitted on or after January 1, 2011 must include documentation of a passing score (159 or higher) on the Praxis Teaching Reading 5204 test. Passing the Praxis is one of the eight requirements. Information on all Praxis II tests can be found on the website: www.ets.org/praxis. To register for a test, go to the website and click on the quick link: "Register for a Test."
2. For university courses, attach original transcripts (internet transcripts are not acceptable), *with the courses highlighted*. In some cases, the university course name on the transcript is non-specific, e.g. "Special Topics in Education," or "Language Arts." If this is the case, submit either a syllabus from the course or a letter from the instructor or department verifying that the course meets the requirement.
3. For professional development courses, attach a copy of the MIDAS report, *with the courses highlighted*.
4. Please read the FAQ document on the USBE Elementary Language Arts web site: <http://www.schools.utah.gov/cert/Endorsements-ECE-License/ReadingFAQs.aspx>
5. On the next page, indicate the courses you have completed that satisfy each of the requirements. If the course name and number are not an exact match to those listed on the left (the pre-approved courses) check "other," and record in the box on the right the course you wish to substitute. This includes approved courses offered by NUCC, SUTEC, etc.

1. Foundations of Literacy Instruction: Theories and Models

- BYU TED 620, Foundations of Literacy
- SUU EDRG 5340/6340, Foundations of Literacy
- UofU EdPs 6711, Foundations of Reading
- USU TEAL 6320, Theories & Models of Literacy
- UVU EDUC 5661/6661, Found. of Literacy/Literacy and Cognition of Reading
- WSU MEDUC 6360, Foundations of Literacy
- Westminster MED 612, Models and Processes of Literacy

Name of course _____

Date completed _____ #Hours _____

Sponsoring agency _____

Course description and transcript attached (y/n): _____

Complete this box only if course is not listed to the left.

2. Reading and Writing Across the Disciplines

- BYU TED 603, Content-Area Literacy Instruction
- SUU EDRG 5320/6320, Advanced Content Area Literacy
- UofU EdPs 6126, Content Area Literacy Instruction
- USU TEAL 6310, Integrating Literacy Across the Curriculum
- UVU EDUC 5663/6663, Content Area Reading and Writing
- WSU MEDUC 6320, Content Area Literacy Instruction
- Westminster MED 658 or MAT 614, Content Area Literacy Instruction

Name of course _____

Date completed _____ #Hours _____

Sponsoring agency _____

Course description and transcript attached (y/n): _____

Complete this box only if course is not listed to the left.

3. Reading Assessment & Instructional Interventions

- BYU TED 625, Literacy Assessment & Interventions
- SUU EDRG 5350/6350, Reading Assessment & Instructional Interventions
- UofU EdPs 6131 or SP ED 6631, Assessment & Intervention for Reading Difficulties
- USU TEAL 6350, Reading Assessment & Intervention
- UVU EDUC 5660/6660, Reading Assessments and Instructional Interventions
- WSU MEDUC 6340, Reading Assessment & Instructional Interventions
- Westminster MED 632, Assessment and Intervention

Name of course _____

Date completed _____ #Hours _____

Sponsoring agency _____

Course description and transcript attached (y/n): _____

Complete this box only if course is not listed to the left.

4. K-12 Literacy Processes and Practices: Instructional Implications

- BYU TED 622, Literacy Development & Instruction
- SUU EDRG 5345/6345, Advanced Early Literacy & Language Development
- UofU EdPs 6713, Early Literacy Theory & Instruction; 6717 Adolescent Literacy
- USU TEAL 6235 Instructional Implications of Literacy Development
- UVU EDUC 5664/6664, Instructional Implications of Literacy Development/Adolescent Literacy
- WSU MEDUC 6352, Early Literacy Instruction
- Westminster MED 636, Early Literacy Instruction

Name of course _____

Date completed _____ #Hours _____

Sponsoring agency _____

Course description and transcript attached (y/n): _____

Complete this box only if course is not listed to the left.

5. Reading Comprehension Instruction

- BYU TED 623, Reading Comprehension Instruction
- SUU EDRG 5380/6380, Advanced Reading Comprehension
- UofU EdPs 6714, Comprehension Theory & Instruction
- USU TEAL 6570, Advanced Comprehension Instruction
- UVU EDUC 5665/6665, Reading Comprehension Instruction
- WSU MEDUC 6350, Reading Comprehension Instruction
- Westminster MED 633, Advanced Reading Comprehension

Name of course _____

Date completed _____ #Hours _____

Sponsoring agency _____

Course description and transcript attached (y/n): _____

Complete this box only if course is not listed to the left.

6. Writing Instruction

- BYU TED 624, Writing Instruction
- SUU EDRG 5370/6370, Teaching Process Writing
- UofU EdPs 6130, or ED PS 6130, Writing Theory & Instruction
- USU TEAL 6380, Effective Writing Instruction
- UVU EDUC 5666/6666, Effective Writing Instruction
- WSU ENG 6110, Writing for Teachers
- Westminster MED 631, Writing in the Classroom
- Utah Writing Project (week long summer course) *if completed before 2013*

Name of course _____

Date completed _____ #Hours _____

Sponsoring agency _____

Course description and transcript attached (y/n): _____

Complete this box only if course is not listed to the left.

7. Literature & Informational Texts for Children and Adolescents

- BYU TED 621, Literature for Young People
- SUU EDRG 5330/6330, Teaching with Children's & Adolescent Literature
- UofU EdPs 6120, Children's Literature in the Schools
- USU TEAL 6390, Teaching with Literature and Informational Texts
- UVU EDUC 5662 Instruction with Literature and Informational Texts/Early Literacy
- WSU MEDUC 6330, Using Children's Lit. & Informational Text in the Classroom
- Westminster MED 630, Children's/Adolescent Literature

Name of course _____

Date completed _____ #Hours _____

Sponsoring agency _____

Course description and transcript attached (y/n): _____

Complete this box only if "Other" is checked.

8. _____ Passing score (159 or higher) on the Praxis Teaching Reading (0204/5204) test. Attach documentation.

Demonstrated Competency for One or More Requirements

In lieu of university and/or approved professional development courses, the applicant may apply for an endorsement through demonstrated competency for up to two courses. Demonstrated competency must be verified for each course individually. Demonstrated competency will be approved under the direction of the USBE Content Area Specialist.

The applicant must document and submit one of the following:

1. **A graduate-level written project representative of a semester class** under the direction of the USBE Content Area Specialist or designee/s to determine applicant's declarative, procedural, and conditional research-based knowledge of each individual course. This is reviewed by a committee of specialists, including university faculty currently teaching the course in question.
2. **An alignment of graduate-level courses** taken within the last eight (8) years that would reflect the course in question. This will include the course description(s), syllabus, and course artifacts that demonstrate all elements of the course framework have been met. This is reviewed by a committee of specialists, including university faculty currently teaching the course in question.

State Approved Endorsement Program (SAEP)

1. An approved SAEP for Reading Endorsement 1 allows a secondary teacher to teach reading classes while working on the endorsement—meaning they are not yet highly qualified in reading.
2. The applicant has two years from the date the SAEP is approved to complete all requirements for the endorsement.
3. The applicant must have a minimum of nine hours toward the endorsement before applying for the SAEP.
4. The applicant must document the minimum of nine hours on this application by attaching and highlighting transcript evidence.

Submitting the Application

1. Print and complete this Endorsement Application.
2. Attach original transcript(s) and/or CACTUS printouts *with the relevant courses highlighted*. If transcripts are sent to transcripts@schools.utah.gov directly from the institution, then highlighting is not necessary.
3. Send:
 - completed application,
 - original transcripts, to:

Utah State Board of Education Teaching and Learning – Endorsements

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

For more information contact:

Sara Wiebke, PreK-12 Literacy Coordinator
sara.wiebke@schools.utah.gov