

USBE STANDARDS AND ASSESSMENT COMMITTEE SPECIAL SESSION - SUMMARY OF ACTIONS

January 3, 2024

The meeting was conducted in a hybrid meeting at USBE in the studio and electronically via Zoom.

Members Present: Chair Randy Boothe, Vice Chair Emily Green (online), Jennie Earl, Sarah Reale, and Natalie Cline (online)

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

Other Staff Present: Jerry Record, Adam Prows, Kristina Yamada, Ashley Higgs, Thalea Longhurst

Other Staff Online: Jonathan Frey

Start Time: Chair Randy Boothe called the meeting to order at 3:17pm. There was a short delay due to technical difficulties.

1.1 ACTION: CTE Course Standards Approval

Motion: Member Earl moved that the Committee approve the changes to Commercial Photography 2 Strand 6 and Commercial Photography 3 Strand 4.

Motion passed 4:1 with Member Cline opposed.

Motion: Member Earl moved that the Committee approve Commercial Photography 2 and 3 as amended and forward to the Board for approval.

Note: These changes will also be added to Commercial Photography 1 and presented to the Board as part of these changes.

MOTION FOR THE BOARD: The Committee moves the Board approve the Commercial Photography 2 and 3 courses as amended.

Motion: Member Earl moved that the Committee accept the updated version of Teaching as a Profession 2/Principles of Instruction to be the working document for the committee on January 3, 2023.

Motion passed unanimously.

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Motion: Member Cline moved that the Committee strike the current course description and replace with:

This course examines and puts into practice principles of educational instruction necessary for future educators to successfully teach foundational academic subjects. Students will identify and evaluate educational tools to improve their lesson planning, organization, and execution. Students will design and develop lesson plans and coursework for traditional classroom instruction and a course within a Learning Management System (LMS) while protecting student data. Students will develop a professional digital profile and explore learning networks and job sites.

Member Cline conceded to withdraw this motion and revisit it at the end of the discussion if needed.

Motion: Member Cline moved that the Committee amend Strand 1 and standards to read:

STRAND 1

Students will explore and identify the roles of technology to enhance ~~educational design and improve autonomy in the classroom~~ lesson planning and organization and direct teacher instruction.

Standard 1

Identify the purpose of technology to enhance ~~educational design~~ lesson planning and organization in the classroom.

- Discuss how technology facilitates collaboration. understanding and transparency between lesson planning.
- Understand Your Technology
- What resources might you have at your disposal (e.g., tablets, chromebooks, interactive whiteboards)? How do these tools function and fit into a lesson?
- Identify Your Learning Objectives
- What are the skills or knowledge you want your students to acquire by the end of the lesson?
- Plan for Integration
- Technology should not be the focus of the lesson, but a tool to help achieve your objectives.
- Prepare for Challenges
 - Consider back up plans for technology failure, anticipate different student needs, and tech support options
- Evaluate
 - Did the tech enhance the learning experience? Did it make concepts easier to understand?
- ~~Teacher and student~~
- ~~Teacher and parent~~

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- ~~• Teacher and teacher~~
- ~~• Teacher and counselor~~
- ~~• Teacher and administrator~~
- ~~• Identify how technology increases opportunities for formative and summative assessment.~~
- ~~• Student prior knowledge~~
- ~~• Immediate feedback~~
- ~~• Student progress/mastery~~

Standard 2

~~Explore the ability of technology to enhance teacher and student autonomy~~

- ~~• **Autonomy** is having the self-confidence and motivation to think and act independently.~~
- ~~• Compare how technology can enhance or decrease the components of autonomy for teacher instruction and student learning. (*Please reference the Utah State Board of Education Portrait of a Graduate.*)~~
- ~~• Communication~~
- ~~• Critical thinking and problem solving~~
- ~~• Creativity and innovation~~
- ~~• Collaboration and teamwork~~

Explore how teacher organization can be enhanced through the use of technology tools.

- Organizational tools include resources, techniques, and apps that help you optimize your workflow
Provide some examples of organizational tools in use in education and what they can be used for.
- Learning Management Systems
- Productivity apps (Google suite, Microsoft Teams, etc.)
- Whiteboards, Jamboards, Smore, and other group communication tools and platforms

Strand 1 Performance Skill

~~Students will create a media presentation demonstrating how one (1) technology can be used in educational design to enhance autonomy.~~ Students will create a media presentation to show how technology can be used to improve lesson planning and organization.

- ~~• How could this technology support communication?~~
- ~~• How could this technology encourage critical thinking and problem solving?~~
- ~~• How could this technology develop creativity and innovation?~~
- ~~• How could this technology foster collaboration and teamwork?~~
- How could this technology impair effective educational design?

Motion failed 3:2 with Members Cline and Green in favor.

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Motion: Member Cline moved that the Committee amend Strand 2 Standard 2 to read:

Personal Identifiable Information (PII) includes information that can be used to distinguish or trace a student's identity either directly or indirectly **including, but not limited to:**

- Student number
- Name
- Age or Birthdate
- Email address
- Phone number
- Location data

Motion passed 4:1 with Member Reale opposed.

Motion: Member Cline moved that the Committee amend Strand 2 Standard 2 to read:

STRAND 2 Standard 2

~~Explore and research how Utah State law and student data privacy impacts the use of technology tools for instruction and legal responsibilities within a local education agency.~~ Research and explain federal, state, and constitutional laws specific to privacy and student data privacy and the legal requirements and limitations these laws impose on the education system, those within the system, and public or private entities that contract or partner with an aspect of the system.

- **Utah Code 53E-9-309** requires LEAs to ensure there are specific provisions in place for education technology third party contractors (programs, apps, devices)
 - Where does your LEA list approved technologies? (e.g. metadata dictionary, approved application list, LearnPlatform)
 - What is the process for approving new technology products in your LEA?
 - Discuss what legal responsibilities are related with technology associated with third party contractors.
- **Identify Federal laws including Constitutional, CIPA, PPRA, and FERPA**

Motion failed 3:2 with Members Cline and Green in favor.

Motion: Member Cline moved that the Committee amend Strand 2 Standard 2 to read:

- **Utah Code 53E-9-203** requires educators to get prior written consent from a student's guardian before asking **for, collecting, or sharing** personal students ~~for~~ personal or family information regarding:

Motion passed 4:1 with Member Reale opposed.



Motion: Member Cline moved that the Committee amend Strand 3 and Standards to read:

STRAND 3

Students will identify technology tools usage and evaluate technology usage tools based on student learning intentions academic needs to supplement student academic learning.

Standard 1

~~Identify how different types of technology usage can help meet a learning intention in the classroom.~~ Identify how the limited use of different types of educational technology can enhance supplement traditional classroom instruction by an educator to help meet student academic needs.

- ~~Learning intention~~ is a statement written by educators that defines the day-to-day learning goals aligned to state standards. Plan and organize lesson plans and minimal use of technology to meet each students academic needs using a day-to-day log of plans to meet the needs of the class. **Traditional Classroom Instruction** includes print material, paper & pencil instruments, manipulatives, and direct-teacher instruction.
- ~~Engagement~~ allows students to participate in active learning focused on the learning goal.
- ~~Passive consumption~~ is scrolling, watching, or playing on a digital device without any critical engagement or creativity. Create tailored plans to encourage and allow advanced students to continue advancing as quickly as they are able and plans for students who need extra help to stay caught up with the class. Identify different types of supplemental educational technology and provide examples of how it may be effectively paired with traditional instruction.
- ~~Active consumption~~ is cognitively or physically engaging in screen-based activities.

Standard 2

Identify how technology frameworks and models evaluate the effectiveness of technology.

- SAMR Model** examines how a specific technology tool impacts student learning.
- PICRAT Framework** examines the relationship between the engagement level and teacher technology instructional design.
- TPACK Model** examines how technology, content, and pedagogy interrelate.
- Triple E Framework** examines the student engagement, enhancement, and extension process.
- Evaluate how technology frameworks and models enhance student outcomes and can supplement and support effective teacher effectiveness to meet learning intentions instruction.

Standard 3

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Identify how technology can **supplement and support instruction to and accommodate each student's unique learner characteristics with special physical or cognitive needs.**

- Evaluate common accessibility software to support each student's **with special physical or cognitive needs** unique learner characteristics. (e.g. screen reader, screen magnifiers, screen contrast, voice recognition, voice amplification devices)
- **Disability** as a physical or mental **cognitive** impairment that substantially limits one or more major life activities.
- **Academic learning needs** as the gap between a learner's current knowledge and the knowledge needed to complete or perform a task or set of tasks.
- **Linguistic needs** as providing curriculum in both the primary language and secondary language.
- **Socio-economic status (SES)** as three levels (high, middle, and low) that describe the three places a family and/or individual may fall based upon income, education, and occupation.
- Discuss how the accessibility and effectiveness of technology tools may differ based on student's unique learner characteristics **special physical or cognitive needs.**
- ~~Extended learning opportunities~~
- ~~Student autonomy~~

Strand 3 Performance Skill

Students will observe a classroom and use a technology framework or model to examine the impact **effect of supplemental technology** usage on **student outcomes students.** ~~Students will create and artifact of document their findings.~~

- Select and justify a technology framework or model.
- Observe **the supplemental use of technology in the** classroom technology integration.
- **Create artifact** Evaluate and document positive and negative effects of the effectiveness of ~~the supplemental technology~~ usage using the evaluating technology integration based on **selected framework or model.**
Students will research how technology can support students with disabilities and create a presentation recommending effective technology educational **supports** for students with **learning challenges disabilities.** Students with disabilities could include:

Motion failed 3:2 with Members Green and Cline in favor.

Motion: Member Cline moved that the Committee amend Strand 4 and Standards to read:



STRAND 4

Students will use technology to develop a professional ~~digital~~ presence ~~online and explore learning networks.~~, ~~engage with evidence-based information, and collaborate within a professional learning network.~~

Standard 1

Identify appropriate and inappropriate uses of digital tools and positive online behaviors that promote educational professionalism.

- Appropriate Use of Digital Tools
- Set personal accounts to private
- ~~Engage~~ ~~Explore~~ in professional learning networks (PLN)
- Use LEA approved educational tools
- Use LEA approved communication methods with students and guardians
- Use professional and timely communication with all stakeholders
- ~~Curate~~ ~~Develop~~ a professional ~~digital~~ presence ~~online~~
- Regularly evaluate personal and professional digital footprint
- Inappropriate Use of Digital Tools
- Providing unauthorized access to electronic files or communications
- Disrupting network operations or supporting security breaches (password security, viruses, phishing)
- Engaging in for-profit business activity
- Accessing, distributing, or providing sexually orientated messages
- Misrepresenting yourself or impersonating someone else, real or fictional
- Passing on advertisements or unwanted communications
- Privately engaging with a student through personal electronic devices and accounts

Standard 2

~~Analyze and examine how educators can foster a learning environment to support digital literacy and media fluency. Analyze and examine how~~ Identify strategies educators can use to foster the limited and safe use of technology in the classroom and facilitate focused learning by minimizing disruption and mitigating distraction, and thereby facilitating focused and productive learning.

- ~~Create a positive learning environment to support student dialogue.~~
- ~~Model using evidence to support ideas.~~
- ~~Evaluate source claims and purposes for accuracy.~~
- ~~Demonstrate how to disagree professionally.~~
- ~~Understand the educational impacts of sharing inaccurate information.~~
- Limit use of technology to short blocks of time.
- Have students tilt their laptop screens down while you're teaching
- Walk around the classroom to keep students accountable
- Use platforms that lock students' screens
- Limit the number of technological tools in use at a time
- Communicate clearly and frequently about when and why to use a device, and well as why not to use a device.



Standard 3

Explore a variety of professional learning opportunities to pursue those that are ~~Explore a variety of professional learning networks. Pursue only professional learning that is backed by empirical evidence and sound research of instructional methods that have proven over time to be overwhelmingly with successful at helping~~ proven to help students achieve mastery in foundational academics. ~~Explore a variety of professional learning networks to pursue professional learning and current research that supports student learning outcomes.~~

- ~~• Identify the opportunities provided by professional learning networks.~~
- Identify the ~~which~~ opportunities provided by professional learning networks; ~~then and~~
- Determine whether these opportunities promote time-tested methods of academic instruction ~~that are backed by empirical evidence and sound research.~~
- ~~• Evaluate how collaboration efforts within PLNs supports or runs counter to time-tested methods of academic instruction that are backed by empirical evidence and sound research.~~
- ~~• Evaluate how collaboration within professional learning networks supports professional learning goals.~~

Strand 4 Performance Skill

Students will create a 5-10 minute professional development presentation on a specific skill needed to develop a professional digital ~~online~~ presence.

- Identify the ~~learning intention purpose~~ for a specific skill to focus on for the presentation.
- Consider the needs of audience.
- Model the use of technology in the presentation.
- ~~Reflect on the professional learning experience.~~
- Evaluate presentation for strengths and weaknesses.
- Write specific ways to improve your presentation skills going forward.

Motion failed 3:2 with Members Cline and Green in favor.

Motion: Member Cline moved that the Committee create a Strand 5 and Standards to read:

STRAND 5

Students will develop and design a traditional classroom instruction course and a course within a Learning Management System (LMS) ~~that is accessible for all students and supports the student learning outcomes. and a traditional non-tech-based options to to supports student academic needs.~~

Standard 1

Students will develop and design their own lesson plan for traditional classroom instruction. ~~outlined in the Utah High Quality Instructional (HQI) Cycle.~~

- Steps to building your lesson plan

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- **Identify the objectives** for the lesson.
 - What do you hope to accomplish by the end of the period?
 - Are there specific things that your students should know or be able to do?
 - Consider the age and ability of students.
 - Make plans that are doable but stretch the students abilities.
- **Determine how you will present**
 - Consider a variety of presentation and engagement methods for presenting new material or reviewing past material that will contribute to greater understanding of the foundational concepts of the lesson.
 - Plans ways to involve your students whenever possible, for example:
 - ask students to answer questions, come to the board and solve problems, take turns reading out loud, use props, act out stories, give an oral report, class spelling bee, etc.
- **Plan for needed resources, materials, and teacher evaluation methods.**
 - Make a list and gather the resources and materials you'll need to teach the lesson, such as paper, pens, books, rulers, manipulatives, crafts, pictures, supplementary technology, etc.
 - Plan ways to evaluate student understanding at the end of lesson.
- **Instruct and present information**
 - Set the stage for what you'll be teaching.
 - Present the information and concepts to your students in meaningful ways using the resources and materials you've included in your lesson plan.
- **Allow time for student practice** three practice methods that, when worked in order, are a good way to reinforce what you've just taught:
- **Guided practice** — take students back through what they've just learned, letting them add their own input as they gain confidence with the new information.
- **Partner practice** - students explore new concepts with a partner or group while teacher circulates among the class offering additional instruction or clarification.
- **Independent practice** — After partner practice, it's time for students to practice what they've learned on their own. Adapt independent practice according to the material you've just presented, such as using worksheets or having students write a short essay.
- **Ending the lesson** finish the lesson with a quick wrap-up.
 - Do a brief overview of the lesson, including the main concepts the class learned.
 - Ask students to identify the key ideas as a refresher, and
 - Leave them with a preview of the next lesson so they know what to expect.



- **Evaluate the lesson** depending on the results, your next lesson plan may include a review of information before moving on to new material.
 - Periodically create quizzes or tests specific to lesson material to gauge learning and positively motivate students.
- ~~Learning intentions~~ as statements written by educators that defines the day-to-day learning goals aligned to state standards.
- ~~Success criteria~~ as how educators and students will know if they have met the learning intentions.
- ~~Formative assessment~~ as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
- ~~Summative assessment~~ as a measurement of student learning at the conclusion of a defined instructional period.

Standard 2

Students will identify principles of online design ~~and equitable access.~~

- Explain how a ~~quality online~~ well designed LMS course can increase student ~~engagement and equitable~~ ease of access to learning materials.
- ~~High-quality~~ Design elements include:
 - ~~Images representing real people and diversity~~ Images of people.
 - Appropriate content length to reduce scrolling
 - Embedded content and videos within the LMS
 - Consistent and appropriate fonts and colors
 - Icons representing specific learning tasks
 - Accessibility elements include:
 - Labeling images
 - Providing image titles
 - Enabling closed captioning
 - Contrasting text and background color
 - Responsive design (e.g., scaling and appearance on computer vs. mobile device)
 - Multiple means of representation, engagement, and expression

Standard 3

Students will identify primary course elements and features within a Learning Management System (LMS).

- Primary course elements include:
 - Navigation elements
 - Landing page (e.g., Home, Stream, Dashboard)
 - Buttons
 - Course navigation
 - Global navigation
 - Calendar
- Content Management
- Course overview (e.g., Syllabus, Stream)
- Organization systems (e.g., Module, Topic)

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- Content delivery (e.g., Pages, Materials)
- Content Creation Assignments
 - Embedded elements (e.g., videos, LTI tools)
 - Hyperlinks
 - Assessment
 - Collaborative Student dialogue (e.g., Discussions, Question)
 - Quizzes
 - Rubrics
- Primary Course Features include:
 - Communication methods
 - Messaging
 - Announcements
 - Grading
 - Gradebook
 - Feedback
 - SIS (Student Information System) sync

Performance Skills

Students will design a course within a learning management system (LMS) that includes:

- Landing page
- About Me page
- Organization system (Module or Topic)
- Embedded materials (video or LTI)
- Educational resources
- Hyperlinks
- Assignment with rubric
- Collaborative Student dialogue Discussions
- Quiz

Motion failed 3:2 with Members Cline and Green in favor.

Motion: Member Earl moved that the Committee approve the Educational Instruction course as amended to the full Board for approval.

Motion: passed 3:2 with Members Green and Cline opposed.

MOTION FOR THE BOARD: The Committee moves the Board approve the Education Instruction course as amended.

The meeting adjourned at 5:27 pm.