

USBE STANDARDS AND ASSESSMENT COMMITTEE

SUMMARY OF ACTIONS

March 8, 2024

The meeting was conducted in a virtual meeting via Zoom.

Members Present: Chair Randy Boothe, Jennie Earl, Sarah Reale, Vice Chair Green was online via Zoom.

Committee Staff: Patty Norman, Andrea Curtin, Michelle Beus, and Elisse Newey

Other Staff Present: Jerry Record, Sydnee Dickson, Darin Nielsen, Leah Voorhies, Tanya Albornoz, Katie Hill, Naomi Watkins, Bethany Marker, and Kim Rathe.

Other Staff Online: Ryan Bartlett, Benjamin Rassmussen, Jennifer Throndsen,

Public Present: Judy Peterson, Granite School District

Public Online: Holly Jensen, School Counseling Board, and Michelle Glaittli, Granite School District

Start Time: Chair Randy Boothe called the meeting to order at 8:35 am

1.1 INFORMATION: Recognition of Progress, Achievements, or Improvements

Recognition of Progress, Achievements, or Improvements March 2024

The Utah State Board of Education's mission is to open doors of opportunity for all Utah children. This month, we highlight the work of the Strategy 2B Committee in building capacity for high-quality professional learning across Utah through developing LEA-based Instructional Coaching Endorsement courses.

Instructional Coaching Endorsement Implementation Update

In the fall of 2020, the first cohorts of USBE-led “Train the Trainer” cohorts of coaching leaders began with the aim of building capacity for high-quality professional learning for developing instructional coaches in LEAs across the state. Those who completed the three courses and the “train the trainer” components included were then authorized to facilitate the endorsement courses in their LEAs. These amazing leaders were also allowed to train other facilitators who could continue to build the capacity of the LEA to share this professional learning with more educators.

They were provided with support for facilitation skills and the materials and technology to facilitate a similar program in alignment with the USBE Professional Learning Standards for their educators. The Instructional Coaching Endorsement programs they

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are leading are aligned with both the USBE expectations for instructional coaching competency as well as the LEA-specific instructional priorities for their educators.

Cohort 1: Fall 2020-Summer 2021

- Grand County School District
- Northeastern Utah Educational Services (NUES)
- Logan City School District
- Morgan School District
- Southwest Educational Development Center (SEDC)
- Alpine School District
- Central Utah Educational Services (CUES)
- Ogden School District
- Jordan School District
- Tooele County School District
- Juab School District
- Canyons School District
- Washington County School District

- Gateway Preparatory Academy
- Odyssey Charter School
- Quest Academy
- Bonneville Academy
- Early Light Academy
- Summit Academy Schools
- Canyon Grove Academy
- Davinci Academy
- Treeside Charter School

Cohort 2: Fall 2021-Summer 2022

- Nebo School District
- Hawthorn Academy
- Jordan School District
- Entheos Academy
- Murray City School District
- Utah Schools for the Deaf and Blind (USDB)
- Renaissance Academy
- Box Elder School District
- Ascent Academies of Utah
- Northeastern Utah Educational Services (NUES)
- Dual Immersion Academy
- Itineris ECHS

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- Uintah School District
- Tooele County School District
- Millard School District
- San Juan School District
- Utah Virtual Academy

Cohort 3: Fall 2022- Summer 2023

- Cache County School District
- Davis School District
- Mountain West Montessori Academy
- Salt Lake City School District

- Provo City School District

Cohort 4: Fall 2023- Summer 2024

- Emery County School District
- Highmark Charter School
- Leadership Learning Academy
- Paradigm Schools
- South Summit School District
- Weber School District

Through these LEA-based programs, more than 850 educators have had opportunity to take these courses and most have gone on to ultimately earn the Instructional Coaching Endorsement. These leaders, coaches, and teachers have reported that they've experienced more growth than ever offered before around instructional coaching through their involvement with the courses. The program design has enabled us to make important strides in fulfilling the vision of the Goal 2 Strategy B to "Assist Districts and Schools in Providing Continuous Personalized Professional Learning for Each Educator and Leaders".

Participating Staff:

Katie Dewey Hill, Quality Instruction Coordinator, Strategy 2B Co-Lead

Contact Person: Katie Dewey Hill, katie.hill@schools.utah.gov

1.2 INFORMATION: Public Comment

1. Judy Petersen, Granite School District, spoke in support of the Utah School Counseling
2. Holly Jensen, Jordan School District, spoke in support of School Counseling Board Rules and Documents.

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3. Michelle Glaitli, Granite School District, spoke in support of the School Counseling items.

1.3 ACTION: Supplemental Standards for English Language Arts

As per the Board approved process, staff have prepared supplemental standards for courses in English Language Arts, specifically Mythology, for Board review/approval. The approved Board process is a four-step process:

- 1) Convening a committee to review and revise course standards.
- 2) Releasing standards for a 30-day public review.
- 3) Revising the course standards based on public review.
- 4) Submitting the standards to the Board for approval in either March or November.

As required in step four, staff has submitted the standards for review/approval. Staff will be available for questions related to the draft standards.

Motion: Member Earl moved that The Committee forward the supplemental standards for English Language Arts as amended to the Board for approval.

Amendments include the following:

- Standard 2.3: Derive meanings about the relationships of “the divine”, “the human”, and “the physical” in regard to “the cosmos” using storytelling as a vehicle to moralize themes such as force, violence, hubris, agency, fate, love, and knowledge.
- Standard 3.3: Evaluate the influences and significance of classical and global myths, legends, and folklore on modern media and culture, including themes, motifs, and archetypes.

Motion passed unanimously.

Motion for the Board: The Committee recommends the Board approves the supplemental standards for English Language Arts as amended.

1.4 ACTION: Utah K-12 Comprehensive School Counseling Program Components (incorporated by reference in R277-462)

Board rule R277-462 is being considered under the five-year review cycle, and the Utah K-12 Comprehensive School Counseling Program Components is incorporated by reference into the rule. As a part of the process of reviewing the rule, staff have made edits to the components as a result of feedback from LEAs. Staff are now providing the Committee with the updated Utah K-12 Comprehensive School Counseling Program Components for review and approval.

Motion: Member Earl moved to amend the first bullet to read as follows:

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Each Student: All program elements are to recognize and address the needs of each student. ~~Access, Opportunity~~, achievement, attendance, and behavior data for academic and non-academic student needs are used to guide the Comprehensive K-12 School Counseling Program. This component provides the foundation for the school counseling program to ~~reach~~ assist each student in meeting their academic goals while also adhering to all applicable federal and state law including those pertaining to student privacy or parental rights. ~~as an individual. Modification to program implementation based on identified gaps from this component should be reflected in the remaining components.~~

Motion passed unanimously.

Motion: Member Earl moved to amend the first bullet to read as follows:

Data Effectiveness and Program Improvement: Systemic program management and implementation are driven by the collection and analyses of current school data, including a formal student, parent, and teacher systemic assessment. Data projects are developed and implemented based on the data results to increase student achievement, daily attendance, increase protective factors, ~~close achievement and behavior gaps~~ and evaluate program effectiveness. Modification to program implementation based on identified gaps from this component should be reflected in the remaining components.

Motion passed unanimously.

Motion: Member Earl moved to amend the first bullet to read as follows:

Career Literacy: Career literacy provides students with the capacity to make informed decisions regarding their college and career readiness plan. Through career development assistance for all students—which includes career awareness and exploration, job applications, interview skills, and understanding of Career and Technical Education (CTE) Pathways and 1, 2, 4, or more years of postsecondary educational opportunities—students will complete high school with the ~~social capital~~ the skills outlined in USBE’s vision statement ~~necessary to participate fully in their community.~~

Motion passed unanimously.

Motion: Member Earl moved to amend the first bullet to read as follows:

Dropout Prevention ~~with Social Emotional Learning and Responsive Services and Supports:~~ In coordination with family, the program provides a systemic approach to addressing the immediate concerns and identified needs of all students through an

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education-oriented and programmatic approach, and in collaboration with existing school programs ~~and coordination with school, family,~~ and community resources.

Motion passed unanimously.

Motion: Member Earl moved to amend the first bullet to read as follows:

Time Allocation: 85 percent of aggregate school counselors' time is devoted to direct services to students through a balanced program of individual planning, collaborative classroom instruction, and drop-out prevention ~~with~~ and responsive services and social emotional supports consistent with the results of school data, ~~and~~ identified student needs, and parent feedback.

Motion passed unanimously.

Motion: Member Earl moved to amend the first bullet to read as follows:

Law Alignment: A comprehensive school counseling program aligns with key provisions of federal and state law and LEA policies related to program implementation, including working within the parameters of licensure and data privacy.

Motion passed unanimously.

Motion: Member Earl moved the Committee approves the School Counseling Program components draft 1 as amended and forwards to the Board for approval.

Motion passed unanimously.

Motion for the Board: The Committee recommends the Board approves the School Counseling Program components draft 2.

1.5 ACTION: R277-462, School Counselor Direct and Indirect Services (Amendment)

Staff have recommended adjustments to the Rule to be in line with current practice and are asking for the committee to review and approve those edits.

Staff will present R277-462, Draft 2, for consideration and approval. Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-2-304(2)(b); 53E-3-401(4)

Motion: Member Earl moved to amend line 77 to read:

~~(m)~~(n) design a program that includes the needs of ~~diverse~~ all students; and

Motion passes 3:1 with Member Reale opposed.

Motion: Member Earl moved the Committee approve R277-462, Draft 2 as amended on first reading and forward to the Board for approval on second and final reading.

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Motion passed unanimously.

Motion for the Board: The Committee recommends the Board approve R277-462, Draft 3 on second and final reading.

1.6 ACTION: School Counselor Services Document (incorporated by reference in R277-464)

Board rule R277-464 is being considered under the five-year review cycle, and the School Counselor Services Document is incorporated by reference into the rule. As a part of the process of reviewing the rule, staff have made edits to the document as a result of feedback from LEAs and other stakeholders. Staff are now providing the Committee with the updated School Counselor Services Document for review and approval and are asking that it then be provided to the full board for approval.

Motion: Member Earl moved the document be amended to read: **Direct student services** are interactions between school counselors and students. Through the direct services of individual student planning classroom instruction, career literacy, dropout prevention, ~~social and emotional~~ responsive services and supports, school counselors help students develop knowledge, attitudes, and skills to enhance academic achievement and college and career readiness.

Motion passed unanimously.

Motion: Member Earl moved the document be amended to read: Change the word access to opportunity in four locations in the document.

Motion passed 3:1 with Member Reale opposed.

Motion: Member Earl moved the document be amended to read: Direct student services include activities that support success for each student. School counselors review ~~access,~~ opportunity, achievement, attendance, and behavior data to inform their decisions about what activities they will deliver to create the most significant impact on student success.

Motion passed unanimously.

Motion: Member Earl moved the document be amended to read: Plan for College and Career Readiness (53E-2-304) means a plan developed by a student and the student's parent/guardian, in consultation with the school counselor that:

- is initiated at the beginning of grade 7;
- identifies a student's skills, accomplishments, strengths, and objectives;

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Motion passes unanimously.

Motion: Member Earl moved the document be amended to read:

- o study skills, organizational skills, goal setting, self-motivation, and balancing school, home, and activities.

Motion passed unanimously.

Motion: Member Earl moved the document be amended to read:

- civic engagement, ~~perspective taking~~, ~~[appreciating diversity]~~, caring, and understanding of ~~demonstrating deep regard for~~ self and others.

Motion passed 3:1 with Member Reale opposed.

Motion: Member Reale moved the document be amended to read:

- civic engagement, ~~perspective taking~~, appreciating diversity, empathy, caring, and understanding of ~~demonstrating deep regard for~~ self and others.

Motion failed 2:2 with Members Reale and Boothe in favor.

Motion: Member Earl moved the document be amended to read: **Consultation** is the process of providing and seeking information and recommendations to or from families and individuals who can support the student's needs. School counselors both provide and seek consultation to identify strategies to promote student success.

Motion passed unanimously.

Motion: Member Earl moved the document be amended to read: **Please Note:** Although the formal Plan for College and Career Readiness is not initiated until grade 7, the Plan for College and Career Readiness **process** ~~is~~ includes a K-6 experience in which school counselors provide exposure to future educational and career opportunities. School counselors help students establish a foundation in academic achievement that opens doors of opportunity beginning in 7th grade. ~~college and career readiness by helping them identify their interests, abilities, and skills as well as educational and career opportunities, expectations, or requirements. This includes support and recommendations for exploring services and opportunities available at the school and community, making appropriate course selection and changes to the course schedule, determining meaningful educational goals, and selecting programs of study that support the student's 4-year and next-step plans.~~

Motion passed unanimously.

Motion: Member Reale moved the Committee approve the School Counseling Services document draft 2 as amended and forward to the Board for approval.

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Motion passed unanimously.

Motion for the Board: The Committee recommends the Board approve the School Counselor Services document draft 3.

1.7 ACTION: R277-464, School Counselor Direct and Indirect Services (Amendment)

Staff provided the Committee with the updated rule for review and approval and are asking that it then be provided to the full board for approval. Staff will present R277-464, Draft 2, for consideration and approval. Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53E-3-518](#)

Motion: Member Earl moved the Committee approve R277-464, draft 2 as amended, on first reading and forward to the Board for approval on second and final reading.

Motion passed unanimously.

Motion for the Board: The Committee recommends the Board approve R277-464, Draft 3 on second and final reading.

1.8 ACTION: R277-404 Requirements for Assessments of Student Achievement

The amendment to R277-404 is to update the incorporated Standard Test Administration and Testing Ethics Policy for Utah Educators and Parental Exclusion From State Assessments Form: 2023-204 Elementary State Assessments. The staff will present R277-404, Draft 1, to the Committee for consideration and approval. Authorizing and Implemented or Interpreted Law: [53E-3-401](#); [53E-4-302](#); [53G-6-803\(9\)\(b\)](#).

Motion: Member Earl moved the Committee approve R277-404, Standard Test Administration and Testing Ethics Policy for the Utah Educator draft 1, and forward to the Board for final approval.

Motion passed unanimously.

Motion for the Board: The Committee recommends the Board approve R277-404, draft 1 on second and final reading.

Motion: Member Boothe made the motion to adjourn.

The meeting concluded at 12:39pm.