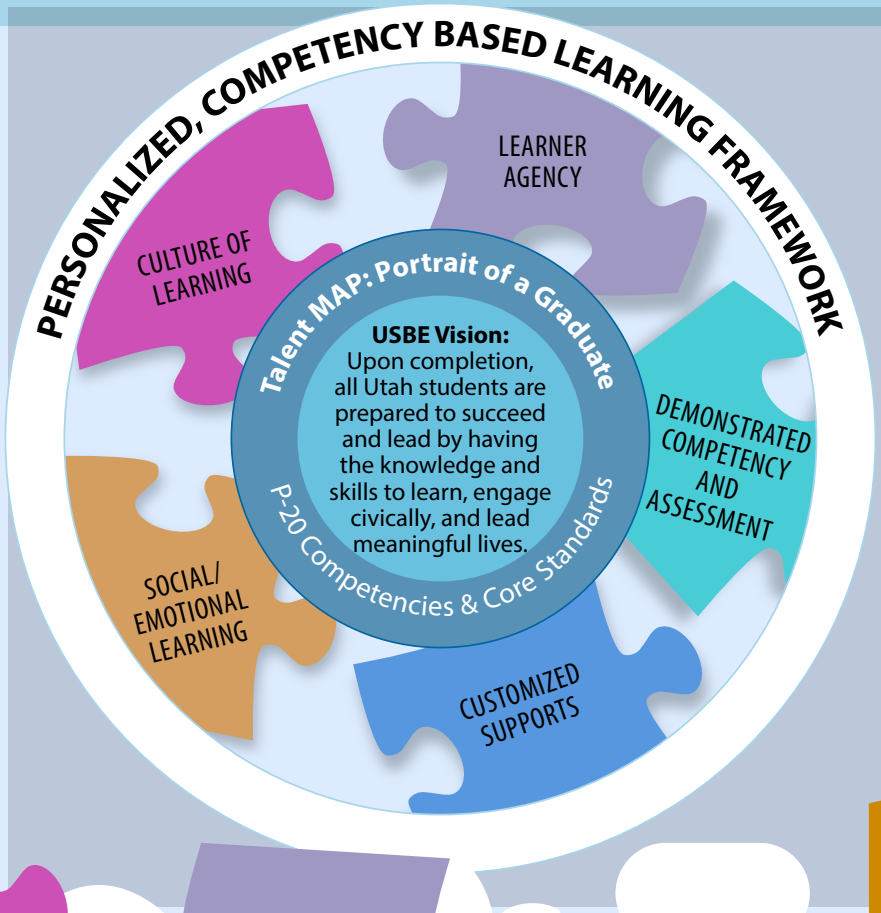
UTAH'S **P**ERSONALIZED, **C**OMPETENCY **B**ASED **L**EARNING

PCBL FRAMEWORK



Utah State Board of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Sydnee Dickson, Ed.D., State Superintendent of Public Instruction

ADA Compliant: 2/14/2022

UTAH'S PERSONALIZED, COMPETENCY BASED LEARNING (PCBL) FRAMEWORK

Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction

https://www.schools.utah.gov/curr/competencybased

JANUARY 2022

UTAH STATE BOARD OF EDUCATION

250 East 500 South P. O. Box 144200 Salt Lake City, UT 84114-4200
https://schools.utah.gov/board

District	*Name*	*City*
District 1	**Jennie L. Earl**	Morgan, UT
District 2	**Scott L. Hansen**	Liberty, UT
District 3	**Matt Hymas**	Stansbury Park, UT
District 4	**Brent J. Strate**	South Ogden, UT
District 5	**Laura Belnap**	Bountiful, UT
District 6	**Stacey Hutchings**	Kearns, UT
District 7	**Carol Lear**	Salt Lake City, UT
District 8	**Janet Cannon**	Holladay, UT
District 9	**Cindy Davis**	Cedar Hills, UT
District 10	**Molly Hart**	Sandy, UT
District 11	**Natalie Cline**	Bluffdale, UT
District 12	**James Moss Jr.**	Midway, UT
District 13	**Randy Boothe**	Spanish Fork, UT
District 14	**Mark Huntsman**	Fillmore, UT
District 15	**Kristan Norton**	St. George, UT
	Sydnee Dickson	State Superintendent of Public Instruction
	Cybil Child	Secretary to the Board

7/2021

For further information, please contact:

TODD CALL
Digital Teaching and Learning Coordinator
Email: Todd.call@schools.utah.gov

MICHAEL HAKKARINEN
Personalized, Competency Based Learning Educational Specialist
Email: Michael.hakkarinen@schools.utah.gov

JENNIFER THRONDSEN
Director of Teaching and Learning
Email: Jennifer.throndsen@schools.utah.gov

DARIN NIELSEN
Assistant Superintendent of Student Learning
Email: Darin.nielsen@schools.utah.gov

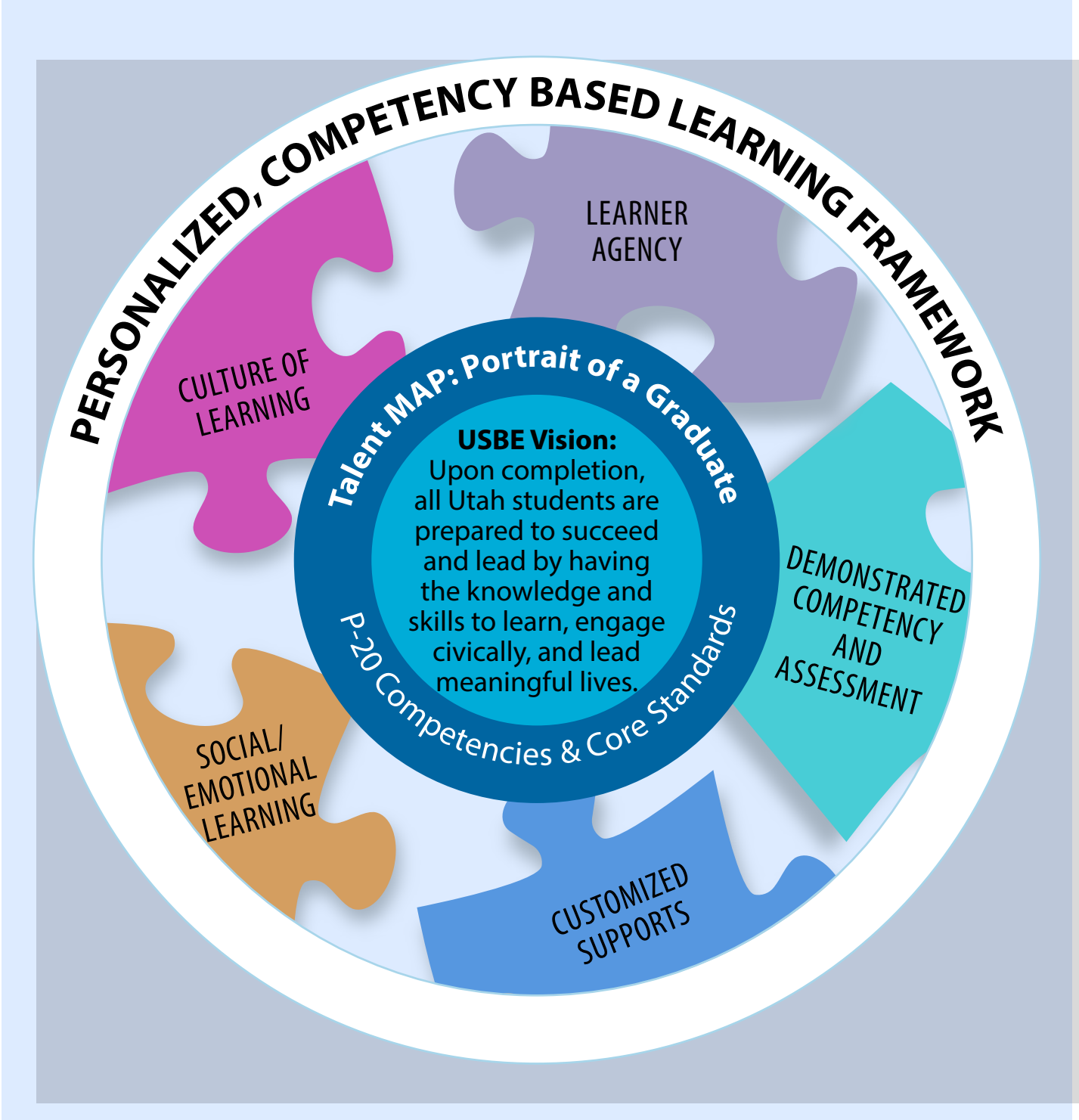
PATTY NORMAN
Deputy Superintendent of Student Achievement
Email: Patty.norman@schools.utah.gov

https://www.schools.utah.gov/curr/pcbl

Table of Contents

Title	*Page*
PREFACE	
Utah State Board of Education	v
Further Information and Contacts	vi
Preface	ix
INTRODUCTION	**1**
UTAH'S PCBL FRAMEWORK: ESSENTIAL COMPONENTS	**3**
Personalized, Competency Based Learning Framework—EDUCATOR PERSPECTIVE	**4**
Culture of Learning	4
Learner Agency	5
Demonstrated Competency and Assessment	6
Customized Support	8
Social/Emotional Learning (SEL)	10
UTAH'S PCBL FRAMEWORK INITIATIVE ALIGNMENT	**11**

PCBL FRAMEWORK



Preface

The Personalized, Competency Based Learning (PCBL) Framework seeks to create a bridge from the Utah State Board of Education's (USBE) Strategic Plan to the work of educators and students in Utah's classrooms as they work to achieve the learning outcomes as described in Utah's Core Standards.

To achieve this, USBE leverages the strategies below in concert with one another to set the conditions to support schools and districts in facilitating a Personalized, Competency Based Learning approach to education.

USBE's Strategic Plan

"Personalized Teaching and Learning" is one of the Board's four goals outlined in the Strategic Plan and has accompanying strategies to support the effort across the agency and state.

USBE's Definition of Personalized Learning:

Educators engaging all students with high expectations for shared learning goals and empowering each learner to take ownership of their strengths, needs, and interests while tailoring flexible supports to maximize student growth and competence.

Utah Talent MAP: Portrait of a Graduate

The Utah Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after progressing through the K–12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics (under the categories of Mastery, Autonomy, and Purpose) begin at home and are cultivated in educational settings.

P-20 Competencies

The USBE has built upon Utah's Portrait of a Graduate by designing competency exemplars. These P-20 competencies create alignment to the Portrait of a Graduate from Preschool to Higher Education. They are grade-banded and set high expectations for all students, promote personalized opportunities for all students to demonstrate competency, and help bring the Portrait of a Graduate to life by creating mile markers to support students, teachers, and parents in designing personalized learning pathways.

Personalized Competency Based Learning Grant Program

The Competency based Learning Amendment passed during the 2016 General Legislative Session calling for the establishment of a Competency based Education (CBE) Grants Program to improve educational outcomes in Utah public schools.

Given these coordinated initiatives and the creation of this framework, the Utah State Board of Education continues to encourage local innovation for planning, implementing, scaling, and expanding PCBL. As each school and district works to support each student toward realizing the Utah Portrait of a Graduate and being prepared to lead and succeed in any post-secondary pursuit of their choice, it is necessary to leverage opportunities that empower educators to provide learning environments that set clear learning intentions and success criteria to allow students to advance their learning through differentiated supports and pathways.

Introduction

What is Personalized, Competency Based Learning (PCBL)?

In a Personalized, Competency Based Learning system, the following principles influence the daily actions of the educational community:

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Students progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

(Levine & Patrick, 2019)

What are the benefits of Personalized, Competency Based Learning?

A Personalized, Competency Based Learning (PCBL) approach empowers students to take responsibility for their learning by giving them voice, choice, and customized support to achieve success in the essential knowledge, skills, and dispositions described in Utah's Portrait of a Graduate. PCBL shifts the focus of the classroom from teaching to a culture of learning, based on well-defined learning targets for each learner. Through incorporating high expectations, executing teacher clarity, and fostering meaningful relationships, PCBL provides equitable access for each learner to demonstrate core knowledge and skills in personalized and differentiated ways while fostering opportunities for deeper learning. The progress of each learner is maximized by the use of timely, effective feedback and data from a variety of formative assessment processes. By personalizing and focusing on competency, students experience greater achievement of the essential knowledge, skills, and dispositions of Utah's Portrait of a Graduate.

How can Utah educators incorporate PCBL?

Personalized, Competency Based Learning creates equitable learning environments by communicating transparent learning intentions and success criteria. School personnel use evidence-based practices such as collaborative groups, classroom discussions, goal setting, and engage in small group instruction with customized support. Within this culture of learning, school personnel use a collective vision to create coherence through shared goals and similar expectations for student success. School personnel work collaboratively in professional learning communities to address each learner's needs. Job-embedded, personalized, professional learning opportunities are pursued by each school personnel with ongoing feedback and support.

What role do families play in PCBL?

Families serve as a critical partner with the school community. By sharing their voices with school personnel, family members help to define the desired outcomes for their students and are key in supporting their child in achieving those outcomes. Collaboration among all members of the school community establishes clear expectations for students, helps them to set goals, monitors their progress, and achieve success.

How is Utah's PCBL Framework organized?

The Utah State Board of Education has engaged with stakeholders from across the state to create Utah's PCBL framework. This framework represents the three key educational partners required to achieve a personalized, competency based learning environment: school personnel, students, and families. The framework also includes evidence-based practices and strategies that can be used to advance personalized, competency based learning. The evidence-based practices highlighted in the framework are all above an effect size (E.S.) of 0.40 which indicates that they have greater than average impact on student learning. Educational researchers identify an effect size of 0.40 or larger as at least one year of growth on student learning; therefore, using evidence-based practices can accelerate student learning and maximize educator impact. Additionally, a sampling of strategies school personnel, students, and families can use to foster a PCBL environment are included. More information on the evidence-based practices and related effect sizes herein can be found at Visible Learning MetaX.

Sources

Levine, E. & Patrick, S. (2019). What is competency based education? An updated definition. Vienna, VA: Aurora Institute.

https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning

Utah's PCBL Framework:

ESSENTIAL COMPONENTS

CULTURE OF LEARNING

Each learner is supported by communities committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career and life readiness. By leveraging a learner's unique assets, holding high expectations, executing teacher clarity, and fostering meaningful relationships, an inclusive culture of learning allows each learner to define their pathway to success.

LEARNER AGENCY

Each learner develops understanding, skill, and responsibility to the learning design and process in pursuit of achieving the characteristic of Utah's Portrait of a Graduate. Learner agency is achieved through a broad range of instructional strategies including goal setting, choice in learning pathways, voice in how to demonstrate competency, and learner self-assessment.

DEMONSTRATED COMPETENCY & ASSESSMENT

Each learner progresses through their learning based upon applying their knowledge, essential skills, and dispositions. Timely, effective feedback, and data from a variety of formative assessment processes to measure learner growth, progress, and advancement based on high expectations.

CUSTOMIZED SUPPORTS

Each learner is provided with or selects appropriate and timely support to achieve growth or competency and to engage in personalized learning pathways. These customized supports are based on data about the learner's demonstrated strengths, interests, and needs.

SOCIAL/EMOTIONAL LEARNING

The process through which students acquire and effectively apply the knowledge, attitude, and skills necessary to: (a) understand and manage emotions; (b) set and achieve positive goals; (c) feel and show empathy for others; (d) establish and maintain positive relationships; (e) make responsible decisions; and (f) self-advocate.

1 CULTURE OF LEARNING

Each learner is supported by communities committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career and life readiness. By leveraging a learner's unique assets, holding high expectations, executing teacher clarity, and fostering meaningful relationships, an inclusive culture of learning allows each learner to define their pathway to success.

EDUCATORS

EVIDENCE-BASED PRACTICES

Teacher Estimates of Achievement (Effect Size [E.S.] 1.46)
Teacher Credibility (E.S. 1.09)
Success Criteria (E.S. 0.88)
Teacher Clarity (E.S. 0.84)
Teachers Not Labeling Students (E.S. 0.61)
Clear Learning Intentions (E.S. 0.51)
Teacher Student Relationships (E.S. 0.47)
Teacher Expectations (E.S. 0.42)
Belonging (E.S. 0.40)

STRATEGIES

Educators…

- Establish a Portrait of Graduate to describe the outcomes for PreK–12 education embedded in the values of the local community.
- Design, adopt, or adapt competencies aligned with the Portrait of a Graduate.
- Define the competencies into grade bands that vertically align as learners build knowledge, skills, and dispositions from pre-K through postsecondary.
- Develop teacher capacity to identify essential standards, define learning progress, articulate learning intentions and success criteria to advance teacher clarity.
- Collectively define shared commitments and guiding vision for the school.
- Facilitate learner growth through asset-based development

STUDENTS

EVIDENCE-BASED PRACTICES

Curiosity (Effect Size [E.S.] 0.90)
Transfer Strategies (E.S. 0.86)
Prior Ability and Achievement (E.S. 0.82)
Enjoyment (E.S. 0.56)
Happiness (E.S. 0.53)
Positive Self-Concept (E.S. 0.46)
Attitude Towards Content Domains (E.S. 0.45)

STRATEGIES

Students…

- Provide input to educators into learning experiences that support their individual needs, strengths, goals, and interests.
- Look for opportunities to make connections between in-class learning and other experiences.
- Apply knowledge gained in novel contexts by engaging in cognitively rigorous tasks.
- Create and maintain positive relationships with the teacher, school administrators, and other school personnel
- Contribute to a sense of community where members feel part of, belong to, and can be involved to create positive connections and the opportunity to learn.

FAMILIES

- Communicate regularly about learning, with the emphasis on the process of learning and growth, not just the end grade.
- Collaborate with school staff and other community members on school improvement.
- Engage with their students to build on their strengths and nurture growth opportunities.

2 LEARNER AGENCY

Each learner develops understanding, skill, and responsibility to the learning design and process in pursuit of achieving the characteristics of Utah's Portrait of a Graduate. Learner agency is achieved through a broad range of instructional strategies including goal setting, choice in learning pathways, voice in how to demonstrate competency, and learner self-assessment.

EDUCATORS

EVIDENCE-BASED PRACTICES

Constructivist Teaching (Effect Size [E.S.] 0.64)
Metacognition Strategies (E.S. 0.60)
Appropriately Challenging Goals (E.S. 0.59)
Cooperative Learning (E.S. 0.45)
Goal Commitment (E.S. 0.40)

STRATEGIES

Educators…

- Open multiple pathways focusing on student voice, choice, and interests.
- Encourage initiative by creating learning environments that optimize motivation and engagement.
- Help students develop a sense of voice, ownership, and self-determination by providing students autonomy over "time, task, technique, and team" as they tackle learning objectives.
- Develop portfolios to collect learner evidence of growth and demonstration of competency.

STUDENTS

EVIDENCE-BASED PRACTICES

Strategy to Integrate with Prior Knowledge (Effect Size [E.S.] 0.93)
Effort Management (E.S. 0.77)
Self-Directed Learning (E.S. 0.67)
Self-Verbalization/Self-Questioning (E.S. 0.59)
Strategy Monitoring (E.S. 0.58)
Deep Motivation and Approach (E.S. 0.57)
Perceived Task Value (E.S. 0.46)
Peer and Self-Grading (E.S. 0.42)
Time on Task (E.S. 0.42)

STRATEGIES

Students…

- Work to achieve mastery, deeper understanding, or investment in the learning at hand.
- Use self-talk, mood management, persistency, self-talk, and/or self-reinforcement to achieve a particular goal.
- Partner with school personnel in setting personal learning goals.
- Assess, monitor, and reflect on learning progress
- Advocate for needed supports from school personnel and peers.

FAMILIES

- Support their students by encouraging them in expressing their interests.
- Empower their students in taking ownership of their learning by talking about goals.
- Create a home environment that is supportive of each student in expressing their educational needs and wants.

3 DEMONSTRATED COMPETENCY AND ASSESSMENT

Each learner progresses through their learning based upon applying their knowledge, essential skills, and dispositions. Timely, effective feedback, and data from a variety of formative assessment processes to measure learner growth, progress and advancement based on high expectations.

EDUCATORS

EVIDENCE-BASED PRACTICES

Deliberate Practice (Effect Size [E.S.] 0.79)
Feedback (E.S. 0.62)
- Reinforcement (E.S. 0.92)
- Tasks/Procedures (E.S. 0.64)
- Technology (E.S. 0.61)
- Timing (E.S. 0.49)
- Tests (E.S. 0.48)

Mastery Learning (E.S. 0.61)
Effects of Testing (E.S. 0.58)
Interleaved Practice (E.S. 0.44)
Peer Assessment (E.S. 0.44)
Formative Assessment Process (E.S. 040)

STRATEGIES

Educators…

- Develop a strategic plan for assessment.
  - o Define types, purposes, and frequency of different assessments at each level, and set clear expectations.
  - o Identify and use diagnostic assessments.
  - o Curate a resource bank, seeded with high-quality, standards aligned assessment items.
  - o Provide professional learning resources regarding performance-based assessments and other tools-for assessing complex and hard-to-measure competencies.
- Align competencies and standards.
  - o Identify essential standards.
  - o Create learning progressions that articulate the journey to achieving the essential standards while integrating the Portrait of a Graduate competencies.
  - o Develop common measures of proficiency.
  - o Use the High Quality Instruction Cycle, including ongoing formative assessment processes to collect evidence of and advance learning.

STUDENTS

EVIDENCE-BASED PRACTICES

Spaced Practice vs Mass Practice (Effect Size [E.S.] 0.65)
Engagement (E.S. 0.53)
Study Skills (E.S. 0.49)
Practice testing (E.S. 0.46)

Students…

- Engage in self-selected learning opportunities to advance or go deeper upon demonstration of mastery.
- Demonstrate learning in multiple ways.
- Provide adequate evidence of learning, like portfolios, to help show mastery.
- Access learning experiences that enable progression according to level of mastery.
- Seek clarity of learning expectations from school personnel as needed.
- Use teacher and peer feedback to advance understanding and demonstrate mastery.

FAMILIES

- Set high standards and clarify expectations for their students through consistent reinforcement.
- Provide feedback and encourage reflection to develop and reinforce self-awareness.
- Brainstorm ways their students can demonstrate their knowledge, skills, and abilities through a variety of ways and at different points in the learning process.
- Support conversations and assessments that focus on growth, mastery, and self-reflection over achievement of a particular grade.

4 CUSTOMIZED SUPPORT

Each learner is provided with or selects appropriate and timely support to achieve growth or competency and to engage in personalized learning pathways. These customized supports are based on data about the learner's demonstrated strengths, interests, and needs.

EDUCATORS

EVIDENCE-BASED PRACTICES

Collective Teacher Efficacy (Effect Size [E.S.] 1.36)
Response to Intervention (E.S. 1.09)
Microteaching/Video Review of Lessons (E.S. 0.88)
Planning and Prediction (E.S. 0.76)
Problem-Solving Teaching (E.S. 0.67)
Explicit Instruction (E.S. 0.59)
Scaffolding (E.S. 0.58)
Flipped Classrooms (E.S. 0.57)
Intervention Programs (E.S. 0.50)
Enrichment Programs (E.S. 0.48)
Small Group Learning (E.S. 0.47)
Differentiation (E.S. 0.46)
Inquiry-Based Teaching (E.S. 0.46)

STRATEGIES

Educators…

- Ensure all students have access to grade level essential curriculum as part of core instruction.
- Create structures that allow for students who need additional time and support to achieve grade level essential curriculum.
- Provide opportunities for students lacking essential foundational skills that should have been mastered in prior years (e.g., foundational reading, writing, numbers, etc.) the intensive interventions they need to succeed.
- Support educators in understanding and implementing Universal Design for Learning Guidelines.
- Cultivate supportive conditions that focus on learning and remove barriers to all students to have accessible pathways to resources and opportunities.
- Provide educational access through necessary and appropriate accommodations.

STUDENTS

EVIDENCE-BASED PRACTICES

Jigsaw Method (Effect Size [E.S.] 1.20)
Classroom Discussion (E.S. 0.82)
Reciprocal Teaching (E.S. 0.74)
Summarization (E.S. 0.74)
Outlining and Summarizing (E.S. 0.71)
Concept Mapping (E.S. 0.64)
Re-Reading (E.S. 0.53)
Note-taking (E.S. 0.51)
Questioning (E.S. 0.49)
Critical Thinking (E.S. 0.49)
Underlining and Highlighting (E.S. 0.44)
Advanced Organizers (E.S. 0.42)

STRATEGIES

Students…

- Deepen understanding of their academic needs, strengths, interests, cognitive skills (i.e., focus, working memory).
- Select appropriate learning strategies for the task based on learner preferences.
- Provide input and feedback on the supports received to improve their effectiveness.

FAMILIES

- Communicate consistently with teachers regarding the strengths, weaknesses, goals, and passions of their students.
- Make time, throughout the year, to talk with their students about their progress and advocate for additional supports as needed.
- Establish a positive home learning environment and set the stage for positive school behaviors.

5 SOCIAL/ EMOTIONAL LEARNING

The process through which students acquire and effectively apply the knowledge, attitude, and skills necessary to:
(a) understand and manage emotions;
(b) set and achieve positive goals;
(c) feel and show empathy for others;
(d) establish and maintain positive relationships;
(e) make responsible decisions; and
(f) self-advocate.

EDUCATORS

EVIDENCE-BASED PRACTICES

Immediacy (Effect Size [E.S.] 0.65)
Out-of-Class Communication (E.S. 0.54)
Positive Peer Influence (E.S. 0.53)
Strong Classroom Cohesion (E.S. 0.53)
School Climate Effects (E.S. 0.44)

STRATEGIES

Educators…

- Root learning in meaningful and sustained relationships.
- Create a sense of belong so all learners feel known.
- Hold high expectations for all students.
- Empower learners to take ownership of their strengths, needs, and interests.
- Send communications to families and students in multiple modalities and native languages.
- Implement principles and strategies for inclusion.

STUDENTS

EVIDENCE-BASED PRACTICES

Self-Judgment and Reflection (Effect Size [E.S.] 0.75)
Help Seeking (E.S. 0.72)
Self-Efficacy (E.S. 0.65)
Emotional Intelligence (E.S. 0.57)
Self-Regulation Strategies (E.S. 0.54)
Positive Self-Concept (E.S. 0.46)

STRATEGIES

Students…

- Work to develop meaningful relationships with others.
- Take opportunities to be a leader, problem-solver, and decision maker.
- Practice social emotions learning skills through cooperative learning and project-based learning experiences.

FAMILIES

- Demonstrate healthy social and emotional skills that promote growth and empowerment.
- Promote social and emotional self-awareness and self-control.
- Help their student build and maintain positive relationships with peers and adults.
- Provide opportunities for their student to take the lead when solving problems and making decisions.

Utah's PCBL Framework **Initiative Alignment**

To measure the effectiveness of a Personalized, Competency Based Learning system, it is important to identify the correct indicators and the timing for the associated data collection. While student outcomes should remain at the core of evaluating the impact of state programs, many of the recommended indicators below are particularly valuable in measuring innovation and program effectiveness when student outcome data is limited at the outset of planning and implementation.

PROGRAM QUALITY INDICATORS [*4]	
Leading Indicators *During Implementation*	**Student Engagement** ▸ Absenteeism rates ▸ Student surveys
	Instructional Practices ▸ Teacher survey of instructional practices ▸ Administrative observations ▸ Teacher turnover by teacher effectiveness ▸ External observation for fidelity of implementation ▸ Trend in students needing added instructional support/interventions
Primary Indicators *Once Fully Implemented for at Least Three Years*	**Performance on Local Formative and Benchmark Assessments** ▸ Percent of students demonstrating at least a year's worth of improvement or more in core subject areas ▸ Percent of students demonstrating proficiency at a specific level in core subject areas ▸ Percent of students on-track to be college/career ready by the end of high school in core subject areas
	Performance on State Accountability Assessments ▸ Percent of students making at least a year's worth of growth in tested subject areas ▸ Percent of students performing at proficient or above in tested subject areas ▸ Percent of students on-track to graduated college/career ready by the end of high school in math and ELA

[4]Phillips, K. (2018). Excel in Ed's EVALUATING PROGRESS AND IMPACT Transitioning to Student-Centered Learning: Policy Solutions for States. Excel in Ed: Retrieved from https://www.excelined.org/wp-content/uploads/2018/10/ExcelinEd.Innovation.PersonalizedLearning.TransitioningtoStudentCenteredLearningSeries.Brief4EvaluatingImpact.October2018.2.pdf

PROGRAM QUALITY INDICATORS…*	
Long-Term Indicators *Student Outcomes Post- Graduation*	**High School Success** ▸ Percent of students graduating in 4-years or less ▸ Percent of students who have completed a rigorous high school curriculum as defined in R277-700 ▸ Percent of students proficient in a specific technical skill ▸ Percent of students demonstrating college/career readiness: ▸ Percent of students performing at the college ready benchmarks on college admissions tests (ACT) ▸ Percent of students having earned college credit in high school (CE, AP, IB, etc.) ▸ Percent of students who are Career Pathway Completers (3.0 credits in an approved sequence of courses) ▸ Percent of students who are Career Pathway Concentrators (1.5 credits in an approved sequence of courses, and the student earns an industry credential of value from an approved list of career and technical education (CTE) pathways)
	Postsecondary Success ▸ Percent of students enrolled in 2- or 4-year college within two years of graduation ▸ Percent of students who persisted from their 1st to 2nd year of college within 3 years of graduation ▸ Percent of students in 2- or 4-year college who enrolled in at least one remedial course ▸ Percent of students with an industry certification ▸ Percent of students not enrolled in college who have a full-time job with benefits

** All outcomes should always be disaggregated by subgroups.*

Extended Learning **Resources**

For extended learning resources, please visit:
https://schools.utah.gov/curr/pcbl?mid=5288&tid=2

Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction

www.schools.utah.gov