

**2006
Revision to the Utah Plan
to
Ensure High Quality Teachers
for
All Utah Students**



October 1, 2006

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INTRODUCTION

In a letter dated June 1, 2006, Utah informed the U. S. Department of Education (ED) of its intention to carefully and thoughtfully revise its Highly Qualified Teacher (HQT) plan with the aim of achieving the goal set in the No Child Left Behind Act (NCLB) of having all teachers meet highly qualified (HQ) requirements by the end of the 2006-2007 school year. The date set by ED for submission of revised plans (July 7, 2006) did not provide sufficient time for Utah to engage in the processes that were deemed necessary for the development of a coherent and potentially successful plan. Utah's letter, acknowledged and accepted by ED, notified ED of its intention to follow a time line that would result in submission of a plan that met ED's requirements by October 1, 2006. A preliminary outline of Utah's Revised HQ Plan was submitted to ED on July 7, 2006 (Appendix 1).

By taking additional time, Utah has been able to carefully and thoughtfully develop its HQT plan. The state engaged in a process that gave ample opportunity for the diverse voices in Utah's education community to express opinions and contribute ideas relative to each of the revision requirements created by ED. Utah believes that its process has resulted in a plan that supports schools and districts in the state's goal and ongoing effort to ensure that each child in a Utah public school receives high quality instruction throughout the public school experience. At the same time, the state's plan will significantly increase the percentage of teachers who meet the highly qualified requirements of NCLB.

Throughout this plan, the term "highly qualified assignment" (HQA) rather than "highly qualified teacher" (HQT) will be used, except when specifically referring to the provisions of NCLB or for retrospective references to previous state plans. For purposes of the present state plan, the term HQT will not be used. In the great majority of circumstances, Utah teachers of NCLB core academic subject classes who do not meet NCLB HQT standards could meet those standards if assigned differently; nearly all Utah teachers are highly qualified if assigned to teach classes corresponding to their training. Utah finds that the term "HQT" is often misunderstood, miscommunicates the requirements of NCLB, and inaccurately portrays the overall quality and professionalism of teachers. By planning for HQA, the state's resources will be directed more specifically to achieving the state's goal, and teacher quality issues will be communicated more clearly to educators and the public.

A series of "HQA forums" was held during August and September 2006 to gather statewide perspective on the current status of HQA in Utah, to more clearly understand the challenges LEAs face in achieving HQA goals, to identify the assistance that would be useful to LEAs in achieving HQA goals, and to receive input from the various stakeholders for the development of these required revisions. Ten forums were convened to provide maximum opportunity for participation and ensure opportunities for the diverse voices in Utah's education community to be heard. The HQA forums were structured to foster open dialogue and free exchange of ideas. Participants in the HQA forums included representation from the Coalition of Minorities Advisory Committee, Utah Education Association, other professional associations, the Utah

Parent Teacher Association, school districts, charter schools, the Utah State Office of Education (SEA), Utah teacher preparation institutions, and others. The results of the HQA forums are summarized in Appendix 6.

**REVIEW OF THE SEPTEMBER 1, 2003 HIGHLY QUALIFIED TEACHER GOALS
INCLUDED IN THE CONSOLIDATED STATE PLAN**

Utah’s *Consolidated State Plan*, submitted to ED on September 1, 2003, contains a section with baseline data and performance targets for Goal 3, Performance Indicator 3.1 (the percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high poverty” schools). Because NCLB core academic subject lass-level data were not available at the time to report HQT percentage by class, the information in the 2003 submission was based on percentages of teacher assignment by subject. These data were derived from Utah’s licensing database.

Interim HQT status was accorded to teachers not new to the profession who, at the time, met then-current Utah licensing standards but did not have a major in the required content area or who had not passed a state-approved content test. The following were presented as baseline data and performance targets:

Table 1: September 1, 2003 *Consolidated State Plan* HQ Goals

Year	% HQT State Aggregate	% HQT High Poverty Schools
2002-3 (Baseline)	95.9% HQT (71% interim, HQT 24.9% full HQT)	96.4% HQT (83.3% interim, HQT 11.12% full HQT)
2003-4 (Target)	97% HQT	97% HQT
2004-5 (Target)	98% HQT	98% HQT
2005-6 (Target)	100% HQT	100% HQT

A significant percentage of teachers designated as “interim HQT” was elementary teachers with elementary education or early childhood education majors. The plan for these elementary teachers to meet NCLB HQ requirements included a program of six semester hours of coursework to meet NCLB core academic subject classes content standards for HQT. It was estimated that 40 percent of these “interim HQT” teachers would still not have met the requirement for HQA status at the end of the 2005-06 school year.

It is clear in retrospect that when performance targets were set in 2002-03, the challenges of NCLB generally and HQT specifically were greatly underestimated. Still, Utah’s progress has been significant and is best understood by comparing present HQA percentages with the “fully HQT” percentages from 2003 rather than the “baseline” HQT. In 2003, the “fully HQT” state aggregate was 25 percent. At the end of the 2005-06 school year, the HQA state aggregate was 74 percent. The progress is particularly striking among elementary teachers. Despite the

pessimism of the 2002-03 prediction that 40 percent of elementary teachers would remain in “interim HQT” status at the end of the 2005-06 school year, in fact 86 percent of elementary teacher met all HQA requirements at the end of the year.

Important progress has also been made in data collection and management. The data and analytical tools needed to calculate HQA at the classroom level are now in place. Utah believes that its data systems are now capable of providing resources to calculate HQA with much higher accuracy than is typical among the states.

ANALYSIS OF HIGHLY QUALIFIED ASSIGNMENT DATA

Department of Education Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the state that are currently not being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting high quality teachers. The analysis must also identify the districts and schools around the state where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Reviewers will ask:

- A. Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom-level data?**
- B. Does the analysis focus on the staffing needs of schools that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?**
- C. Does the analysis identify particular groups of teachers to which the state’s plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?**
- D. Does the analysis identify districts and schools around the state where significant numbers of teachers do not meet HQT standards?**
- E. Does the analysis identify particular courses that are often taught by non-highly qualified teachers?**

Utah’s educators are well trained, highly competent, caring professionals. In a resolution adopted in February 2005, the Utah State Board of Education stated that “. . . standards adopted by the Board meet or exceed generally recognized national standards for preparation of educators, such as those developed by the Interstate New Teacher Assessment and Support Consortium, the National Board for Professional Teaching Standards, the National Council for the Accreditation of Teacher Education, and the Teacher Education Accreditation Council . . .” and that the Board has “. . . maintained since 1965 minimum course content requirements of approved teacher preparation programs.” (Utah State Board of Education, *Teacher Quality Resolution*, February 4, 2005.)

Most active licensed educators are highly qualified to teach in Utah’s schools if assigned to courses and classrooms corresponding to their training. Utah professional educator license holders qualify by completion of nationally accredited university educator preparation programs or Utah State Board of Education authorized alternative routes to licensure. Requirements for subject-specific endorsements attached to Utah educator licenses are met by university course work or other demonstrations of content knowledge and competence.

The determination of HQA is not a simple calculation based on teacher training; rather the requirement is that teachers possess qualifications, including subject-specific content knowledge, matched to the classes to which they are assigned. Thus, while nearly all Utah teachers are highly qualified to teach some classes, some teachers are not assigned to classes that match their qualifications. Highly qualified assignment status is specifically a determination of whether the match between the class and the teacher's qualifications aligns with the NCLB standards, not whether an individual teacher is "highly qualified."

Description of the Data

Utah's HQA results are produced using data from CACTUS (Computer Assisted Credentialing of Teachers in Utah Schools) and the Clearinghouse database. CACTUS is a database with records of licenses and other professional information for approximately 120,000 Utah educators. Of these records, more than 25,000 records are of active (currently employed in Utah schools) educators. All active Utah educators have a CACTUS record. Each educator is identified by a unique CACTUS identifier number; attached to each educator record are data relative to educator training, license status, endorsements and qualifications, and professional assignment. CACTUS data originate from entries by staff in the Educator Quality Services section at the SEA, and from staff (generally human resource officers) in local education agencies (LEAs).

The Clearinghouse contains records of all Utah students. Each student is identified by a unique student identifier number; attached to each student record are data related to student achievement and student class enrollment records. In 2005-06, more than 510,000 students were enrolled in Utah public schools, registered in more than 88,000 NCLB core academic subject classes. Clearinghouse data originate from staff in the SEA and in LEAs.

Both CACTUS and the Clearinghouse are model data systems. The *Data Quality Campaign* (http://www.dataqualitycampaign.org/files/State_Specific-Utah_2006_Site_Visit.pdf) recognized Utah as a top-five state in the quality of its data systems. The development of CACTUS and the Clearinghouse has required a major investment of time, funding, and talent. These systems provide detailed, on-demand, customized data management to meet all state education system requirements. They are at the center of many of Utah's most creative and forward-looking projects, serving the single goal of assuring that the state's students all achieve high levels of academic success and are prepared for their choice of pursuits after high school. Some of these projects are described in Table 2 below:

Table 2. Projects Using CACTUS and the Clearinghouse

Utah Performance Assessment System for Students	Provides information about how students in Utah schools are doing relative to the Utah State Core Curriculum and State requirements for school performance. Information about Utah schools is provided to help in the interpretation of the achievement information.
Novice Teacher Tracking Study	Tracking student academic achievement in classrooms of novice teachers, with correlates including teacher preparation institution, Praxis®II test results, teacher preparation program performance, teacher attributes.
Leadership Preparation Study	In cooperation with the University of Utah, this study will correlate student achievement with preparation of Utah school administrators.
Teacher Supply and Demand Study	In cooperation with Utah LEAs and teacher preparation institutions, this study will collect and analyze data on teacher mobility, teacher retention, and shortages and oversupply of novice teachers by subject

For the purposes of calculating the Utah HQA results, the essential data elements are the CACTUS educator licensure; endorsements and qualification data; and the Clearinghouse records of student class enrollment and teacher of record for that class. Classroom level data are very detailed, with each classroom record being the aggregate of all the individual student registrations for a specific teacher and a specifically scheduled NCLB core academic subject class. The HQA determination is made by combining Clearinghouse data with the teacher licensure, endorsement, and qualification data that are maintained in CACTUS.

Quality of the Data

Because both CACTUS and the Clearinghouse contribute information used for important policy and management decisions, including the distribution of state education funding, LEAs are required to enter complete and accurate data. LEAs receive the greatest part of their state funding based on enrollment counts generated using data from the Clearinghouse. Additional significant state funding is distributed to LEAs based on formulas that receive their inputs from CACTUS. Furthermore, both CACTUS and the Clearinghouse are available and frequently used information management tools for LEAs. CACTUS provides LEAs with essential information about professional employee qualifications; the Clearinghouse is generally the basis for LEA student information systems.

Both CACTUS and the Clearinghouse are large and complex databases. They undergo frequent modification by multiple users. It is therefore inevitable that, despite requirements for complete and accurate information, errors exist in the entered data. Most of the data errors arise from incomplete data entry and incorrect data entry at the LEA level in both CACTUS and the Clearinghouse. Nevertheless, Utah believes that these databases to provide a reasonable basis for the State’s HQA results when appropriately adjusted to account for data anomalies.

HQA Results

Complete state and LEA HQA results are contained in the appendices at the end of this document (State results, Appendix 3; District results, Appendix 4; Charter Schools results, Appendix 5). These results are also posted on the Utah State Office of Education web site for public use at <http://delleat.usoe.k12.ut.us/u-passweb/DisplayStateHQTeacherLinkPDF.jsp>. The SEA provides additional reports of HQA results to each LEA that give detailed information at the subject, course, class, and teacher level.

Utah has progressed each year toward the NCLB goal of 100 percent HQA, but significant work remains. The table below describes the state's progress from 2002-04 through 2005-06.

Table 3. Utah Statewide HQA Results

School Type	Total Number of Core Subject Academic Classes			Core Academic Classes Taught by HQ Teachers			% Core Academic Classes Taught by HQ Teachers		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
All Schools	128,203	79,268	88,331	88,336	57,135	65,251	68.9%	72%	75.1%
Elementary	54,826	11,712	11,967	43,737	9,217	10,002	79.8%	79%	84.3%
Secondary	73,377	67,556	76,364	44,599	47,918	55,249	69.8%	71%	72.4%

Utah continues to progress toward the NCLB goal of 100 percent HQA. In 2005-06, overall HQA status in Utah classrooms improved in the state aggregate and at all levels. Elementary classroom HQA in 2005-06 was 84.3 percent; secondary classroom HQA was 72.4 percent; HQA for all Utah classrooms at all grade levels was 75.1 percent.

The HQA results show 91 schools that reached the 100 percent HQA goal. Among these are ten Title I schools with high percentages of poor and minority children. Several LEAs made notable progress toward the HQA goal, achieving HQA above 90 percent. School districts' HQA percentages were generally higher than charter school HQA percentages.

Elementary HQA percentages are generally higher in Utah than secondary HQA percentages. At the secondary level, the HQA percentage is lowest in the middle grades. The greater difficulty of the HQA challenge at the secondary level as compared to the elementary level is evident from the fact that all ninety-one schools that achieved 100 percent HQA are elementary schools; no secondary school met the 100 percent HQA goal.

Special education HQA at all levels is not accurately reflected in the HQA results. Because of difficulties in developing rules and procedures at the national level to determine HQA in special education, the data in CACTUS and the Clearinghouse do not yield reliable HQA results. However, it is anticipated that these data will be accurate at the end of the 2006-07 school year.

Furthermore, this plan contains specific activities that will address the need for complete and accurate data relative to special education HQA.

Analysis of Utah HQA Results

Utah’s HQA results indicate three important issues relative to the data that must be addressed. These issues are discussed in this section.

Teacher qualifications and content area assignments are sometimes not appropriately aligned.

There are 1,535 elementary classes (13 percent) in Utah schools where teacher qualifications are not matched to the class. There are 17,683 NCLB secondary core academic subject classes (23 percent) in Utah schools where teacher qualifications are not matched to the class. In many cases, these non-HQA classes result from real deficiencies in teacher preparation or from permanent misassignment of teachers to NCLB secondary core academic subject classes not matched to teacher training.

At the same time, there are several areas of success in Utah’s 2005-06 HQA results when reviewed by course and class. Elementary classrooms are 87 percent HQA. Of the 11,194 elementary classrooms reported, HQA standards were fully met in 9,659 classrooms (Appendix 5).

Table 4. NCLB HQA Percentages by Math, Science, Language Arts, and Social Studies Subject Area and Course.

Core Area/Course	Total Classes	Classes HQA	Classes Not HQA	%HQA
Mathematics	13336	10358	2151	78
Math 6	362	282	80	78
Math 7	942	530	412	56
Pre-Algebra	2587	1734	853	67
Elementary Algebra	3252	2580	672	79
Intermediate Algebra	1804	1718	86	95
Geometry	2259	2074	185	92
Calculus	474	469	5	99
Applied Math	593	354	239	60
Other	1063	617	446	58
Science	11110	8784	2326	79
Science 6	371	322	49	87
Integrated Science 7	1791	1531	260	85

Integrated Science 8	2262	1734	528	85
Earth Systems	2122	1304	818	61
Biology	2470	2090	380	85
Chemistry	1070	911	159	85
Physics	677	572	104	84
Other	347	320	27	92
Language Arts	16593	12441	4153	75
Language Arts 6	471	383	88	81
Language Arts 7	2346	1875	471	80
Language Arts 8	2308	1711	597	74
Language Arts 9	2748	2090	658	76
Language Arts 10	2797	2146	646	76
Language Arts 11	2606	2005	601	77
Language Arts 12	1294	898	396	69
Reading	1276	660	616	52
Other	747	673	74	90
Social Studies	12199	9132	3067	75
Utah Studies	1480	972	508	66
Geography	2276	1483	297	65
United States History	4381	3418	963	78
Government and Civics	1096	877	219	80
World History	2255	1759	496	78
Other	711	623	88	87

Some math and science are areas of notable success at the high school level. More than 90 percent of higher level mathematics classes meet HQA requirements and 85 percent of higher level science classes meet HQA requirements. However, the data clearly show that students in introductory or lower level math and science courses are much less likely to be in classes that meet HQA requirements.

The overall percentage of classes in Utah meeting HQA standards is lowest (73 percent) in the middle grades. In almost all subject areas (science being the single exception) HQA in the middle level is below HQA at high schools. In most subject areas, the discrepancy ranges between 1 percent and 6 percent. In mathematics, the percentage of classes meeting HQA standards is nearly 14 percent below high school HQA.

Special education HQA is very low, for reasons that will be analyzed later. At the middle and high school level, nearly 6,000 special education classes did not meet HQA standards. Recognizing that each teacher in these levels may be considered a teacher of record for as many as fourteen classes (seven classes each semester), it appears that this number of classes represents as many as five hundred teachers. Further difficulty in testing the validity of special education HQ status is encountered because of variations in service delivery models. Because some LEAs utilize primarily consultative and collaborative services for special education, the special education teacher is less often the teacher of record. Thus, some LEAs seem to have many fewer special education teachers proportionately than other LEAs, making comparisons between schools and districts difficult.

To reduce the percentage of classes that do not meet HQA standards will require LEAs to consider providing or requiring additional content area training and preparation for teachers, to reconsider teacher hiring priorities, or to consider different patterns of teacher assignment that better match teacher training with class content. Plans to support these changes will be discussed later in this document.

Validity and reliability problems in the data create a need for detailed interpretation to account for problems of completeness and accuracy.

Some elements of Utah's methodology for HQA determination produce "false negatives," that is, designations of classes as non-HQA when the class meets NCLB requirements. These are discussed in this section.

For Utah's HQA calculation, each "class" is developed by considering all student class registration data in the Clearinghouse and aggregating these by "teacher of record." There are many cases in which a "class" consists of single student registration. This occurs most frequently at the secondary level in cases where a student has a unique scheduling issue that requires unusual class registration. While the registration solutions for students may produce desirable results for them, the result for HQA purposes is the creation of many additional classes in the Clearinghouse data that are not reflective of teachers' real assignments. A review of the Clearinghouse data revealed 3,051 non HQA classes with less than four students assigned.

Because of confusion and difficulties in developing rules and procedures for the determination of HQA in special education, the data in CACTUS and the Clearinghouse do not yield reliable results. Special education HQA as calculated was less than 4 percent. While it is acknowledged that HQA for special education teachers is challenging, and that there is likely a HQA percentage in special education much lower than in other areas, it seems very unlikely that it is nearly zero. The effects of this special education reliability issue is most pronounced at the secondary level. A recalculation of secondary HQA that removes special education classes from consideration results in overall high school HQA of 83 percent and middle level HQA of 79 percent. This is an increase at each level of about 6 percent, roughly equivalent to the proportion of special education classes to the total number of classes.

When both of these data issues are considered and Utah HQA results are interpreted to account for them, the results are significantly improved. At the same time, it is recognized that these problems must be resolved in order for future HQA results to be most meaningful. Utah's plans to improve the quality of data will be discussed later in this document.

_____Anomalies in state licensing rules create a need for further interpretation of HQA results to assure comparability of Utah HQA results.

Utah's licensing rules require that a teacher have an "early childhood" license area of concentration for the match between teacher qualifications and assignment to result in an HQA designation in a kindergarten classroom. The resulting effect on the HQA percentage is to count kindergarten classes taught by otherwise fully qualified teachers (both by state and NCLB standards) as non-HQA. Of the elementary classes considered as not HQA for this reason, 0.6 percent are otherwise HQA.

Utah's licensing rules require subject-specific endorsements in science, a requirement beyond the specifications of NCLB. Thus, a physics class taught by a teacher fully qualified in science by NCLB standards with a chemistry major and a physics minor would not meet Utah HQA specifications; and a chemistry class taught by a physics major with a chemistry minor would not meet Utah HQA specifications. Of the science classes considered non-HQA for this reason, 400 classes are otherwise HQA, resulting in an increase of secondary HQA of 0.7 percent.

The subject-specific endorsement problem is also encountered in the middle level. A Utah Studies endorsement is required by Utah licensure rules to teach the middle level course "Utah Studies." For NCLB purposes, a history endorsement would be sufficient to achieve HQA, but in the state's calculations, the class receives a non-HQA designation unless the teacher holds the subject-specific endorsement.

Table 5. Unadjusted and Adjusted HQA results for 2006-06

	Total NCLB Core Academic Subject Classes	NCLB HQA	NCLB non-HQA	HQA Percent
Starting (unadjusted) Elementary HQ	11194	9659	1535	86.39%
Kindergarten Adjustment ¹		+65		0.6%
Adjusted elementary HQ	11194	9724	1470	87%
Starting Secondary HQ	70249	52466	17783	73.64%
Special Education Adjustment ²		+2500		3.5%
Utah Studies Adjustment ³		+220		0.4%
Science Adjustment ⁴		+500		0.7%
Invalid Class Adjustment ⁵		+3051		4.3%
Adjusted Secondary HQ	70249	57868		82.5%
Adjusted Statewide Total HQA				83.0%
1. Adjustment for NCLB but not Utah-qualified kindergarten teachers. 2. Adjustment for special education data validity and reliability issues. 3. Adjustment for NCLB but not Utah-qualified Utah Studies teachers. 4. Adjustment for NCLB but not Utah-qualified Science teachers. 5. Adjustment for invalid Clearinghouse classes (enrollments < 4).				

Analysis of the data make clear that changes in assignment patterns and additional teacher content area professional development are needed to reach the 100 percent HQT goal. Additionally, the SEA will continue to refine and rethink the methodology of calculating and determining HQA and the alignment of state licensing and endorsement standards with NCLB requirements. However, it is also clear that Utah is significantly closer to the 100 percent HQA goal than it might first appear. When the data are interpreted in ways that accounts for state-specific issues and common sense approaches to teacher assignments, Utah’s overall elementary HQA is 87 percent; Utah’s overall secondary HQA is 82.5 percent; statewide total HQA is 83 percent.

Analysis of HQA and Staffing at Schools Not Making AYP

The data do not provide a clear result showing generally lower than average HQA in schools not making AYP. In fact, several of the schools in this group have 100 percent HQA and many are above the state average HQA percentage. Nevertheless, among the schools with lower than state-average HQA, are many that did not make AYP. Even though there does not appear to be a systemic pattern of difference, the SEA deems it essential to address the needs of those schools in this group with below-average HQA. Plans to meet the needs of these schools (those not making AYP with lower than state-average HQA) will be discussed later in this document.

For this analysis, schools considered as “not making AYP” are those that have failed to make AYP in at least three of the last four years. There are ten schools in Utah that have not made AYP in any of the last four years. An additional thirty-seven schools have made AYP in only one of the last four years.

It is noteworthy that the list of schools that have failed to make AYP in any of the last four years is dominated by large high schools. Among these ten schools are six large urban/suburban high schools, one alternative high school, one middle school, and two elementary schools. Of the ten schools, seven have HQA above the state average and three have HQA below the state average.

Analysis of HQA and Staffing at Schools Serving Large Populations of Poor Students

The data do not provide a clear result showing that schools serving large populations of poor students have generally lower than average HQA. In fact, several of the schools in this group have 100 percent HQA and many are above the state average HQA percentage. Nevertheless, among high poverty schools are many with lower than state-average HQA. Even though there does not appear to be a systemic pattern of difference, the SEA deems it essential to address the needs of those schools serving large populations of poor students that also have below-average HQA. Plans to meet the needs of these schools (high poverty schools with lower than state-average HQA) will be discussed later in this document.

For this analysis, schools were considered high poverty if they are Title I schools with higher than 70 percent free and reduced lunch during the 2005-06 school year. There are sixty-seven schools in Utah that meet these criteria. Almost all of these schools are elementary schools; only four high schools and four middle level schools are included in the list. All but fifteen of these schools made AYP in 2005.

It is recognized that these criteria for identifying high poverty schools are unreliable for secondary schools. The SEA is currently developing an alternative procedure for defining poverty based on 10th grade waivers of driver education fees. Nearly 90 percent of Utah students receive driver education in the 10th grade, and Utah statutes provide a waiver of fees for the course based on family or household income. This alternative procedure will be applied when it is fully developed and any additional schools identified will receive the specific target services for high poverty schools.

It is notable that among the fifteen schools that are both high poverty and did not make AYP in 2005 are four elementary schools with 100 percent HQA. However, seven of the fifteen schools in this group have HQA below the state, including three that are more than 20 percentage points below the state average HQA.

Analysis of HQA and Staffing at Schools Serving Large Minority Populations

The data do not provide a clear result showing that schools serving high percentages of minority student populations have generally lower than average HQA. In fact, several of the schools in this group have 100 percent HQA and many are above the state average HQA percentage. Nevertheless, among high poverty schools are many with lower than state-average HQA. Even though there does not appear to be a systemic pattern of difference, the SEA deems it essential to address the needs of those schools serving large minority populations that also have below-average HQA. Plans to meet the needs of these schools (high minority schools with lower than state-average HQA) will be discussed later in this document.

For this analysis, schools were considered high minority if their student enrollment exceeded 45.75 percent (2 ½ times the state minority enrollment percentage of 18.3 percent). There are eighty-four schools in Utah that meet this criterion. Of these schools, sixty are elementary schools, eleven are middle level schools, and fifteen are high schools. Of these schools, seventy-two are located in urban/suburban areas and twelve are located in rural areas. All but eight of these schools made AYP in 2005.

It is notable that there are no schools among the twenty-three schools that are both high minority and did not make AYP in 2005 with 100 percent HQA. Twelve of the twenty-three schools in this group have more than 20 percentage points below the state average HQA.

High-Needs Schools (HNS) Identified for Targeted Technical Assistance

To assure that resources are directed to the schools where these circumstances are most present, the SEA has developed a list of high-needs schools (HNS) by a synthesis of the previously analyzed characteristics. This is a list of schools where multiple needs – high percentage of poor students, high percentage of minority students, and not making AYP combine. For inclusion in the HNS list, a school must be included in at least two of the three groups discussed previously, and must have an HQA percentage below the state HQA average for the school's grade level. Twenty-three schools in Utah meet these criteria, including eight high schools, six middle level schools, and nine elementary schools. The HNS list follows in Table 6.

Table 6. High Needs School

School	Qualified By			HQA %
	% Minority	% Poverty	AYP Status	
Anna Smith Elementary School	x	x		66%
Ben Lomond High School		x	x	65%
Central Middle School	x	x		46%
Dee Elementary School	x	x	x	75%
East High School		x	x	71%
Farrer Elementary School	x	x		66%
Glendale Middle School	x	x		56%
Gourley Elementary School	x	x		75%
Granger High School		x	x	58%
Lewis Elementary School	x	x	x	78%
Lyman Middle School	x	x		50%
Mexican Hat Elementary School	x	x		83%
Navajo Mountain High School	x	x		57%
Northwest Middle School	x	x	x	72%
Ogden High School		x	x	70%
Redwood Elementary School	x	x		80%
Smith Elementary School	x	x	x	81%
Uintah River High School	x	x		43%
Wasatch Elementary School	x		x	58%
Wendover High School	x	x		56%
West Lake Junior High School	x	x		64%
West Middle School	x	x	x	56%
Whitehorse High School	x	x		64%

The criteria for the HNS list were established with the specific aim of identifying a relatively small number of schools that would allow for focused technical assistance within the available resources. A list that included too many schools would not result in a focused outcome. It is likely most schools would benefit from greater support and assistance from LEAs and the SEA. But, to ensure that the schools most in need of help receive it, the criteria were specifically aimed at selecting a relatively small number of schools.

Analysis of HQT and groups of teachers that need particular attention

The analysis of HQA results reveals particular groups of teachers that need specific attention. These groups of teachers are discussed below.

Teachers in Elementary Schools

Although the data might be interpreted to place other groups of teachers ahead of elementary school teachers, the identification of this group as in need of particular attention is aligned with Utah State Board of Education philosophy and priorities. This priority is based on a strong belief, supported by scientifically based research, that effort and resources focused on elementary grades pay large dividends in student achievement in later grades and is a highly leveraged use of scarce resources. Additionally, this group is justified to receive particular attention because it is the single largest group of “job alike” educators identified by the data.

Of Utah’s approximately 12,000 elementary classrooms, 86 percent meet HQA requirements. Plans to address the needs of the nearly 1,750 teachers who need assistance to meet HQ requirements will be discussed later in this document.

Teachers of Special Education

State data make clear that special education HQA is a significant problem. Both a failure of rules and data are evident. Only 4 percent of all secondary special education classes appear to meet HQA standards, and, in general, elementary special education classes do not appear to have been reported properly. The challenge for LEAs and teachers has been magnified by changes in the rules for HQA as the SEA has waited for and then reviewed the rules made for the implementation of the recent re-authorization of IDEA. Additionally, Utah’s rules for special education HQA have been changed as ED has clarified its standards. Plans to meet the needs of special education teachers will be discussed later in this document.

Teachers of Mathematics

The analysis of course data show that Math 7, Pre-algebra, and Applied Math are taught less frequently by HQ teachers than are higher math courses. Plans to meet the needs of teachers of middle level mathematics will be discussed later in this document.

Teachers of NCLB Core Academic Subjects in Secondary Schools

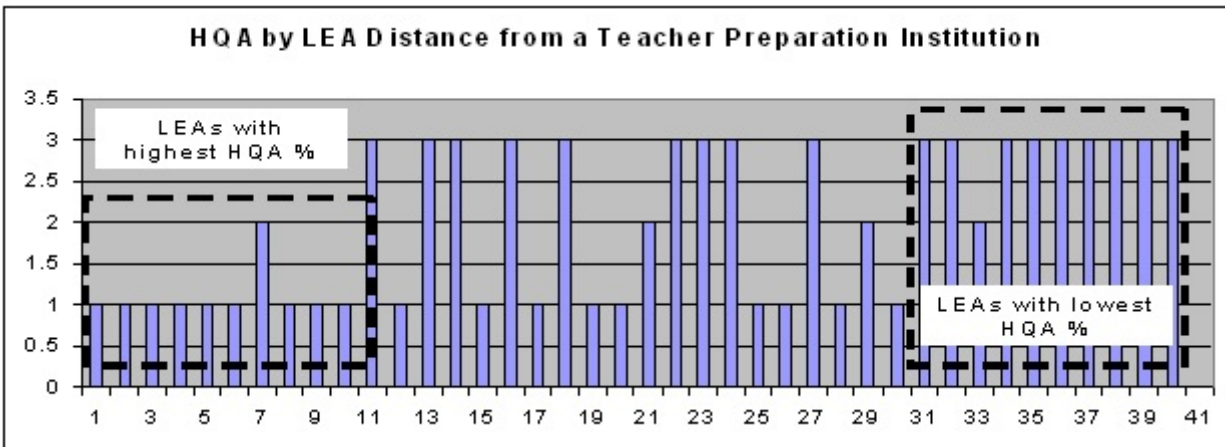
Secondary HQA is significantly lower in Utah than elementary HQA. This is a statewide problem that is not differentiated by rural or urban status, AYP status, or socioeconomic status. This low HQA appears to result from the misassignment of teachers who are well qualified for other assignments and, to a lesser degree, teachers who are generally underqualified. Plans to meet the needs of teachers of secondary NCLB core academic subjects will be discussed later in this document.

Teachers in Rural Schools

The data show that rural LEAs have more difficulty with HQA than do urban or suburban LEAs. In particular, the combination of rural location and small size combine to significantly increase the challenges an LEA has to overcome. These challenges are well known and understood, both by anecdotal and empirical evidence. However, it is difficult to determine which of the variables associated with rural settings are causal and which are simply correlated to the challenges of rural and small settings.

The graphic below illustrates one variable that may contribute to lower HQA percentages in small and rural LEAs

Chart 1. LEA HQA Percentage as a Function of Distance from a Teacher Preparation Institution
 In this chart, LEAs are sorted by HQA and also assigned a category based on distance from a state-approved teacher preparation institution. Nine of the ten LEAs with the highest HQA are within fifty miles of a teacher preparation institution.



Higher LEA HQA %

 Lower LEA HQA %

- 1 = LEA within 50 miles of a university
- 2 = LEA within 100 miles of a university
- 3 = LEA more than 100 miles from a university

Nine of the ten LEAs with the lowest HQA are more than one hundred miles from a teacher preparation institution. Plans to meet the needs of rural LEAs and teachers will be discussed later in this document.

Non-HQA Teachers in Middle Level Schools

The data on specific NCLB core academic subject classes indicate a general need to give additional attention to middle level teachers, and specific need for middle level math teachers. Statewide HQA is lowest for middle level schools. This appears to be a combination of difficulty arising from the sizes of middle level schools, as well as challenges in staffing at the middle level. It also appears to indicate a need for leadership training regarding assignment patterns and priorities in middle level schools. Plans to meet the needs of these teachers will be discussed later in this document.

CURRENT HIGHLY QUALIFIED ASSIGNMENT STATUS AND GOALS

Department of Education Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

Reviewers will ask:

- A. Does the plan identify LEAs that have not met annual measurable objectives for HQT?**
- B. Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?**
- C. Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQT teachers to become HQT as quickly as possible?**

Current Status of HQA in Utah

Utah's HQT goal, set in the *Consolidated State Plan* submitted to ED on September 1, 2003 corresponded to the requirement of NCLB: that 100 percent of core academic subject classes would be taught by teachers who met HQT requirements by the end of the 2005-06 school year. As is true of most other states, it appears that Utah underestimated the challenges posed by this goal. As of the end of the 2005-06 school year, no Utah LEA met the 100 percent HQT goal. Utah's HQ results are posted on the Utah State Office of Education web site for public use at <http://delleat.usoe.k12.ut.us/u-passweb/DisplayStateHQTeacherLinkPDF.jsp>. The SEA has also provided reports of HQA results to each LEA that gives detailed information at the subject, course, class, and teacher level. These reports are also included in appendices to this plan.

Requirement of HQA Plans from LEAs

Because no Utah LEA met the 100 percent HQA goal, all LEAs will be required to submit plans for progressing toward and achieving this goal. LEA plans will be reviewed by the SEA. Initial plans will be submitted no later than January 15, 2007, with the expectation that LEAs will make regular revisions as needed in response to ongoing technical assistance from the SEA. Any LEA not submitting an HQA Plan as required will not qualify for state HQ funding under the Highly Qualified Teacher Grant Program described in State Board Rule R277-512. LEAs falling under

the provisions of Section 2141 will be required to develop and submit additional plans consistent with NCLB.

Each LEA HQA plans must contain, at a minimum, the following information:

- a) the HQA status of each school in the LEA;
- b) annual measurable HQA objectives for the LEA;
- c) analysis of LEA HQA data that identifies specific schools and groups of teachers in need of targeted assistance to reach the HQA objectives;
- d) plans to assist non-HQA teachers to become HQA as soon as possible;
- e) how the LEA will track the number of non-HQA teachers who participate in high-quality professional development leading to achievement of HQA status;
- f) the priority to be given to schools that are not making AYP, schools with high percentages of minority students, and schools with high percentages of poverty;
- g) a description of accountability for implementation of the HQA plan; and
- h) how the LEA will provide support to identified High Needs Schools.

The SEA has identified two specific plan elements for 2006-07 that LEAs will be expected to include in the HQA plans. These key plan elements emerged from the HQA forums held as part of the development of this document and are intended to strategically focus state resources for maximum leverage.

Required Elementary HQA Focus

Of Utah's approximately 11,000 elementary classrooms, 86 percent meet HQA requirements. It is Utah's goal that 98 percent of elementary classrooms meet HQA requirements by September 2007. To achieve this goal, LEAs will be expected to ensure that the HOUSSE process is completed by September 30, 2007 for any non-HQA teachers to whom the procedure may be applied. LEAs will also be expected to ensure that non-HQA teachers who cannot become HQA through HOUSSE procedures take and pass the required state-approved content tests. LEAs that agree to include this goal as part of the LEA HQA plan may receive funding assistance from the SEA to minimize out-of-pocket expenses incurred by teachers in taking these tests.

Required Elementary and Middle Level Special Education HQA Focus

For reasons previously discussed in the data analysis, almost all Utah elementary and mid-level special education classrooms are identified as non-HQA. It is Utah's goal that 85 percent of elementary and middle level special education classrooms meet HQA requirements by September 2007. To achieve this goal, LEAs will be expected to ensure that the HOUSSE process is completed by September 30, 2007 for any non-HQA elementary and middle level special education teachers to whom the procedure may be applied. LEAs will also be expected to ensure that non-HQA elementary and middle level special education teachers who cannot become HQA through HOUSSE procedures take and pass the required state-approved content tests. LEAs that

agree to include this goal as part of the LEA HQA plan may receive funding assistance from the SEA to minimize out-of-pocket expenses incurred by teachers in taking these tests.

SEA Plans to Provide Technical Assistance to LEAs

A series of “HQA forums” was held during August and September 2006 to gather input from the various stakeholders in the development of these required revisions. Ten forums were held to provide maximum opportunity for participation and ensure opportunities for the diverse voices in Utah’s education community to be heard. The HQA forums were structured to foster open dialogue and free exchange of ideas. Participants in the HQA forums included representation from the Coalition of Minorities Advisory Committee, Utah Education Association, other professional associations, school districts, charter schools, the Utah State Office of Education, Utah teacher training institutions, and others. The results of the HQA forums are summarized in Appendix 11. From these forums, the following plans were developed to strategically focus SEA resources in support of LEA HQA plan development and implementation.

Data and Reporting

The SEA provides LEAs with data management and storage services required to make HQA determinations. CACTUS and the Clearinghouse provide inputs for reports provided to LEAs, and the SEA provides periodic training to LEAs on the use and function of these databases. The SEA also provides LEAs on-demand customized reporting capacity through CACTUS. Interpretive support to LEAs will be provided as needed through the technical assistance conferences described in the following section and at other times at the LEA’s request.

Regional HQA Technical Assistance Conferences

Beginning in the spring of 2006, the SEA convened regional HQA technical assistance conferences throughout the state. Nine conferences were held at various sites around the state chosen to make participation as convenient for LEAs as possible. These conferences were well attended and received; feedback from the HQA forums suggested that the regional technical assistance conferences would be a very effective way to provide clear and frequent communications with LEAs as well as necessary training on HQA issues.

These regional HQA technical assistance conferences will be convened semiannually, with the 2006-07 conferences scheduled in November 2006 and April 2007. During the 2006-07 school year, the conferences will be specifically focused on HQ issues and directed in support of LEA HQA plan development and implementation. Particular emphasis will also be given to training LEAs on accurate and complete data management, appropriate educator assignment to maximize HQA, and awareness and application of available state programs to assist LEAs and teachers in achieving HQA goals.

Simplification and Dissemination of HQA Policy and Procedures

Perhaps the most repeated concern expressed by stakeholders attending the HQA forums was that the policies and procedures associated with HQA are excessively complex and cumbersome. To address this concern the SEA will convene a panel of practitioners to review HQA policies and procedures. The objective of this review will be to simplify HQA procedures where possible, and to ensure that HQA policies are presented to LEAs in language that is clear and unambiguous. Of course, the fundamental HQT requirements of NCLB appear are fixed and thus will not be part of the panel's work, so the aim of the panel will be to provide maximum flexibility in state-level policy and procedure, to ensure that HQA is as "user friendly" to LEAs and teachers as possible. The panel of practitioners will be convened in November 2006 with its work completed by February 2007.

The results of the work of the panel will be promulgated as part of the April 2007 regional HQA technical assistance conferences.

Awareness of Available SEA Programs and Support for LEAs and Teachers

In the HQA forums held in support of the development of the state's revised plan, LEAs repeatedly expressed concern that they were not adequately informed of all available programs and support for their efforts to achieve HQA goals. To make certain that LEAs are able to access and use all the available SEA programs and support, with the necessary understanding to appropriately apply the programs and support, the SEA will develop an "HQA Toolbox." Development of the Toolbox will begin immediately and will be complete by February 2007. The Toolbox will be distributed to LEAs as soon as it is complete and will be available to schools and LEAs online through SEA web services. Use of the Toolbox will be a part of the training at the April 2007 regional HQA technical assistance conferences.

Ongoing State Efforts in Support of HQA

In addition to the new efforts described above, the state will continue to provide support through programs and policies that have previously been developed. Since the submission of Utah's *Consolidated State Plan* on September 1, 2003, the state has made significant progress in developing policy and programs to support the HQA goal. These are detailed below.

Changes to State Rules and Policy

The Utah State Board of Education is charged in the *Utah Constitution* to provide general control and supervision for the public education system. To implement NCLB in Utah, and specifically to ensure that the state will reach the 100 percent HQT goal of NCLB, the Board of Education has reviewed policy and has adopted or revised policy as it deemed necessary.

In March 2005, the Utah State Board of Education adopted *R277-510. Educator Licensing - Highly Qualified Teachers* (Appendix 7). This rule sets standards for new and veteran Utah teachers to meet the HQT provisions of NCLB. It includes standards for special education teachers and multiple subject teachers in rural secondary schools. This rule also includes Utah's High Objective Uniform State Standard of Evaluation (HOUSSE) protocol. A determination of NCLB HQT status was required for all teachers by June 2006. This rule will be particularly useful as LEAs ensure the completion of the HOUSSE process by September 2007. This rule will be the subject of revision during 2006-07 to develop state plans for replacing HOUSSE.

In March 2006, the Utah State Board of Education adopted changes to *R277-503. Licensing Routes* (Appendix 8). This rule requires that all new applicants for Utah educator licenses or endorsements take and pass state-approved content knowledge tests. Utah has adopted the ETS Praxis II® series of tests for this purpose. The intent of the rule is to ensure that all newly licensed teachers and all veteran teachers receiving new endorsements to teach in NCLB core academic subject classes meet HQA standards if appropriately assigned. Additionally, this rule clearly describes alternative routes to licensure and supports high needs schools in their staffing needs.

In January 2003, the Utah State Board of Education adopted *R277-522. Entry Years Enhancement (EYE) for Quality Teaching - Utah Level 1 Teachers* (Appendix 9). This rule establishes programs to ensure that all teachers meeting the requirements for Utah Level 2 licensure will also be HQA if appropriately assigned. The programs include requirements that LEAs provide frequent evaluation, mentoring, and other support for teachers new to the profession during their first three years. This is a critical program to improve overall retention rates among teachers, and is especially important in efforts to reduce turnover and increase experience levels in high needs schools.

Changes to State Law

In its 2006 General Session, the Utah Legislature passed H.B. 285 *Appropriation for Highly Qualified Teachers* (Appendix 10). The purpose of this legislation was to create a grant program to minimize out-of-pocket expenses of licensed teachers to meet federal highly qualified teacher standards. The program requires that LEAs provide matching funds in order to qualify for a grant. The Utah State Board of Education is charged with developing and adopting rules for this program. It is anticipated that these rules will be adopted by November 2006 and that LEAs will be able to apply for grants and begin receiving and dispersing funds by February 2007. This appropriation will be an essential part of the state's goal to make rapid gains in overall elementary HQA and elementary and middle level special education.

Adoption of State Testing

Utah has adopted the ETS Praxis II® series of tests to ensure that teachers have appropriate content knowledge and to help teachers meet NCLB HQT requirements. The state has followed a

rigorous plan of test adoption, including test review, standards setting sessions for test validation, and impact studies to set passing scores. Tests have been adopted for all NCLB core academic subjects. To date, Utah teachers have taken more than 33,000 tests as demonstration of content knowledge competence. All Utah teacher preparation institutions now require that students in their programs take and pass the required Praxis II® tests prior to recommendation to the SEA for licensure, and the tests are required for all licensure by the SEA. The state is committed to demonstrated content knowledge competence as a condition of licensure.

The *Utah Teacher Quality Continuum* as the Framework for Professional Development

Professional development and staffing efforts to achieve the NCLB HQA goals are organized under the *Utah Teacher Quality Continuum* adopted by the Utah State Board of Education in 2002. The *Continuum* provides the structure and connections to assure that the state's plans are coherent and targeted to the specific needs of teachers and schools.

The *Continuum* identifies key stages in the recruitment, preparation, and continuing development of Utah's teacher corps, and establishes essential activities at each stage. All of the activities in the *Continuum* include evaluation and accountability processes and are based on well established research (National Commission, 2005; Darling-Hammond, 2001; Feiman-Nemser, 2001). The *Continuum* activities all support the 100 percent HQA goal. Participation in these opportunities provides teachers with the necessary knowledge and skills to meet HQA standards.

Chart 2. *Utah Teacher Quality Continuum*

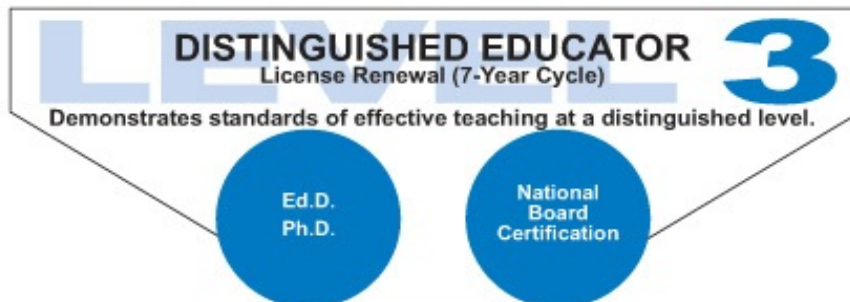
UTAH TEACHER QUALITY CONTINUUM

RECRUITMENT

- University students
- Career changers (bachelor's degree)
- Transition to Teaching grant
- Foreign credentialed educators
- Public Education Job Enhancement Program
- Troops to Teachers
- Out-of-state applicants
- Trades, industry, and business

LICENSURE PREPARATION

- University teacher preparation programs
- Alternative Routes to Licensure (ARL)
- PRAXIS II content testing



NCLB Core Academies

Funded through NCLB Title II A, the Core Academies have provided high quality focused professional development for teachers in NCLB core academic subject classes. Over the last two years, 2,928 teachers have participated in these academies. The academies are held during the summer months to accommodate typical teacher schedules. The core academy objective is to strengthen teacher content knowledge and to improve subject-specific pedagogical skills. Participation in the core academy has enabled many teachers to become HQA through the provisions of HOUSSE. The Academies play a vital role in the state's plans to meet the needs of middle level teachers and teacher in high needs schools.

Entry Years Enhancement (EYE)

The implementation EYE, created by State Board rule R277-522. *Entry Years Enhancement - Utah Level 1 Teachers*, has resulted in a strong program of support and professional development for teachers during their first three years in the profession. All teachers new to the profession receive frequent evaluation, mentoring, and other support. At the conclusion of their participation in EYE, teachers meet all the requirements for Utah Level 2 licensure. Six hundred five teachers have completed EYE, and 4,618 teachers are currently participating in EYE. The EYE program is an essential element of plans to meet the staffing needs at HNS by reducing turnover and increasing experience levels.

Public Education Job Enhancement Program (PEJEP)

The purpose of PEJEP (*Utah Code 53A-1a-601*, Appendix 11) is to attract, train, and retain high quality teachers in mathematics, sciences, information technology, and special education. Funds are appropriated annually by the Utah Legislature to provide "advancement awards" to teachers to cover costs of graduate education or licensure endorsements in the specified content areas. Additional funds are available to provide signing bonuses through LEAs for highly qualified teachers in these content areas. Teachers who participate in PEJEP must make a commitment of four years teaching in Utah public schools. To date, 403 teachers have received advancements awards and 273 teachers have received signing bonuses. With the PEJEP focus on math, science, and special education, this program fits as an integral part of the states plans for meeting the needs of middle level NCLB core academic subject teachers and special educators.

Rural HQA Enhancement

The “Professional Development of Rural Educators” program is funded through an ED earmark grant (2004-2009, \$1,000,000). The program aims to assist Utah’s rural LEAs and rural educators by improving under-prepared teachers’ content knowledge, enhancing their pedagogical skills, and helping them meet state licensure and NCLB requirements for highly qualified status.

Project staff are working to fulfill the purposes of the program by identifying under-prepared rural teachers and developing professional improvement plans for each identified teacher that will lead to the appropriate content area credential. Financial assistance is available to support teachers to either successfully complete university course work to meet NCLB standards, or to prepare for and pass the state-approved content knowledge test (Praxis II®). This program will assist the SEA in meeting the needs of the state’s rural educators.

Alternative Routes to Licensure

The Utah Alternative Routes to Licensure (ARL) program is a cooperative effort between the SEA and LEAs to create opportunities for individuals with previous content training to enter the teaching profession and become appropriately trained and licensed as educators. The SEA is responsible for program administration, evaluation of candidates’ course requirements, the development of licensure courses, the development and tracking of participants’ progress toward Utah Level 1 licensure, and, in cooperation with school principals, the recommendation of participants for licensure.

ARL participants are required to show competence in four areas in order to complete the program: content knowledge, pedagogical knowledge, classroom performance skills, and dispositions for teaching. Participants’ academic records are evaluated by ARL advisors who develop an individualized professional growth plan for licensure, which must be completed within a three-year period. ARL participants must also participate in LEA mentoring programs and take the Praxis II® assessment in their specific content area.

Approximately one hundred teachers are credentialed each year through alternative routes. The majority of these are in secondary grades and in urban/suburban school districts and in charter schools. The ARL program has proven especially useful in helping rural and high needs schools to meet staffing needs in the most challenging areas.

Troops to Teachers Program

Utah has a strong Troops to Teachers program and is a member of the Western States Consortium for Troops to Teachers. A retired military officer manages the program from the SEA, with the purpose of assisting eligible military personnel to transition to a new career teaching in the state’s “high needs” public schools.

The Troops to Teachers program provides financial assistance for the cost of a teacher preparation program. Candidates may follow a traditional path through a state-approved teacher preparation institution or may participate in the Utah Alternative Routes to Licensure program.

Utah Transition to Teaching Alternative Program (UTTAP)

UTTAP recruits, trains, and places teachers for five high-poverty LEAs in collaboration with Salt Lake Community College and the Utah Education Network. The program is based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles. Upon employment by a participating LEA, a UTTAP advisor evaluates participants' academic records and develops a professional growth plan which outlines steps to Level 1 licensure. Participants are assigned LEA mentors who coach them during the three years of the program, during which time participants also complete the requirements of the Entry Years Enhancement (EYE) program. Both UTTAP and Troops to Teachers assist in meeting the staffing needs of HNS and rural schools.

HQA Goals, Activities, and Benchmarks

This plan has focused SEA efforts and resources in areas that will be most leveraged, that is, areas where efforts will produce the largest and most rapid progress toward the 100 percent HQA goal. There are remaining HQA issues that have yet to be fully addressed that will require additional planning and effort. The panel of practitioners previously discussed in this plan will continue to meet after completing its initial work to develop the goals and strategies needed to address these more difficult issues and problems, including HQA for secondary NCLB core academic subject classes and HQA for secondary special education classes in NCLB core academic subjects.

The table that follows organizes the goals and activities into a coherent program for implementation and provides benchmarks to monitor progress toward each goal.

Table 7. HQA Goals, Activities, and Benchmarks

Year	Goal	SEA Activity	SEA Benchmark
2006-07	<p>Goal 1. Each LEA will have a HQA plan that meets SEA-established specifications. Initial LEA plans submitted to SEA by January 15, with expectation of revision in response to on-going technical assistance.</p> <p>Goal 2. Increase elementary HQA from 86 percent to 95 percent by Sept 2007 and elementary and middle level special education HQA from 4 percent to 80 percent by Sept 2007.</p> <p>Goal 3. Provide targeted professional development to High Needs Schools (HNS).</p> <p>Goal 4. Develop goals and strategies to achieve 100 percent HQA for secondary NCLB core academic subject classes and secondary special education classes.</p>	<p>1a. Schedule and hold regional technical assistance conferences (TACs) in November and April.</p> <p>1b. Convene “Panel of Practitioners” to review and revise HQA rules and procedures for clarity and simplicity.</p> <p>1c. Develop and disseminate “HQA Toolbox” to LEAs.</p> <p>2a. Each LEA plan will describe how the LEA will ensure that all elementary teachers either complete the HOUSSE process or take and pass the required state-approved content test.</p> <p>2b. Each LEA plan will describe how the LEA will ensure that all elementary and middle level special education teachers either complete the HOUSSE process or take and pass the required state-approved content test.</p> <p>3a. Review LEA HQA plans to ensure inclusion of support strategies for HNS in the LEA.</p> <p>3b. Conduct needs assessments of HNS in cooperation with LEAs to identify specific professional development and staffing needs.</p> <p>4a. Continue work of “Panel of Practitioners” to clearly define the problem of secondary HQA and to identify solutions.</p>	<p>1a. Agenda (by 10/15/6 and 3/15/7) and list of attendees. Evaluations from participants.</p> <p>1b. Practitioners selected and invited by 10/15. Work complete by 2/28 and promulgated in April TACs.</p> <p>1b. Create calendar of State Board review of administrative rules related to licensure and teacher quality as needed.</p> <p>1c. SEA staff assignments to Toolbox project by 12/1, complete by 2/28, available to LEAs upon completion.</p> <p>2a. SEA will track HOUSSE submissions and testing of non-HQA elementary teachers, with anticipated total of 1,500 submissions by Sept 30 2007.</p> <p>2a. SEA will track HOUSSE submissions and testing of non-HQA special education teacher in elementary and middle levels, with anticipated combines total of 250 submissions by September 2007.</p> <p>3a. SEA staff assigned as liaisons to HNS by 12/06.</p> <p>4a. Secondary HQA solutions proposed by Panel no later than May 15, 2007.</p>

2007-08	<p>Goal 1. Assess HQA status at end of 2006-07 year and identify areas of highest need and leverage.</p> <p>Goal 2. Provide continued technical assistance to LEAs that have not met the 100 percent HQA goal</p> <p>Goal 3. Increase secondary NCLB core academic subject classes HQA to 90 percent. Increase secondary special education HQA from 5 percent to 50 percent. Increase elementary and middle level special education from 80 percent to 95 percent.</p>	<p>1a. Publish annual reports to public and provide all annual data to LEAs.</p> <p>1b. Work with LEAs that have not met the 100 percent HQA goal to revise the LEA HQA plan.</p> <p>1c. Review and revise list of HNS. Review LEA HQA plans for ensure inclusion of support strategies for HNS by the LEA.</p> <p>2a. Revise and update HQA tool box.</p> <p>2b. Schedule TACs for 2007-08 school year. Revise and update agendas based on evaluations from 2006-07.</p> <p>3a. Ensure that activities and programs are available in HQA Toolbox to support LEA efforts to achieve HQA status in secondary core classes.</p>	<p>1a. Annual reports and all annual data to LEAs by July 15, 2007.</p> <p>1b. Revised LEA HQA plans submitted to SEA by October 1, 2007.</p> <p>1c. HNS list revised an available to LEAs by July 15, 2007.</p> <p>2a. HQA Toolbox revised and available on-line by September 1, 2007.</p> <p>2b. Information to LEAs on scheduled dates of TACs for 2007-08 by August 15, 2007.</p> <p>3a. Include work of Panel in revised HQA Toolbox.</p>
2008-09	<p>Goal 1. Assess HQA status at end of 2007-08 year and identify areas of highest need and leverage.</p> <p>Goal 2. Provide continued technical assistance to LEAs that have not met the 100 percent HQA goal</p> <p>Goal 3. Increase secondary NCLB core academic subject classes HQA to 95 percent. Increase secondary special education HQA from 50 percent to 85 percent.</p>	<p>1a. Publish annual reports to public and provide all annual data to LEAs.</p> <p>1b. Work with LEAs that have not met the 100 percent HQA goal to revise the LEA HQA plan.</p> <p>1c. Review and revise list of HNS. Review LEA HQA plans for ensure inclusion of support strategies for HNS by the LEA.</p> <p>2a. Revise and update HQA tool box.</p> <p>2b. Schedule TACs for 2007-08 school year. Revise and update agendas based on evaluations from 2007-08.</p> <p>3a. Ensure that activities and programs are available in HQA Toolbox to support LEA efforts to achieve HQA status in secondary core classes.</p>	<p>1a. Annual reports and all annual data to LEAs by July 15, 2008.</p> <p>1b. Revised LEA HQA plans submitted to SEA by October 1, 2008.</p> <p>1c. HNS list revised an available to LEAs by July 15, 2008.</p> <p>2a. HQA Toolbox revised and available on-line by September 1, 2008.</p> <p>2b. Information to LEAs on scheduled dates of TACs for 2009-09 by August 15, 2008.</p> <p>3a. Include work of Panel in revised HQA Toolbox.</p>

**SEA PLANS TO ASSIST LEAs IN CREATING HIGHLY QUALIFIED ASSIGNMENT
PLANS**

Department of Education Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing the HQT plans, particularly those where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals?

Reviewers will ask:

- A. Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQA plans?**
- B. Does the plan indicate the staffing and professional development needs of schools that are not making AYP will be given high priority?**
- C. Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQA goals?**
- D. Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?**
- E. Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?**
- F. Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?**

SEA Technical Assistance to LEAs in Support of Successful HQA Plan Implementation

A series of “HQA forums” was held during August and September 2006 to gather input from the various stakeholders in the development of these required revisions. Ten forums were held to provide maximum opportunity for participation and ensure opportunities for the diverse voices in Utah’s education community to be heard. The HQA forums were structured to foster open dialogue and free exchange of ideas. Participants in the HQA forums included representation from the Coalition of Minorities Advisory Committee, Utah Education Association, other professional associations, school districts, charter schools, the Utah State Office of Education, Utah teacher preparation institutions, and others.

The results of the HQA forums are summarized in Appendix 11. From these forums, the following plans were developed to strategically focus SEA resources in support of LEA HQA plan development and implementation.

Perhaps the most repeated concern expressed by stakeholders attending the HQA forums was that the policies and procedures associated with HQA are excessively complex and cumbersome. To address this concern, the SEA will convene a panel of practitioners to review HQA policies and procedures. The objective of this review will be to simplify HQA procedures where possible, and to ensure that HQA policies are presented to LEAs in language that is clear and unambiguous. While the fundamental HQT requirements of NCLB appear to be generally inflexible, and thus will not be part of the panel's work, the aim of the panel will be to provide maximum flexibility in state policy and procedure, to ensure that HQA is as "user friendly" to LEAs and teachers as possible. The panel of practitioners will be convened in November 2006, with their work completed by February 2007.

The results of the work of the panel will be promulgated as part of the April 2007 regional HQA technical assistance conferences

Data and Reporting

The SEA provides LEAs with data management and storage services required to make HQA determinations. CACTUS and the Clearinghouse provide inputs for reports provided to LEAs, and the SEA provides periodic training to LEAs on the use and function of these databases. The SEA also provides LEAs on-demand customized reporting capacity through CACTUS. Interpretive support to LEAs will be provided as needed through the technical assistance conferences described in the following section and at other times at the LEA's request.

Regional HQA Technical Assistance Conferences

Beginning in the spring of 2006, the SEA convened regional HQA technical assistance conferences throughout the state. Nine conferences were held at various sites around the state chosen to make participation as convenient for LEAs as possible. These conferences were well attended and received; feedback from the HQA forums suggested that these regional technical assistance conferences would be a very effective way to provide clear and frequent communications with LEAs as well as necessary training on HQA issues.

These regional HQA technical assistance conferences will be convened semiannually, with the 2006-07 conferences scheduled in November 2006 and April 2007. During the 2006-07 school year, the conferences will be specifically focused on HQ issues and directed in support of LEA HQA plan development and implementation. Particular emphasis will also be given to training LEAs on accurate and complete data management, appropriate educator assignment to maximize HQA, and awareness and application of available state programs to assist LEAs and teachers in achieving HQA goals.

District HQA Liaisons

The SEA has assigned a liaison who is a specialist in the Educator Quality Services section of the SEA to each LEA in the state. The SEA liaison is the principal conduit for ensuring implementation of programs that achieve HQA in all classrooms, schools, and LEAs in Utah.

Liaisons may serve multiple LEAs. The liaison is responsible for providing day-to-day technical assistance on individual teacher plans, to assist LEAs in the development and implementation of LEA HQA plans, and to review and support LEA professional development related to HQA. Liaisons are available to LEAs by email and telephone. On-site consultations are also available to LEAs upon request.

Foster Awareness of Available SEA Programs and Support for LEAs and Teachers

In the HQA forums held in support of the development of this document, LEAs repeatedly expressed concern that they were not adequately informed of all available programs and support for their efforts to achieve HQA goals. To make certain that LEAs are able to access and use all the available SEA programs and support, with the necessary understanding to appropriately apply the programs and support, the SEA will develop an “HQA Toolbox.” Development of the Toolbox will begin immediately and will be completed by February 2007. The Toolbox will be distributed to LEAs as soon as it is complete and will be available to LEAs and schools online through SEA web services. Use of the Toolbox will be a part of the training at the April 2007 regional HQA technical assistance conferences.

Priority for Staffing and Professional Development Needs of Schools Not Making AYP

The SEA will provide additional support and technical assistance to LEAs where there are schools not making AYP. For the purposes of this plan, schools will be considered as “not making AYP” that have failed to make AYP in at least three of the last four years. There are ten schools in Utah that have not made AYP in any of the last four years. An additional thirty-seven schools have made AYP in only one of the last four years.

The additional SEA support for the identified schools will include consultation in LEA HQA plan development at a special conference to be convened in November 2006, special LEA priority for participation in ongoing technical assistance and for staff participation in SEA-sponsored professional development, and assistance in review of LEA policy and procedure to support the LEA HQA Plan. Rural schools not making AYP will receive priority in the Rural Educator Professional Development program.

The SEA requirement for LEA HQA plans includes a specification for LEAs to describe how priority will be given to staffing and professional development in schools in the LEA not making AYP. The SEA will give priority to monitoring this specific element of LEA plans. Additionally,

the SEA will assign a staff liaison to LEAs with school not making AYP. The liaison will provide additional technical assistance to the LEA as needed.

Services That the SEA Will Provide to Assist Teachers and LEAs in Meeting HQA Goals

The SEA will provide specific and targeted assistance to teachers in LEAs to support their efforts to achieve HQA goals. This will include professional development and financial assistance to minimize out-of-pocket costs associated with taking state-approved content tests. Additionally, the SEA will expect that LEA HQA plans will include strategies that provide specific and targeted assistance to teachers who have not yet met HQA standards.

Professional Development to Achieve HQA

Professional development and staffing efforts to achieve the NCLB HQA goals are organized under the *Utah Teacher Development Continuum* adopted by the Utah State Board of Education in 2002 (Appendix 2). The *Continuum* provides the structure and connections to assure that the state's plans are coherent and targeted to the specific needs of teachers and schools.

The *Continuum* identifies key stages in the recruitment, preparation, and continuing development of Utah's teacher corps, and establishes essential activities at each stage. All of the activities in the *Continuum* include evaluation and accountability processes and are based on well established research (National Commission, 2005; Darling-Hammond, 2001; Feiman-Nemser, 2001).

The activities in the *Continuum* will support the 100 percent HQA goal. Participation in these opportunities provides teachers with the necessary knowledge and skills to meet HQA standards. These opportunities are described below.

NCLB Core Academies

Funded through NCLB Title II A, the Core Academies have provided high quality focused professional development for teachers in NCLB core academic subject classes. Over the last two years, 2,928 teachers have participated in these academies. The academies are held during the summer months to accommodate typical teacher schedules. The core academy objective is to strengthen teacher content knowledge and to improve subject-specific pedagogical skills. Participation in the core academy has enabled many teachers to become HQA through the provisions of HOUSSE.

Entry Years Enhancement (EYE)

The implementation of EYE, created by State Board rule as noted previously, has resulted in a strong program of support and professional development for teachers during their first three years in the profession. All teachers new to the profession receive frequent evaluation, mentoring, and other support. At the conclusion of their participation in EYE, teachers meet all the requirements for Utah Level 2 licensure. Six hundred five teachers have completed EYE, and 4,618 teachers are currently participating in EYE.

Public Education Job Enhancement Program (PEJEP)

The purpose of PEJEP (*Utah Code 53A-1a-601*, Appendix 11) is to attract, train, and retain high quality teachers in mathematics, sciences, information technology, and special education. Funds are appropriated annually by the Utah Legislature to provide “advancement awards” to teachers to cover costs of graduate education or licensure endorsements in the specified content areas. Additional funds are available to provide signing bonuses for highly qualified teachers in these content areas. Teachers who participate in PEJEP must make a commitment of four years teaching in Utah public schools. To date, 403 teachers have received advancement awards; to date, 273 teachers have received signing bonuses.

Rural HQA Enhancement

The “Professional Development of Rural Educators” program is funded through an ED earmark grant (2004-2009, \$1,000,000). The program aims to assist Utah’s rural LEAs and rural educators by improving under-prepared teachers’ content knowledge, enhancing their pedagogical skills, and helping them meet state licensure and NCLB requirements for highly qualified status.

Project staff are working to fulfill the purposes of the program by identifying under-prepared rural teachers and developing professional improvement plans for each identified teacher that will lead to the appropriate content area credential. Financial assistance is available to support teachers to either successfully complete university course work to meet NCLB standards, or to prepare for and pass the state-approved content knowledge test (Praxis II®).

Alternative Routes to Licensure

Since 1991, Utah has provided alternative routes to educator licensing to attract into the teaching profession individuals with content knowledge expertise but not the traditional teacher training. Candidates in the ARL program receive a professional development program developed by an education specialist at the SEA. Upon the candidates hiring by a school district, an “ARL” license is issued to the individual. The candidate receives support and mentoring over the next three years to complete the professional development program.

Approximately one hundred teachers are credentialed each year through alternative routes. The majority of these are in secondary grades and in urban/suburban school districts and in charter schools.

Troops to Teachers Program

Utah has a strong Troops to Teachers program and is a member of the Western States Consortium for Troops to Teachers. A retired military officer manages the program from the SEA, with the purpose of assisting eligible military personnel to transition to a new career teaching in the state's "high needs" public schools.

The Troops to Teachers program provides financial assistance for the cost of a teacher preparation program. Candidates may follow a traditional path through a state-approved teacher preparation institution or may participate in the Utah Alternative Routes to Licensure program.

Addressing Needs of Previously Identified Teacher Subgroups

The analysis in this document identified three groups of teachers for particular attention: 1) elementary teachers; 2) special education teachers in elementary and middle level schools; and 3) teachers in rural schools. Descriptions of plans to assist these teachers in meeting HQA are described below.

Elementary HQA Focus

Of Utah's approximately 11,000 elementary classrooms, 86 percent meet HQA requirements. It is Utah's goal that 98 percent of elementary classrooms meet HQA requirements by September 2007. To achieve this goal, LEAs will be expected to ensure that the HOUSSE process is completed by September 30, 2007 for any non-HQA teachers to whom the procedure may be applied. LEAs will also be expected to ensure that non-HQA teachers who cannot become HQA through HOUSSE procedures take and pass the required state-approved content tests. LEAs that agree to include this goal as part of the LEA HQA plan may receive funding assistance from the SEA to minimize out-of-pocket expenses incurred by teachers in taking these tests.

Although the data analysis may not seem to point to elementary HQ as an area of high need, the establishment of this priority is aligned with State Board of Education philosophy and priorities. This priority is based on the strong belief, supported by evidence, that effort and resources focused on elementary grades pay high dividends in student achievement in later grades and is a leveraged use of scarce resources. Additionally, the SEA believes that substantial gains in overall state HQA can be achieved in this area and that it is important for LEAs and teachers to experience success in meeting the HQ standards.

Special Education HQA Focus

Elementary/Middle-level Special Education. For reasons previously discussed in the data analysis, almost all Utah elementary and mid-level special education classrooms are identified as non-HQA. Additionally, data indicate that many schools not achieving AYP are failing in the subgroup of students with disabilities. It is Utah's goal that 85 percent of elementary and middle level special education classrooms meet HQA requirements by September 2007. To achieve this goal, LEAs will ensure that the HOUSSE process is completed by September 30, 2007 for any non-HQA elementary and middle level special education teachers to whom the procedure may be applied. LEAs will ensure that non-HQA elementary and middle level special education teachers who cannot become HQA through HOUSSE take and pass the required state-approved content tests. LEAs that agree to include this goal as part of the LEA HQA plan may receive funding assistance from the SEA to minimize out-of-pocket expenses incurred by teachers in taking these tests.

Secondary Special Education. The current SEA standards for HQ for secondary multi-subject special education teachers are described State Board Rule R277-510-4. However, in the HQA forums held in August and September 2006, representatives of LEAs expressed strong opinions that these existing standards were unreasonable and unworkable. The SEA agreed to convene a committee of practitioners to review and simplify these standards and procedures to the extent possible. The committee of practitioners will report its findings by March 30, 2007. The SEA continues to require that LEAs report HQ status on teachers in this group according to current standards. The SEA special education section is actively engaging teachers in professional development to enable teachers to meet HQA standards.

Mathematics HQA Focus

The analysis of course data shows that Math 7, Pre-algebra, and Applied Math are taught less frequently by HQ teachers than are higher level math courses. The SEA will address this issue by 1) providing technical assistance to LEAs in the procedures and requirements for HQ in mid-level math courses; and 2) deliver professional development through the Utah Core Academies to under-qualified teachers, or ensure that LEAs appropriately assign teachers to these courses.

Secondary Core Academic Course HQA Focus

Secondary HQA is significantly lower in Utah than elementary HQA. This is a statewide problem that is not differentiated by rural or urban status, AYP status, or socio-economic status. The SEA will address this issue by 1) providing technical assistance to LEAs in the procedures and requirements for HQ in secondary NCLB core academic courses; 2) delivering professional development through the Utah Core Academies to under-qualified teachers; and 3) ensuring that LEAs appropriately assign teachers to these courses.

Rural Educator Focus

To assist rural school districts challenged by the relative lack of access to teacher training institutions, the SEA will provide specific awareness training for these LEAs regarding the distance learning options available to support professional development of teachers. This training will be part of the Technical Assistance Conferences in regions with rural LEAs.

Because of its geographic realities and demographics, Utah has developed a sophisticated distance learning system. EDNET is a statewide microwave and satellite system of transmission that reaches all LEAs in the state, and provides the opportunity for delivery of interactive courses from all of the state's public universities. The state has more recently moved to an internet-based "Polycom" system of distance delivery. This newer system takes advantage of current technology and provides much greater flexibility in programming, and reaches sites with far lower investment in equipment. The SEA currently has strong partnerships with teacher preparation institutions that utilize the technologies.

In addition to building awareness of availability of this resource, the SEA will assign staff to assess the availability of appropriate content to meet the needs of rural non-HQA educators.

Rural school districts will also receive additional technical support in applying alternative routes to licensure. A strong element of feedback in the HQA Forums was regarding the success of rural school districts in "grow-your-own" efforts. Retention among staff recruited without the local connection is low in rural areas, but rural LEAs report that retention is much higher among individuals with local connections, and that alternative routes to licensure are often the most effective way to attract, train, and retain these individuals.

Assessment of Needs in HNS

To assure that resources are directed to the schools where these circumstances are most in evidence, the SEA has developed a list of high-needs schools (HNS) by a synthesis of the previously analyzed characteristics. This is a list of schools where multiple needs – high percentage of poor students, high percentage of minority students, and not making AYP combine. For inclusion in the HNS list, a school must be included in at least two of the three groups discussed previously, and must have an HQA percentage below the state HQA average for the school's grade level. Twenty-three schools in Utah meet these criteria, including eight high schools, six middle level schools, and nine elementary schools. The HNS list is found in Table 6.

In cooperation with LEAs, the SEA will conduct a staffing and professional development needs assessment in these schools and will develop specific plans for each HNS. The SEA will cooperate with LEAs to ensure that resources are available to carry out these plans.

Use of Available Funds

Utah has committed itself to assuring that all students are taught by highly qualified teachers. The following table describes the state’s use of its available funds:

Table 8. Use of Available Funds

Funded Program	Amount	Source
NCLB Core Academies	\$316,000	Title 2A
Induction and Mentoring	\$300,000	Title 2A
Early Years Enhancement	\$63,000	Title 2A
Data Collection on Novice Teachers	\$20,000	Title 2A
Public Education Job Enhancement Program	\$2,500,000	State Appropriation
Administrative Training to Support EYE	\$50,000	Title 2A
Utah Transition to Teaching Alternative Program	\$1,350,000	Federal Grant
Highly Qualified Teachers (HB285, 2006)	\$500,000	State Appropriation
Rural HQA Enhancement	\$1,000,000	Federal Grant
National Board Certification Support Program	\$75,000	State Farm Foundation Grant/Nat’l Board
Alternative Licensure Routes.	\$234,000	State Appropriation

Title I Part A

Five percent of Title I funds that flow to LEAs are used for professional development purposes. LEA plans will be expected to describe how these funds will be targeted to meet the needs of teachers in high needs schools. The total of this amount statewide is \$2.6 million.

NCLB Core Academies

Core Academies have provided high quality focused professional development for teachers in NCLB core academic subject classes. Over the last two years, 2,928 teachers have participated in these academies. The academies are held during the summer months to accommodate typical teacher schedules. The core academy objective is to strengthen teacher content knowledge and to improve subject-specific pedagogical skills. Participation in the core academy has enabled many teachers to become HQA through the provisions of HOUSSSE.

Entry Years Enhancement (EYE)

The implementation of EYE, created by State Board rule as noted previously, has resulted in a strong program of support and professional development for teachers during their first three years

in the profession. All teachers new to the profession receive frequent evaluation, mentoring, and other support. At the conclusion of their participation in EYE, teachers meet all the requirements for Utah Level 2 licensure

State Appropriations

Nearly all SEA technical support for LEAs to achieve HQA goals will be accomplished with staff funded through the regular state budget. This includes the work of staff in the Educator Quality Services section as well as staff in the Curriculum section of the SEA.

Public Education Job Enhancement Program(PEJEP). State funding will support LEAs in achieving HQA goals through PEJEP. The purpose of PEJEP (*Utah Code 53A-1a-601*, Appendix 11) is to attract, train, and retain high quality teachers in mathematics, sciences, information technology, and special education. Funds are appropriated annually by the Utah Legislature to provide “advancement awards” to teachers to cover costs of graduate education or licensure endorsements in the specified areas. Additional funds are available to provide signing bonuses for highly qualified teachers in these areas. Teachers who participate in PEJEP must make a commitment of four years teaching in Utah public schools.

Highly Qualified Teachers Appropriations. Additional state funding will be directed to the HQA goal from HB 285 *Highly Qualified Teachers Appropriation*, passed by the Utah Legislature in its 2006 General Session. (Appendix 10). The purpose of this legislation was to create a grant program to minimize out-of-pocket expenses of licensed teachers to meet federal highly qualified teacher standards. The program requires that LEAs provide matching funds to qualify for a grant. The Utah State Board of Education is charged with developing and adopting rules for this program. It is anticipated that these rules will be adopted by November 2006 and that LEAs will be able to apply for grants and begin receiving funds by February 2007.

Priority in the Use of Available Funds for the Staffing and Professional Development Needs of Schools Not Making AYP.

The SEA will provide additional support and technical assistance directly to schools not making AYP. For the purposes of this plan, schools will be considered as “not making AYP” that have failed to make AYP in at least three of the last four years. There are ten schools in Utah that have not made AYP in any of the last four years. An additional thirty-seven schools have made AYP in only one of the last four years.

The additional SEA support for the identified schools will include priority for staff participation in the NCLB Core Academies, priority for participation in the H.B. 285 *Appropriation for Highly Qualified Teachers* program, and consultation for teachers with SEA staff to develop individual teacher plans to achieve HQA status.

**SEA SUPPORT TO LEAS THAT DO NOT ACHIEVE HIGHLY QUALIFIED
ASSIGNMENT GOALS**

Department of Education Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent goal by the end of the 2006-2007 school year.

Reviewers will ask:

- A. Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQA plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?**
- B. Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQA goal will be targeted toward LEAs and schools that are not making AYP?**
- C. Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQA in each LEA and school:**
- in the percentage of highly qualified teachers in each LEA and schools; and
 - in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?
- D. Consistent with ESEA § 2141, does the plan include technical assistance or corrective actions that the SEA will apply if the LEAs fail to meet HQA and AYP goals?**

Requirement of HQA Plans from LEAs

Because no Utah LEAs have met the 100 percent HQA goal, all LEAs will be required to submit plans for progressing toward and achieving this goal. LEA plans will be reviewed by the SEA and will be submitted by January 15, 2007.

Local Education Agency HQA plans must contain, at a minimum, the following information:

- a) the HQA status of each school in the LEA;
- b) annual measurable HQA objectives for the LEA;
- c) analysis of LEA HQA data that identifies specific schools and groups of teachers in need of targeted assistance to reach the HQA objectives;
- d) plans to assist non-HQA teachers to become HQA as soon as possible;
- e) how the LEA will track the number of non-HQA teachers who participate in high-quality professional development leading to achievement of HQA status;
- f) the priority to be given to schools that are not making AYP, schools with high percentages of minority students, and schools with high percentages of poverty;

- g) a description of accountability for implementation of the HQA plan; and
- h) how the LEA will provide support to identified High Needs Schools.

Requirements for Section 2141 Agreements

In addition to the above requirements, LEAs not achieving the 100 percent HQ goal and failing to make AYP for three consecutive years must enter into an agreement with the SEA. This agreement will outline specific strategies and activities that will be used to meet the requirements of the NCLB HQ provisions. The SEA will monitor the implementation of the strategies and activities.

SEA Plan for Monitoring LEA Compliance with LEA HQA Plans

The SEA will monitor LEA compliance with their HQA plans and hold LEAs accountable for fulfilling their plans. The steps the SEA will take in fulfilling this requirement are described below.

Data Monitoring

The current data gathering systems that are well established in Utah will form the basis for monitoring LEA compliance with LEA HQA Plans. Utah's HQA results are produced by the CACTUS (Computer Assisted Credentials for Teachers in Utah Schools) database and Clearinghouse database. Because both these databases contribute information used to determine distribution of state funding, LEAs are required to participate in these databases and to provide accurate information.

The SEA will monitor LEA data submission to ensure that these are accurate and complete. CACTUS data will be cross-checked for agreement with Clearinghouse data. Reports of uncomplete data submissions will be created and distributed to LEAs. LEAs with significant data management problems will receive additional training and technical support.

Additional Monitoring and Technical Assistance for LEAs and Schools Not Making AYP.

The SEA will provide additional technical assistance and monitoring for LEAs and schools not making AYP. For the purposes of this plan, schools will be considered as "not making AYP" that have failed to make AYP in at least three of the last four years. There are ten schools in Utah that have not made AYP in any of the last four years. An additional thirty-seven schools have made AYP in only one of the last four years.

The additional SEA support for the identified schools will include priority for staff participation in the NCLB Core Academies, priority for participation in the H.B. 285 *Appropriation for Highly Qualified Teachers* program, as well as consultation for teachers with SEA staff to develop

individual teacher plans to achieve HQA status. LEAs that have schools that are not making AYP will receive quarterly reviews of their plans with SEA staff, including consultation to improve implementation of their plans.

SEA Monitoring of the Percentage of HQA in each LEA and School

The data systems previously described will be used to monitor the percentage of HQA in each LEA and school. The HQA results produced by this data will be published and made available to the public annually.

SEA Monitoring of the Percentage of Teachers who are Receiving High Quality Professional Development to Achieve HQA Status

LEA's will be required to include in their HQA plans a description of how the LEA will track the number of non-HQA teachers who participate in high-quality professional development leading to achievement of HQA status. The SEA will audit LEA records of this requirement.

SEA Plans to Provide Technical Assistance or Corrective Actions if LEAs fail to meet HQA Goals

Consistent with ESEA §2141, the SEA will provide additional technical assistance and increased monitoring for LEAs that do not meet HQA goals. The added technical assistance will consist of additional support for HQA plan development and additional training on the state support available to LEAs in achieving the HQA plans. Additional monitoring will include specific audits of LEA HQA data reports, and review of future LEA HQA plans by a subcommittee of the Utah State Board of Education.

Technical Assistance

Liaisons. Liaisons will be assigned to each LEA that has entered into a Section 2141 agreement. The liaison will provide specific training for LEA staff using the HQA "toolbox." The toolbox will include a notebook of resources, exemplary procedures and programs, templates, and protocols to assist in achieving HQA goals. Additionally, liaisons will provide technical support and will assist in analysis of preliminary HQ data.

Technology. The SEA will continue to use its website to post data, responses to FAQs, and to provide web-based training and conferencing to LEAs.

Training. The SEA will provide annual training for new LEA staff on the data systems in place to track and manage HQA reporting.

Continuous Accessibility. The SEA provides frequent, consistent, and timely responses to inquiries from LEAs and individuals. The Educator Quality Services section of the SEA has

implemented a call management system to ensure reliable access to accurate information and appropriate counseling. Staff is also available through email and on-site consultation.

Technical Assistance Timeline

Technical Assistance Conferences (TAC). The SEA conducts regional TACs twice each year (in November and April). These conferences provide up-to-date information and opportunities for LEAs to ask questions and share successes.

Technology Training. The SEA conducts technology training twice each year (in August and December) for new LEA staff to ensure familiarity and competency in HQ data systems.

Data Reporting and Analysis. The SEA provides LEA HQA reports semiannually (in November and July). The SEA provides updates to LEAs upon request throughout the year.

Section 2141 Agreements and HQ Plans. When an LEA is required to enter into a Section 2141 plan, the SEA will immediately assign a liaison and will provide ongoing technical assistance throughout the development of the plan. The liaison will have access to all the resources of the Educator Quality Services section of the SEA

Monitoring Schedule

LEAs that have been required to enter into Section 2141 agreements with the SEA will receive annual on-site monitoring visits from the SEA. The monitoring will utilize a common protocol to review implementation of the LEA HQ plan and the Section 2141 agreement. The protocol will be developed by a committee of practitioners by March 30, 2007

LEAs that are not required to enter into Section 2141 agreements will be monitored according to the following schedule:

1) Self evaluations of all LEAs will be required annually. A self-evaluation instrument will be developed by a committee of practitioners by March 30, 2007

2) A desk audit of one-half of LEAs will be conducted annually by the SEA. A protocol for this audit will be developed by a committee of practitioners by March 30, 2007.

3) A desk audit and a telephone review of one-half will be conducted by the SEA. A protocol for this audit will be developed by a committee of practitioners by March 30, 2007.

4) A desk audit and an on-site review of five LEAs will be conducted by the SEA. A schedule of the rotation will be developed through random selection. A protocol for this on-site review will be developed by a committee of practitioners by March 30, 2007.

The SEA will monitor whether the 100 percent HQA goal is attained by each LEA and school through the data systems described previously in the plan. The final HQA status for each school and LEA will be determined based on the required July 1 data submissions that contain year-end information. All LEAs are required to make this submission, and LEA financial support from the SEA is contingent upon timely and accurate annual data submissions.

SEA PLANS FOR COMPLETION OF HOUSSE

Department of Education Requirement 5: The plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-2006 school year, and how the SEA will discontinue the use of HOUSSE for teachers hired after the end of the 2005-2006 school year.

Reviewers will ask:

A. Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-2006 school year?

B. Does the plan describe how the State will discontinue the use of HOUSSE after the end of the 2005-2006 school year, except in the following situations:

- **Multi-subject teachers in rural schools who, if HQT in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or**
- **Multi-subject special education teachers who are new to the profession, if HQT in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire?**

Completing the HOUSSE Process

Utah expects LEAs to ensure that the HOUSSE process is completed for any non-HQA to whom the procedures may be applied by September 30, 2007. The current Utah State Board of Education rule (R277-510. *Educator Licensing - Highly Qualified Teacher*, Appendix 7) contains current Utah HOUSSE requirements and procedures. During the 2006-2007 school year, the Board will review and revise the rules to provide procedures that appropriately account for the professionalism and training of Utah's teachers in determining HQA status. To accommodate the needs of LEAs and to assure continuing opportunities for veteran teachers to demonstrate content knowledge, the SEA will develop the State Heuristic Assessment of Content Knowledge as its replacement for HOUSSE. These procedures will provide flexibility and reasonableness to LEAs in their efforts to provide highly qualified teachers for all students.

The completion of the current HOUSSE process is essential to the achievement of two specific Utah goals. Of Utah's approximately 11,000 elementary classrooms, 86 percent meet HQA requirements. It is Utah's goal that 98 percent of elementary classrooms meet HQA requirements by September 2007. To achieve this goal, LEAs will be expected to ensure that the HOUSSE process is completed by September 30, 2007 for any non-HQA teachers to whom the procedure

may be applied. LEAs will also be expected to ensure that non-HQA teachers who cannot become HQA through HOUSSE procedures take and pass the required state-approved content tests. LEAs that agree to include this goal as part of the LEA HQA plan may receive funding assistance from the SEA to minimize out-of-pocket expenses incurred by teachers in taking these tests.

For reasons previously discussed in the data analysis, almost all Utah elementary and mid-level special education classrooms are identified as non-HQA. It is Utah's goal that 85 percent of elementary and middle level special education classrooms meet HQA requirements by September 2007. To achieve this goal, LEAs will be expected to ensure that the HOUSSE process is completed by September 30, 2007 for any non-HQA elementary and middle level special education teachers to whom the procedure may be applied. LEAs will also be expected to ensure that non-HQA elementary and middle level special education teachers who cannot become HQA through HOUSSE procedures take and pass the required state-approved content tests. LEAs that agree to include this goal as part of the LEA HQA plan may receive funding assistance from the SEA to minimize out-of-pocket expenses incurred by teachers in taking these tests.

Of Utah's approximately 11,000 elementary classrooms, 86 percent are HQA. It is Utah's goal that 98 percent of elementary classrooms meet HQA requirements by September 2007. To achieve this goal, LEAs will be encouraged to ensure that the HOUSSE process is completed for any non-HQA elementary teachers to whom the procedure may be applied by September 30, 2007. LEAs will also be encouraged to ensure that non-HQA elementary teachers who cannot become HQA through HOUSSE procedures take and pass the required state-approved content tests. LEAs that agree to include this goal as part of the LEA HQA plan may receive assistance to minimize out-of-pocket expenses incurred by teachers in taking these tests.

For reasons previously discussed in the data analysis, almost all Utah elementary and mid-level special education classrooms are identified as non-HQA. It is Utah's goal that 85 percent of elementary and middle level special education classrooms meet HQA requirements by September 2007. To achieve this goal, LEAs will be encouraged to ensure that the HOUSSE process is completed for any non-HQA elementary and middle level special education teachers to whom the procedure may be applied by Mary 15, 2007. LEAs will also be encouraged to ensure that non-HQA elementary and middle level special education teachers who cannot become HQA through HOUSSE procedures take and pass the required state-approved content tests. LEAs that agree to include this goal as part of the LEA HQA plan may receive assistance to minimize out-of-pocket expenses incurred by teachers in taking these tests.

Discontinuing the Use of HOUSSE after the end of the 2005-2006 School Year

As described above, the SEA expects LEAs to ensure that the HOUSSE process is completed for any non-HQA to whom the procedures may be applied by September 30, 2007. The SEA will monitor LEA progress in this area through the technical assistance conferences and through direct reporting from CACTUS.

Utah State Board of Education Rule R277-510. *Educator Licensing - Highly Qualified Teachers* (Appendix 7) contains the current HOUSSE requirements and procedures. Prior to the 2006-2007 school year, the Board will review and revise the rules to provide procedures that appropriately account for the professionalism and training of Utah's teachers in determining HQA status. To accommodate the needs of LEAs and to assure continuing opportunities for veteran teachers to demonstrate content knowledge, the SEA will develop the State Heuristic Assessment of Content Knowledge as its replacement for HOUSSE. These procedures will provide flexibility and reasonableness to LEAs in their efforts to provide highly qualified teachers for all students.

Since the Utah State Board of Education's adoption of R277-503. *Licensing Routes* (Appendix 8), all educators receiving Utah Professional Educator Licenses are now required to meet the requirements for HQA status in the areas of endorsements. Provided these teachers are appropriately assigned, the need for HOUSSE will no longer exist. The State Heuristic Assessment of Content Knowledge will provide the procedures and rules under which teacher may seek HQA status if assigned to classes for which their qualifications will not results in an HQA determination.

After September 2007, HOUSSE as it presently exists in Utah State Board rules or its replacement protocol will continue to be available to multi-subject teachers in rural schools. These teachers, if HQA in one subject at the time of hire, may use HOUSSE or its replacement to demonstrate competence in additional subjects within three years of the date of hire or assignment to additional subjects. Additionally HOUSSE will continue to be available to multi-subject special education teachers. These teachers, if HQA in math, science or language arts, may use HOUSSE or its replacement to demonstrate competence in additional subjects within two years.

Utah has also put in place rules that will require all newly licensed teachers to meet HQA requirements prior to completion of teacher training programs. In an ideal world (not the world of public education), this action might assure that every class and teacher in the future would be HQA. However, because of the staffing flexibility required by schools and LEAs to provide a full curriculum, it is anticipated that there will be a need in the future for teachers who are currently HQA in some subjects to demonstrate competence in additional subjects. Teachers trained and entering the profession through ARL programs will also have need of the state qualifying provisions. Prior to the end of the 2006-07 school year, the Utah State Board of Education will review and revise its rules to provide new procedures that appropriately account for the professionalism and training of Utah's teachers in determining HQA status. These rules will then be applied in making HQA determinations.

UTAH EQUITY PLAN

Department of Education Requirement 6: The revised plan must include a copy of the State’s written “equity plan” for ensuring that poor and minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Reviewers will ask:

- A. Does the revised plan include a written equity plan?**
- B. Does the plan identify where inequities in teacher assignments exist?**
- C. Does the plan delineate specific strategies for addressing inequities in teacher assignment?**
- D. Does the plan provide evidence for the probable success of the strategies it includes?**
- E. Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs , and how this will be done?**

Utah Equity Plan

Utah has a strong record of effort to ensure that all students have opportunities to meet established education goals. Significant attention has been given in recent years to the “achievement gap” which exists in Utah. The state is committed to efforts to close this gap so that all children, regardless of circumstances, acquire the essential skills and knowledge that are the aims of the Utah public education system. The Utah State Board of Education has adopted rules intended to assure that all children in Utah public schools receive equitable treatment (R277-112 *Prohibiting Discrimination in the Public Schools*, Appendix 12).

Furthermore, the Utah State Board of Education adopted the following statement of “Equity and Diversity in Utah’s Public Schools” (in *Principles for Equity in Utah’s Public Schools*, Appendix 13):

The Utah State Board of Education believes that all students can learn and must have full opportunity to learn. The Utah State Board of Education is committed to effecting change in student performance by providing appropriate school curriculum, quality instruction, a safe and caring school climate, ongoing teacher education, and frequent parent involvement in order to ensure that all students are provided with equitable opportunities to learn.

The final outcome of effective and equitable instruction must be achievement of students which enables them to be active, thoughtful participants in a rapidly changing society. This vision includes:

1. High expectations for all students.
2. Equitable access to rich curriculum content.
3. High quality instruction in all classrooms.
4. Sensitivity to equity issues by teachers and school administrators.
5. Knowledgeable educators who use inclusive practices.
6. Policies that support and facilitate equity.

While the Board's statement is specific about ensuring "high quality instruction in all classrooms," the plan as previously adopted does not specifically address the issue of ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children. As part of this document, additions to the existing Board statements will be proposed. These can be expected by the end of the 2006-07 year.

Strategic Approach to Equity

Utah's plan for ensuring high quality instruction in all classrooms will employ two central strategies:

- 1) continued progress in all Utah schools to the 100 percent HQA standard; and
- 2) careful and thorough data collection that monitors the distribution of teachers to ensure that Utah's poor and minority students are not being taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

These strategies are based on the previously noted "*Principles for Equity in Utah's Public Schools*" and input received from stakeholders in the HQA forums that were held to support preparation of this document.

Having highly qualified teachers in all classrooms increases the likelihood that every child has an appropriate opportunity to learn. The value of an experienced, caring, and committed teacher with the necessary skills and knowledge is well known by parents and educators alike. The impact of teacher quality on student achievement has also been thoroughly demonstrated in a wide range of research (Sanders and Rivers, 1996). Utah believes that high quality teachers for all children are essential to equity for all children.

Utah also recognizes the value of measurement and data. The state has developed a premier education data collection and management system that will be more fully described below. This data system will be employed in the effort to ensure that all children have high quality teachers.

Seven Sub-Strategies

To support these strategies, this plan delineates activities in seven specific sub-strategies:

1. Data and reporting systems
2. Teacher preparation
3. Assisting teachers to meet HQA standards and LEAs to appropriately assign teachers
4. Recruitment and retention of experienced teachers
5. Professional Development
6. School climate, school leadership, and working conditions
7. Policy coherence

These sub-strategies are each accompanied by a set of activities. The sub-strategies and activities are described below.

Data and Reporting Systems

Utah has developed a very detailed and thorough data collection and reporting system that fully integrates student achievement, teacher licensure and qualification, and school finance. The essential measures for this equity plan (HQA and teacher experience) will be produced by the CACTUS (Computer Assisted Credentials for Teachers in Utah Schools) database and Clearinghouse database. These databases are fully described in the *2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students*.

These databases will provide the input to complete the activities in the “Data and Reporting” sub-strategy. These are:

- 1) Annually collect and report data to the public on the distribution of teachers in Utah schools, including the percentage of classes that meet HQA standards and the experience levels of teachers in each school with particular attention to those schools on the HNS list. For purposes of the equity plan, teachers will be deemed experienced who have qualified for Utah Level 2 licensure. Requirements for Level 2 licensure include completion of the Entry Years Enhancement (EYE) program and at least three year’s satisfactory experience under contract in an appropriately accredited school.
- 2) Make data on teacher licensure and HQA status more widely available. Additionally, data for schools on the HNS list will be compiled and reported directly to the LEA to assist in the creation and review of the LEA plan in sub-strategy 3. The CACTUS database is an extraordinary resource, but because of security concerns, is a relatively closed system. Access to the CACTUS database will be expanded to allow school administrators to view teacher qualifications to assure appropriate assignment. Additionally, Utah will work to provide access to educators, parents and other

stakeholders to view the qualifications of their school's teachers. It is anticipated that this will require significant effort to develop an appropriately secure web-based interface.

3) Monitor and report publicly (on an annual basis) LEA and school level staffing needs, teacher experience, and HQA status, with particular emphasis on schools that have high levels of minority students, of schools that have high levels of poverty, and of schools that do not make AYP. For purposes of this document, schools will be considered to have high levels of minority students if the minority population comprises greater than 45.75 percent of the school population. Schools will be considered to have high levels of poverty that are Title I schools with greater than 70 percent of students qualified for free and reduced lunch. Schools will be considered as "not making AYP" that have failed to make AYP in at least three of the last four years. A list of these high needs schools (HNS) is found in Table 6.

Teacher Preparation

Utah's teacher preparation programs produce high quality graduates who enter the teaching profession well prepared to succeed. Utah State Board of Education rules (R277-502-3. *Program Approval*, Appendix 14) requires that these programs be accredited by NCATE (National Council for Accreditation of Teacher Education), TEAC (Teacher Education Accreditation Council), or competency-based regional accrediting associations. The standards for accreditation define the skills Utah teachers need to provide the services that will meet the needs of all students in the state.

Utah has developed strong systems that support the coordination between teacher preparation programs and public schools. The Utah State Board of Education membership includes two members of the Utah Board of Regents. The Utah Board of Regents membership includes two members of the Utah State Board of Education. Both Boards expect collaboration and cooperation between public and higher education, particularly in the area of teacher preparation. Together, the State Board and the Regents have established the Utah K-16 Alliance that is a strong partnership advocating for teacher quality.

Additionally, the SEA participates in monthly meetings of the Council of Utah Deans of Education. These meetings ensure a consistent exchange of information, as well as development of critical relationships to further the goal of maintaining teacher preparation programs that produce high quality graduates to teach in Utah schools.

Finally, the Utah Educator Quality Task Force(EQTF) brings together critical decision makers in efforts to ensure that teacher preparation programs are properly focused on the needs of Utah's students and schools. EQTF membership includes representation from the Utah State Board of Education, from the Office of the Commissioner of Higher Education, from the Utah State Office of Education, from private schools, and from education professional associations. EQTF

considers all issues related to educator development, including supply and demand, teacher compensation programs, and proposed legislative priorities.

These groups and systems of coordination between Utah public education and Utah teacher preparation programs will provide the support to complete the activities in the “Teacher Preparation” sub-strategy. These are:

- 1) Combine current reporting of supply and demand, teacher preparation program quality, distribution of teachers, teacher mobility, and other information related to the quality of Utah’s teacher force into a single annual report. Continue the collaboration between the Utah State Board of Education and the Utah State Board of Regents to explore strategies to address over-supplies in some areas and shortages in other areas.
- 2) Advocate for programs that will provide support for teacher education candidates, including scholarships, loan forgiveness, and other programs for students who commit to teach in schools on the HNS list or other high needs schools or hard-to-staff subjects.
- 3) Require that teacher preparation programs include training that helps novice teachers understand and appreciate the communities, families, and students they serve.
- 4) Study the connections between teacher preparation programs and student achievement, with a particular focus on the results from schools on the HNS list. Work is already underway in this area, with a team of outstanding researchers from the Utah State Office of Education and all Utah universities. This work will make use of Utah’s highly developed data systems so that individual student achievement can be tracked with the specific teacher using a value-added model. The product of this research is highly anticipated.

Assisting Teachers to Meet HQA Standards and LEAs to Appropriately Assign Teachers

Utah supports the principle that strong teacher content knowledge contributes to student achievement. Content knowledge has been consistently identified by researchers as an important part of effective instruction.

Utah’s educators are well trained, highly competent, caring professionals. Most active licensed educators are highly qualified to teach in Utah’s schools if assigned to courses and classrooms corresponding to their training. Utah professional educator license holders qualify by completion of nationally accredited university educator preparation programs or Utah State Board of Education authorized alternative routes to licensure. Requirements for subject-specific endorsements attached to educator licenses are met by university course work or other demonstrations of content knowledge and competence.

Utah LEAs will be required to submit plans to achieve HQA goals. These plans must contain, at a minimum, the following information:

- a) the HQA status of each school in the LEA;
- b) annual measurable HQA objectives for the LEA;
- c) analysis of LEA HQA data that identifies specific schools and groups of teachers in need of targeted assistance to reach the HQA objectives;
- d) plans to assist non-HQA teachers to become HQA as soon as possible;
- e) how the LEA will track the number of non-HQA teachers who participate in high-quality professional development leading to achievement of HQA status;
- f) the priority to be given to schools that are not making AYP, schools with high percentages of minority students, and schools with high percentages of poverty;
- g) a description of accountability for implementation of the HQA plan; and
- h) how the LEA will provide support to identified High Needs Schools.

This background will provide the support to complete the activities in the “Assisting Teachers to Meet HQA Standards and LEAs to Appropriately Assign Teachers” sub-strategy. These are:

- 1) Implement and complete the activities and programs described in the *2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students*. This document describes the state’s plans and programs to ensure that 100 percent of classes in Utah schools will be taught by a teacher with appropriate qualifications.
- _____ 2) End temporary and emergency licensure of teachers in Utah.
- _____ 3) Provide up-to-date information to the public on teacher licensure and timely information to districts when teachers do not meet HQA requirements. This will be accomplished through programming and accessibility changes to CACTUS.
- _____ 3) Prioritize existing programs to focus on the needs of non-HQA teachers in schools on the HNS list or other high needs schools.
- _____ 4) Review Utah licensure rules and procedures to make certain that all routes to teaching licenses and endorsements include appropriate preparation and assessment to ensure teacher content knowledge competence.
- _____ 5) Expand the existing alternative routes to licensure to provide additional opportunities for individuals with strong content knowledge in hard-to-staff subject areas to enter the profession. Identify and implement opportunities to promote public awareness of alternative programs.

- 6) Expand and focus the Public Education Job Enhancement Program to provide greater opportunities for non-HQA teachers to meet standards.

Recruitment and Retention of Experienced Teachers

Utah is a state with a rapidly growing school age population. As many as 100,000 students will be added to Utah's public schools over the next ten years (Utah Foundation Research Report, *Utah at the Crossroads: Challenges for K-12 Education in the Coming Ten Years*. Report Number 653). The challenge of growth is heightened as Utah's teachers become eligible to retire. The demographics of Utah's 25,000 strong teacher work force are similar to that of the rest of the nation: more than half of Utah's teachers will be eligible for retirement within the next decade.

Paradoxically, Utah's teacher preparation institutions graduate nearly 2,500 students each year that are recommended for Utah educator licenses. It would seem that this would be an adequate supply of teachers, sufficient to re-staff the entire state in just a matter of years. This is not so. Many graduates from teacher preparation institutions never seek licensure in Utah. Nearly one-third of teachers leave Utah schools within their first three years. Some leave the state, others change careers, and others leave the work force entirely.

Utah Educator Quality Task Force(EQTF) has been working to develop strategies to address the issues of educator recruitment and retention. The EQTF plan, known as the *Professional Excellence Utah Educator Quality Initiative*, or more commonly as *ProEXCELL* will form the basis for the activities that are related to recruitment and retention of experienced teachers. EQTF membership includes representation from the Utah State Board of Education, for the Office of the Commissioner of Higher Education, from the Utah State Office of Education, from private schools, and from education professional associations. EQTF considers all issues related to educator development, including supply and demand, teacher compensation programs, and proposed legislative priorities.

This background will provide the support to complete the activities in the "Recruitment and Retention of Experienced Teachers" sub-strategy. These are:

- 1) Introduce new teacher compensation systems that tie increased compensation to improvements in teacher performance and student learning, and advocate for differentiated compensation and other incentives for teachers who are willing to commit to work for extended periods in schools on the HNS list.
- 2) Advocate for increased entry level salaries of Utah teachers to make these competitive with the surrounding inter-mountain states.
- 3) Support the novice teacher induction system (EYE) by expanding mentoring programs for all beginning teachers utilizing proven strategies that build teacher competence, and by training and compensating mentors for assistance to new teachers.

- 4) Evaluate and strengthen alternative routes to licensure programs.
- 5) Expand partnerships and relationships that help districts recruit and hire qualified international teachers for schools on the HNS list and other hard-to-staff schools and subjects. Utah is currently negotiating a Memorandum of Understanding (MOU) with Mexico, and has existing MOUs with Spain and China.
- 6) Expand efforts to promote NCLB Core Academies to provide additional opportunities for LEAs and teachers to expand teacher subject matter expertise and to meet HQA requirements in additional subject areas.

Professional Development

All teachers benefit from continuing professional development and support. This is especially important for teachers in high needs schools and teacher working to meet the requirements of HQA.

Professional development and staffing efforts to achieve the NCLB HQA goals are organized under the *Utah Teacher Development Continuum* adopted by the Utah State Board of Education in 2002 (Appendix 2). The *Continuum* provides the structure and connections to assure that the state's plans are coherent and targeted to the specific needs of teachers and schools.

The *Continuum* identifies key stages in the recruitment, preparation, and continuing development of Utah's teacher corps, and establishes essential activities at each stage. All of the activities in the *Continuum* include evaluation and accountability processes and are based on well established research (National Commission, 2005; Darling-Hammond, 2001; Feiman-Nemser, 2001).

The activities and programs described in the *2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students* are organized within the *Continuum* framework and are specifically targeted to meet the need of these teachers.

This background will provide the support to complete the activities in the "Professional Development" sub-strategy. These are:

- 1) Implement and complete the activities and programs described in the *2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students*. This plan describes the state's plans and programs to ensure that 100 percent of classes in Utah schools will be taught by a teacher with appropriate qualifications.

- 2) Prioritize existing programs to focus on the needs of non-HQA teachers in schools on the HNS list and other high needs schools. These schools are those with high levels of poverty, schools with high percentages of minority students, and schools that do not make AYP.

- 3) Review LEA HQA plans to ensure that planned professional development meets the needs of non-HQA teachers in schools on the HNS list and other high needs schools.
- 4) Advocate for expanded funding for the Entry Years Enhancement (EYE) program that requires high quality induction experiences for all new teachers, including those that enter the profession through alternative routes. Advocate for the development of new programs as described in *ProEXCELL* that will provide for high quality induction experiences and mentoring for new principals.
- 5) Develop data collection strategies that will create a database on teacher mobility within the state and within LEAs, and that will provide more in-depth and specific information about reasons teachers leave the profession.
- 6) Advocate for adequate support for professional development so that existing programs are continued and new programs are developed to meet emerging needs.
- 7) Develop streamlined web-based licensing procedures to reduce the time and frustration associated with license applications and license renewal.

School Climate, School Leadership, and Working Conditions

Surveys of teachers leaving the profession routinely cite poor school climate, inadequate school leadership, and unsatisfactory working conditions as the reasons for leaving. National reports suggest that as many as one-third of teachers leave the profession within the first three years; as many as one-half leave before the end of five years.

The “Effective Schools” research of the last twenty five years has clearly established the correlation of instructional leadership and school climate to student success (Northwest Regional Educational Laboratory, 1995). The Utah Educator Quality Task Force (EQTF) has been working to develop strategies to address the issues of instructional leadership and school climate. The EQTF plan will form the basis for the activities that are related school climate, school leadership, and working conditions. EQTF membership includes representation from the Utah State Board of Education, for the Office of the Commissioner of Higher Education, from the Utah State Office of Education, from private schools, and from education professional associations. EQTF considers all issues related to educator development, including supply and demand, teacher compensation programs, and proposed legislative priorities.

To further support the need for strong school leadership, the Utah State Board of Education is currently considering changes to its rules for administrator preparation programs. These rules are found in R277-505. *Administrative Supervisory Certificates and Programs*. It is anticipated that this work will be completed by January 2007.

This background will provide the support to complete the activities in the “School Climate, School Leadership, and Working Conditions” sub-strategy. These are:

- 1) Ensure policy alignment with the principles of school leadership and climate identified in research.
- 2) Continue to collect data related to teacher perceptions of working conditions associated with high teacher turnover, particularly in schools on the HNS list and in other high needs schools.
- 3) Develop a framework of tools related to this sub-strategy for inclusion in the “HQA Toolbox” that is part of the *2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students*.
- 4) Review Utah administrator preparation programs to ensure alignment with the principles of school leadership and climate identified in the research (Ingersoll and Smith, 2004).
- 5) Advocate for the development of new programs as described in *ProExcell* that will provide for high quality professional development, induction, and mentoring for new principals.
- 6) Review and revise Utah State Board of Education rules and guidelines regarding safe school environments and other issues related to working climate and conditions.

Policy Coherence

The Utah State Board of Education has declared its belief that all students can learn, along with a statement of *Principles for Equity in Utah’s Public Schools*. This equity plan is intended to ensure the fulfillment of that belief.

Leadership literature makes clear that effective change requires work on “integrated fronts” (see especially Fullan, 2001). Because of the complexity of change, and because this equity plan intends to foster change, activities to ensure coherence of effort at every level is essential. It is especially important to assure alignment of the plan with the State Board of Education’s vision for equity in Utah (Fowler, 2004). The activities in the “Policy Coherence” sub-strategy are uniquely important to the success of the overall equity plan in that they ensure the permanence of change and the accuracy of the targeted activities.

This background will provide the support to complete the activities in the “Policy Coherence” sub-strategy. These are:

- 1) Ensure Utah State Board of Education administrative rules and SEA policies align with the *2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students*.
- 2) Review Utah State Board of Education administrative rules and SEA policies related to equity to ensure that these are grounded in accurate and complete data, and that they are aligned to the state’s long term plans and goals.
- 3) Advocate for policies and practices that are aligned to strong programs of teacher recruitment, training, and retention.

Data Analysis Identifying Where Inequities in Teacher Assignments Exist

The data relative to HQA have been analyzed to determine if a pattern of inequity exists in the distribution of highly qualified and experienced educators among schools serving high numbers of poor and minority children, or at schools not making AYP. These analyses are described below.

Teacher Experience

Utah educator licensing rules require that educators hold an initial license (Level 1) for three years prior to receiving a standard (Level 2 or 3) license. For purposes of this discussion, the license levels of teachers will serve as the indicator of experience. Of the state’s nearly 26,000 active educators, approximately 17 percent hold Level 1 licenses; 80 percent hold level 2 or level 3 licenses. A small number of teachers (3 percent) fall into other categories. For definitional purposes, level 1 teachers will be deemed as “inexperienced” teachers.

The analysis of teacher experience to determine whether poor and minority children are more frequently taught by inexperienced teachers was conducted using the schools on the HNS list in Table 6 as a representative sample. The aggregate percentage of Level 1 teachers at the HNS is not significantly different from the statewide percentage (18 percent at the HNS, 17 percent statewide). However, in this group are some schools where teacher experience, using this measure, is significantly lower than the state average. There are five schools where the percentage of Level 1 license holders (a higher percentage equating to less experience) is at least 10 percent above the state average.

From the data examined, it appears that there may be additional schools serving poor or minority children with faculties that have lower than average experience. Further analysis will be conducted during the 2006-07 year to identify these schools.

_____ Analysis of HQA and Staffing at Schools not making AYP

The data do not provide a clear result showing that schools not making AYP have lower than average HQA. In fact, several of the schools in this group have 100 percent HQA and many are above the state average HQA percentage. Nevertheless, among schools not making AYP are many with lower than state-average HQA. Even though there does not appear to be a systemic pattern of difference, the SEA deems it essential to address the needs of those schools not making AYP that also have below-average HQA. Plans to meet the needs of these schools are part of the *2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students*.

For this analysis, the schools considered as “not making AYP” were those that have failed to make AYP in at least three of the last four years. There are ten schools in Utah that have not made AYP in any of the last four years. An additional thirty-seven schools have made AYP in only one of the last four years.

It is notable that the list of schools that have failed to make AYP in any of the last four years is dominated by large high schools. Among these ten schools are six large urban/suburban high schools, one alternative high school, one middle school, and two elementary schools. Of the ten schools, seven have HQA above the state average and three have HQA below the state average

_____ Analysis of HQA and Staffing at High Poverty Schools

The data do not provide a clear result showing that schools serving high percentages of poor students have generally lower than average HQA. In fact, several of the schools in this group have 100 percent HQA and many are above the state average HQA percentage. Nevertheless, among high poverty schools are many with lower than state-average HQA. No specific pattern emerges from analysis of the data that leads to a conclusion that students in high poverty schools systematically taught by under-qualified teachers. Nevertheless, among high poverty schools are many with lower than state-average HQA. Even though there does not appear to be a systemic pattern of difference, the SEA deems it essential to address the needs of these high poverty schools that also have below-average HQA. Plans to meet the needs of these schools are part of the *2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students*.

For this analysis, schools were considered high poverty that were Title I schools with higher than 70 percent free and reduced lunch during the 2005-06 school year. There are sixty-seven schools in Utah that meet these criteria. Almost all of these schools are elementary schools; only four high schools and four middle level schools are included in the list. All but fifteen of these schools made AYP in 2005.

It is notable that among the fifteen schools that are both high poverty and did not make AYP in 2005 are four elementary schools with 100 percent HQA. However, seven of the fifteen schools in this group have HQA below the state, including three that are more than 20 percentage points below the state average.

Analysis of HQA and Staffing at Schools Serving Large Minority Populations

The data do not provide a clear result showing that schools serving high percentages of minority student populations have generally lower than average HQA. In fact, several of the schools in this group have 100 percent HQA and many are above the state average HQA percentage. Nevertheless, among high minority schools are many with lower than state-average HQA. No specific pattern emerges from analysis of the data that leads to a conclusion that students in schools serving large minority populations are systematically taught by under-qualified teachers. Nevertheless, among high minority schools are many with lower than state-average HQA. Even though there does not appear to be a systemic pattern of difference, the SEA deems it essential to address the needs of those schools serving large minority populations that also have below-average HQA. Plans to meet the needs of these schools are part of the *2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students*.

For this analysis, schools were considered high minority if their minority enrollment exceeded 45.75 percent (twice the overall state minority enrollment percentage). There are eighty-four schools in Utah that meet these criteria. Of these schools, sixty are elementary schools, eleven are middle level schools, and fifteen are high schools. Of these schools, seventy-two are located in urban/suburban areas and twelve are located in rural areas. All but eight of these schools made AYP in 2005.

It is notable that there are no schools that are both high minority and did not make AYP in 2005 met the 100 percent HQA goal. Twelve of the twenty-two schools in this group have HQA more than 20 percentage points below the state average HQA.

High-Needs Schools (HNS) Identified for Targeted Technical Assistance

To assure that resources are directed to the schools where these circumstances are most present, the SEA has developed a list of high-needs schools (HNS) by a synthesis of the previously analyzed characteristics. This is a list of schools where multiple needs – high percentage of poor students, high percentage of minority students, and not making AYP combine. For inclusion in the HNS list, a school must be included in at least two of the three groups discussed previously, and must have an HQA percentage below the state HQA average for the school's grade level. Twenty-three schools in Utah meet these criteria, including eight high schools, six middle level schools, and nine elementary schools. The HNS list is found in Table 6.

For a school to be included in the HNS list it is required to have an HQA percentage below the state average. Staffing patterns at these high-needs schools were further examined based on teacher experience levels to determine if students in these schools were taught more frequently by inexperienced teachers than are other children in the state.

LEAs where these listed schools are located will be carefully examined for analysis of teacher preparation, teacher quality, and teacher experience. Additionally, a needs assessment will be

conducted in each listed school by the LEA and SEA. The needs assessment will be developed to ascertain specific needs of the listed schools relative to the sub-strategies of this plan.

Evidence For Probable Success of Strategies in the Equity Plan

All elements of the Utah Equity Plan are based on a strong foundation of data. Utah has developed a very detailed and thorough data collection and reporting system that fully integrates student achievement, teacher licensure and qualification, and school finance. Additionally, the plan rests on premises and findings of well known and widely accepted research.

SEA Plans to Examine the Issue of Equitable Teacher Assignment as Part of LEA Monitoring

The SEA will examine the issue of equitable teacher assignment as part of its monitoring relative to LEA HQA plans that are part of the *2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students*. Issues associated with equitable teacher assignment and the Equity Plan will be part of ongoing technical assistance provided to LEAs. In particular, the equitable assignment issue will be part of the Regional Technical Assistance Conferences to be held in November 2006 and April 2007.

The SEA will also collect data from LEAs specific to staffing in HNS in the following areas: 1) experience level of teachers; 2) training and ongoing professional development targeted to meet the needs of teachers; 3) Teacher and administrator mobility; and 4) HQA status of teachers. LEA plans will be examined by the SEA to ensure that the data collected is reflected in programs and plans to meet the needs of teachers in the targeted schools.

Equity Plan Sub-strategies, Activities, and Benchmarks

The following table sets out each sub-strategy with its accompanying activities and benchmarks. This table is intended to provide a starting point for the implementation of this equity plan, and should be considered in conjunction with the similar table of activities and benchmarks developed for the implementation of the HQA Plan (Table 6). It is anticipated that Table 9 will receive additions and updates from time to time and as necessary to ensure full achievement of the vision and goals of the Utah State Board of Education.

Table 9. Utah Equity Plan Sub-Strategies, Activities, and Benchmarks.

Sub-Strategy	Activity	Benchmarks
1. Data and reporting systems.	<p>1a. Annually collect and report data to the public on distribution of teachers in Utah schools, by HQA and experience.</p> <p>1b. Make data on teacher licensure and HQA status more widely available.</p> <p>1c. Annually report on HQA and experience at schools with high levels of poverty, high percentage of minority enrollment, and not making AYP.</p>	<p><u>2006-07</u></p> <ul style="list-style-type: none"> - Annual report of 2006-07 HQA published on-line by August 1, 2007. - Convene group to develop data collection and reporting procedures on teacher experience. - Immediately give direction to CACTUS programmers to create necessary software to make HQA data available and easily accessible to LEAs. <p><u>2007-08</u></p> <ul style="list-style-type: none"> - Annual report of 2007-08 HQA published on-line by August 1, 2008. - Report to include data on teacher experience, with comparative capability. - CACTUS access to principals by August 1, 2007
2. Teacher preparation.	<p>2a. Create single annual report of supply and demand, teacher preparation program quality, teacher mobility, and other information related to Utah's teacher work force.</p> <p>2b. Advocate for programs that provide financial support for teacher education candidates,</p> <p>2c. Require that teacher preparation programs include training to help novice teachers understand and appreciate the communities they serve.</p> <p>2d. Study the relationships between student achievement and teacher preparation programs</p>	<p><u>2006-07</u></p> <ul style="list-style-type: none"> - Review current reporting to supply and demand, other teacher workforce information to determine any new data needs, to be complete by January 30, 2007. - Promote ProExcell in 2007 General Session of Utah Legislature. - Advocate for funding of the T.H. Bell Scholarship. - Introduce changes to Deans Council program approval requirements to include cultural awareness and other appropriate training. - Continue support of Novice Teacher Study and publish any results as soon as available. <p><u>2007-08</u></p> <ul style="list-style-type: none"> - Develop annual report in 2a. to publish by July 1, 2007. - Develop Board rules and policy to support ProExcell and funded by the Legislature.

<p>3. Assisting teachers to meet HQA standards and LEAs to appropriately assign teachers.</p>	<p>3a. Implement and complete the activities in the <i>2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students</i>.</p> <p>3b. End temporary and emergency licensure of teachers in Utah.</p> <p>3c. Provide up-to-date information to the public and to LEAs when classes do not meet HQA standards.</p> <p>3d. Prioritize existing professional development programs to focus on the needs of teachers in HNS.</p> <p>3e. Review licensure rules to ensure content knowledge requirements in all routes.</p> <p>3f. Expand ARL programs.</p> <p>3g. Expand and focus PEJEP.</p>	<p><u>2006-07</u></p> <ul style="list-style-type: none"> -Provide report to State Supt. of status of all programs and activities in the <i>2006 Revision</i>. - Introduce changes to rules that eliminate temporary and emergency licenses (to be complete by February 1, 2007). - Immediately give direction to CACTUS programmers to create necessary software to make HQA data available and easily accessible to the public. -Complete staffing and professional development needs assessment of HNS. -Review rules to ensure appropriate content requirements in all route (to be completed by January 30, 2007). - Develop materials to expand awareness of and to recruit participation in ARL programs (to be complete by July 1, 2007). <p><u>2007-08</u></p> <ul style="list-style-type: none"> -Provide report to State Supt. of status of all programs and activities in the <i>2006 Revision</i>. - Implement rule changes ending temporary and emergency licensing. - Information available on-line to the public on classes that do not meet HQA standards. - Disseminate awareness and recruitment materials for ARL programs (beginning July 1, 2007)
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<p>4. Recruitment and retention of experienced teachers</p>	<p>4a. Introduce new teacher compensation systems.</p> <p>4b. Advocate for increased entry level salaries.</p> <p>4c. Support induction and mentoring programs</p> <p>4d. Evaluate and strengthen ARL programs.</p> <p>4e. Expand efforts to recruit international teacher candidates.</p> <p>4f. Expand NCLB Core Academies.</p>	<p><u>2006-07</u></p> <ul style="list-style-type: none"> - Promote ProExcell in 2007 General Session of Utah Legislature. - Evaluate existing mentoring and induction programs in place in LEAs as part of EYE implementation. Summary of programs to be complete by May 15, 2007. - Evaluate ARL programs (to be complete by May 15, 2007). - Complete MOU with Mexico (by March 1, 2007) and renew existing MOUs. Develop report on annual foreign educator recruitment and retention. - Develop NCLB Core Academy programs in additional subject areas. <p><u>2007-08</u></p> <ul style="list-style-type: none"> - Develop Board rules and policy to support ProExcell and funded by the Legislature. - Introduce State Board rule changes as a result of ARL evaluations completed in previous year. (Rule change process to be completed by December 1, 2007) - Introduce State Board rule changes as a result of evaluation of mentoring and induction program evaluations. (Rule change process to be complete by December 1, 2007.) - Implement recruiting processes in international MOUs. - Begin expanded offerings in NCLB Core Academies (Summer 07 and 08).
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<p>5. Professional development</p>	<p>5a. Implement and complete the activities in the <i>2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students</i>.</p> <p>5b. Prioritize existing professional development programs to focus on the needs of teachers in HNS.</p> <p>5c. Review LEA HQA plans to ensure meeting requirements of professional development of teachers at HNS.</p> <p>5d. Develop data collection strategies for mobility and retention.</p> <p>5e. Advocate for fiscal support of professional development to continue existing programs and develop new programs to meet emerging needs.</p> <p>5f. Develop streamlined on-line licensure procedures to reduce time and frustration in the licensure process.</p>	<p><u>2006-07</u></p> <ul style="list-style-type: none"> -Provide report to State Supt. of status of all programs and activities in the <i>2006 Revision</i>. - Review requirements for all programs in the <i>Utah Teacher Quality Continuum</i> to ensure alignment with the needs (to be complete by January 30, 2007). - LEA plans due to SEA by January 15, 2007, reviewed by February 30, feedback to LEAs by February 15, 2007. - Develop needs assessment of HNS schools in cooperation with LEAs (to be complete by March 1, 2007) - Conduct needs assessment of HNS with LEAs by May 1, 2007. -Convene group to define data needs and collection procedures for mobility and retention (group to meet no later than December 1, 2006). Data collection in spring, 2007 and report published summer 2007. - Roll out on-line licensure for active educator renewal by January 1, 2007; for university-recommended by April 1, 2007. <p><u>2007-08</u></p> <ul style="list-style-type: none"> -Provide report to State Supt. of status of all programs and activities in the <i>2006 Revision</i>. - Review LEA HQA plans to ensure appropriate revisions that include results of 2006-07 needs assessment. -Introduce State Board rule changes as a result of changes in professional development programs. (Rule change process to be complete by December 1, 2007.) -Roll out on-line licensure for Level 1 to Level 2 LEA-recommended advancement (by April 2008); for inactive educators (by January 1, 2008)
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<p>6. School climate, school leadership, and working conditions</p>	<p>6a. Ensure policy alignment with research-based principles of school leadership and climate.</p> <p>6b. Continue to collect data on teacher workplace conditions, with focus on HNS.</p> <p>6c. Develop tools for this sub-strategy to include in HQA Toolbox.</p> <p>6d. Review Utah administrator preparation programs to ensure alignment with research-based principles of school leadership and climate.</p> <p>6e. Advocate for programs that will provide high quality professional development, induction, and mentoring for new principals.</p> <p>6f. Review State Board rules and guidelines regarding safe school environments and other issues related to working conditions.</p>	<p><u>2006-07</u></p> <ul style="list-style-type: none"> - Convene group of SEA specialists and administrators to review State Board policy for alignment to principles of leadership and climate (to meet no later than December 1, 2006). Report to Director of EQS by March 30, 2007. - Review data collection on workplace conditions (complete by January 30, 2007). - HQA Toolbox to be complete by February 28, 2007 and disseminated in spring 2007 TACs. - Meet with Deans Council to consider process for review of administrator preparation programs (to be complete by March 1, 2007). Review process to be complete by November 2007). - Promote ProExcell in 2007 General Session of Utah Legislature. - Convene group of SEA specialists and practitioners (to include representative of the Utah Education Association) to review State Board policy for alignment to principles of leadership and climate (to meet no later than December 1, 2006). Report to Director of EQS by March 30, 2007. <p><u>2007-08</u></p> <ul style="list-style-type: none"> - Develop Board rules and policy to support ProExcell and funded by the Legislature. - Develop changes to Board rules and policy in support of recommendations from groups working in 2006-07 (to be complete by January 30, 2008).
<p>7. Policy coherence</p>	<p>7a. Ensure alignment of State Board rules with <i>2006 Revision to the Utah Plan to Ensure High Quality Teachers for All Utah Students</i>.</p> <p>7b. Review State Board rules and SEA policies related to equity to ensure that they are based on accurate data and aligned to the state's long term plans and goals.</p>	<p><u>2006-07</u></p> <ul style="list-style-type: none"> - Review for 7a. And 7b. to be conducted by SEA staff and complete by May 2007. <p><u>2007-08</u></p> <ul style="list-style-type: none"> - State Board rule changes and SEA policy revisions to be developed by SEA staff and completed by May 2008.

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APPENDICES

Appendix 1: June 1, 2006 letter to the U.S Department of Education

UTAH STATE OFFICE OF EDUCATION

250 East Cesar E. Chavez Blvd. Salt Lake City, Utah 84114-4200

June 1, 2006

Henry L. Johnson, Assistant Secretary
United States Department of Education
Office of Elementary and Secondary Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Dear Assistant Secretary Johnson:

We have received notice from the U.S. Department of Education that Utah's plan for meeting the goals of the highly qualified teacher (HQT) provisions of No Child Left Behind (NCLB) is "showing a good-faith effort." We appreciate that notice and will continue to work to ensure that every Utah public school student has an excellent teacher.

We recognize the strong scientifically-based research that makes clear the impact of a high quality teacher on student learning and achievement. Because quality teachers and instruction area so essential to the success of children in our state, we want to be certain that we make the requested revisions to our HQT plan in a very thoughtful and considered way, with inclusive and participatory processes that will be most likely to lead to the successful implementation of the plan. The careful development of a plan that includes a range of constituencies and stakeholders in its creation is a process that we cannot complete within the brief period (before July 7) that has been designated.

With this in mind, we are sharing with you our anticipated time line. We will submit an outline of revisions to you on or before July 7. The outline of revisions will guide our effort, working with all the members of Utah's large and diverse education "family" to create our final revised plan. You may expect to receive our detailed final revision on or before October 1, 2006. Because we share your belief in the power of quality teaching, we want to ensure that our plan will succeed by doing the critical groundwork in its development that our experience and judgement tell us is necessary for success.

Thank you for your support in our efforts to provide a quality education for every child in our great state.

Sincerely,

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

UTAH STATE OFFICE OF EDUCATION

250 East Cesar E. Chavez Blvd. Salt Lake City, Utah 84114-4200

July 7, 2006

Henry L. Johnson, Assistant Secretary
United States Department of Education
Office of Elementary and Secondary Education
400 Maryland Ave. S.W.
Washington, DC 20202

Dear Assistant Secretary Johnson:

Attached you will find an outline of Utah's revisions to its plan for meeting the goals of the highly qualified teacher (HQT) provisions of No Child Left Behind (NCLB). As I informed you in my letter of June 1 (attached), the time line for revisions that Utah has adopted will result in our submission to the U.S. Department of Education of our complete revisions on or before October 1, 2006.

Because quality teachers and instruction are so essential to the success of children in our state, we want to be certain that we make the requested revisions to our HQT plan in a very thoughtful and considered way. We are using inclusive and participatory processes that, in our experience, seem most likely to lead to successful implementation of the plan. We expect our completed plan will address all the HQT issues raised by the Department.

Utah has made, and will continue to make, a "good faith effort" to meet the goals of the highly qualified teacher (HQT) provisions of No Child Left Behind (NCLB). Thank you for your support of our efforts to provide a quality education for every child in our great state.

Sincerely,

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

Utah Highly Qualified Teacher Plan Revisions

Activities and time line for development of Highly Qualified Teacher Plan Revisions

May 15 - June 1	Review of ED's request Discussion regarding appropriate ways to develop a revision that includes stakeholders and that is consistent with the values of participatory planning.
June 1 - June 15	Analysis of ED requirements for Revised State Plans Development of analytical tools to assess current data to respond to ED requirements Assessment of appropriate processes to engage LEAs and other stakeholders in the revision process.
June 15 - June 30	Development of preliminary outline of HQT plan revisions Planning for focus groups, review groups, and other opportunities for stakeholder participation
July 15 - September 1	Statewide focus groups, review groups and stakeholder participation Initial drafting of revisions
September 1 - 15	Review by stakeholders of draft revisions
September 15 - 30	Final development of revisions and submission to ED

Preliminary Outline of Utah Revised Plan for Meeting the HQT Goal
(See attached letter date June 1, 2006)

- I. Introduction
- II. Review of Current Status
 - A. Quantity and Quality of data in Utah
 - 1. Utah's Student Information System (SIS)
 - 2. Utah's Computer Assisted Credentialing System for Utah Teachers (CACTUS)
 - B. Procedures for data analysis and HQT determination in Utah
 - C. Current (2005-2006) HQT status for each LEA
 - D. Analysis of classes taught by teachers who do not meet HQT standards
 - 1. In schools not making AYP
 - 2. In schools with high percentages of poor and minority children
 - 3. In hard-to-staff schools and courses
 - E. Analysis of current efforts made by the SEA and LEAs to assist teachers in meeting the HQT standards
- III. Establishment of goals
 - A. Timeline for meeting the 100 percent HQT requirement
 - 1. Annual measurable objectives for each LEA
 - 2. Annual measurable objectives for hard-to-staff schools and courses
 - B. Timeline for use of HOUSSE
 - 1. Analysis of current status of HOUSSE
 - 2. Analysis of circumstances that require application of HOUSSE rules
- IV. Plans to achieve goals
 - A. Assessment of current efforts and determination of which should be continued
 - B. Descriptions of technical assistance to be provided by the SEA to assist LEA's in carrying out their HQT plans.
 - C. Assessment of the professional development needs related to HQT in schools not making AYP
 - D. Analysis of resources available to address the needs of teachers who do not meet the HQT standards of NCLB
 - E. SEA plans to work with LEAs that do not meet the HQT goals by the end of the 2006-2007 school year.
 - 1. Monitoring
 - 2. Technical Assistance
- V. HOUSSE
 - A. Review of current HOUSSE status
 - B. Analysis of remaining need to apply HOUSSE to Utah teachers to determine HQT status

C. Analysis of the circumstances in which the use of HOUSSE will need to be continued and in which its use can be phased out without detrimental consequences.

VI. Equity Plan

A. Analysis of data to accurately describe inequities in teacher assignment in Utah

B. Strategies for addressing inequities

C. Procedures for SEA monitoring of the implementation of the strategies

Appendix 2: Utah Teacher Quality Continuum

UTAH TEACHER QUALITY CONTINUUM

RECRUITMENT

- University students
- Career changers (bachelor's degree)
- Transition to Teaching grant
- Foreign credentialed educators
- Public Education Job Enhancement Program
- Troops to Teachers
- Out-of-state applicants
- Trades, industry, and business

LICENSURE PREPARATION

- University teacher preparation programs
- Alternative Routes to Licensure (ARL)
- PRAXIS II content testing

LEVEL 1

BASIC

License Renewal (3-Year Cycle)

Demonstrates standards of effective teaching at a basic level.

Entry Years Enhancement Program (EYE)

- 3 years effective teaching/specialized induction
- PRAXIS II content and pedagogy tests
- NCLB Highly Qualified requirements
- "Utah Professional Teacher Standards"
- Professional portfolio
- Mentor support
- District recommendation for advancement

LEVEL 2

PROFESSIONAL

License Renewal (5-Year Cycle)

Demonstrates standards of effective teaching at a proficient level.

USOE Core Curriculum Academies
 Subject Endorsements
 High Need Schools Strategies

District HQA Professional Development Standards and Plans
 District Evaluation*

Personal Professional Improvement Plan
 District Evaluation*
 Rural HQA Enhancement

Master's Degree

**Evaluation includes evidence of the following:*

- "Utah Professional Teacher Standards"
- NCLB Highly Qualified requirements
- Application of content knowledge and instructional skills
- Student learning outcomes (Adequate Yearly Progress)

LEVEL 3

DISTINGUISHED EDUCATOR

License Renewal (7-Year Cycle)

Demonstrates standards of effective teaching at a distinguished level.

Ed.D.
 Ph.D.

National Board Certification



Appendix 3: 2005-06 HQA by LEA - School Districts

Classes Taught by Highly Qualified Educators for School Year Ending 2006

School Type	Grade Level	Total Classes	Not HQ	HQ	Percent HQ
Regular Education	ELEMENTARY	11194	1535	9659	86.29%
	Fine Arts	68	32	36	52.94%
	Foreign Languages	35	14	21	60.00%
	Language Arts	83	27	56	67.47%
	Mathematics	84	34	50	59.52%
	Science	60	22	38	63.33%
	Social Studies	42	17	25	59.52%
	Elementary	10785	1354	9431	87.45%
	Special Ed	37	35	2	5.41%
Regular Education	HIGH	34248	7935	26313	76.83%
	Fine Arts	5782	740	5042	87.20%
	Foreign Languages	2617	470	2147	82.04%
	Language Arts	7044	1438	5606	79.59%
	Mathematics	5760	611	5149	89.39%
	Science	4501	786	3715	82.54%
	Social Studies	5883	1332	4551	77.36%
	Elementary	2	0	2	0.00%
	Special Ed	2659	2556	103	3.87%
Regular Education	OTHER	398	234	164	41.21%
	Fine Arts	93	48	45	48.39%
	Foreign Languages	25	11	14	56.00%
	Language Arts	77	46	31	40.26%
	Mathematics	53	31	22	41.51%
	Science	41	29	12	29.27%
	Social Studies	50	29	21	42.00%
	Elementary	29	10	19	65.52%
	Special Ed	30	30	0	0.00%
Regular Education	MIDDLE	35901	9748	26153	72.85%
	Fine Arts	5218	727	4491	86.07%
	Foreign Languages	2350	566	1784	75.91%
	Language Arts	7557	1730	5827	77.11%
	Mathematics	6292	1540	4752	75.52%
	Science	5665	960	4705	83.05%
	Social Studies	4995	1186	3809	76.26%
	Elementary	972	359	613	63.07%
	Special Ed	2852	2680	172	6.03%
Special Education	ALL	1061	672	389	36.66%
	Fine Arts	201	18	183	91.04%
	Foreign Languages	14	3	11	78.57%
	Language Arts	58	26	32	55.17%
	Mathematics	51	23	28	54.90%
	Science	69	19	50	72.46%
	Social Studies	87	24	63	72.41%
	Elementary	140	123	17	12.14%
	Special Ed	441	436	5	1.13%
Alternative Ed / YIC	ALL	5529	2876	2653	47.98%
	Fine Arts	370	221	149	40.27%
	Foreign Languages	65	28	37	56.92%
	Language Arts	1747	875	872	49.91%
	Mathematics	994	364	630	63.38%
	Science	774	510	264	34.12%
	Social Studies	1142	479	663	58.06%
	Elementary	7	7	0	0.00%
	Special Ed	430	392	38	8.84%

Appendix 4: 2005-06 HQA by LEA - Charter Schools

NCLB Classes Taught by Highly Qualified Educators
for School Year Ending 2006
Charter Schools Only

School	Level	Total Classes	Not HQ	HQ	Percent HQ
ACADEMY FOR MATH & SCIENC	Secondary	147	57	90	61.22%
AMERICAN LEADERSHIP ACADE	Elementary	23	10	13	56.52%
	Secondary	334	203	131	39.22%
AMERICAN PREPARATORY ACA	Elementary	15	9	6	40.00%
	Secondary	40	4	36	90.00%
BEEHIVE SCIENCE & TECHNOL	Secondary	40	30	10	25.00%
CBA CENTER	Secondary	19	15	4	21.05%
CITY ACADEMY	Secondary	113	66	47	41.59%
DAVINCI ACADEMY	Secondary	115	31	84	73.04%
EAST HOLLYWOOD HIGH	Secondary	92	39	53	57.61%
FAST FORWARD HIGH	Secondary	118	59	59	50.00%
FREEDOM ACADEMY	Elementary	19	10	9	47.37%
ITINERIS EARLY COLLEGE HIG	Secondary	40	28	12	30.00%
JOHN HANCOCK CHARTER SCH	Elementary	14	5	9	64.29%
	Secondary	4	1	3	75.00%
LINCOLN ACADEMY	Elementary	14	8	6	42.86%
	Secondary	39	31	8	20.51%
MOAB COMMUNITY SCHOOL	Elementary	12	12	0	0.00%
NAVIGATOR POINTE ACADEMY	Elementary	15	8	7	46.67%
	Secondary	60	4	56	93.33%
NORTH DAVIS PREPARATORY A	Elementary	20	9	11	55.00%

NORTH STAR ACADEMY	Elementary	12	3	9	75.00%
	Secondary	28	8	20	17.43%
N. UT ACADEMY FOR MATH ENG	Secondary	185	17	168	90.81%
ODYSSEY CHARTER SCHOOL	Elementary	15	12	3	20.00%
OGDEN PREPARATORY ACADE	Elementary	15	8	7	46.67%
	Secondary	40	25	15	37.50%
PINNACLE CANYON ACADEMY	Elementary	15	7	8	53.33%
	Secondary	31	18	13	41.94%
RANCHES ACADEMY	Elementary	14	8	6	42.86%
REAGAN ACADEMY	Elementary	20	13	7	35.00%
	Secondary	67	26	41	61.19%
SALT LAKE ARTS ACADEMY	Elementary	6	2	4	66.67%
	Secondary	23	6	17	73.91%
SOLDIER HOLLOW CHARTER	Elementary	6	4	2	33.33%
SUCCESS ACADEMY	Secondary	140	40	100	71.43%
SUCCESS SCHOOL	Secondary	23	19	4	17.39%
SUMMIT ACADEMY	Elementary	20	13	7	35.00%
THOMAS EDISON-NORTH	Elementary	11	7	4	36.36%
	Secondary	18	11	7	38.89%
THOMAS EDISON-SOUTH	Elementary	15	11	4	26.67%
TIMPANOGOS ACADEMY	Elementary	16	7	9	56.25%
	Secondary	38	26	12	31.58%
TUACAHN HIGH FOR PERFORM	Secondary	58	21	37	63.79%
UINTAH RIVER HIGH	Secondary	65	35	30	46.15%
UT COUNTY ACADEMY OF SCIE	Secondary	63		63	100.00%

WALDEN SCHOOL OF LIBERAL	Secondary	76	10	66	86.84%
WASATCH PEAK ACADEMY	Elementary	13	3	10	76.92%
STATE TOTALS	Elementary	310	169	141	45.48%
	Secondary	2,016	830	1,186	58.83%

Appendix 5: 2005-06 HQA by LEA - School Districts

NCLB Classes Taught by Highly Qualified Educators
School Year Ending 2006 Public Schools Only

District:		Total Classes	Not HQ	HQ	Percent HQ
Alpine District	Elementary	1,130	235	895	79.2%
	Secondary	5,869	1,299	4,570	77.87%
Beaver District	Elementary	36	8	28	77.78%
	Secondary	143	64	79	55.24%
Box Elder District	Elementary	225	28	197	87.56%
	Secondary	2,148	763	1,655	68.44%
Cache District	Elementary	768	170	598	77.86%
	Secondary	2,475	941	1,534	61.98%
Carbon District	Elementary	84	12	72	85.71%
	Secondary	303	93	210	69.31%
Daggett District	Elementary	12	6	6	50%
	Secondary	56	35	21	37.5%
Davis District	Elementary	1,297	146	1,151	88.74%
	Secondary	10,447	1,780	8,667	82.96%
Duchesne District	Elementary	108	19	89	82.41%
	Secondary	777	321	456	58.69%
Emery District	Elementary	57	6	51	89.47%
	Secondary	302	168	134	44.37%
Garfield District	Elementary	38	2	36	94.74%
	Secondary	124	35	89	71.77%
Grand District	Elementary	34	4	30	88.24%
	Secondary	283	71	212	74.91%
Granite District	Elementary	1,570	313	1,257	80.06%
	Secondary	9,687	2,702	6,985	72.11%
Iron District	Elementary	179	12	167	93.3%
	Secondary	878	272	606	69.02%

Jordan District	Elementary	1,632	70	1,562	95.71%
	Secondary	8,061	1,535	6,526	80.96%
Juab District	Elementary	10	5	5	50%
	Secondary	284	59	225	79.23%
Kane District	Elementary	38	5	33	86.84%
	Secondary	216	137	79	36.57%
Logan District	Elementary	170	57	113	66.47%
	Secondary	826	141	685	82.93%
Millard District	Elementary	69	12	57	82.61%
	Secondary	362	109	253	69.89%
Morgan District	Elementary	74	29	45	60.81%
	Secondary	420	31	389	92.62%
Murray District	Elementary	141	11	130	92.2%
	Secondary	1,058	135	923	87.24%
Nebo District	Elementary	503	35	468	93.04%
	Secondary	3,419	664	2,755	80.58%
North Sanpete District	Elementary	2		2	100%
	Secondary	383	90	293	76.5%
North Summit District	Elementary	79	34	45	56.96%
	Secondary	154	78	76	49.35%
Ogden District	Elementary	266	37	229	86.09%
	Secondary	2,481	756	1,725	69.53%
Park City District	Elementary	87	12	75	86.21%
	Secondary	634	138	496	78.23%
Piute District	Secondary	85	45	40	47.06%
Provo District	Elementary	297	19	278	93.6%
	Secondary	1,261	144	1,117	88.58%
Rich District	Elementary	13	2	11	84.62%
	Secondary	127	47	80	62.99%

Salt Lake District	Elementary	576	28	548	
	Secondary	8,701	3,376	5,325	95.14%
San Juan District	Elementary	78	12	66	61.2%
	Secondary	475	176	299	84.62%
Sevier District	Elementary	86	14	72	62.95%
	Secondary	1,986	808	1,178	83.72%
South Sanpete District	Elementary	52	9	43	59.32%
	Secondary	347	114	233	82.69%
South Summit District	Elementary	84	7	77	67.15%
	Secondary	387	202	185	91.67%
Tintic District	Elementary	20	1	19	47.8%
	Secondary	53	36	17	95%
Tooele District	Elementary	276	36	240	32.08%
	Secondary	1,077	339	738	86.96%
Uintah District	Elementary	233	83	150	68.52%
	Secondary	1,131	339	792	84.38%
Wasatch District	Elementary	101	18	83	70.03%
	Secondary	436	141	295	82.18%
Washington District	Elementary	591	89	502	67.66%
	Secondary	2,226	793	1,433	84.94%
Wayne District	Elementary	13	3	10	64.38%
	Secondary	70	22	48	76.92%
Weber District	Elementary	628	128	500	68.57%
	Secondary	3,926	1,295	2,631	79.62%
State Totals	Elementary	11,657	1,717	9,940	67.01%
	Secondary	74,348	20,294	54,054	85.27%

Appendix 6: Summary of HQA Forums

NCLB Focus Groups August and September, 2006

Strengths	Challenges	Trends
<ul style="list-style-type: none"> • Many teachers participate in professional development and college courses • HOUSSE is helpful and important • Many districts have a high commitment to HQ • High commitment of UEA to HQ • High level of new teachers HQ • Commend high level of HQ at Morgan High School • High HQ in elementary • Data is effective • CACTUS received commendation from feds • Good attitude • Identifying trouble spots • High HQ in math and science • Good professional development opportunities to encourage endorsements and HQ • Funding for Praxis II tests • Create K-12 license to create flexibility for small and rural schools • Create incentives for passing tests • Work for equity in rural and special needs schools • Work with UEA (incentives, professional agreements) • Review requirements for middle level endorsements • Provide data on SES vs. HQ • Provide data on attrition rates and HQ 	<ul style="list-style-type: none"> • Complexity and accuracy of data system • Quality of instruction in class rooms • Access to teacher training institutions and professional development • Need more HQ Social Studies and Language Arts teachers • Teachers with endorsements and minors, not HQ • Large Spec. Ed. populations in schools effect HQ • Separate data between Level 1 and Level 2 teachers • Increase HQ elementary to 99% • Setting instructional time as a priority • Coaches as Social Studies teachers • Lack of district and charter school HQ as priority • N groups in large high schools • Inaccurate information reported • Lack of clear guidance • Principal and teacher turnover in high risk schools • Increase endorsement requirements to HQ levels • Improve without sanctions to disadvantage small schools • How to get HQ teachers to teach in small rural schools • Alternative schools have low HQ • Use class size funds to encourage HQ • Set aside fund for incentives • Retaining ARLs and HQs 	<ul style="list-style-type: none"> • Non-HQ may be provisional teachers • Secondary assignments often determine HQ • Concerns re: accuracy of data reporting • Elementary high • Charter schools low • Social Studies low • Mathematics high • Scheduling at middle school is issue in HQ • Check HQ Level 1 vs. Level 2 • Experience impacts student achievement • Social Studies and Science endorsements impact low HQ • Title I teachers may be hired of soft dollars • Distance from higher education opportunities factor in HQ • Middle schools and high schools have lower HQ • HQ plateau in rural districts • Requirements structured to keep percentages low • Teachers on SAEPs are not HQ

<ul style="list-style-type: none"> • Recruitment and hiring • Trying to do what’s best for kids • Alternative Route to Licensure program and Troops to Teachers • EYE program 	<ul style="list-style-type: none"> • Support for ARLs • Creating middle level endorsement • Better define HQ for districts • Level 2 should equal HQ • Complex data system 	
State	District	School
<ul style="list-style-type: none"> • Align course codes between SIS and CACTUS • Improve data reporting by simplifying the reporting system • Improve accuracy of Special Education reporting • Align endorsements • Account for coaches, specialists, etc. in data • Create a plan for Special Ed. HQT • Ensure consistency of HQ information to districts and teachers • Provide technical assistance in analyzing HQ data especially for Title I schools • Develop ARL program for endorsements (minors) • Level Social Studies and Science endorsement (math model) • Hold twice yearly regional meetings • Provide technical assistance to individual teachers re: HQ • Hold statewide discussion on Special Ed. HQ issues • Hold HQ information meetings with licensing and curriculum sections • Support Title I funding levels • Set clear HQ priorities • Expand alternative delivery systems (distance learning, electronic high school, concurrent enrollment) 	<ul style="list-style-type: none"> • Improve accuracy of data reporting. • Use technical solutions to improve accuracy • Use right to transfer teachers as needed • Seek UEA support as teacher transfers are made • Create incentives for teachers (prof. dev., time, pay, load, class size, planning time, teacher assistant support) • Create differentiated compensation for HQ incentive (housing, reduced work load, pay for endorsements, professional perks, pay for degrees, “grow your own”, additional planning time, extended contract, improve working conditions,) • Seek equitable distribution of staff • Restructure staffs of low-performing schools • Set HQ goals, create plans • Create a culture that drives decisions • Create a system to match course codes with HQ teachers • Get information to principals • Create a bridge between SIS and CACTUS information/reporting • Prioritize funding, resources to support HQ • Assign staff member(s) to work with HQ and principals 	<ul style="list-style-type: none"> • Principal key person in selection of assignment of teachers • Student needs and community councils should be priority in assignment of teachers • Principals should have access to CACTUS • Teachers should be able to volunteer for changes in assignment • Need additional information in CACTUS regarding classes for which teachers are HQ • Monitor teacher progress toward HQ • Annual report to district board • Assign based on HQA

<ul style="list-style-type: none"> • Create incentives for teacher to become HQ (\$1,000 per year, travel funds, banners, publicize HQ achievement) • Institute sactions (fear-based) • Use accurate weighting when reporting statistics and setting priorities • Continue HOUSSE • Examine college preparation of teachers, majors and minors 	<ul style="list-style-type: none"> • Encourage competition between high schools re: HQ • Stop the surplus of high school coaches • Recruit HQ teachers for high risk schools • Limit turnover of successful principals • Make CACTUS accessible to principals • Make HQ a condition of employment • Not HQ hires time limited • Districts make annual report to state re: progress on HQ • HQ as a professional responsibility (condition of employment, not optional) • Give gold stars • Principal accountability (report to board on school HQ progress, include teacher protections) • Consider additional staffing practices (EdNet, moveable assignments, electronic high school) • Create incentives for principals 	
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Appendix 7: Utah State Board of Education Rule R277-510. *Educator Licensing - Highly Qualified Teachers*

R277. Education, Administration.

R277-510. Educator Licensing - Highly Qualified Teachers.

R277-510-1. Definitions.

A. "Board" means the Utah State Board of Education.

B. "Core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography under the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), Title IX, Part A, 20 U.S.C. 7801, Section 9101(11).

C. "Date of hire" means the date on which the initial employment contract is signed between educator and employer or the date on which an educator receives a Core academic subject assignment for the first time.

D. "Endorsement" means a qualification based on content area mastery obtained through a higher education major or minor or through a state-approved endorsement program.

E. "Highly qualified" means a teacher has met the specific requirements of ESEA, NCLB, Title IX, Part A, 20 U.S.C. 7801, Section 9101(23) or 34 CFR 200.56.

F. "HOUSSE" means High Objective Uniform State Standard of Evaluation permitted under ESEA, NCLB, Title IX, Part A, 20 U.S.C. 7801, Section 9101(23) (C) (ii).

G. "HOUSSE points" means points or hours earned in activities identified under R277-501-3A, B, or C.

H. "IDEA" means the federal Individuals with Disabilities Education Act, Title 1, Part A, Section 602.

I. "Multiple subject qualified" means that a licensed educator who is highly qualified in at least one Core academic subject may be designated highly qualified and provide instruction in science, social studies, language arts, and mathematics, or any combination of those courses, as assigned by the school district or the school.

J. "Multiple subject teacher" means a teacher in a necessarily existent small school as defined under R277-445 or as a special education teacher defined under R277-510H, or in a Youth in Custody program as defined under R277-709 or a board-designated alternative school whose size meets necessarily existent small school criteria as defined under R277-445, who teaches two or more Core academic subjects defined under R277-510-1B or under R277-700.

K. "Restricted endorsement" means an endorsement available and limited to teachers in necessarily existent small schools as determined under R277-445, teachers in alternative schools who meet the size criteria of R277-445, and teachers in youth in custody programs or to special educators seeking highly qualified status in mathematics, language arts, or science. Teacher qualifications shall include at least nine semester hours of USOE-approved university-level courses in each course taught by the teacher holding a restricted endorsement.

L. "Standard license area of concentration" means that the educator has successfully completed three years of teaching in the license area.

M. "USOE" means the Utah State Office of Education.

R277-510-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, and Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities. Allows Board to license

B. The purpose of this rule is to provide definitions and requirements for an educator to meet federal requirements for highly qualified status.

R277-510-3. NCLB Highly Qualified - Secondary Teachers.

In order to meet the federal requirements under NCLB, a secondary educator shall have a bachelor's degree, an educator license and one of the following for each of the teacher's NCLB Core academic subject teaching assignments:

A. a University major degree, masters degree, doctoral degree or National Board Certification; or

B. documentation that the teacher has passed, at a level designated by the USOE, an appropriate Board-approved subject area test(s); or

C. documentation of coursework equivalent to a major degree (30 semester or 45 quarter hours); or

D. documentation of satisfaction of Utah's HOUSSE requirements for assignments as follows:

(1) an endorsement in a subject area directly related to the educator's academic major; or

(2) a current endorsement for the assignment and completion of 200 professional development points, accrued after the endorsement was approved by the USOE, directly related to the area in which the teacher seeks to meet the federal highly qualified teacher standard under R277-510-1E as applicable. No more than 100 points may be earned for successful teaching in related area(s); and

E. All Utah secondary teachers who teach Core academic subjects shall have points and documentation, determined by the employing school district, of highly qualified status before June 30, 2006. Documentation includes official transcripts, annual teaching evaluation(s), data of adequate student achievement.

R277-510-4. NCLB Highly Qualified - Special Education Teachers.

A. In order to meet the federal requirements under HOUSSE, NCLB, and the requirements of IDEA, a special educator assigned as the classroom teacher of record for any K-8 Core academic subject shall satisfy (1) and (2) and (3) or (1) and (2) and (4) or (1) and (2) and (5) before June 30, 2006 as provided below:

(1) has a current Utah educator license; and

(2) is assigned consistent with the teacher's current state educator license; and

(3) has met the requirements for highly qualified status under R277-510-5; or

(4) a K-8 special educator with a mild moderate endorsement defined under R277-504-1K(1), hearing impaired endorsement defined under R277-504-1K(3), visually impaired endorsement defined under R277-504-1K(4), or K-12 special educator with a severe license defined under R277-504-1K(2) shall pass a Board-approved content test at the state designated passing score; or

(5) documentation of satisfaction of Utah's HOUSSE requirements for assignments as follows:

(a) has completed a minimum of 36 semester hours of Core academic subject courses from an accredited college/university consistent with R277-503, or other professional development directly related to the educator's assignment. The teacher's employer shall review and retain documentation verifying completion of these requirements. Transcript credits shall have been completed with academic grades of C or better:

(i) nine semester hours of language arts/reading or the equivalent as approved by the USOE; and

(ii) six semester hours of physical/biological science or the equivalent as approved by the USOE; and

(iii) nine semester hours of social sciences or the equivalent as approved by the USOE; and

(iv) nine semester hours of college level mathematics or the equivalent as approved by the USOE; and

(v) three semester hours of the arts or the equivalent as approved by the USOE.

B. To meet the highly qualified requirements under NCLB, a K-12 special educator endorsed in mild moderate, or hearing impairments, or visual impairments, assigned as the classroom teacher of record for any K-12 course reported under NCLB statute shall satisfy the following before June 30, 2006:

(1) has a current Utah educator license; and

(2) is assigned consistent with the educator's current state license; and

(3) shall satisfy highly qualified status in at least one Core academic subject by:

(a) meeting the requirements of R277-510-3; or

(b) having a restricted endorsement as defined under R277-510-1J or its equivalent, and passing an appropriate Board-approved subject assessment; and

(4) Special educators who teach two or more subjects shall satisfy highly qualified status by:

(a) satisfying R277-510-4B(3)(a) or (b); and

(b) submitting documentation that the educator has passed a Board-approved multiple subject test with a passing score at the state-designated passing score with subtest scores in the average range or higher; and

(c) shall not be assigned to teach a Core academic subject if the educator did not pass the appropriate subtest in the average range or higher.

(5) Special educators who teach two or more subjects may have two years beyond the special educator's date of hire or June 30, 2006 to become highly qualified in additional course assignments.

C. School districts/charter schools are responsible for monitoring and appropriately assigning special educators consistent with this rule.

D. Sixth grade special educators assigned in elementary school settings shall satisfy R277-510-4A to be highly qualified.

R277-510-5. NCLB Highly Qualified - Elementary and Early Childhood Teachers.

In order to meet the federal requirements of NCLB, an elementary/early childhood educator shall satisfy before June 30, 2006 R277-510-5A and B and C or A and B and D and E as provided below:

A. the educator has a current Utah educator license; and

B. the educator is assigned consistent with the teacher's current state educator license; and

C. an elementary/early childhood teacher shall pass Board-approved content test(s);

D. documentation of satisfaction of Utah's HOUSSE requirements for assignments as follows:

(1) has completed an elementary or early childhood major or both from an accredited college or university; or

(2) the teacher's employer shall review the teacher's college/university transcripts and subsequent professional development to document that the following have been satisfied with academic grades of C or better:

(a) nine semester hours of language arts/reading or the equivalent as approved by the USOE; and

(b) six semester hours of physical/biological science or the equivalent as approved by the USOE; and

(c) nine semester hours of social sciences or the equivalent as approved by the USOE; and

(d) nine semester hours of college level mathematics or the equivalent as approved by the USOE;

(e) three semester hours of the arts or the equivalent as approved by the USOE; and

E. the educator has obtained a Level 2 license with a standard license area of concentration.

R277-510-6. NCLB Highly Qualified - Multiple Subject Teachers.

A. In order to meet federal requirements under a HOUSSE standard, a multiple subject teacher, as defined under R277-510-1J, shall satisfy R277-510-6A(1), (2), (3) and (4) or (5) and (6)(a) or (b) as provided below:

(1) the educator has a current Utah educator license; and

(2) the educator is assigned consistent with the educator's current license; and

(3) the educator is highly qualified in at least one Core academic subject, as defined under R277-510-1B or R277-700; and

(4) the educator holds an endorsement as defined under R277-510-1D in each teaching assignment; or

(5) the educator holds a restricted endorsement as defined under R277-510-1K; and

(6) the educator submits a passing score on a Board-approved test providing:

(a) documentation that the teacher has passed, at a level designated by the USOE, an appropriate Board-approved subject area test(s); or

(b) documentation that the teacher has passed a Board-approved multiple subject test with a passing score.

B. In addition, an educator shall satisfy:

(1) R277-510-6A(1) and (2) and (4) and take the Board-approved content test or a Board-approved multiple subject test and pass at the state-designated passing score with all subtest scores in the average range or higher; or

(2) R277-510-6A(1) and (2) and (5) and take the Board-approved content test or a Board-approved multiple subject test and pass at the state-designated passing score with all subtest scores in the average range or higher.

C. An educator shall not be assigned to teach a Core academic subject if the educator did not pass the appropriate subtest in the average range or higher.

D. School districts/charter schools are responsible for monitoring and assigning educators consistent with this rule.

E. Multiple subject teachers in necessarily existent small school settings who are designated highly qualified in at least one Core academic subject, under R277-510-1B, shall have three school years from the date of hire to become highly qualified in additional Core academic subject teaching assignment(s).

F. A multiple subject teacher in necessarily existent small school settings shall have one additional three year period from the date of hire to become highly qualified in any and all additional Core academic subject teaching assignment(s).

KEY: educators, highly qualified

Date of Enactment or Last Substantive Amendment: March 6, 2006

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-6-104; 53A-1-401(3)

Appendix 8. Utah State Board of Education Rule R277-503. *Licensing Routes*

R277. Education, Administration.

R277-503. Licensing Routes.

R277-503-1. Definitions.

A. "Alternative Routes to Licensure (ARL) advisors" mean a USOE specialist with specific professional development and educator licensing expertise, and a USOE-designated curriculum specialist.

B. "Board" means the Utah State Board of Education.

C. "Competency-based" means a teacher training approach structured for an individual to master and demonstrate content and teaching skills and knowledge at the individual's own pace and sometimes in alternative settings.

D. "Educational Testing Service (ETS)" is a worldwide educational testing and measurement organization.

E. "Endorsement" means a qualification based on content area mastery obtained through a higher education major or minor or through a state-approved endorsement program.

F. "Letter of authorization" means a formal approval given to an individual such as an out-of-state candidate or a first year ARL candidate who is employed by a school district/charter school in a position requiring a professional educator license who has not completed the requirements for an ARL license or a Level 1, 2, or 3 license or who has not completed necessary endorsement requirements. A teacher working under a letter of authorization cannot be designated highly qualified under R277-520-1G.

G. "Level 1 license" means a Utah professional educator license issued upon completion of an approved preparation program or an alternative preparation program, or pursuant to an agreement under the NASDTEC Interstate Contract, to applicants who have also met all ancillary requirements established by law or rule.

H. "Level 2 license" means a Utah professional educator license issued after satisfaction of all requirements for a Level 1 license and:

- (1) requirements established by law or rule;
- (2) three years of successful education experience within a five-year period; and
- (3) satisfaction of requirements under R277-522 for teachers employed after January 1, 2003.

I. "Level 3 license" means a Utah professional educator license issued to an educator who holds a current Utah Level 2 license and has also received National Board Certification or a doctorate in education or in a field related to a content area in a unit of the public education system or an accredited private school.

J. "National Association of State Directors of Teacher Education and Certification (NASDTEC)" is an educator information clearinghouse that maintains an interstate reciprocity agreement and database for its members regarding educators whose licenses have been suspended or revoked.

K. "National Council for Accreditation of Teacher Education (NCATE)" is a nationally recognized organization which accredits the education units providing baccalaureate and graduate degree programs

for the preparation of teachers and other professional personnel for elementary and secondary schools.

L. "Pedagogical knowledge" means practices and strategies of teaching, classroom management, preparation and planning that go beyond an educator's content knowledge of an academic discipline.

M. "Praxis II - Principles of Learning and Teaching" is a standards-based test provided by ETS and designed to assess a beginning teacher's pedagogical knowledge. This test is used by many states as part of their teacher licensing process. Colleges and universities may use this test as an exit exam from teacher education programs. All Utah Level 1 license holders employed or reemployed after January 1, 2003 shall pass this test prior to the issuance of a Level 2 professional educator license consistent with R277-522-1H(3).

N. "Regional accreditation" means formal approval of a school that has met standards considered to be essential for the operation of a quality school program by the following organizations:

- (1) Middle States Commission on Higher Education;
- (2) New England Association of Schools and Colleges;
- (3) North Central Association Commission on Accreditation and School Improvement;
- (4) Northwest Commission on Colleges and Universities;
- (5) Southern Association of Colleges and Schools; and
- (6) Western Association of Schools and colleges: Senior College Commission.

O. "Restricted endorsement" means a qualification based on content area knowledge obtained through a USOE-approved program of study or test and shall be available only to teachers in necessarily existent small school settings and teachers in youth in custody programs.

P. "State-approved Endorsement Plan (SAEP)" means a plan in place developed between the USOE and a licensed educator to direct the completion of endorsement requirements by the educator.

Q. "Teacher Education Accreditation Council (TEAC)" is a nationally recognized organization which provides accreditation of professional teacher education programs in institutions offering baccalaureate and graduate degrees for the preparation of K-12 teachers.

R. "USOE" means the Utah State Office of Education.

R277-503-2. Authority and Purpose.

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board, Section 53A-1-402(1)(a) which directs the Board to establish rules and minimum standards for the qualification and licensing of educators and ancillary personnel who provide direct student services, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to provide minimum eligibility requirements for applicants for teacher licenses and to provide

explanation and criteria of various teacher licensing routes. The rule also provides criteria and procedures for licensed teachers to earn endorsements and the requirement for all applicants for licenses to have and pass criminal background checks.

R277-503-3. USOE Licensing Eligibility.

A. Traditional college/university license - A license applicant shall have completed an approved college/university teacher preparation program, been recommended for licensing, and shall have satisfied all other requirements for educator licensing required by law; or

B. Alternative Licensing Route

(1) A license applicant shall have a bachelors degree or higher from an accredited higher education institution in an area related to the position he seeks; and

(2) A license applicant shall have skills, talents or abilities, as evaluated by the employing entity, making the applicant appropriate for a licensed teaching position and eligible to participate in an ARL program.

(3) While beginning an alternative licensing program, an applicant shall be approved for employment under a letter of authorization for a maximum of one school year and may be employed under an ARL license for an additional two years. An ARL program may not exceed three school years. ARL candidates who receive ARL licensure status may be designated highly qualified under R277-520-1G.

C. All license applicants seeking a Utah educator license or endorsement after July 1, 2006 shall submit passing score(s) on a rigorous Board-designated content test prior to the issuance of a license or endorsement.

(1) Early childhood (K-3) and elementary majors (1-8) are required to submit a passing score from a rigorous Board-designated content test.

(2) Secondary teachers are required to submit passing scores on a rigorous Board-designated content test(s), where test(s) are available, for each endorsement area to be posted on the license.

(3) An applicant shall submit electronic or original documentation of USOE-designated passing score(s).

D. For any educator who submits a score below the final Utah state score on the test designated in R277-503-3C, a nonrenewable conditional Level 1 license shall be issued. If the educator fails to submit a passing score on a rigorous Board-designated content test during the three-year duration of the conditional Level 1 license, the educator's license or endorsement shall lapse on the educator's renewal date.

E. The credentials and documentation of experience of applicants for Level 2 and 3 professional educator licenses shall be evaluated by the USOE to determine the appropriate license level.

R277-503-4. Licensing Routes.

Applicants who seek Utah licenses shall successfully complete

accredited programs or legislatively mandated programs consistent with this rule.

A. Institution of higher education teacher preparation programs shall be:

(1) Nationally accredited by:

(a) NCATE; or

(b) TEAC; or

(2) Regionally accredited competency-based teacher preparation programs as provided under R277-503-1N.

B. USOE Alternative Routes to Licensure (ARL)

(1) To be eligible to begin the ARL program, an applicant for an elementary or early childhood school position shall have a bachelors degree and at least 27 semester hours of applicable content courses distributed among elementary curriculum areas. Elementary curriculum areas are provided under R277-700-4. To proceed from temporary license status, an ARL applicant shall submit a score on the ETS Praxis II Elementary Education Content Knowledge Examination (0014) to be used as a diagnostic tool and as part of the development of a professional plan and the issuance of the ARL license.

(2) To be eligible to begin the ARL program, applicants for secondary school positions shall hold a degree major or major equivalent directly related to the assignment. To proceed from temporary license status an ARL license applicant shall submit a score on the ETS Praxis II Applicable Content Knowledge test(s) to be used as a diagnostic tool and as part of the development of a professional plan and the issuance of the ARL license.

(3) Licensing by Agreement

(a) An individual employed by a school district shall satisfy the minimum requirements of R277-503-3 as a teacher with appropriate skills, training or ability for an identified licensed teaching position in the district.

(b) An applicant shall obtain an ARL application for licensing from the USOE or USOE web site.

(c) After evaluation of candidate transcript(s), and rigorous Board-designated content test score, the USOE ARL advisors and the candidate shall determine the specific content knowledge and pedagogical knowledge required of the license applicant to satisfy the requirements for licensing.

(d) The USOE ARL advisors may identify institution of higher education courses, district inservice classes, Board-approved training, or Board-approved competency tests to prepare or indicate content, content-specific, and developmentally-appropriate pedagogical knowledge required for licensing.

(e) The employing school district shall assign a trained mentor to work with the applicant for licensing by agreement.

(f) The school district shall supervise and assess the license applicant's classroom performance during a minimum one school year full-time employment experience. The district may request assistance from a institution of higher education or the USOE in the monitoring and assessment.

(g) The school district shall assess the license applicant's disposition as a teacher following a minimum one school year full-time teaching experience. The district may request assistance in this assessment; and

(h) The USOE ARL advisors shall annually review and evaluate the license applicant following training, assessments or course work, and the full-time teaching experience and evaluation by the school district.

(i) Consistent with evidence and documentation received, the USOE ARL advisor may recommend the license applicant to the Board for a Level 1 educator license.

(4) USOE Licensing by Competency

(a) A school district employs an individual as a teacher with appropriate skills, training or ability for an identified licensed teaching position in the district who satisfies the minimum requirements of R277-503-3.

(b) An employing school district, in consultation with the applicant and the USOE, shall identify Board-approved content knowledge and pedagogical knowledge examinations. The applicant shall pass designated examinations demonstrating the applicant's adequate preparation and readiness for licensing.

(c) The employing school district shall assign a trained mentor to work with the applicant for licensing by competency.

(d) The school district shall monitor and assess the license applicant's classroom performance during a minimum one-year full-time teaching experience.

(e) The school district shall assess the license applicant's disposition for teaching following a minimum one-year full-time teaching experience.

(f) The school district may request assistance in the monitoring or assessment of a license applicant's classroom performance or disposition for teaching.

(g) Following the one-year training period, the school district and USOE shall verify all aspects of preparation (content knowledge, pedagogical knowledge, classroom performance skills, and disposition for teaching) to the USOE.

(h) If all evidence/documentation is complete, the USOE shall recommend the applicant for a Level 1 educator license.

(5) USOE ARL candidates under R277-503-4B(3) and (4) may teach under a letter of authorization for a maximum of one year. The letter of authorization shall expire after the first year on June 30 when the ARL candidate submits documentation of progress in the program, and the candidate shall be issued an ARL license.

(6) The ARL license may be extended annually for two subsequent school years with documentation of progress in the ARL program.

(7) Documentation shall include, specifically, a copy of the supervisor's successful end-of-year evaluation, copies of transcripts and test results or both showing completion of required coursework, verification of working with a trained mentor, and satisfaction of the full-time full year experience.

C. School district/charter school specific competency-based licenses:

(1) A local board/charter school board may apply to the Board for a letter of authorization to fill a position in the district.

(2) The employing school district/charter school shall request a letter of authorization no later than 60 days after the date of the individual's first day of employment.

(3) The application for the letter of authorization from the local board/charter school board for an individual to teach one or more core academic subjects shall provide documentation of:

(a) the individual's bachelors degree; and

(b) for a K-6 grade teacher, the satisfactory results of the rigorous state test including subject knowledge and teaching skills in the required core academic subjects under Section 53A-6-104.5(3)(ii) as approved by the Board; or

(c) for the teacher in grades 7-12, demonstration of a high level of competency in each of the core academic subjects in which the teacher teaches by completion of an academic major, a graduate degree, course work equivalent to an undergraduate academic major, advanced certification or credentialing, results or scores of a rigorous state core academic subject test, similar to the test required under R277-503-3E, in each of the core academic subjects in which the teacher teaches.

(4) The application for the letter of authorization from the local board/charter school board for non-core teachers in grades K-12 shall provide documentation of:

(a) a bachelors degree, associates degree or skill certification; and

(b) skills, talents or abilities specific to the teaching assignment, as determined by the local board/charter school board.

(5) Following receipt of documentation and consistent with Section 53A-6-104.5(2), the USOE shall approve a district/charter school specific competency-based license.

(6) If an individual with a district/charter school specific competency-based license leaves the district before the end of the employment period, the district shall notify the USOE Licensing Section regarding the end-of-employment date.

(7) The individual's district/charter school specific competency-based license shall be valid only in the district/charter school that originally requested the letter of authorization and for the individual originally employed under the letter of authorization or district/charter school specific competency-based license.

(8) The written copy of the district/charter school specific competency-based license shall prominently state the name of the school district/charter school followed by DISTRICT/CHARTER SCHOOL SPECIFIC COMPETENCY-BASED LICENSE.

(9) A school district/charter school may change the assignment of a school district/charter school specific competency-based license holder but notice to USOE shall be required and additional competency-

based documentation may be required for the teacher to remain qualified or highly qualified.

(10) School district/charter school specific competency-based license holders are at-will employees consistent with Section 53A-8-106(5).

R277-503-5. Endorsement Routes.

A. An applicant shall successfully complete one of the following for endorsement:

(1) a USOE-approved institution of higher education educator preparation program with endorsement(s); or

(2) assessment, approval and recommendation by a designated and subject-appropriate USOE specialist under a SAEP. The USOE shall be responsible for final recommendation and approval; or

(3) USOE-approved examination(s) assessing content knowledge and content-specific pedagogical knowledge. The USOE is responsible for final review and approval; or

(4) a USOE-approved Utah institution of higher education or Utah school district-sponsored endorsement program which includes content knowledge and content-specific pedagogical knowledge approved by the USOE. The university or school district shall be responsible for final review and recommendation. The USOE shall be responsible for final approval.

B. A restricted endorsement shall be available and limited to teachers in necessarily existent small schools as determined under R277-445, and teachers in youth in custody programs. Teacher qualifications shall include at least nine semester hours of USOE-approved university-level courses in each course taught by the teacher holding a restricted endorsement.

C. All provisions that directly affect the health and safety of students required for endorsements, such as prerequisites for drivers education teachers or coaches, shall apply to applicants seeking endorsements through all routes under this rule.

D. Prior to an individual taking courses, exams or seeking a recommendation in the ARL licensing program, the individual shall have school district/charter school and USOE authorization.

R277-503-6. Additional Provisions.

A. All programs or assessments used in applicant preparation shall meet national professional educator standards such as those developed by NCATE, TEAC or competency-based regional accreditation.

B. All educators licensed under this rule shall also:

(1) complete the background check required under Section 53A-6-401;

(2) satisfy the professional development requirements of R277-502; and

(3) be subject to all Utah licensing requirements and professional standards.

C. An applicant may satisfy the student teaching/clinical experience requirement for licensing through successful completion of either the licensing by agreement or by competency route.

KEY: teachers, alternative licensing

Date of Enactment or Last Substantive Amendment: May 16, 2006

Notice of Continuation: April 15, 2002

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1) (a); 53A-1-401(3)

Appendix 9. Utah State Board of Education Rule R277-522. *Entry Years Enhancement (EYE) for Quality Teaching - Utah Level 1 Teachers*

R277. Education, Administration.

R277-522. Entry Years Enhancements (EYE) for Quality Teaching - Level 1 Utah Teachers.

R277-522-1. Definitions.

A. "Accredited" means a teacher preparation program accredited by the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC) or one of the major regional accrediting associations as defined under R277-503-1L.

B. "Board" means the Utah State Board of Education.

C. "Computer-Aided Credentials of Teachers in Utah Schools (CACTUS)" means a database that maintains public information on licensed Utah educators.

D. "Educational Testing Services (ETS)" is an educational measurement institution that has developed standard-based teacher assessment tests.

E. "Entry years" means the three years a beginning teacher holds a Level 1 license.

F. "INTASC" means the Interstate New Teacher Assessment and Support Consortium, that has established Model Standards for Beginning Teacher Licensing and Development. The ten principles reflect what beginning teachers should know and be able to do as a professional teacher. The Board has adopted these principles as part of the NCATE standards.

G. "Level 1 license" means a Utah professional educator license issued upon completion of an approved preparation program or an alternative preparation program, or pursuant to an agreement under the NASDTEC Interstate Contract, to applicants who have also met ancillary requirements established by law or rule.

H. "Level 2 license" means a Utah professional educator license issued after satisfaction of all requirements for a Level 1 license and:

- (1) requirements established by law or rule;
- (2) three years of successful education experience within a five-year period; and
- (3) satisfaction of requirements under R277-522 for teachers employed after January 1, 2003.

I. "Level 3 license" means a Utah professional educator license issued to an educator who holds a current Utah Level 2 license and has also received National Board Certification or a doctorate in education or in a field related to a content area in a unit of the public education system or an accredited private school.

J. "Mentor" means a Level 2 or Level 3 educator, who is trained to advise and guide Level 1 teachers.

K. "Praxis II - Principles of Learning and Teaching" is a standards-based test provided by ETS and designed to assess a beginning teacher's pedagogical knowledge. This test is used by many states as part of their teacher licensing process. Colleges and universities use this test as an exit exam from teacher education programs.

L. "Professional development" means locally or Board-approved education-related training or activities that enhance an educator's background consistent with R277-501, Educator License Renewal.

M. "Teaching assessment/evaluation" means an observation of a Level 1 teacher's instructional skills by a school district or school administrator using an evaluation tool based on or similar to INTASC principles.

N. "Working portfolio" means a collection of documents prepared by a Level 1 teacher and used as a tool for evaluation.

O. "USOE" means the Utah State Office of Education.

R277-522-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of the public school system under the Board; by Section 53A-9-103(5) which directs career ladder programs to include a program of evaluation and mentoring for beginning teachers designed to assist those beginning teachers in developing the skills required of capable teachers; Section 53A-6-102(2)(a)(iii) which finds that the implementation of progressive strategies regarding induction, professional development and evaluation are essential in creating successful teachers; Section 53A-6-106 which directs the Board to establish a rule for the training and experience required of license applicants for teaching; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to outline required entry years enhancements of professional and emotional support for Level 1 teachers whose employment or reemployment in the Utah public schools began after January 1, 2003. The requirements apply to teachers during their first three years of teaching and include mentoring, testing, assessment/evaluation, and developing a professional portfolio. The purpose of these enhancements is to develop in Level 1 teachers successful teaching skills and strategies with assistance from experienced colleagues.

R277-522-3. Required Entry Year Enhancements Requirements for a Level 1 Teacher to Advance to a Level 2 License.

A. Level 1 teachers shall satisfactorily collaborate with a trained mentor, pass a required pedagogical exam, complete three years of employment and evaluation, and compile a working portfolio.

B. Collaboration with an assigned mentor:

(1) A mentor shall be assigned to each Level 1 teacher in the first semester of teaching:

(a) The beginning teacher shall be assigned a trained mentor teacher by the principal to supervise and act as a resource for the entry level teacher.

(b) The mentor teacher shall teach in the same school, and where feasible, in the same subject area as the Level 1 teacher.

(2) Qualification of a mentor:

(a) A mentor shall hold a Utah Professional Educator's Level 2 or 3 license;

(b) A mentor shall have completed a mentor training program including continuing professional development.

(3) A mentor shall:

(a) guide Level 1 teachers to meet the procedural demands of the school and school district;

(b) provide moral and emotional support;

(c) arrange for opportunities for the Level 1 teacher to observe teachers who use various models of teaching;

(d) share personal knowledge and expertise about new materials, planning strategies, curriculum development and teaching methods;

(e) assist the Level 1 teacher with classroom management and discipline;

(f) support Level 1 teachers on an ongoing basis;

(g) help Level 1 teachers understand the implications of student diversity for teaching and learning;

(h) engage the Level 1 teacher in self-assessment and reflection; and

(i) assist with development of Level 1 teacher's portfolio.

C. Passage of a pedagogical examination:

(1) The Praxis II - Principles of Learning and Teaching

(a) shall be administered by ETS;

(b) shall be taken by the beginning teacher; the beginning teacher shall earn a qualifying score of at least 160;

(c) may be taken successive times.

(2) Results shall be posted on CACTUS.

D. Successful evaluation under a school district employment and assessment/evaluation program:

(1) Teachers shall be fully employed for three years in Utah public schools or in accredited private schools.

(2) Employing school districts may, following evaluation of the individual's experience, determine that teaching experience outside of the Utah public schools satisfies the teaching/experience requirement of this rule.

(3) The school district has discretion in determining the employment or reemployment status of individuals.

(4) Employing school districts shall be responsible for the evaluation; this duty may be assigned to the school principal.

(5) The assessment/evaluation shall take place at least twice during the first year of teaching and at least twice during each of the following two years with a satisfactory final evaluation.

E. Compilation of a working portfolio:

(1) The portfolio shall be reviewed and evaluated by the employing school district.

(2) the portfolio may be reviewed by USOE staff upon request during the Level 1 teacher's second year of teaching.

(3) the portfolio shall be based upon INTASC principles; and may:

(a) include teaching artifacts;

- (b) include notations explaining the artifacts; and
- (c) include a reflection and self-assessment of his or her own practice; or
- (d) be interpreted broadly to include the employing school district's requirement of samples of the first year teaching experience.

R277-522-4. Satisfaction of Entry Years Enhancements.

A. If a Level 1 teacher fails to complete all enhancements as enumerated in this rule, the Level 1 teacher shall remain in a provisional employment status until the Level 1 teacher completes the enhancements.

(1) The school district may make a written request to the USOE Educator Licensing Section for a one year extension of the Level 1 license in order to provide time for the educator to satisfy entry years enhancements.

(2) The Level 1 teacher may repeat some or all of the entry years enhancements.

(3) An opportunity to repeat or appeal an incomplete or unsatisfactory entry years enhancements process shall be designed and offered by the employing school district.

B. Recommendation for a Level 2 license:

(1) Each school district shall make an annual recommendation to the Board of teachers approved in its schools to receive a Level 2 license, including documentation demonstrating completion of the enhancements.

(2) The names of teachers who did not successfully complete entry years enhancements may also be reported to the Board annually by school districts.

C. The Board shall receive an annual report tracking the success of retention and the job satisfaction of Utah educators who complete the entry years enhancement program.

KEY: teachers

Date of Enactment or Last Substantive Amendment: July 16, 2004

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-9-103(5); 53A-6-102(a)(iii); 53A-6-106; 53A-1-401(3)

Appendix 10. Utah Legislature, 2006 General Session H.B. 285 *Appropriation for Highly Qualified Teachers*

H.B. 285

Appropriation for Highly Qualified Teachers

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53A-6-112** is enacted to read:

53A-6-112. Grants for licensed teachers.

(1) As used in this section:

(a) "Licensed teacher" means a teacher who holds:

(i) a level 1, level 2, or level 3 license; and

(ii) the endorsements required by board rule for the teacher's assignments.

(b) "National Board certification" means a current certificate issued by the National Board for Professional Teaching Standards.

(2) A grant program is created to minimize out-of-pocket expenses of licensed teachers to:

(a) obtain National Board certification; or

(b) take tests to meet federal highly qualified teacher standards as defined in 20 U.S.C. Sec. 7801.

(3) The State Board of Education shall give grants to school districts and charter schools for the purpose stated in Subsection (2) from monies appropriated by the Legislature for that purpose.

(4) To receive a grant, a school district or charter school shall provide matching funds to minimize out-of-pocket expenses of licensed teachers to obtain National Board certification or to take tests to meet federal highly qualified teacher standards in an amount equal to the grant.

(5) Grant monies and matching funds shall be used to pay for costs of licensed teachers that are directly related to:

(a) obtaining National Board certification; or

b) taking tests that, if the licensed teacher passes, the teacher meets federal highly qualified teacher standards.

(6) The State Board of Education shall distribute money appropriated by the Legislature to school districts and charter schools to pay for costs of licensed teachers directly related to obtaining National Board certification or taking tests to meet federal highly qualified teacher standards in accordance with:

(a) Subsection (4); and

(b) a formula adopted by the board, after consultation with school districts and charter schools, that allocates the funding in a fair and equitable manner.

(7) The State Board of Education shall make rules in accordance with Title 63, Chapter 46a, Utah Administrative Rulemaking Act, to administer this section.

Section 2. Section **63-55b-153** is amended to read:

Section 3. Appropriation.

(1) There is appropriated \$500,000 from the Uniform School Fund for fiscal year 2006-07 only, to the State Board of Education to distribute to school districts and charter schools to pay for costs of licensed teachers directly related to obtaining National Board certification or taking tests to meet federal highly qualified teacher standards.

(2) The money appropriated in Subsection (1):

(a) shall be used as provided in Section 53A-6-112; and (b) is nonlapsing.

Effective date.

This bill takes effect on July 1, 2006.

Appendix 11. Utah Code 53A-1a-601 *Public Education Job Enhancement Program*

53A-1a-601. Job enhancements for mathematics, science, technology, and special education training.

(1) The Public Education Job Enhancement Program is established to attract, train, and retain highly qualified:

(a) secondary teachers with expertise in mathematics, physics, chemistry, physical science, learning technology, or information technology; and

(b) special education teachers.

(2) The program shall provide for the following:

(a) application by a school district superintendent or the principal of a school on behalf of a qualified teacher;

(b) an award of up to \$20,000 or a scholarship to cover the tuition costs for a master's degree, an endorsement, or graduate education in the areas identified in Subsection (1) to be given to selected public school teachers on a competitive basis:

(i) whose applications are approved under Subsection 53A-1a-602(4); and

(ii) who teach in the state's public education system for four years in the areas identified in Subsection (1);

(c) (i) as to the cash awards under Subsection (2)(b), payment of the award in two installments, with an initial payment of up to \$10,000 at the beginning of the term and up to \$10,000 at the conclusion of the term;

(ii) repayment of a portion of the initial payment by the teacher if the teacher fails to complete two years of the four-year teaching term in the areas identified in Subsection (1) as provided by rule of the State Board of Education in accordance with Title 63, Chapter 46a, Utah Administrative Rulemaking Act, unless waived for good cause by the Job Enhancement Committee created in Section 53A-1a-602; and

(iii) nonpayment of the second installment if the teacher fails to complete the four-year teaching term; and

(d) (i) as to the scholarships awarded under Subsection (2)(b), provision for the providing institution to certify adequate performance in obtaining the master's degree, endorsement, or graduate education in order for the teacher to maintain the scholarship; and

(ii) repayment by the teacher of a prorated portion of the scholarship, if the teacher fails to complete the authorized classes or program or to teach in the state system of public education in the areas identified in Subsection (1) for four years after obtaining the master's degree, the endorsement, or graduate education.

(3) An individual teaching in the public schools under a letter of authorization may participate in the cash award program if:

(a) the individual has taught under the letter of authorization for at least one year in the areas referred to in Subsection (1); and

(b) the application made under Subsection (2)(a) is based in large part upon the individual receiving a superior evaluation as a classroom teacher.

(4) (a) The program may provide for the expenditure of up to \$1,000,000 of available monies, if at least an equal amount of matching monies become available, to provide professional development training to superintendents, administrators, and principals in the effective use of technology in public schools.

(b) An award granted under this Subsection (4) shall be made in accordance with criteria developed and adopted by the Job Enhancement Committee created in Section 53A-1a-602.

(c) An amount up to \$120,000 of the \$1,000,000 authorized in Subsection (4)(a) may be expended, regardless of the matching monies being available.

Appendix 12. Utah State Board of Education Rule R277-112. *Prohibiting Discrimination in Utah Public Schools.*

R277. Education, Administration.

R277-112. Prohibiting Discrimination in the Public Schools.

R277-112-1. Definitions.

"Board" means the Utah State Board of Education.

R277-112-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of the public education system in the Board.

B. The purpose of this rule is to establish standards prohibiting discrimination in the public school system.

R277-112-3. Standards.

A. The Board does not advocate, permit, or practice discrimination on the basis of race, creed, color, national origin, religion, age, sex, or handicap. This rule incorporates by reference the following:

(1) Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance;

(2) Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance;

(3) Title IV of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000c et seq., which provides standards and training for educators relative to the desegregation of schools receiving Federal financial assistance;

(4) Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e et seq., which prohibits discrimination in employment based on race, color, religion, sex, or national origin in programs and activities receiving Federal financial assistance;

(5) Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance;

(6) The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance;

B. The Board shall take action consistent with:

(1) all regulations, guidelines, and standards lawfully adopted under the statutes named in Subsections 3(A)(1) through (6) and effective as of July, 1993;

(2) all state laws prohibiting discrimination on the basis of race, creed, color, national origin, religion, age, sex, or handicap and effective as of July, 1993.

C. All programs, activities, schools, institutions, and school districts under the general control and supervision of the Board shall adopt policies and rules prohibiting discrimination on the basis of race, creed, color, national origin, religion, age, sex, or handicap.

KEY: educational policy, civil rights

Date of Enactment or Last Substantive Amendment: 1987

Notice of Continuation: September 12, 2002

Authorizing, and Implemented or Interpreted Law: Art X Sec 3

Appendix 13. Utah State Board of Education *Principles for Equity in Utah Public Schools*
(adopted March 1998)

<http://www.schools.utah.gov/equity/principles.htm>

Appendix 14. Utah State Board of Education Rule R277-502. *Educator Licensing and Data Retention.*

R277. Education, Administration.

R277-502. Educator Licensing and Data Retention

R277-502-3. Program Approval.

A. The Board shall accept educator license recommendations from NCATE accredited, TEAC accredited or competency-based regionally accredited organizations.

B. The Board, or its designee, shall establish deadlines and uniform forms and procedures for all aspects of licensing.
